

Teaching Plan
Department of English (Aided)
2023 – 2024 (Even Semester)

Department: English
Class: I B. A., B. Sc., & B. Com.
Title of the Course: PART II: ENGLISH
Semester: II
Course Code: EU232EL1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232EL1	5	1			3	6	90	25	75	100

Objectives

1. To enable learners to acquire the linguistic competence necessarily required in various life situations
2. To gain confidence and improve their English language skills while communicating with others in various scenarios.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	introduce themselves and speak about everyday activities confidently	K2
2	write short paragraphs on people, places and events	K3
3	gain knowledge to write subjective and objective descriptions	K1
4	identify the purpose of using various tenses and effectively employ them in speaking and writing	K2
5	identify and use their skills effectively in formal contexts	K3

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Poetry					
	1.	Nissim Ezekiel: Very Indian Poem in Indian English	5	K2(U)	Lecture method, Interactive teaching, group discussion	Class test, quiz, Slido Internal Test 1
	2.	Maya Angelou: Still I Rise	4	K2(U)	Lecture method, Flipped classroom, peer teaching , Near pod	Internal Test 1, Short answers, MCQ
	3.	Tennyson: The Flower	5	K1 (R)	Lecture method, PPT using Gamma, poetry recitation	Internal Test II, Quiz, assignment
	4.	Gieve Patel: On Killing a Tree	4	K3 (Ap)	Lecture method, video, screen recorder	Internal Test II, class test
II	Prose					
	1.	Dale Carnegie: If You Are Wrong Admit it	6	K1(U)	Lecture method, flipped classroom, group discussion	Internal Test I, Slido class test
	2.	Shashi Tharoor: 'Kindly adjust' to our English	6	K1(U)	Lecture method, video in Render forest, Interactive teaching	Internal Test I, assignment
	3.	W.R. Inge: The Spoon-fed Age	6	K1(U)	Lecture method, peer group teaching	Internal Test II, assignment, paragraphs
III	Fiction					
	1.	Paulo Coelho: <i>The Alchemist</i> (Part I)	9	K1(U)	Lecture method, PPT using Gamma self-learning	Internal Test I, assignment, essay writing

	2.	Paulo Coelho: <i>The Alchemist</i> (Part II)	9	K1(U)	Lecture method, PPT using Gamma, self-learning	Internal Test II, assignment, essay writing
IV	Language Competency					
	1.	Homonyms, Homophones, Homographs	4	K3(Ap)	Application method, Near pod	Internal Test I, Class test
	2.	Portmanteau words	4	K3(Ap)	Application method, ppt	Internal Test I, Slido class test, quiz
	3.	Verbs and Tenses, Subject Verb Agreement	5	K3(Ap)	Application method, ppt using Gamma	Internal Test II, class test, exercise
	4.	Error correction	5	K3(Ap)	Application method, video in render forest	Internal Test II, Near pod, assignment, exercise
V	English in the Workplace					
	1.	Reading for General and Specific information (charts, tables, schedules, graphs etc.)	4	K3(Ap)	Application method, silent reading and loud reading	Internal Test I, Reading comprehension, reading exercise
	2.	Reading News and Weather Reports	4	K3(Ap)	Lecture method, practical sessions	Internal Test I, Reading newspaper
	3.	Writing Paragraphs	5	K3(Ap)	Lecture method, screen recorder	Internal Test II, Paragraph writing
	4.	Taking and Making Notes	5	K3(Ap)	Lecture method, Near pod	Internal Test II, Note making

Course focusing on Employability and Skill Development

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

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

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

Assignment: Write a weather report.

Seminar Topic: Critically analyse Maya Angelou's "Still I Rise".

Sample Questions:

Part A

1. Who is the author of the poem “Very Indian Poem in Indian English”?
2. Whom does the poet criticise in “The Flower”?
3. How did Carnegie come to know about the Chinese father?
4. What did Santiago’s parents originally hope he would be when he grew up?
5. Give examples for Homophones.
6. What is meant by paragraph writing?

Part B

1. What are the main points of Still I Rise?
2. What does Tharoor mean by Indianism?
3. In Paulo Coelho’s *The Alchemist*, what is meant by the “language of the world”?
4. What is Portmanteau words give few examples.
5. Write a short paragraph on your trip to a new place.

Part C

1. Write an essay on Gieve Patel’s “On Killing a Tree”.
2. What does W.R. Inge’s “The Spoon-fed Age” focus on?
3. How does Santiago’s spiritual journey parallel the alchemist’s practice of transforming metal into gold?
4. **Identify the Errors:**
Many peoples attended the funeral of the great man.
The shepherd took the cattles to the field.
Sita could not understands what the teacher was saying.
Do you know the importance for clean water?
Laugh is the best medicines.
5. Write about taking and making notes.

Head of the Department

Dr. Alby Grace

Course Instructors

Dr. Virgin Nithya Veena
Dr. Alby Grace
Ms. Anishya Dani
Dr. Annie Feril
Ms. Jemi
Ms. Fransta Darshana
Dr. Selva Mary Gokila
Ms. Steffi
Dr. Bhavani
Ms. Nesavathy
Dr. Snow J Sharmilla

Department : English (Aided)
Class : I BA English Literature
Title of the Course : British Literature- I
Semester : II
Course Code : EU232CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232CC1	4	1	-	-	5	5	75	25	75	100

Objectives

1. To increase the ability of the students to intellectually assess the world through literature.
2. To enable learners to analyze British literature and the culture of the English -speaking people.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	K1
2	understand the historical and cultural contexts in which British literary works were written, allowing for a deeper appreciation of the texts.	K2
3	read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth century	K3
4	distinguish between the characteristics of British literary movements in discussing and writing about British literature.	K2
5	write about literature using standard literary terminology and other literary conventions.	K3

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Francis Bacon: Of Truth, Of Adversity	5	K2	Lecture	Slip test
	2.	Oliver Goldsmith: A City Night-Piece	4	K3	Lecture	Slip test
	3.	Joseph Addison and Sir Richard Steele: Sir Roger at Church, On Giving Advice	6	K2	Blended Learning- Nearpod	MCQ Formative assessment- Slido
II						
	1.	William Blake: The Chimney Sweeper	2	K3	Flipped Classroom	Slip test
	2.	Robert Edgar Burns: The Potter	2	K3	Blended Learning- ChatGPT	MCQ
	3.	William Wordsworth: Ode: Intimations of Immortality	3	K3	Lecture	Slip test
	4.	Lord Byron: She Walks in Beauty	2	K3	Lecture	Slip test
	5.	P.B. Shelley: Arethusa, Hymn to Intellectual Beauty.	4	K3	Blended Learning	MCQ

	6.	John Keats: Endymion Book-I (Lines 1-23)	2	K3	Lecture	Formative assessment- Slido
III						
	1	John Milton: Paradise Lost (Book 4)	15	K3	Lecture with Interactive PPT- Nearpod	Open Book Test
IV						
	1	Christopher Marlowe: Dr. Faustus	9	K3	Lecture & Video	Open Book Test
	2	Oliver Goldsmith: She Stoops to Conquer	6	K3	Lecture & Video- Nearpod	MCQ Formative assessment- Slido
V						
	1	Jonathan Swift: “Voyage to Lilliput” from Gulliver’s Travels	8	K3	Lecture with Interactive PPT	Unit Test
	2	Charles Dickens: “Recalled to Life” from A Tale of Two Cities.	7	K3	Lecture with PPT- Gamma AI	MCQ Formative assessment- Slido

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability
Activities (Em/ En/SD): Poem Recitation

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

Activities related to Cross Cutting Issues : Professional Ethics Through Literature- Essay Writing

Assignment : Dramatic Depiction- Unit IV

Sample Questions

Part A

1. According to Addison and Steele, we receive _____ with much reluctance.
2. Blake's "Chimney Sweepers" brings out the pathetic plight of the ___ involved in chimney-sweeping.
3. Mount _____ is located on the north of The Garden of Eden.
4. Doctor Faustus signs an agreement with _____.
5. Gulliver lands in the country of tiny humans called _____.

Part B

1. Write a short note on the aphoristic style of Bacon with reference to the prescribed essays.
2. How does the poet describe the lady's beauty in "She Walks in Beauty"?
3. Why is Satan cast out of heaven?
4. Why does Faustus sell his soul?
5. Bring out the significance of the title "Recalled to Life."

Part C

1. Summarise the ideas presented by Oliver Goldsmith in the essay "A City Night Piece"
2. Critically appreciate William Wordsworth's "Ode on the Intimations of Immortality."
3. What does Adam tell Eve about her creation?
4. Can *She Stoops to Conquer* be regarded as a comedy of manners?
5. Bring out the satirical elements present in *Gulliver's Travels: A Voyage to Lilliput*.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Anishya Dani

Department : English
Class : I B.A English
Title of the Course : American Literature I
Semester : II
Course Code : EU232CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232CC2	4	1	-	-	5	5	75	25	75	100

Objectives

1. To examine the growth and development of various genres of American literature.
2. To create a critical aptitude of probing through the famous works in American literature

Course Outcomes

On the successful completion of the course, student will be able to:			
1	understand the distinct features of American Literature by reading different texts.	PSO1, PSO2	KI, K2
2	analyze and discuss works of American literature from a range of genres.	PSO4	K2
3	identify relationships between history, culture and their representation in American literature.	PSO2	K3
4	explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.	PSO3, PSO5	K2, K3
5	analyze and describe about American literature using standard literary terminology and other literary conventions.	PSO6	K3

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Introduction to American Lit., The Philosophy of Composition	4	K2(U)&K3(Ap)	Brain Storming, Lecture with Interactive Video	MCQ Questioning
	2.	Mark Twain: Advice to Youth	3	K2(U))&K3(Ap)	Interactive lecture, Group Discussion, Debate	Oral tests, Quiz
	3.	Martin Luther King Jr.: I Have a Dream	3	K2(U))&K3(Ap)	Interactive video	Questioning and Quiz
II	Poetry					
	1.	Edgar Allan Poe: The Raven	5	K1(U)&K4(Ap)	Interactive analytical Lecture with Ppt, Discussion	Oral Quiz, Class test
	2.	Emily Dickinson: Because I Could not Stop for Death	3	K2(U)&K3(Ap)	Interactive Video	Quiz, Slip test
	3.	Walt Whitman: O! Captain! My Captain!	4	K2(U)&K3(Ap)	Interactive Video with quiz	Class test, Quiz
	4.	Let America be America Again: Langston Hughes	2	K2(U)&K3(Ap)	Reflective Thinking	Oral Quiz
	5.	Elizabeth Bishop: Questions of Travel	3	K2(U)&K3(Ap)	Lecture, analysis, group discussion	Quiz, assignment
	6.	Louise Glück: Vespers	3	K2(U)&K3(Ap)	Textual analysis with Ppt.	Class Test
IV	Short Story					

		James Thurber: The Night the Ghost Got In	3	K1(U) & K3(A)	Textual analysis, discussion	MCQ, oral quiz, Q&A
		John Steinbeck: The Chrysanthemum	3	K1(U) & K3(A)	Textual analysis, discussion	Quiz, Story Writing
		Shirley Jackson: The Lottery	3	K1(U) & K3(Ap)	Analysis of the Plot and characters	Quiz, Story Writing
		Sarah Orne Jewett: The White Heron	3	K2(U) & K3(Ap)	Analytical lecture	Group work
IV	Fiction					
		Ernest Hemingway: A Farewell to Arms	8	K2(U) & K3(Ap)	KWL, Textual analysis, Movie Screening	MCQ, Essay writing
V	Drama					
		Eugene O'Neill: Emperor Jones	7	K1(R), K2(U)	Interactive video	Quiz, Role Play
		Niel Simon: The Odd Couple	7	K1(R), K2(U)	YouTube Video, Role Play	Role Play

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability

Activities (Em/ En/SD): Exhibition

Course Focussing on Cross Cutting Issues: Human Values

Activities related to Cross Cutting Issues : Prepare a chart of American Literary History

Assignment: Life and works of major writers

Seminar Topic: Analysis of the fictional characters in drama and fiction.

Sample Questions

Part A

1. Which was the famous speech made 100 years before that of Martin Luther King Jr.?
2. "I am the Negro bearing slavery's scars." – Identify the speaker.
3. Who is Herman?
4. What is Catherine's position in the Army?
5. Where does most of Niel Simon's plays take place?

6. What was the raven's reply to the lover?
8. What is a ghetto?

Part B

1. Give a brief account of Mark Twain's advice to the youth.
2. How does Dickinson approach death?
3. Discuss the structure and the poetic techniques used by the poet in "Questions of Travel."
4. How well does Hemingway portray war in *Farewell to Arms*?
5. How does the character of Joans develop?
6. Discuss the theme of "Let America be America Again."

Part C

1. Analyse the speech made by Martin Luther King Jr.
2. Discuss the poetic elements in "O Captain, My Captain."
3. Elaborate on the theme and characterisation in "The White Heron."
4. How well has Hemingway helped you in understanding war and its effects?
5. Bring out the comic elements in *The Odd Couple*.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Judes Jalaja

Department: English
Class: I BA English
Title of the Course: Elective Course II: History of English Literature
Semester: II
Course Code: EU231EC1

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EU231EC1	3	1	-	3	4	60	25	75	100

Objectives

1. To help students with a survey of the history of English literature from Old English times to the Modern period.
2. To provide them with a look at certain linguistic processes that have contributed to the development of the English language.

Course Outcomes

CO	Upon completion of this course, the students will be able to:	PSO addressed	Cognitive level
CO - 1	gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PSO - 1	K1, K2
CO - 2	evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period.	PSO - 6	K3
CO - 3	familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages.	PSO - 6	K3
CO - 4	develop a nuanced appreciation of the literary stalwarts of those times.	PSO - 1	K2, K3
CO - 5	gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PSO - 2	K3

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Introduction to the History of British Literature - British Poetry	3	K1, K2	Lecture using Chalk and talk, Introductory session, Lecture using videos	Evaluation through short test, MCQ, True/False, Short essays
	2	British Prose	3	K1, K2	Lecture Method, PPT	Slido, Oral Presentation
	3	British Drama	3	K1, K2	Google Slide, Interactive method	MCQ, True/False, brief answers.
	4	British Fiction	3	K1, K2	Gamma	True/False, MCQ.
II	1	An Introduction to Bible Translation: William Tyndale, Myles Coverdale	3	K3	Group Discussion	Surprise Test, Short essay.
	2	The University Wits: Christopher Marlowe, Robert Greene, Thomas Nashe, John Lyly, Thomas Lodge, George Peele, Thomas Kyd	3	K3	Flipgrid	Critical Essay, MCQ
	3	Elizabethan and Jacobean Drama: William Shakespeare, Ben Jonson, John Webster	3	K3	Lecture method, Near pod	Quiziz, Slip test
	4	Comedy of Humours: Thomas Dekker, George Chapman	3	K3	Group Discussion	MCQ, short essay

III	1	Comedy of Manners: William Congreve, Richard Brinsley Sheridan, George Etherege, Oliver Goldsmith, Aphra Behn	3	K3	PPT	Formative test: Critical essay
	2	Neo-Classicism: Alexander Pope, John Dryden, Jonathan Swift, Daniel Defoe, Samuel Johnson	3	K3	Lecture method, Interactive method.	Quiz
	3	Sentimental and Anti-sentimental Comedies: Richard Steele, Colley Cibber, Henry Fielding, Richard Sheridan	3	K3	Flipgrid	MCQ, short essay
	4	Pre-Romantics: William Blake, Samuel Taylor Coleridge, William Wordsworth, Thomas Gray, John Milton	3	K3	Gamma, Lecture method	Slido
IV	1	Pre-Raphaelite Movement: D.G. Rossetti, Christina Rossetti	3	K2, K3	Flipgrid	Class Test, Assignment, mentimeter
	2	Victorian Poets: Alfred Lord Tennyson, Robert Browning	3	K2, K3	Lecture method, Interactive method, Student Centric	Quiz, Assignment, Oral Presentation
	3	Victorian Novelists: Charles Dickens, Thackeray	3	K2, K3	Group Discussion	MCQ, short essay, Surprise Test
	4	Victorian Writers: Thomas Carlyle, John Ruskin Impressionistic	3	K2, K3	Nearpod, Lecture	Class Test, Assignment

		Writers: Virginia Woolf, James Joyce				
V	1	Well-made Play: Bernard Shaw and Henrik Ibsen i) Existential Drama: Samuel Beckett, Arthur Miller	3	K3	PPT, Interactive method	MCQ, brief answers.
	2	Comedy of Menace: Harold Pinter, Edward Albee	3	K3	Nearpod, Debate	Surprise Test, True/False, MCQ.
	3	Kitchen-sink Drama: John Osborne, Arnold Wesker Problem Play: Anton Chekhov	3	K3	PPT, Group Discussion	Slido
	4	Didactic Drama: Bertolt Brecht, One-act play: Eugene O'Neill, Tennessee Williams	3	K3	Lecture using Chalk and talk, Lecture using videos	Evaluation through short test, MCQ, True/False, Short essays

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Exhibition and Presentation

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

Activities related to Cross Cutting Issues: Oral & PPT presentations

Assignment: Exhibition, Chart Display, Role Play

Sample Questions

Part A

1. Britain is comprised of which five countries?
2. When was Beowulf written?
3. When did William the Conqueror land in England?
4. Beowulf is _____

a) Romantic Poetry b) Victorian Poetry c) Dramatic Poetry d) Epic Poetry.

5. Who are the University Wits?
6. Name the famous play of Thomas Dekker.
7. Name the famous One-act play of Tennessee Williams.
8. Who are the Victorian Poets?
9. What is Sentimental Comedies?
10. Name any two works of Oliver Goldsmith.

Part B

1. Write a short note on the Early British Fiction.
2. Give short notes on the Medieval British Literature.
3. Write an essay on the Shakespearean Actors.
4. Give short notes on The Comedy of Manners.
5. Give short notes on Comedy of Humours.
6. Write an essay on the Impressionistic Writers.
7. Explain Existential Drama with reference to the works of Samuel Beckett.

Part C

1. Discuss the origin of Early British Literature prose, fiction and drama.
2. Describe an essay on the Elizabethan dramas.
3. Give the life and works of
 - a) Thomas Dekker b) John Webster c) George Chapman d) John Lyly
4. Give a detailed account on Didactic Drama.
5. Describe Comedy of Menace.
6. Describe Pre-Raphaelite Movement.
7. Give the life and works of Charles Dickens and Thackeray.

Head of the Department

Dr. Alby Grace

Course Instructors

Ms. Fransta Darshana

Ms. Nesavathy

Department : English
Class : I UG
Title of the Course : Non Major Elective NME II: Public Speaking Skills
Semester : II
Course Code : EU232NM1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232NM1	1	1			2	2	2	25	75	100

Objectives:

- i) To help them identify and utilize voice aspects of speaking
- ii) To make them recognize the barriers of listening and speaking and teach the ways to reduce them

Course Outcomes

On the successful completion of the course, student will be able to:		
1	demonstrate an understanding of the principles of public speaking.	K2
2	recognize barriers to public speaking and identify how to avoid them.	K1
3	understand how to give effective verbal and non-verbal feedback.	K2, K3
4	communicate effectively on issues and ideas with a reasonable degree of fluency and accuracy in different social settings.	K3
5	practice effective group delivery and speech in formal context.	K3

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Public Speaking- Introduction and Definition	2	K2	Lecture using Chalk and Talk	Slip Test
	2.	Need for Public Speaking	3	K1	Lecture using Gamma	MCQ
II	1.	Significance of Public Speaking	3	K2	Demonstration	Assessment via Slido
	2.	Essentials of Public Speaking	3	K2	Lecture through Nearpod	Factuals
III	1.	Tips to improve public speaking	2	K3	PPT	Class Test
	2.	Concepts of public speaking	3	K2	Virtual ppt	Open Book Test
IV	1.	The seven P's of public speaking	3	K1	Lecture Capture	Assessment via Mentimeter
	2.	Principles of public speaking	3	K2	Demonstration through Videos	Assessment through Nearpod
V	1.	Public Speaking on Common topics	3	K3	Role Play	Creative Speaking

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

Activities (Em/ En/SD): Album Making, Role Play, Group Activity

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

Activities related to Cross Cutting Issues: Mind Mapping, Model Making

Assignment: Write the tips to improve public speaking skills.

Sample Questions

Part A

1. Define public speaking.
2. Write an important trait of effective public speaking.
3. Mention a tip to improve public speaking.
4. _____ is crucial when it comes to public speaking.
5. How do you address the audience in an official meeting?

Part B

1. What is the need for public speaking?
2. Sketch the essentials of public speaking.
3. Explain the concepts of public speaking.
4. Elucidate the principles of public speaking.
5. Write a model speech on the topic “Covid pandemic”.

Part C

1. Define public speaking and elaborate its needs.
2. Demonstrate the significance of public speaking.
3. How can one improve the public speaking skills?
4. Explain the seven P’s of public speaking.
5. Write a model speech on the topic “Education in today’s world”.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Jemi

Department : English
Class : I Year
Title of the Course : SEC I: ENGLISH FOR BUSINESS
Semester : SEMESTER II
Course Code : EU232SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232SE1	1	1			2	2	30	25	75	100

Objectives

1. To help students learn strategies and practical language to deal with real life situations.
2. To enable them to use language flexibly and express it in the social, professional and academic contexts.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	1 strengthen their language skills: listening, Speaking, Reading and Writing.	K3
2	understand real speech patterns and learn pronunciation technique in fluent speech	K2
3	improve their confidence and learn how to connect with people in	K1
4	develop comprehensive vocabulary in order to improve their way of doing business in English and ultimately, to move towards English proficiency	K2
5	learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	K3

K1 - Remember; **K2** - Understand; **K3** - Apply

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Business Communication - Types and Importance	2	K2(U) & K3 (Ap)	Lecture using videos - Nearpod, Group Discussion	Class test, assignments
	2.	Fundamental of Business writing, Types of Business letter,	2	K2(U) & K3 (Ap)	Interactive lecture with Gamma, Videos,	Evaluation through short test,
	3.	Proposal, Report Writing	2	K2(U) & K3 (Ap)	group discussion	Assignment
II	1.	Employment Messages Writing Resume Application letter	3	K2(U) & K3 (Ap)	Demonstration, Creative Writing	Drafting a model resume
	2.	Writing the opening paragraph, Writing the closing paragraph	3	K1 (R) K2(U) & K3 (Ap)	Interactive lecture, group discussion	Class Test and CIA
III	1.	Spoken skills Conducting Presentation, Oral presentation, Debates, Speeches Interview, Group Discussion	4	K2(U) & K3 (Ap)	Lecture , YouTube videos, debate	Oral Presentation Debate Group Discussion
	2.	English Pronunciation, Building Vocabulary.	3	K2(U) & K3 (Ap)	Lecture, video and web resources	group discussion, vocabulary test pronunciation test
IV	1.	Receiving and responding to customer feedback Business presentation	3	K2(U) & K3 (Ap)	Lecture	CIA
	2.	Interaction between employees and management Video clip for a new product	3	K2(U) & K3 (Ap)	Lecture, group discussion, Participative learning	Video clip
V	1.	Writing a Business Memo	3	K2(U) &	Group Work	Creating a newsletter

		Mass Marketing Communication (Newsletter)		K3 (Ap)		
	2.	Online Survey on Company Culture Business Meetings	3	K2(U) & K3 (Ap)	Lecture, Gamma Video	Newspaper reading, short essays

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability

Activities (Em/ En/SD): Learning to write a resume, draft a memo, oral presentations, business communication drafting

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

Activities related to Cross Cutting Issues : Measuring market survey, Making a video clip for a new product

Assignment : Create a video clip for a new vacuum cleaner

Sample Questions

Part A

1. Mention any two types of business letters
2. What is a resume?
3. How many vowel sounds are there in English language?
4. What is the purpose of a memo?
5. What are speech patterns

Part B

1. Write a report on the office meeting and action to be taken
2. Prepare an application letter for the position of communication officer in a company
3. Draft an argument as part of a debate on Gender Equality is a reality in modern India
4. How can you gather online feedback from customers? What tools would you use?
5. Prepare a newsletter about the company's activities in the past year.

Part C

1. What are the different types of letter writing?"

2. What are the important features of a closing and an opening paragraphs ?
3. Discuss the importance of good pronunciation and the means to achieve it .
4. Write a script for a video regarding a new coconut scraper your company is launching and its special features
5. Draft a memo on behalf of the HR manager of the company

Head of the Department

Dr. Alby Grace

Course Instructors

Dr. Subha Ganapathy

Ms. Judes Jalaja

Department : English
Class : B.A., B.Sc., B. Com. Part II English
Title of the Course : Communicative English
Semester : IV
Course Code : GE2141

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
GE2131	-	-	-	4	6	90	25	75	100

Objectives

- To enrich and equip the students entering Higher Education to cope with the demands of current learning.
- To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
- To help the students use the different forms of written communication and set them on the path to realize their full potential.

Course Outcomes

CO	Upon completion of this course, the students will be able to:	PSO Addressed	Cognitive level
CO - 1	identify the different types of communication which will initiate them to become conscious of the purpose of communication.	PSO - 1	K2(U)
CO - 2	recognize the parameters of effective communication.	PSO - 1	K3(A)
CO - 3	define the purpose of conversation.	PSO - 1	K5(E)
CO - 4	express their thoughts accurately through creative writing.	PSO - 3	K5(E)
CO - 5	develop confidence to speak in any group or gathering.	PSO - 1	K1(R)
CO - 6	receive information and apply it in their daily life.	PSO- 3	

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	. Listening, Speaking & Writing A) Song: Que Sera Sera (Doris Day) B) Film: Chronicles of Narnia – The Lion, The Witch and the Wardrobe C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts	3	K2(U) & K3 (Ap)	Youtube link Group Discussion,	Class test, assignments Framing own sentences Flipped Classroom
	2.	Reading, Speaking and Writing A) Drama – Excerpt from Tughlaq B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts	2	K2(U) & K6 (C)	Interactive lecture, Videos,	Evaluation through short test,
	3.	Composition – Letter Writing (Seeking Permission)	2	K2(U) & K3 (Ap)	Interactive lecture	Short answers,
	4.	Grammar and Composition The Art of Describing (Using Adjectives, Similes, Degrees of Comparison)	3	K1 (R) K2(U) & K3 (Ap)	Explanation lecture, ppt	Class test, fill in the blanks, error spotting
II	1.	Listening, Speaking & Writing	3	K2(U) & K3 (Ap)	Lecture, videos, group discussion	Short essays from book reviews using Google translate

		<p>A) Song: Wildflowers (Dolly Parton)</p> <p>B) Film: Life of Pi</p> <p>C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts</p>				
	2.	<p>Reading, Speaking and Writing</p> <p>A) Book Review – Text for Appreciation – Review ‘A Red- necked Green Bird’ by Ambai</p> <p>B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts</p>	3	K1 (R) K2(U) & K3 (Ap)	Explanation lecture, role play, videos	Assignment, Book review critique using Insert learning
	3..	Composition – Book Review	2	K2(U) & K3 (Ap)	Lecture, TED Talk	Evaluation through short test, Seminar
	4.	Grammar and Composition	4	K1 (R) K2(U) & K3 (Ap)	Explanation lecture, ppt	Class test
III	1.	<p>Listening, Speaking and Writing</p> <p>A) Song: This One is for the Girls (Martina McBride)</p> <p>B) Film: Jurassic Park</p> <p>C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts</p>	3	K2(U) & K3 (Ap)	Lecture , videos, debate	Dialogue writing, pronunciation test, sentence making Gamma ppt
	2.	<p>Reading, Speaking and Writing</p> <p>A) Famous Speech – Sashi Tharoor’s Speech at the Oxford Union</p>	3	K2(U) & K3 (Ap)	Lecture, newspaper reading, video	Flipgrid speech video group discussion, vocabulary test

		<p>B) Famous Essay – Fear Factor by Janaki Lenin</p> <p>C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts</p>				
	3.	<p>Composition – Essay</p> <p>(With a note on the difference between drafting a speech and drafting an essay)</p>	2	K2(U) & K3 (Ap)	Lecture through moral stories, videos, debate	Evaluation by writing of an essay
	4.	Grammar in Context: Simple and Compound Sentence	4	K1 (R) K2(U) & K3 (Ap)	Explanation lecture, ppt	Class test, assignment
IV	1.	<p>Listening, Speaking and Writing</p> <p>A) Song: Rhinestone Cowboy (Glen Campbell)</p> <p>B) Film: The Lion King (Disney Movies)</p> <p>C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts</p>	3	K2(U) & K3 (Ap)	Lecture, class discussion	Flipgrid
	2.	<p>Reading, Speaking and Writing</p> <p>A) A Story with a Twist in the Tale</p> <p>B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts</p>	3	K2(U) & K3 (Ap)	Lecture, videos, group discussion	Role play, class test Flipgrid
	3.	Composition – Narration of an Incident where there is a Twist in the Tale	3	K2(U) & K3 (Ap)	Lecture, group discussion	Situational dialogues

	4.	Grammar for Composition The Art of Giving Instructions / Directions (Using Imperative Sentences)	4	K1 (R) K2(U) & K3 (Ap)	Explanation lecture, ppt	Class test, fill in the blanks
V	1.	Listening, Speaking and Writing A) Song: Heal the World (Michael Jackson) B) Film: Charlie and the Chocolate Factory C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts	3	K2(U) & K3 (Ap)	Lecture, Videos, group discussion	Dialogue delivering, vocabulary test and sentence making
	2.	Reading, Speaking and Writing A) Film Review B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts for Reading	3	K2(U) & K3 (Ap)	Lecture, videos	Assessment using slido
	3.	Composition – Film Review	3	K2(U) & K3 (Ap)	Lecture, group discussion	Interaction, vocabulary and meanings
	4.	Grammar for Composition: The Art of Persuasive Writing (Topic Sentence, Evidence, Explanation, Linkers, Use of Adjectives and their Synonyms, Degrees of Comparison, Clauses, Rhetorical Questions)	4	K1 (R) K2(U) & K3 (Ap)	Explanation lectures, ppt	Class test, assignment

Course Focussing on Employability/ Entrepreneurship/ Skill Development:

Activities (Em/ En/SD): Writing Blog post on movies, Role play, tutoring, writing stories

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

Activities related to Cross Cutting Issues: Situational dialogues, role play

Assignment: Write a film review on any movie you watched

Seminar Topic: Compare and contrast any two movies or songs of your choice.

Sample Questions

Part A

1. What is the meaning of the phrase 'Que sera sera'?
2. Under what genre does Narnia Chronicles fall under?
3. Mention any one Narrative techniques
4. Complete the following to make an oxymoron: Found -----
5. What is a film adaptation?

Part B

1. Write about merits and demerits of becoming a chef.
2. Describe Pride land before and after the death of Mufasa/
3. What is the theme of 'Charlie and the Chocolate Factory'
4. Write an introductory paragraph for your book review

Part C

1. Write about the philosophical meaning of the song 'Que Sera Sera'?
2. Compose a poem on the topic 'This one's for the girls'. Repeat the same line in each stanza. List out your life events /wishes
3. What basic information do you need to include for your book review
4. Attempt a critical appreciation of a song of your choice

Head of the Department

Dr. Alby Grace

Course Instructors

Dr. Subha Ganapathy

Dr. Jimsy Asha

Ms. Judes Jalaja

Dr. Sathya

Ms. Steffi

Dr. Bhavani

Ms. Nesavathy

Dr. Snow J Sharmilla

Department : English
Class : II BA English
Title of the Course : Drama
Semester : IV
Course Code : EC2041

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2041	3	3			4	6	90	25	75	100

Objectives:

1. To make the students familiarize with the types of dramas and its elements.
2. To help the students acquire knowledge of dramas of different continents.
3. To make the students acquaint with the themes explored in dramas.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs addressed	CL
CO-1	understand the importance of playwritings and the playwrights.	PSO - 2	U
CO-2	get knowledge of types of dramas, its elements and theatres.	PSO - 2	U
CO-3	understand the nuances of writing and acting.	PSO- 3	U
CO-4	develop the skill of delivering dialogues and the skill of acting.	PSO - 3	Ap
CO-5	analyse dramas from different critical perspective.	PSO - 3	An

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Harold Pinter: <i>The Birthday Party</i>	15	K4	Lecture using Chalk and Talk	Slip Test
II	1.	Arthur Miller: <i>All My Sons</i>	15	K4	Demonstration	Assessment via Slido
III	1.	Henrik Ibsen's <i>A Doll's House</i>	15	K4	Gamma	Class Test
IV	1.	Wole Soyinka: <i>The Strong Breed</i>	15	K4	Lecture Capture	Assessment via Mentimeter
V	1.	Chaos: Analysis of Harold Pinter's <i>The Birthday Party</i>	3	K3	Role Play	Debate
	2.	Portrayal of Married Women in Arthur Miller's <i>All My Sons</i> and <i>Death of a Salesman</i>	4	K3	Slido	Quiz
	3.	Henrik Ibsen's <i>A Doll's House: A Postmodernist Study</i>	4	K3	Nearpod	Short Answer Test
	4.	Leadership and Cultural Frames in Wole Soyinka's <i>The Strong Breed</i>	4	K3	Gamma	Role Play

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

Activities (Em/ En/SD): Album Making, Role Play, Group Activity

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

Activities related to Cross Cutting Issues: Mind Mapping, Model Making

Assignment: Write the themes in *A Doll's House*.

Sample Questions

Part A

1. Whose birthday is celebrated in *The Birthday Party*?
2. Whose apple tree fell down on a stormy night?
3. What is Nora fond of?

4. How old is Omae in *The Strong Breed*?
5. Who is a carrier in *The Strong Breed*?

Part B

1. Sketch the character of Meg.
2. Bring out the significance of relationship in *All My Sons*.
3. Sketch the character of Krogstad.
4. Delineate the incidents that lead to the death of Eman.
5. Elaborate the cultural frames in *The Strong Breed*.

Part C

1. Justify the significance of the title *The Birthday Party*.
2. Compare and contrast the characters of Larry and Chris.
3. How are the women characters different from the male in *A Doll's House*.
4. Bring out the theme of love and marriage in *The Strong Breed*.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Jemi

Title of the Course : Elective II (b) Creative Writing

Semester : IV

Course Code : EC2043

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives:

1. To introduce the concept of creative writing.
2. To familiarize the students with the process of writing poetry, fiction and drama.
3. To identify the creative skills of students in various aspects of narrative, copy writing and advertising ideas.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO – 1	understand the importance of reading as part of a creative writer's development.	PSO - 1	U
CO – 2	engage analytically and critically with a range of literary and media texts.	PSO - 2	Ap
CO – 3	recognise how critical reading supplies writers with inspiration and ideas.	PSO - 2	An
CO – 4	engage with the modes of reading and writing practice.	PSO - 2	Ap
CO – 5	become familiar with the publishing process in the literary market and improve as a writer by submitting work to literary journals and participating in the writing community.	PSO - 1	C

Teaching Plan

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
Unit I						
	1	Introduction to Creative Writing	2	K2(U)	KWL, Simulation	Questioning Oral Test
	2	Defining Creativity	1	K(U)	Simulation	Oral test
	3	Creativity and Resistance, Art and Propaganda, Creativity and Madness	2	K(U)	Blended Learning with e-resources	Slip Test
	4	Imagination and Writing	2	K2(U) 7 K(An)	Exercise Work	Assignment & Quiz
	5	The Importance of Reading.	2	K2(U)	Simulation	Group Discussion
Unit II						
	1	Tropes, Figures – Style and Register – Formal, Informal Usage	5	K1((R), K2(U)	Lecture with Gamma	Class Test, Assignment

	2	Varieties of English – Language and Gender		K1((R), K2(U)	Lecture with PPT. Gamification with Slido	Quiz, Group Work
	3	Disordered Language – Playing with Words	3	K1((R), K2(U)	Gamification with Jotform	Quiz, Group Work
	4	Grammar and Word Order – Tense and Time – Grammatical Differences.	3	K1((R),K2(U)	Lecture with Nearpod.	Chart work, MCQ
Unit III	Modes of Creative Writing					
	1	Poetry: Definitions – The Four Functions of Language – Shape, Form and Technique –	3	K1((R), K2(U)	Lecture, group discussion	Class test, Peer correction
	2	Dominant Modes of Poetry – Voices in the Poem	3	K1((R),K2(U)& K4(Ap)	Reflective thinking	Class Test, MCQ
		Indian English Poets	3	K1((R),K2(U)	Interactive lecture with Nearpod	Assignment, Essay writing
	3	Verse for Children	2	K2(U)&K4(Ap)	Textual analysis	Class Test

	4	Problems in Writing Poetry	4	K2(U)&K4(Ap)	Interactive lecture, group discussion	
	5	Fiction, Non-fiction–	3	K1(R), K2(U)	Textual analysis	Quiz, Class Test
	6	– Importance of History	3	K1(R), K2(U)	Lecture	Questioning, MCQ
	7	Literary and Popular Fiction, Short Story and Novel	3	K1(R), K2(U)& K4(An)	Interactive Lecture and textual analysis	Assignment
	8	Children’s Literature	3	K2(U)& K3(Ap)	Textual reading	Text review
	9	Drama: Definition – Plot – Characterization – Overview of Indian English Theatre – Indian English Playwrights – Children’s Theatre.	2	K1(R),K2(U)& K3(Ap)	Analytical lecture with e-resources	Oral Quiz
	10	Writing for the Media Print Media – Broadcast Media	3	K2(U)& K3(Ap)&K6(C)	Writing Exercises	Practical work

		– New Media – Advertising.				
	Unit V	Publication Tips				
	1	Revising and Rewriting – Proof Reading – Editing – Submitting Manuscript for Publication	3	K2(U)&K3(Ap) &K6 (C)	Writing Exercises	Practical work

Activities (Em/ En/SD):

Course Focusing on Cross Cutting Issues: Employability

Activities related to Cross Cutting Issues: Write a newspaper report

Assignment: Major literary Devices

Seminar Topic: Review of texts

Sample Questions

Part A

1. Define creativity.
2. Creative people are unusual. (True / False)
3. What is a poem?
4. How is point of view defined?
5. What are the broadcast media?

Part B

1. Give a short note on the art of propaganda.
2. What does writing for screenplay mean?
3. Discuss the structure and the poetic techniques used by the poet in “Questions of Travel.”
4. Differentiate between print and broadcast media.

5. Write a note on **Editing**.

Part C

1. Discuss the art and craft of writing.
2. Explain how the 20th century fiction is different from the earlier writings.
3. Explain how would one understand the world of children through film and theatre?
4. Write an essay on the importance of advertising.
5. Give accounts of : 1) Revising and rewriting 2. Proof Reading.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Judes Jalaja

Class: II BA English

Semester :I V

Title of the Course : History of English Literature - II

Subject Code: EA2041

No of Hours per Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To make them acquaint with the emergence of major literary genres.
2. To create in them a critical acumen with reference to the canonical writers and their texts.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs addressed	Cognitive Level
CO-1	understand how literary writings evolved from the days of Wordsworth	PSO - 2	K2
CO-2	comprehend how various new literary forms got developed	PSO - 2	K2
CO-3	recognize the literary merits of the writers who authored some of the classics in this period.	PSO - 2	K2
CO-4	analyse and criticize the texts which have withstood the test of time.	PSO - 2	K3
CO-5	prepare themselves for professional exams at the National level (SET, NET) and international level (subject GRE exam)	PSO - 1	K3

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment Evaluation
I	1	The Return to Nature	8	K2(U)	E content using Gamma videos Discussion, Peer tutoring, Lecture using	Objective Test using Slido app Formative Assessment I

					videos, Demonstration	
II	1	The Victorian Age	15	K2.(U)	Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Multiple Choice Questions Objective Test using Slido app Formative Assessment I Assignments
III	1	The Birth of Modern Literature	13	K2(U)	Lecture using Chalk and talk, Reciprocal Teaching, Peer tutoring, E content using Gamma app	Short test Using Nearpod Formative Assessment I, II Assignment
IV	1	The Inter-War Years	10	K3(AP)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Short test Using Nearpod Formative Assessment II

V	1	The Mid-Twentieth Century	12	K3(AP)	E content using Gamma app Associating prominent critical essays of the times	Multiple Choice Questions Using Slido Formative Assessment II
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Course Focussing on Employability/ Entrepreneurship/ Skill Development

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Human values, Professional Ethics and Gender Equity

Activities related to Cross Cutting Issues: Panel & Group Discussions on the cult and creed of different ages

Assignment: E content preparation/ Exhibits of different age

Seminar Topic: Poster Presentation on the prescribed topics

Sample Questions

PART A

1. Identify the time span of “The Return to Nature Age”
 - a. 1790-1830, b. 1789-1829, c. 1785-1835, d. 1750-1850
2. Cull out the prominent literary figure of the Victorian Era
 - a. Tennyson b. Browning c. Dickens d. Ruski
3. The Birth of Modern Age marked -----
 - a. The Spread of Education b. The proliferation of literary books.
c. The unique political practice d. The dominance of literary genre
4. The growth of Regional fiction was prevalent during
 - a. The Interwar Years b. The Victorian Age c. The Romantic Age d. Twentieth Century
5. ENSA refers to
 - a. Entertainment National Service Association
 - b. Educational National Service Association
 - c. Entrepreneurial National Service Association
 - d. Empowerment of National Service Association

PART B

1. Discuss the prominent features of “The Return to Nature Age”
2. Describe the political scenario of “The Victorian Age”
3. Enumerate the famous dramatists of “The Modern Age”
4. Detail on surrealism
5. Write a note on the writers of miscellaneous prose during the Mid Twentieth Century.

PART C

1. Illustrate the literary scenario during “The Return to Nature Age”
2. Explicate the input of literature during “The Victorian Age”
3. Analyse the prominent novelists of the Modern Age
4. Discuss The New Traditionalism
5. Detail on the novels produced during the Mid Twentieth Century.

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Abilasha

Department : English
Class : II B.A English Literature
Title of the Course : Professional English
Semester : IV
Course Code : AAS204

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
AAS204					2	2	30	50	50	100

Objectives

1. To enhance the academic writing and presentation skills.
2. To develop digital writing nuances for better employability.

Course Outcomes

On the successful completion of the course, student will be able to:		
CO - 1	comprehend complex passages with professionalism.	K1, K2
CO - 2	differentiate between academic writing and media writing.	K1, K2
CO - 3	apply communicative skills with digital competence in the workplace.	K3
CO - 4	analyse a variety of formats, including essays, research papers, reflective writing, and critical reviews.	K3
CO - 5	analyze lectures, scripts, blogs, e-content, movies and shortfilms.	K3

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Listening – Listening to two talks / Lectures by specialists on selected subjects Speaking – Small Group Discussions Reading – One Subject Based Reading text followed by comprehension activities / exercises Writing – Summary writing based on the reading passages (Free Writing)	6	K1,K2	Videos, Ted Talks, Interactive Methods,	
II						
	2.	Listening – Product Launch Speaking – Debates Reading – Reading Texts on advertisements (On products relevant to the subject areas) and answering inferential questions Writing – Writing an argumentative / persuasive essay	6	K3	Videos, Ted Talks	Presentation, Ad Mad, Product Profiles, Creation of an Advertisement
III						
	3.	Listening – Interview by a famous celebrity Speaking – Interviewing any professional / Creating Vlogs (How to become vlogger and use vlogging to nurture interest – subject related) Reading – Blog	6	K3	Stimulation Methods, Brain Storming	Case Study Discussion, Comprehension Activities

		Writing – Blog Creation				
IV	4.	Listening – Listening academic videos (Prepared by EMRC Other MOOC videos on Indian academic sites) Speaking – Making oral presentations through short films – subject based Reading – How is creativity possible in Science (Continuation of essay in semester III) Writing – Creating flyers and Brochures (Subject Based)	6	K1	Videos, Online Lectures	Creation of Vlogs, Case Studies,
V	5.	Speaking – Presentatio n (Without Aids) Reading & Writing – Product Profiles / Writing an Introductio n	6	K3	Creative Writing	Presentation of Profiles

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

Activities (Em/ En/SD): Presentation, Creation of Vlogs

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

Activities related to Cross Cutting Issues : Presentation, Creation of Vlogs

Assignment : Presenting a Product, Group Discussion

Seminar Topic: -

As a managing director of a Cosmetic company, draft a circular to the employees of your organization about the launching of a new brand of a cosmetic product.

2. Write a dialogue between a manager and a candidate during a job interview.
3. Write an argumentative essay on the significance of cultural patterns and processes.
4. Write a review on one of the vlogs created by your classmates.
5. Design a brochure for the conference to be conducted in your department.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Fransta Darshana

Department : English
Class : III B.A English Literature
Title of the Course : Fiction
Semester : VI
Course Code : EC2061

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2061					6	6	90	40	60	100

Objectives

- 1.To give an overview of fictional writing.
- 2.To aid in the analytical reading of novels.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	think critically as well as creatively about the artistic technique used by the various authors.	PSO-2	An
CO-2	demonstrate close reading skill in terms of both literal and inferential reading.	PSO-2	Ap
CO-3	apply literary theories to the prescribed texts.	PSO-2	Ap
CO-4	write fiction to appreciate form and process.	PSO-2	C

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	<i>Pride and Prejudice</i> -Jane Austen	6	K1, K2	Lecture PPT	Evaluation through short test, MCQ, True/False, Short essays
	2		6	K1,K2	Short Videos	Role Play, Enactment
	3		6	K1,K2	Screening of Movie	Presentation
II	1	<i>Oliver Twist</i> -Charles Dickens	6	K3	Group Discussion	MCQ, True/False, Short essay.
	2		6	K3	PPT, Student Centric	Critical Essay, MCQ
	3		6	K3	Lecture method, Interactive method, PPT	Quiz, Slip test, Enactment
III	1	<i>The Old Man and the Sea</i> -Ernest Hemingway	5	K3	PPT	Formative test: Critical essay
	2		5	K3	Lecture method, Interactive method.	Quiz, Open Book Test
IV	1	<i>Things Fall Apart</i> -Chinua Achebe	6	K2, K3	Lecture, PPT	Class Test, Assignment
	2		6	K2, K3	Lecture method, Interactive method, Student Centric	Quiz, Assignment, Oral Presentation
	3		5	K2, K3	Group Discussion	MCQ, short essay, Surprise Test
	4					
V	1		7	K3	PPT, Interactive method	MCQ, True/False,

		<i>God of Small Things</i> -Arundhati Roy				brief answers.
	2		7	K3	PPT	Surprise Test, True/False, MCQ.
	3		6	K3	PPT, Group Discussion	MCQ, True/False, Short essay.

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

Activities (Em/ En/SD): Exhibition and Presentation

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

Activities related to Cross Cutting Issues: Oral & PPT presentations, Screening of Movies and Videos

Assignment: Exhibition, Chart Display, Role Play

Part- A

- 1) Why is Lizzy Mr. Bennet's favourite daughter? (U)
- 2) Who is Lady Catherine de Bourgh? (U)
- 3) Why does Sikes kill Nancy (U)
- 4) What is the name of Oliver Twist's mother? (U)
 - a) Agnes Fleming b) Mrs. Bedwin c) Mrs. Sowerberry d) Mrs. Rose.
- 5) Who is Marlin? (U)
 - a) a fish b) a wizard c) a merchant d) a captain of a ship.

Part- B

1. a) Summarize the after-effects of Mr. Bennet's meeting with Mr. Bingley? (U)
2. a) Elaborate on the living conditions of the London streets? (U)
3. a) Analyse your views on Santiago as a successful fisherman. (An)
4. a) Discuss the importance of Igbo culture with reference to the novel *Things Fall Apart*? (U)
- 5.a) Interpret the title of the novel *God of Small Things*. (Ap)

Part-C

1. a) Summarize the character of Mrs. Bennet. (U)

- 2.. a) Analyse your thoughts on the character Oliver Twist. (An)
3. a) Explain in detail the relationship of Santiago with the sea. (U)
- 4.. a) Describe the character of Okonkwo? (U)
5. Bring the relationship between the siblings Rahel and Estha. (U)

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Fransta Darshana

Department : English (Aided)
Class : III BA English Literature
Title of the Course : Major Core X: Marginal Writings
Semester : VI
Course Code : EC2062

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2062	5	1	-	-	6	6	90	40	60	100

Objectives

1. To familiarize the students on issues pertaining to the marginalized.
2. To introduce to the students the literary texts on marginality.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	understand the types of discrimination prevailing all over the world	K1
2	identify issues related to women, refugees, blacks, aborigines, etc.	K2
3	comprehend the sufferings of the marginalized	K3
4	analyze how the author deals with marginalization	K2

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Prose					
	1	Toni Morrison: Black Matters	8	K2	Lecture	Slip test
	2	Sharankumar Limbale: Dalit Literature and Aesthetics	8	K1	Lecture	Slip test
	3	Dominique Lapierre and Larry Collins : A Lament for A Generation	14	K2	Blended Learning- Nearpod	MCQ Formative assessment- Slido
II	Poetry					
	1	Maya Angelou: Still I Rise	2	K3	Flipped Classroom	Slip test
	2	Meena Kandasamy : Mascara	2	K3	Blended Learning- ChatGPT	MCQ
	3	Oodgeroo Noonuccal: The Dawn is at Hand	2	K3	Lecture	Slip test
	4	Gloria Anzaldua: O Live in the Borderlands	2	K3	Lecture	Slip test
	5	Tenzin Tsundue: The Tibetan in Mumbai	2	K3	Blended Learning	MCQ
III	Short Stories					

	1	Mahesweta Devi : Draupadi	3	K3	Lecture	Formative assessment- Slido
	2	Kapil Krishna Thakur : The Other Jew	3	K3	Lecture with Interactive PPT- Nearpod	Open Book Test
	3	Basil Fernando : We Shall Win Some Day	3	K3	Lecture with PPT- Gamma AI	MCQ Formative assessment- Slido
	4	Archie Weller : Going Home	3	K3	Lecture & Video	Open Book Test
IV	Fiction					
	1	Michael Ondaatje : In the Skin of a Lion	18	K3	Lecture & Video- Nerapod	MCQ Formative assessment- Slido
V	Drama					
	1	Wole Soyinka : The Strong Breed	22	K3	Lecture with Interactive PPT	Unit Test

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

Activities (Em/ En/SD): Video Preparation

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

Activities related to Cross Cutting Issues : Human Values Through Literature- Essay Writing

Assignment : Dramatic Depiction- Unit III

Sample Questions

Part A

1. Toni Morrison's "Black Matters" begins with a quote by _____ .
2. Dalit literature is a revolutionary form of literature- Say true or False.
3. The poet addresses the aboriginal Australians as _____ brothers.
4. "_____ you wear this too..." Who is the female goddess referred to in the poem "Mascara"?
5. The story "We Shall Win Some Day" is set in _____
6. _____ belongs to the Santhal tribe of West Bengal.
7. What historical figure is Caravaggio named after in the novel *In the Skin of a Lion*?
8. The bridge in the novel *In the Skin of a Lion* flowed over the
 - a) The Don River
 - b) Lake Ontario
 - c) The Bloor River
 - d) Danforth River
9. _____ is the protagonist of *The Strong Breed*.
(a) Sunma (b) Eman (c) Jaguna (d) Oroge
10. _____ is chosen as the scapegoat in the play *The Strong Breed*.

Part B

1. How does the Limbale deal with marginalisation in "Dalit Literature and Aesthetics"?
2. Discuss a few writers mentioned by Toni Morrison in "Black Matters".
3. Analyse the narrative style of the poem "The Dawn is at Hand" by Oodgeroo Noonucaal.
4. "The Other Jew" by Kapil Krishna Thakur is a searing comment on the helplessness of the disadvantaged- Do you agree?
5. Comment on the aboriginal experience brought forth by Archie Weller in "Going Home".
6. Why does Ondaatje include historical people, places and things in the novel *In the Skin of a Lion*?
7. What is the symbolic significance of Patrick becoming a 'searcher'?
8. Comment on the symbolism in *The Strong Breed*.
9. Elaborate on the depiction of Yoruba culture in *The Strong Breed*.

Part C

1. What do you think is the essence of Toni Morrison's "Black Matters"?
2. Comment on the central idea of "A Lament for a Generation".

3. Attempt a thematic analysis of Tenzin Tsundue's "The Tibetan in Mumbai".
4. Analyse Meena Kandasamy's "Mascara" from a subaltern perspective.
5. Critically analyse the characterisation of Dopdi Mehjen in Mahasweta Devi's "Draupadi."
6. How does Fernando express his disturbance at certain unsavoury aspects of social life in his country through the short story "We Shall Win Someday"?
7. Elaborate on the major themes of the novel *In the Skin of a Lion*.
8. Wole Soyinka's play *The Strong Breed* is all about the rituals and superstitious beliefs prevailing in the African Society- Do you agree?
9. Attempt a thematic analysis of the play *The Strong Breed*.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. A. Anishya Dani

Department : English
Class : III BA
Title of the Course : IELP- Introduction to English Language and Phonetics
Semester : VI
Course Code : EC2063

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2063	4	-	-	-	5	90	90	25	75	100

Objectives

1. To introduce the students the concepts of the origin of English language.
2. To familiarize the learners with English Phonology and train them in transcription.

Course Outcomes

CO	Upon completing of this course the students will be able to:	PSOs Addressed	CL
CO-1	Understand the origins and development of English language	PSO –1	U
CO-2	Distinguish the different periods of language development	PSO – 2	An
CO-3	Perceive the major contribution in terms of writers and language	PSO – 2	R
CO-4	Appraise the technical aspects of language production and phonology	PSO –3	E
CO-5	Recognize the various phonetic symbols and relate them to transcription.	PSO - 1	Ap

Teaching Plan

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I	1.	Origin of language	2	K2 & K6	Lecture sing Chalk and talk, Discussion, Interactive	Slido, Oral Presentation
	2.	The Indo-European Language	2	K2 & K5	Lecture using Chalk and talk, Discussion	Slido and Discussion
	3.	Grimms' and Verner's Law	2	K5& K6	Presentation	Quiz, Questioning, Slido and Discussion
II	1.	Old English	6	K2 & K5	PPT, Group Discussion	Slip test, Quiz, Questioning, Slido and Discussion
	2.	Middle English	6	K2 & K6	Flipgrid	Surprise Test
	3.	Modern English	6	K2 & K5	Lecture sing Chalk and talk, Discussion	Quiziz
	4.	Varieties of language	4	K5 & K6	PPT	Short essays
III	1.	Shakespeare	2	K2 & K5	Lecture, Video, Tome, Interactive PPT& Discussion	Critical Analysis, Movie Review
	2.	Milton	2	K2 & K6	Lecture, Video, Interactive PPT& Discussion	Critical Analysis, Movie Review
	3.	Dr. Samuel Johnson's Dictionary	2	K2 & K5	Lecture, YouTube Videos	Critical Analysis, Movie Review
	4.	Foreign influence	4	K5 & K6	Interactive PPT& Discussion	Critical Analysis, Movie Review

IV	1.	Organs of speech	3	K2 & K5	Lecture, Nearpod, Interactive PPT & Discussion	Quiz, Questioning and Discussion
	2.	Classification and Description of Speech Sounds: Vowels	5	K2 & K6	PPT, Language Lab, Lecture	Slido, MCQ
	3.	Diphthongs	4	K2 & K5	PPT, Language Lab, Lecture	MCQ, Match the following
	4.	Consonants	6	K5 & K6	PPT, Language Lab, Lecture	MCQ, Essay
	5.	Organs of speech	3	K2 & K5	Group Discussion	Formative Test
V	1.	Phonetic Transcription: Phonetic Symbols	6	K2 & K5	Interactive PPT& Discussion	Surprise test, Slido
	2.	Method of transcription	2	K5 & K6	Interactive PPT& Discussion	Surprise test, Slido
	3.	Transcribing words	2	K2 & K5	Interactive, Google Slides	Surprise test, Slido
	4.	Syllable	2	K2 & K5	Videos and Exercises	Short Test, MCQ
	5.	Stress and Intonation	1	K5 & K6	Videos and Exercises	Short Test, MCQ, Slido
	6.	Transcribing sentences	3	K2 & K5	Exercises	Short Test, MCQ

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

Activities (Em/ En/SD): **Peer teaching, transcription practice, phonetic exercises**

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

Activities related to Cross Cutting Issues:

Assignment: **Presentation, Chart Work, Album Making**

Sample Questions

Part A

1. _____ was the court language in the early days in England.
2. Renaissance started in _____ .
3. What is back formation?
4. How many diphthongs are there in English language?
5. Transcribe " photography".

Part B

1. Write four speech theories.
2. write a note on middle English period.
3. Write a note on growth of vocabulary from Shakespeare .
4. Elaborate organs of speech .
5. Transcribe the following: i) Coast ii) grow, iii) most, iv) bide, v) boy

Part C

1. Explain the indo European family of languages.
2. Write a note on Anglo Saxon period.
3. Elaborate growth of vocabulary from different age writers.
4. Elaborate monothongs and diphthongs.
5. Transcribe the following i) Wolf, ii) knit, iii) author, iv) lord, v) wart

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Nesavathy

Department : English (Aided)
Class : III BA
Title of the Course : Eco Literature
Semester : VI
Course Code : EC2064

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2066	6	-	-	-	5	90	90	25	75	100

Objectives:

1. To instil eco consciousness in the students through literature.
2. To familiarize with major environmental issues and eco-critical approaches.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	comprehend the interrelatedness of nature and humanity	PSO – 4	U
CO-2	analyse texts from an ecological perspective	PSO – 4	An
CO-3	reflect how writers deal with environmental issues in creative writing	PSO – 4	E
CO-4	understand the concepts of eco criticism	PSO – 4	U
CO-5	make eco critical reading of literary texts	PSO – 2	Ap

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Prose					
	1.	Cheryll Glotfelty: Introduction: Literary Studies in an Age of Environmental Crisis	7	K2 & K5	Lecture, PPT with Gamma	Formative Assessment I Quiz with Quizizz, Class Test
	2.	Edward Abbey: Polemic: Industrial Tourism and the National Parks	8	K2 & K5	Lecture, YouTube Videos on national parks in US	Formative Assessment II, Class Test, Quiz (Slido)
II	Poetry					
	1.	William Wordsworth: On the Projected Kendal and Windermere Railway	3	K2 & K4	Lecture method, Group Discussion, Peer Tutoring & Review, you tube video	Short essays, class test & Formative Assessment I
	2.	A.D.Hope: Australia	3	K2 & K4	Lecture method, Group Discussion, you tube video	Short essays, class test & Formative Assessment I
	3.	Carl Dennis: The Green House Effect	3	K2 & K4	Lecture method, interaction & group discussion, you tube video	Short essays, class test & Formative Assessment I
	4.	Gulzar : Manali	3	K2 & K4	Lecture method, you tube video	Short essays, class test & Formative Assessment I

	5.	Alice Oswald : A Short Story of Falling	3	K2 & K4	Lecture method, role play	Short essays, class test & Formative Assessment I
III	Short Story					
	1.	Ruskin Bond: Dust on the Mountain	3	K2 & K5	Lecture method, role play, interaction & you tube video	Short essays, class test (Near Pod) & Formative Assessment II
	2.	Sarah Orne Jewett:A White Heron	3	K2 & K5	Lecture method, interaction & you tube video	Short essays, class test & Formative Assessment II
	3.	Hassan Blasim: Don't Kill Me, I Beg You. This is my Tree	3	K2 & K5	Lecture method, PPT with Tombe	Short essays, class test & Formative Assessment II
	4.	Alice Walker: Am I Blue?	3	K2 & K5	Lecture method, role play	Short essays, class test & Formative Assessment II
IV	Fiction					
	1.	Barbara Kingsolver: Prodigal Summer	15	K2 & K3	Lecture method, role play, interaction & group discussion, you tube video	Short essays, Quiz (Slido), class test & Formative Assessment II
V	Drama					
	1.	Steve Waters: The Contingency Plan (Part - I) On the Beach	15	K2 & K3	Lecture method, role play, interaction & you tube video	Short essays, class test, Quiz (Quizizz) & Formative Assessment I

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

Activities (Em/ En/SD): Role Play, Exhibition

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

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

Sample Questions

Part A

- 1) is a Mormon town with funny ways. (U)
- 2) Which country is called as ‘young country’ by people according to A D Hope? (U)
- 3) Who is Chitru? (U)
- 4) How old is Nannie? (U)
- 5) When was *The Contingency Plan* first performed? (U)

Part- B

1. Give a brief recollection of the various national parks that are mentioned in “Polemic: Industrial Tourism and the National Parks”. (U)
2. Analyze Wordsworth’s “On the Projected Kendal and Windermere Railway”? (An)
3. Summarize Ruskin Bond’s “Dust on the Mountain”. (U)
4. Trouble seems to be written all over Barbara Kingsolver’s *Prodigal Summer*. Support this statement. (An)
5. Comment on the title of the play *The Contingency Plan*. (Ap)

Part-C

1. Elucidate the ideas presented by Edward Abbey in his essay “Polemic: Industrial Tourism and the National Parks”. (E)
2. Analyse your thoughts on Gulzar’s “Manali”. (An)
3. Bring out the ecocritical aspects dealt with in Alice Walker’s “Am I Blue?”. (Ap)
4. Comment on the symbols, allegory and motifs employed in *Prodigal Summer*. (Ap)
5. What do you understand on the effects of global warming based on the play *The Contingency Plan*. (E)

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Steffi K.B

Department : English (Aided)
Class : III BA
Title of the Course : Film And Literature
Semester : VI
Course Code : EC2066

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2066	4	-	-	-	4	75	75	25	75	100

Objectives

1. To understand the film adaptations of literary works.
2. To analyze a novel through its film version

Course Outcomes

CO No	Upon Completion of this course, the students will be able to	PSOs Addressed	CL
CO-1	have an overview of film adaptation of literary texts	PSO – 2	U
CO-2	get acquainted with the different genres of films	PSO – 2	U
CO-3	identify the shortcoming in adopting a book to the screen media.	PSO – 2	E
CO-4	understand the complexities of cinematic techniques that involve film adaptations	PSO – 2	C

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Joy Gould Boyu: Double Exposure: Fiction into Film (Parts I & II) Pg. 1-81	12	K2 & K6	Lecture method, Group Discussion, Role Play, Exhibition, You tube video	Short essays, class test & Quiz(Slido), Formative Assessment I
II	2.	C.S. Lewis: The Chronicles of Narnia: Prince Caspian (2008)	12	K2 & K5	Lecture method, PPT using Gamma, Role Play, Exhibition, You tube video	Short essays, class test & Quiz(Slido), Formative Assessment II
III	3.	Charles Dickens: A Christmas Carol (2009)	12	K2 & K5	Lecture method, Group Discussion, Peer Tutoring & Review, you tube video	Short essays, class test (Near Pod)& Formative Assessment I
IV	4.	William Shakespeare: Romeo and Juliet (2013)	12	K2 & K5	Lecture method, role play, interaction & group discussion, you tube video	Short essays, class test (Near Pod)& Formative Assessment II
V	5.	Scott Fitzgerald: The Great Gatsby (2013)	12	K2 & K5	Lecture method, role play, interaction & you tube video	Short essays, Quiz (Slido)class test & Formative Assessment II

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

Activities (Em/ En/SD): Role Play, Exhibition,Tableau

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

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

Assignment:

1. Discuss the potential impact of "The Chronicles of Narnia: Prince Caspian" on its audience.
2. Explore the use of cinematic techniques such as cinematography, special effects, and sound design in "Prince Caspian." How do these elements enhance the storytelling and contribute to the overall viewing experience?
3. Provide examples of biases and preconceptions from both film and literature.

Seminar Topic: Choose a character from the movie and analyze their motivations, conflicts, and character development throughout the storyline. Explain their actions which contribute to the overall themes of the film?

Sample Questions

Part A

1. What is the role of illusion in reader's mind?
2. Why biases manifest in both film and literature?
3. Why is Telmarine prince, awoken by his mentor Doctor Cornelius?
4. What did Cornelius give to Prince Caspian?
5. What is the significance of Nikabrik and Trufflehunter leading Caspian to the Dancing Lawn to meet with the Old Narnians.
6. What reason does Nick give for Gatsby's popularity?
7. Which gesture starts the fight between the Montagues and the Capulets at the beginning of the play *Romeo and Juliet*?
8. How many years before the story began did Jacob Marley die?

Part B

1. Comment on the perspectives based on Imagination and Visualization.
2. Remark on the role of adaptation in both film and literature.
3. Describe the moment when Peter wounds Miraz and hands his sword to Caspian.
4. Narrate on the revelation from Nikabrik and the werewolf, informing Caspian of a potential avenue for revenge in 'The Chronicles of Narnia: Prince Caspian.
5. Explain the White Witch attempt to manipulate Caspian and Peter by requesting a drop of blood for her resurrection.
6. Comment on the notion of the American Dream with reference to *The Great Gatsby*.
7. In what way does *A Christmas Carol* help to define the modern idea of Christmas?
8. Elaborate on the balcony scene in *Romeo and Juliet*.

Part C

1. Explain Joy Gould Boyum's point of view on the term viewer as a reader.
2. Elaborate Film as Literature in "Double exposure: fiction into film".
3. How does Caspian's ascension to the throne of Narnia and his role in achieving peace with Aslan's assistance impact the overall resolution and themes in the novel?

4. Elucidate Lucy's interactions with Aslan, her siblings' inability to see him, and Edmund's belief in her experiences.
5. Explain the role of Aslan's summoning of a river god and the subsequent surrender of the Telmarine soldiers in resolving the conflict and establishing a new order in Narnia at the end of the novel.
6. Compare and contrast the characters of Romeo and Juliet. How do they develop throughout the play? What makes them fall in love with one another?
7. Compare and contrast the three spirits who visit Scrooge. What are their main similarities? What are their main differences? Do their differences have any thematic significance?
8. Compare and contrast Gatsby and Tom. How are they alike? How are they different? Given the extremely negative light in which Tom is portrayed throughout the novel, why might Daisy choose to remain with him instead of leaving him for Gatsby?

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Selva Mary Gokila

Department : English
Class : III UG
Title of the Course : SEC: Translation: Basic Concepts and Practice
Semester : VI
Course Code : ESK206

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
ESK206	1	1			2	2	30	25	75	100

Objectives

1. To expose students to the principles and theories of translation.
2. To develop the skill of translation through practice in translation

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand and appreciate the literary merits of great works not only in English but also in other regional languages	PSO - 1	U
CO-2	understand the multi-lingual heritage of India and the challenges of rendering them in translation	PSO -3	U
CO-3	have an increased awareness of the nuances of the regional languages	PSO - 1	E
CO-4	act as a translator who recreates literary works with aesthetic use of languages	PSO -1	Ap

Teaching Plan
Total Contact hours: 30 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Introduction to Translation, History of Translation in Europe and India	3	K2	Lecture using Chalk and Talk	Slip Test
	2.	Translation- Science or Art?	3	K2	Lecture using Gamma	MCQ
II	1.	Translator's Responsibilities	3	K3	Demonstration	Assessment via Slido
	2.	Kinds of Translation	3	K3	Lecture through Nearpod	Factuals
III	1.	Equivalence	2	K3	PPT	Class Test
	2.	Machine Translation	2	K3	Virtual ppt	Open Book Test
IV	1.	Translation of the Bible	1	K3	Lecture Capture	Assessment via Mentimeter
	2.	Translation of Prose Texts	1	K3	Demonstration through Videos	Assessment through Slido
V	1.	Translating Scientific Texts, Court translations, Folkloristic literature	3	K3	Role Play	Debate
	2.	Translation of poems and plays	3	K3	Gamma	Group Discussion
	3.	Concepts of translation, Evaluating a translation, Experts' views on translation	3	K3	Slido	Translation from Tamil to English
	4.	Model Translated Text and A Note on translation	3	K6	Nearpod	Translating a literary piece

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

Activities (Em/ En/SD): Album Making, Role Play, Group Activity

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

Activities related to Cross Cutting Issues: Mind Mapping, Model Making

Assignment: What are the responsibilities of a translator?

Sample Questions

Part A

1. When did translation begin in Europe?
2. How is translation considered as an art?
3. Mention any two kinds of translation.
4. What is the first translated version of the bible?
5. What is the limitation of machine translation?

Part B

1. What are the responsibilities of a translator?
2. Give a brief account of the translation in India.
3. Explain the different kinds of translation.
4. How do you evaluate a translation?
5. Translate the following:
 - a) Birds of the same feather flock together.
 - b) Diamond cuts diamond.
 - c) Brevity is wit.
 - d) Appearances are deceptive.
 - e) Honesty is the best policy.

Part C

1. Translation is an art- Explain.
2. Write the do's and do not's of translation.
3. Explain the term Equivalence in translation.
4. What are the challenges in translating a prose work.
5. **Translate the following passage:**

Public speaking, or the act of performing a speech in front of a live audience, is an integral part of scientific communication. Your reason for giving a talk may vary—whether you want to share your latest results with a broader audience, impress potential employers, or educate children about science. However, in all of these cases, it's necessary to engage your audience and communicate your message.

The articles on public speaking will focus on the delivery aspect of your talk. From maintaining eye contact and speaking loudly and clearly, to incorporating movements that enhance your message and keep your audience engaged, many elements go into being a great public speaker. Fortunately, these skills can be learned and honed and with enough practice will become second nature. In turn, improving your presentation skills will help you feel more confident standing in front of an audience and help you present your ideas and results to your audience more clearly.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Jemi