

Department of English (Aided)

Teaching Plan

2023 – 2024 Odd Semester

Department	:	All UG Departments
Class	:	I B.A., B.Sc., B.Com.
Title of the Course	:	Part II: English
Semester	:	I
Course Code	:	EU231EL1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231EL1	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.	develop and integrate the use of the four language skills i.e., Reading, Listening, Speaking and Writing	K3
2.	understand the total content and underlying meaning in the context.	K2
3.	form the habit of reading for pleasure and for information	K2
4.	comprehend material other than the prescribed text	K2
5.	develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation	K1

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Poetry					
	1.	Subramania Bharati: A Patch of Land	5	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 1, Quiz 1, Evaluation through short test, MCQ, True/False, Short essays or overview
	2.	Paul Laurence Dunbar: The Sparrow	4	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 1, Quiz 1, Evaluation through short test, MCQ, True/False, Short essays or overview
	3.	Ralph Waldo Emerson: A Nation's Strength	5	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 2, Quiz 2, Evaluation through short test, MCQ, True/False, Short essays or overview
	4.	Chinua Achebe: Love Cycle	4	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 2, Quiz 2, Evaluation through short test, MCQ, True/False, Short essays or overview
II	Prose					
	1.	Harish Bhat: Coffee, Tea and J.R.D	6	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 1, Quiz 1, Evaluation through short test, MCQ, True/False, Short

						essays or overview
	2.	Jerome K. Jerome: Uncle Podger Hangs a Picture	6	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 1, Quiz 1, Evaluation through short test, MCQ, True/False, Short essays or overview
	3.	David Sedaris: Us and Them	6	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 2, Quiz 2, Evaluation through short test, MCQ, True/False, Short essays or overview
III	Short Stories					
	1.	Sudha Murthy: How I Taught my Grandmother to Read	6	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 1, Quiz 1, Evaluation through short test, MCQ, True/False, Short essays or overview
	2.	Bhabani Bhattacharya: The Faltering Pendulum	6	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 2, Quiz 2,, Evaluation through short test, MCQ, True/False, Short essays or overview
	3.	R.K. Laxman: The Gold Frame	6	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 2, Quiz 2, Evaluation through short test, MCQ, True/False, Short essays or overview
	Language Competency					
IV	1.	Vocabulary: Synonyms, Antonyms	3	K1(R)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping,	Internal Test 1, Quiz 1, Evaluation through short test, MCQ,

					Peer tutoring	True/False, Exercises
	2.	Word Formation	3	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 1, Quiz 1, Evaluation through short test, MCQ, True/False, Exercises
	3.	Appropriate use of Articles	4	K3 (Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 1, Quiz 1, Evaluation through short test, MCQ, True/False, Exercises
	4.	Parts of Speech	3	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 2, Quiz 2, Evaluation through short test, MCQ, True/False, Exercises
	5	Error Correction	5	K3(Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 2, Quiz 2, Evaluation through short test, MCQ, True/False, Exercises
	English for Workplace					
V	1.	Self – Introduction	2	K3(Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises, Role play
	2.	Greetings	4	K3 (Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises, Roleplay
	3	Introducing Others	2	K3(Ap)	Introductory session, Lecture using Chalk and talk,	Evaluation through short test, MCQ, True/False,

					Discussion, Mind mapping, Peer tutoring	Exercises, Role play
4.	Listening for General and Specific Information	5	K3(Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 2, Quiz 2, Evaluation through short test, MCQ, True/False, Exercises, Role play	
5	Listening to and Giving Instructions / Directions	5	K3(Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Internal Test 2, Quiz 2, Evaluation through short test, MCQ, True/False, Exercises, Role play	

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

Activities (Em/ En/SD): Exhibition and Role play

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

Activities related to Cross Cutting Issues: Role play and Exhibition

Assignment: Vocabulary from the given texts

Sample Questions

Part A

1. Which poem by Paul Laurence Dunbar features a sparrow as its central symbol?
2. What is the title of Ralph Waldo Emerson's poem about the strength of a nation?
3. What is the main subject of Harish Bhat's book "Coffee, Tea and J.R.D."?
4. What is the title of the story by Bhabani Bhattacharya featuring a faltering pendulum?
5. Give an example of a pair of antonyms.
6. What are some common greetings used in English?

Part B

1. What qualities does Ralph Waldo Emerson emphasize in his poem "A Nation's Strength"?

2. What is the significance of the title "Love Cycle" in Chinua Achebe's poem?
3. How does Uncle Podger's attempt to hang a picture in Jerome K. Jerome's story turn out?
4. What is the central theme or message in David Sedaris' essay "Us and Them"?
5. How does the pendulum in Bhabani Bhattacharya's story symbolize the narrative?
6. What is the significance of the gold frame in R.K. Laxman's story?
7. What is the role of adverbs in a sentence?
8. How would you introduce yourself in an informal setting, such as meeting new friends?

Part C

1. Analyze the use of nature imagery in Subramania Bharati's poem "A Patch of Land."
2. Discuss the social and political commentary in Paul Laurence Dunbar's poem "The Sparrow."
3. Discuss the humor and comedic elements in Jerome K. Jerome's story "Uncle Podger Hangs a Picture."
4. Explore the social commentary in David Sedaris' essay "Us and Them," focusing on the theme of human divisions.
5. How does the pendulum in Bhabani Bhattacharya's story symbolize the narrative?
6. What is the significance of the gold frame in R.K. Laxman's story?
7. Explain the process of word formation and provide examples of different word formation techniques.
8. Describe two scenarios where listening for specific information is crucial, and discuss the strategies you would employ to ensure accurate comprehension and retention of that information.

Head of the Department

Dr. Alby Grace

Course Instructors

Dr. Virgin Nithya Veena
Dr. Anne Feril
Ms. Anishya Dani
Dr. Snow J Sharmilla
Ms. Jemi
Ms. Steffi
Dr. Abilasha
Dr. Selva Mary Gokila
Ms. Nesavathy
Dr. Bhavani

Department : English (Aided)
Class : I B.A English
Title of the Course : Core I: Introduction to Literature
Semester : I
Course Code : EU231CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231CC1	4	1			5	5	75	25	75	100

Objectives

1. To introduce the different forms of literature
2. To provide learners with the background knowledge of literature

Course Outcomes

On the successful completion of the course, student will be able to:		
1	appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	K3
2	gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	K1
3	explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	K2
4	use library resources to research and develop arguments about literary works.	K3
5	work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	K3

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Prose					
	1.	Introduction	2	K1 (R), K2 (U) & K4 (An)	Introductory lecture with PPT	Evaluation through MCQ, Short test , Quiz
	2.	Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.	5	K1 (R) & K2 (U)	Interactive lecture with ppt, online videos, group Discussion	Oral and written tests, Quiz
	3.	Prose-Short Story, Novella, Novel.	5	K1 (R) & K2 (U)	Lecture with ppt, videos, discussion	Oral and written tests, Quiz
	4.	Drama- Comedy, Tragedy, Tragi-Comedy	5	K1 (R) & K2 (U)	Lecture with ppt, videos, discussion	Oral and written tests, Quiz
II	Poetry					
	1.	Michael Drayton: The Parting	3	K2 (U) & K4 (An)	Interactive analytical Lecture with PPt, Discussion	Quiz, questions, Analysis, assignment
	2.	William Shakespeare: Sonnet 18	4	K2 (U) & K4 (An)	Interactive analytical Lecture with PPt, videos, Discussion	Quiz, questions, Analysis, assignment
	3	John Milton: "When I Consider How My Light is Spent"	4	K2(U)& K4(An)	Interactive analytical Lecture with PPt, Discussion	Quiz, questions, Analysis, assignment
	4	John Keats: Ode to Nightingale	4	K2 (U) & K4 (An)	Interactive analytical Lecture with	Quiz, questions, Analysis, assignment

					Ppt, videos, Discussion	
	5	Thomas Gray: Elegy Written in a Country Churchyard	3	K2 (U) & K4 (An)	Interactive analytical Lecture with Ppt, videos, Discussion	Quiz, questions, Analysis, assignment
	6	Robert Frost: Mending Wall	3	K2 (U) & K4 (An)	Interactive analytical Lecture with Ppt, videos, Discussion	Quiz, questions, Analysis, assignment
	7	Theodore Roethke: The Meadow Mouse	3	K2 (U) & K4 (An)	Interactive analytical Lecture with Ppt, Discussion	Quiz, questions, Analysis, assignment
	Short Stories					
III	1.	Manohar Malgonkar: Upper Division Love <i>Quixote</i>)	3	K2(U) & K4(An)	Lecture, Textual analysis, discussion, group discussion	MCQ, oral quiz, Q&A
	2.	Miguel De Cervantes: Tilting at the Windmills (excerpt from <i>Don</i>	3	K2(U) & K4(An)	Lecture, Textual analysis, discussion, group discussion	MCQ, oral quiz, class test
	3	Katherine Mansfield: Bliss	2	K2(U) & K4(An)	Lecture, Textual analysis, discussion, group discussion	MCQ, oral quiz, class test
	4	Jerome K. Jerome: Packing (excerpt from <i>Three Men in a Boat</i>)	2	K2(U) & K4(An)	Lecture, Textual analysis,	MCQ, oral quiz, class test

					discussion, group discussion	
IV	Drama					
	1.	J.M. Barrie - <i>The Admirable Crichton</i>	7	K2(U) & K4(An)	Role Play, textual analysis, discussion	MCQ, oral quiz, Short Essay on theme and characterisation
	2	Lady Gregory - <i>The Rising of the Moon</i>	7	K1(R), K2(U) & K3(An)	Role Play, textual analysis, discussion	MCQ, oral quiz, Short Essay on theme and characterisation
V	One-Act Play					
	1.	“Saki” H. H. Munro: <i>The Open Window.</i>	5	K1(R), K2(U) & K3(An)	Role Play, textual analysis, discussion	MCQ, oral quiz, Short Essay
	2	J.M. Synge: <i>Riders to the Sea</i>	5	K(R), K2(U), K3(An)	Role Play, textual analysis, discussion	MCQ, oral quiz, Short Essay

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability

Activities (Em/ En/SD): Textual Analysis

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

Activities related to Cross Cutting Issues : Enacting Scenes from the play.

Assignment : Stylistic analysis of poems.

Seminar Topic: Themes and techniques in the prescribed Dramas and One-Act Plays.

Sample Questions

Part A

1. Name two types of sonnets?
2. What is the tone of Milton’s poem?
3. Who is Sunderbala?

4. Where is the first act of *The Admirable Crichton* set?
5. What does the open window signify?

Part B

1. Sketch the characteristics of an Ode.
2. Make a critical analysis of “Daffodils.”
3. Who throws a dinner party in “Bliss?”
4. Discuss the theme of the play “The Risisng of the Moon.”
5. Write briefly of the theme of “The Open Window”

Part C

1. Write in detail of the characteristics of ballads and elegies.
2. Explain how Thomas Gray’s elegy differ from other elegies?
3. Write a summative analysis of “Ode to the Nightingale.”
4. Analyse “Bliss” as a modernist work.
5. Describe the setting and its relevance in Saki’s *The Open Window*.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Judes Jalaja

Department : **English**
Class : **I BA English**
Title of the Course : **Core II: Indian Writing in English**
Semester : **I**
Course Code : **EU231CC2**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EU231CC2	4	1	-	5	5	75	25	75	100

Objectives

1. To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
2. To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	understand the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.	K2
2	understand the techniques employed by short story writers.	K2
3	apply the poetic techniques and the nuances while writing poetry.	K3
4	understand the role of English as a medium for political awakening and the use of English in India for creative writing.	K2
5	remember the contributions of major Indian English poets and dramatists.	K1

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	“The Lotus” by Toru Dutt.	3	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, True/False, Short essays
	2.	“The Tiger and the Deer” by Sri Aurobindo.	3	K1(R)	Lecture Method, PPT	Poem explanation, MCQ, Recall
	3.	“Still Another View of Grace” by A. k. Ramanujan.	3	K2(U)	PPT, Interactive method	MCQ, True/False, brief answers.
	4.	“The Village Song” by Sarojini Naidu.	3	K3(Ap)	PPT	Suggest idea with examples, Solve problems, True/False, MCQ.
	5.	“Indian Women” by Shiv K Kumar.	3	K3(Ap)	PPT, Group Discussion	MCQ, True/False, Short essay.
	6.	“It is not Love, It is Madness” by Mirza Ghalib.	3	K2(U)	PPT, Student Centric	Critical Essay, MCQ
II	1	“The Beginning of the Indian Novel” by Meenakshi Mukherjee.	5	K3 (Ap)	Lecture, PPT	Class Test
	2	“Gandhi and Nehru: The Uses of English” by Sunil Khilnani.	5	K2 (U)	Lecture method, Interactive method, PPT	Quiz, Slip test
	3	“From Sugar to Masala: Writing by the Indian Diaspora” by Sudesh Mishra.	5	K2 (U)	Lecture method, PPT	MCQ, short essay
III	1	“Hanchi” by A.K. Ramanujan.	3	K1(R)	Lecture	Formative test: Critical essay
	2	“Kabiliwalla” by Rabindranath Tagore.	3	K2 (U)	Lecture method, Interactive method.	Quiz
	3	“The Resignation” by Munshi Premchand.	3	K2 (U)	Lecture method	MCQ, short essay
	4	“The Night Train at Deoli” by Ruskin Bond.	3	K1 (R)	PPT, Lecture method	Quiz

	5	“Sparrows” by K.A. Abbas	3	K1 (R)	Lecture	MCQ, True/False
IV	1	<i>The Window</i> by Harindranath Chattopadhyay.	5	K3 (Ap)	Lecture, student centric	Class Test, Assignment
	2	<i>Sleepwalkers</i> by Jogindar Pal.	4	K3 (Ap)	Lecture method, Interactive method, Student Centric	Quiz, Assignment
	3	<i>Hayavadana</i> by Girish Karnad.	6	K2 (U)	Lecture method, Movie	MCQ, short essay, Assignment
V	1	<i>The 3 Mistakes of My Life</i> by Chetan Bhagat.	15	K1, K3	Lecture, student centric, PPT, Movie	Class Test

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Writing poetry and short stories

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

Activities related to Cross Cutting Issues: Making presentations

Assignment: Enacting scenes from *The Window*, *Sleepwalkers* and *Hayavadana*.

Sample Questions

Part A

- Which is the queenliest of all flowers?
a) Lotus b) Lily c) Rose d) Jasmine
- Gandhi describes *Hind swaraj* as a severe condemnation of _____
- Who arranged a banquet in the orchard in the story “Hanchi”?
- Who does Devadatta vow to sacrifice his head to in exchange for marrying Padmini?
a) Shiva b) Rudra c) Vishnu d) Kali
- Who is the protagonist of the novel *The 3 Mistakes of My Life*?

Part B

- Give an account of the suffering of Indian women with reference to the poem *Indian Women* by Shiv K Kumar.
- How did Gandhi and Nehru use English language as a tool to get freedom?
- Critically analyse “The Night Train at Deoli” by Ruskin Bond.
- What is the purpose of *Hayavadana* in the play by Girish karnad?
- Write a note on the themes of the novel *The 3 Mistakes of My Life*.

Part C

1. Critically analyse the poem *The Tiger and the Deer* by Sri Aurobindo.
2. “There is distinction between old and new diaspora”- Elucidate.
3. Explain the theme of migration in the story “Kabuliwala”.
4. Give a detailed account on *The Window* as a social play.
5. Write a note on communal violence depicted in the novel *The 3 Mistakes of My Life*.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Nesavathy

Department : English (Aided)
Class : I BA English Literature
Title of the Course : Elective I: Social History of England
Semester : I
Course Code : EU231EC1

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

Objectives:

1. To understand the major social, cultural, and political changes that have taken place in England from the medieval period to the present day.
2. To analyze the impact of major historical events and movements on English society, such as the Industrial Revolution, the World Wars, etc

Course Outcomes

On the successful completion of the course, student will be able to:		
1	recall the significance of major historical events and social movements in shaping English society	K1
2	understand the intersections of class, gender, race, religion, and political power in English society	K2
3	comprehend and evaluate the social, economic, and cultural factors that have shaped English society	K2
4	demonstrate and articulate complex historical concepts to non-specialist audiences	K2
5	apply historical knowledge and critical analysis to contemporary issues and debates in English society, including debates about identity, nationalism, and social justice.	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	6	K1-R	Introductory session, Mind mapping, Peer tutoring, Lecture using PPT, Review	Evaluation through Short summary or overview
	2.	The Renaissance and its Impact on England	3	K3-Ap	Lecture using Chalk and talk , Mind mapping, Peer tutoring, Lecture using PPT, Review	Simple definitions, MCQ
	3.	The Reformation - Causes and Effects	3	K1-R	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
II	1.	Puritanism & The Commonwealth of Nations	4	K3-Ap	Lecture using PPT, Mind mapping, Peer tutoring	Evaluation through Short summary or overview
	2.	The Restoration	4	K1-R	Lecture using Chalk and talk	Simple definitions, MCQ
	3.	Coffee-houses and their Social Relevance	4	K2- U	Mind mapping, Lecture using PPT	Objective type questions, short essays
III	1.	The War of American Independence	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	Impact of the Industrial, Agrarian and the French Revolution on the English Society	4	K3-Ap	Lecture using PPT, Group Discussion, Mind mapping	MCQ, True/False, Short essays

	3.	Humanitarian Movements in England	4	K1-R	Lecture using PPT, Group Discussion, Mind mapping	MCQ, True/False, Short essays
IV	1.	The Reform Bills and the Spread of Education	3	K3-Ap	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	Social Impact of the Two World Wars	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ
	3.	Trade Unionism & the Labour Movement	5	K1-R	Lecture using PPT, Group Discussion, Mind mapping	Objective type questions, short essays
	1.	The Welfare State	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
V	2.	The Cold War (1985-1991)	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ
	3.	England in the 21 st Century	4	K3-Ap	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability

Activities (Em/ En/SD): Drafting a Mind Map recording all the Major Movements

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

Activities related to Cross Cutting Issues : Exhibition

Assignment : Preparation of Objective Type Questions

Seminar Topic: NIL

Sample Questions

Part A

Who are the Germanic tribes? (K1)

The term 'renaissance' actually means _____. (K1)

The Stamp Act was repealed in the year _____. (K1)

The first reform bill was passed in the year 1828. True or False. (K2)

Trade Unionism was the natural outcome of _____. (K2)

- a) Industrialism
- b) Reform bills
- c) Royal Commission
- d) Humanitarianism

Part B

Who are the Cavaliers? (K2)

Write a short note on the War of the Roses. (K2)

Who are the Puritans? (K1)

Give a brief account of the impact of the Agrarian Revolution. (K3)

Enumerate the important features of the various Reform Bills passed in England. (K2)

Define Welfare State. (K1)

Part C

Write an essay on the Hundred Years' War. (k2)

Explain the role played by the coffee houses in the social life of England? (K3)

Explain the effects of the French Revolution. (K3)

Analyse in detail the social impact of the Two World Wars. (K3)

Give a detailed account of England in the 21st Century. (K3)

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Anishiya Dani

Department : **English**
Class : **I YEAR**
Title of the Course : **English for Communication**
Semester : **I**
Course Code : **EU231SE1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231SE1	1	1	-	-	2	2	30	25	75	100

Objectives

1. To enhance the level of literary and aesthetic experience of students and to help them respond immediately.
2. To provide the students with an ability to build and enrich their communication skills.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	identify the basic principles of communication.	K2
2	analyze the various types of communication	K3
3	make use of the essential principles of communication.	K1
4	identify the prominent methods and models of communication.	K3
5	learn about the four skills of language and getfamiliarized with them.	K3

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I	1	Introduction – Communication and Basic Communication Skills	2	K2	Introductory session, Lecture using Chalk and talk, Lecture using videos.	Evaluation through short test, MCQ, Short essays.
	2	Basic Communication Skills: Passive, Aggressive and Assertive	2	K2	Lecture Method, PPT	Quiz
	3	Significance of Communication	2	K2	Lecture method, PPT	Suggest idea with examples, Short Essays.
II	1	Speaking Skills	2	K2	Lecture, PPT, Videos	Class Test
	2	Reading Skills	2	K2	Lecture method, Interactive method, PPT	Quiz
	3	Writing and Listening Skills	3	K2	Lecture method, Videos	MCQ, short essay
III	1	Types of Communication	1	K2	Lecture	Assignment
	2	Verbal Communication	2	K2	Lecture method, Interactive method.	Quiz.
	3	Non- Verbal Communication	2	K2	Lecture method, PPT	MCQ, short essay
IV	1	Effective Communication Skills	3	K2	Lecture, student centric	Class Test, Assignment

	2	Public Speaking	3	K3	Lecture method, Interactive method.	Quiz, Assignment
V	1	Speaking Skills – Practice	2	K3	Student Centric, Lecture	Class Test
	2	Presentations	2	K3	Lecture, PPT	Presentation
	3	Writing Blog	2	K3	PPT	Assignment

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

Activities (Em/ En/SD): Speaking in front of peers.

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

Activities related to Cross Cutting Issues: Posting articles in blog.

Assignment: Making Presentations , Writing Blogs and Public Speech.

Sample Questions

Part A

1. What is Communication?
2. What is Evaluative Listening?
3. _____ is the interpretation of body language.
4. Strength, Shortness, Sincerity and _____ are the 4 S's of Communication.
b) Simplicity b) Speed c) Specific d) Stability
5. _____ is a speech that is usually given in a formal setup.

Part B

1. Give an account on the significance of communication.
2. Explain the six types of listening.
3. Write the components of Non- Verbal Communication.
4. Enumerate the 7 C's of Communication.
5. Write down the steps to deliver an effective presentation.

Part C

1. Explain the four functions of Communication.
2. Write the steps to develop the reading skills.
3. Explain the merits of verbal communication.
4. Write an essay on the characteristics of effective communication.
5. Write a note on the Dos and Don'ts of Presentation.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Nesavathy

Department : English
Class : I B.A English
Title of the Course : Foundation Course: Major Literary Movements
Semester : I
Course Code : EU231FC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231FC1	1	1	-	-	2	2	30	25	75	100

Objectives:

1. To provide students with a comprehensive idea about the development of Major Literary Movements in England
2. To make them read and understand the literary developments that coincided with the major movements

Course Outcomes

On the successful completion of the course, student will be able to:		
1	gain extensive insight into the major literary movements that was witnessed by England	K2
2	evaluate the way in which socio-cultural phenomena influence the literary production of a particular period	K3
3	familiarize themselves with major literary works of the movements	K1
4	develop a nuanced appreciation of the literary stalwarts of those times.	K2
5	gain in-depth understanding on the growth of the English language under the influence of the literary movements.	K2

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 Medieval Period	2	K2(U)	Lecture using Chalk and talk	Class test
	2.	Importance of the Medieval Period	3	K2(U)	Lecture using PPT	MCQ
II	1.	Renaissance- Introduction	2	K1(R)	PPT	Discussion
	2.	Aesthetics of Renaissance	3	K3(A)	Demonstration	Slip Test
III	1.	Introduction to Restoration	2	K2(U)	Lecture	Discussion
	2.	Restoration Period- Explanation	3	K2(U)	PPT	MCQ
IV	1.	Romanticism- Introduction	2	K2(U)	Lecture	Class Test
	2.	Elements of Romanticism	3	K3(Ap)	PPT	Slip Test
V	1.	Introduction to Modernism	2	K2(U)	Lecture	MCQ
	2.	Significance of Modernist Writers	3	K3(Ap)	PPT	Factuals

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

Activities (Em/ En/SD): Exhibition displaying literary movements, Album Making

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

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

Assignment: Bring out the changes happened during the Restoration Period.

Sample Questions

Part A

1. _____ is an epic poem written in Germanic Heroic tradition whose author is unknown.
2. Renaissance means _____.
3. The period without any reigning king is known as _____.
4. Who wrote *Ozymandias*?
5. When was T.S. Eliot's *The Wasteland* published?

Part B

1. Write the nuances of the medieval period with reference to *Beowulf*.
2. Characterize the prosperities during the Renaissance.
3. Bring out the elements of Restoration writings.
4. Write the contribution of Romantic poets to literature.
5. Bring out the significance of modernist drama.

Part C

1. Explain how the change in the medieval period affected literature.
2. Renaissance means *rebirth*- Explain.
3. Bring out the significance of restoration writings.
4. Write a detailed note on Romanticism.
5. How does modernist writing differ from Romantic Writing?

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Jemi

Department : English
Class : B.A., B.Sc. Part II English
Title of the Course : Communicative English
Semester : III
Course Code : GE2131

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
GE2131	5	1	-	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	K3 (A)

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Listening and Speaking: a. Listening to a Success Story. b. Narrate a Success Story.	3	K2(U) & K3 (Ap)	Lecture using videos, Group Discussion, , Peer tutoring, TED Talk	Class test, assignments Framing own sentences
	2.	Reading and Writing a. Read a Poem, b. Write a Poem	2	K2(U) & K6 (C)	Interactive lecture, Videos,	Evaluation through short test,
	3.	Word Power on Life Skills a. Problem Solving b. Decision Making	2	K2(U) & K3 (Ap)	Interactive lecture, TED Talks, role play, group discussion	Short answers, seminar, True/False
	4.	Grammar in Context a. Articles b. Determiners c. Quantifiers	3	K1 (R) K2(U) & K3 (Ap)	Explanation lecture, ppt	Class test, fill in the blanks, error spotting
II	1.	1.Listening and Speaking a. Listen to a Product Description and Promotion. b. Present a Product Description and Promotion.	3	K2(U) & K3 (Ap)	Lecture, videos, group discussion	Short essays, meanings, sentence making
	2.	Reading and Writing a. Read a Short Story. b. Write a Short Story.	3	K1 (R) K2(U) & K3 (Ap)	Explanation lecture, role play, videos	Assignment, sentence making, synonyms & antonyms
	3..	Word Power on Life Skills a. Creative Thinking b. Critical Thinking	2	K2(U) & K3 (Ap)	Lecture, TED Talk	Evaluation through short test, Seminar

	4.	Grammar in Context a. Linking Words / Connectives b. Compound Words	4	K1 (R) K2(U) & K3 (Ap)	Explanation lecture, ppt	Class test
III	1.	1. Listening and Speaking a. Listening to a DIY (Do It Yourself). b. Present a DIY.	3	K2(U) & K3 (Ap)	Lecture , videos, debate	Dialogue writing, pronunciation test, sentence making
	2.	Reading and Writing a. Read the Report of an Incident. b. Write a Report of an Incident	3	K2(U) & K3 (Ap)	Lecture, newspaper reading, video	Report writing, group discussion, vocabulary test
	3.	Word Power on Life Skills a. Self-Awareness b. Empathy	2	K2(U) & K3 (Ap)	Lecture through moral stories, videos, debate	Evaluation through sharing of experience, sentence making
	4.	Grammar in Context: Simple and Compound Sentence	4	K1 (R) K2(U) & K3 (Ap)	Explanation lecture, ppt	Class test, assignment
IV	1.	. Listening and Speaking a. Listen to a Travel Video. b. Present a Travel Video. (Documentary & Vlog)	3	K2(U) & K3 (Ap)	Lecture, listening to Travel Vlogs	Creating Travel Vlogs, Creating videos with giving voice, vocabulary & sentence making
	2.	Reading and Writing a. Read an Autobiographical Piece. b. Write an Autobiographical Piece.	3	K2(U) & K3 (Ap)	Lecture, videos, group discussion	Role play, class test
	3.	Word Power on Life Skills	3	K2(U) & K3 (Ap)	Lecture, group discussion	Situational dialogues

		a. Interpersonal Skills and Good Communication.				
	4.	Grammar in Context: Complex Sentences.	4	K1 (R) K2(U) & K3 (Ap)	Explanation lecture, ppt	Class test, fill in the blanks
V	1.	Listening and Speaking a. Listen to Eco Talk. b. Present an Eco Talk.	3	K2(U) & K3 (Ap)	Lecture, Videos, group discussion	Dialogue delivering, vocabulary test and sentence making
	2.	Reading and Writing a. Read about an Enterprise. b. Write about an Enterprise.	3	K2(U) & K3 (Ap)	Lecture, videos	Newspaper reading, short essays
	3.	Word Power on Life Skills a. Management of Stress b. Management of Emotions	3	K2(U) & K3 (Ap)	Lecture, videos, group discussion	Interaction, vocabulary and meanings
	4.	Grammar in Context: Direct and Reported Speech	4	K1 (R) K2(U) & K3 (Ap)	Explanation lectures, ppt	Class test, assignment

Course Focussing on Employability/ Entrepreneurship/ Skill Development:

Activities (Em/ En/SD): Creating Travel Vlogs, 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, visiting college garden, role play

Assignment: Write about the various career options of being a chef.

Seminar Topic: Narrate your own life incident which is unforgettable in your life.

Sample Questions

Part A

1. Frame your own sentence for the following phrase: “Graduate from”
2. What is a creative thinking?
3. Find out the qualifiers in the following sentence:

Most children like to play outdoor games.

4. Make sentence: pass on
5. Label the sentence as simple/ Compound

Madhu bought a new car.

6. Make sentence: Ecology/ eulogy

Part B

1. Write about merits and demerits of becoming a chef.
2. Write a short poem on ‘Tree.’
3. Explain shortly about the Face Mask preparation.
4. Write five complex sentences using noun clauses.

Part C

1. Write about Dr. A. P.J. Abdul Kalam’s success story.
2. Explain creative thinking and critical thinking.
3. Write a letter to your friend about your visit to a historical place.
4. Explain autobiographical writing with an example.
5. Provide suitable subordinators to the following sentences:
 - a. I am going to stationer ----- I need a pen
 - b. I made breakfast ----- when I got home.

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Subha Ganapathy

Ms. Judes Jalaja

Dr. Jimsy Asha

Dr. Bhavani

Ms. Nrsavathy

Ms. Steffi

Dr. Snow J Sharmilla

Dr. Sathya

Department : **English**
Class : **II B.A English Literature**
Title of the Course : **Core IV: Non- Fiction**
Semester : **III**
Course Code : **EC2031**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2031	5	1	-	-	4	6	90	25	75	100

Objectives:

1. To familiarise the students to the writings of variety of nonfiction writers.
2. To enhance sense of literary appreciation in the minds of the students.

Course Outcomes

CO	Upon Completion of this course, the students will be able to	PSOs Addressed	CL
CO-1	recognize the elements of Non Fiction	PSO – 2	U
CO-2	interpret text with awareness and curiosity for other view points	PSO – 1	An
CO-3	formulate knowledge on the stylistic strategies employed by different writers	PSO – 2	U
CO-4	deploy ideas from the texts in their own reading and writing	PSO – 2	Ap
CO-5	compare how writers from different places and times present experiences and use language	PSO - 1	An

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Francis Bacon: Of Great Place, Of Anger	8	K2 (U)	Lecture using Chalk and talk, Introductory session, Group Discussion	Evaluation through short test, MCQ, True/False
	2	Virginia Woolf : The Death of the Moth	10	K2 (U)	Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	Short essays, Concept explanations, Short summary or overview
II	1	Eula Biss: On Immunity: An Innoculation	12	K1(R)	Lecture using PowerPoint slides, Reading of Newspaper articles related to the topic	MCQ, Recall steps, Concept definitions.
III	1	Nirad.C.Chaudhuri : The Eternal Silence of these Infinite Crowds	10	K3(Ap)	Analysis of Non- Fictional elements in the essay	Real life examples, MCQ, class tests.
	2	Reshma Qureshi Make Love not Scars	12	K3(Ap)	Descriptive essays, Group Discussion	Real life examples, MCQ, class tests.
IV	1	David Low: I Believe	10	K4(An)	Group Discussion, Lecture using Powerpoint slides, and Videos	Mind Mapping, Problem Solving Techniques, Evaluation through short tests.
	2	Marcus Chown: I am a Galaxy	10	K4(An)	Group Discussion, Lecture using Powerpoint slides, and Videos.	Mind Mapping, Problem Solving Techniques, Evaluation through short tests.

V	1	Paul Gallico : My Boss the Cat	6	K4(An)	Lecture, Analysis, Group Discussion	Evaluation through test, mcq's and open book tests.
	2	Rudolfo .M. Anaya: A Celebration of Grandfathers	6	K4(An)	Lecture, Analysis, Group Discussion	Evaluation through test, mcq's and open book tests.
	3	Jamake Highwater: One Land, Two Worlds	6	K4(An)	Lecture, Analysis, Group Discussion	Evaluation through test, mcq's and open book tests.

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

Activities (Em/ En/SD): Group Discussion, Peer Teaching, Development of Oratory Skills.

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

Activities related to Cross Cutting Issues : Group Discussion on Acid Attack Survivors. Talks on the Mystery of Galaxy

Assignment : Unit- III: Make Love Not Scars. A Descriptive essay on Women Survivors

Seminar Topic: Unit- IV : I am a Galaxy

Sample Questions

Part A

- 1) Why anger should be limited and confined both in race and in time? (R)
- 2) What does the moth symbolize? (R)
- 3) Name the literary award won by Eula Bliss? (R)
- 4) What is the 'bizarre notion' mentioned by Chaudhuri? (R)
- 5) What is the function of Lysosome? (R)
- 6) Name the novel published by Rudolfo M.Anaya? (R)
- 7) Who helped Jamake Highwater to identify his area of interest in writing? (R)

Part- B

1. a) Summarize Bacon's views on " rising to a great place is by a winding stair"? (U)
- b) Discuss the metaphorical theme present in the essay "The Death of the Moth"? (U)

2. a) What does Eula Bliss say about ‘herd immunity’? (R)
 - b) Write briefly on the why the subalterns were vulnerable to vaccinations? (R)
3. a) Assess Chaudhuri’s views on the behavior of Indians and the British in public vehicles (E)
 - b) Support your views on the significance of the title “Make Love, Not Scars”. (E)
- 4.a) Discuss the importance of belief with reference to the essay? (U)
 - b) What are Prokaryotes? Explain. (U)
- 5.a) Critically analyse the essay “My Boss, The Cat”. (E)
 - b) Evaluate Rudolfo.M. Anaya’s views on traditions and customs ? (E)

Part-C

1. a) What are the advices given by Bacon on how to control anger? (R)
 - b) What is the main idea of “The Death of the Moth”? (R)
2. a) Write an essay on how Eula Bliss helps to overcome the fear of getting vaccinated. (R)
 - b) What does the author say about “hygiene hypothesis” in the essay “On Immunity; An Innoculation”? (R)
3. .a) Explain in detail why Nirad C. Chaudhuri is frightened of the “Eternal silence of these infinite crowds”. (R)
 - b) Reproduce the message conveyed by the author through the essay “Make Love, Not Scars”. (R)
4. a) Describe how David Low stood up against Hitler with a strong determination? (U)
 - b) “Every cell is born from other cell”- Elucidate.(U)
20. a) Describe Rudolfo M. Anaya’s Grandfather with reference to the essay “A Celebration of Grandfathers”. (U)
 - b) Bring the diasporic theme present in the essay “One Land, Two Worlds”. (U)

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Fransta Darshana

Department : English
Class : II B. A English
Title of the Course : Elective I (c): Indian Folklore
Semester : III
Course Code : EC2034

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2034	4	-	-	4	4	60	25	75	100

Objectives

1. To comprehend the various dimensions of folk production and the difference between oral and written literary tradition.
2. To study the different narrative and thematic concerns of Indian folklore.

Course Outcomes

CO	Upon completion of this course the students will be able to	PSO Addressed	Cognitive Level
CO-1	understand the beginning and growth of folklore studies	PSO – 2	U
CO-2	recognize the subversive potential of folk forms as live performances, literature or oral traditions.	PSO – 2	U
CO-3	evaluate literature as a process of recreation and interpretation of existing tales in different socio-cultural contexts.	PSO – 2	E
CO-4	analyze the different forms and patterns of Indian folklore	PSO – 2	An

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I		Prose				
	1.	An Introduction to Folklore	5	K2(U)	Lecture, Introductory session, Peer tutoring, Lecture using videos, PPT.	Evaluation through short test, MCQ.
	2.	Indian Folklore: Forms, Patterns and Variations	5	K4(An)	Lecture, Group Discussion, PPT, Mind mapping	Evaluation through short test, MCQ.
	3.	Crooke, Chaube and Colonial Folklorists	5	K2(U)	Lecture, PPT, Mind Mapping	Evaluation through short test, MCQ.
	4.	Postcolonial Conclusion	5	K4(An)	Lecture, PPT, Discussion	Evaluation through short test, MCQ.
II		Theory				
	1.	Eleazar Meletinsky - Typological Study of the Folktale	5	K2(U)	PPT, Lecture, Peer Teaching, Discussions	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	2.	Herder, Folklore and Romantic Nationalism	5	K5(E)	Lecture, PPT	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
III	Poetry					

	1	Address to a Spoiled Child, Of Women	2	K2(U)	Lecture, PPT	Evaluation through short test, Short essays, Concept explanations, Short summary or overview
	2	What Women Sing at Weddings, A Woman to her Lover	2	K4(An)	Lecture, Discussion, PPT, Mind mapping	Evaluation through short test, Short essays, Concept explanations, Short summary or overview
	3	An Exchange of Compliments, What women Sing When the Bride is Taken Away	2	K5(E)	Lecture, Discussion, PPT, Mind mapping	Evaluation through short test, MCQ, Short essays, Short summary or overview
	4	The Lament of a Mother, Mother-in-law scolds her daughter-in-law. Buffalo Girls Come out to Play	2	K2(U)	Lecture, Discussion, PPT, Mind mapping, peer tutoring	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	5	A Women to her Husband, Courtship.	2	K4(An)	PPT, Discussion, Lecture, Mind mapping, peer tutoring	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	Short Stories					
IV	1	The Story of the Toad,	2	K4(An)	PPT, Discussion,	Evaluation through short test, MCQ,

		The Tale of a Monkey and the Hare			Lecture using images.	True/False, Short essays, Concept explanations, Short summary or overview
	2	The Story of the Simpleton, The Story of the Merchant's Son	2	K2(U)	PPT, Discussion, Lecture using images.	Evaluation through short test, MCQ, True/False, Short essays, Short summary or overview
	3	The Seven Champions How the Rivers Were Made	2	K5(E)	PPT, Discussion, Lecture using images, Group Discussion	Evaluation through short test, Short essays, Short summary or overview
	4	The Story of the Doe and the Raven The Old Man and the Tiger	2	K2(U)	PPT, Discussion, Lecture using images, mind mapping, peer tutoring	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary.
	5	The Duel of the Giants The Story of the Frogs and the Old Serpents.	2	K4(An)	PPT, Discussion, Lecture, Mind mapping, peer tutoring	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
V	Drama					
	1	Girish Karnad: <i>Nagamandala</i>	10	K4(An)	PPT, Discussion, Lecture, Analysis	Evaluation through short test, Short essays.

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

Activities (Em/ En/SD): Exhibition

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

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

Assignment : Types of Indian Folklore or Paintings or creative work based on Indian Folklore.

Seminar Topic: -

Sample Questions

Part A

1. What is Indian Folklore?
2. What is Romantic Nationalism?
3. What is the central theme if the poem *Of Women*?
4. 'God of Luck' is a character from the short story-----.
5. Who is the protagonist of the story *Nagamandala*?

Part B

1. How does the geographical diversity of India contribute to the variations in its folklore?
2. Bring out the significance of Meletynsky's Typological Study of the Folktale.
3. Explain the poem "Courtship".
4. Discuss the themes present in the short story "How the Rivers were made".
5. Explain the character sketch of Rani in *Nagamandala* by Girish Karnad.

Part C

1. Bring out the significance of Indian Folklore in preserving the cultural heritage?
2. How did Herder Contribute to the development of Romantic Nationalism?
3. Bring out the major themes from the poems prescribed for you.
4. How does the folktale "The tale of the Monkey and the Hare" illustrates the negative effects of greed?
5. Discuss the theme of *Nagamandala* by Girish Karnad.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Steffi

Department : English
Class : II B.A English Literature
Title of the Course : Allied III: History of English Literature I
Semester : III
Course Code : EA2031

Hours / 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	CL
CO-1	gain an exacting knowledge of the literary history of England.	PSO - 2	U
CO-2	comprehend the socio-political events that shaped literature in this period..	PSO - 2	U
CO-3	recognise and appreciate the contributions made by major literary writers.	PSO - 2	U
CO-4	Situate an author in his/her literary period.	PSO - 2	Ap
CO-5	prepare themselves for professional exams at the National level (SET,NET) and International level (subject GRE exam)	PSO - 1	Ap

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Age of Chaucer	6	K1-R	Introductory session, Peer tutoring, Lecture using PPT, Review	Evaluation through Short summary or overview
	2.	From Chaucer to Spenser	12	K1- R	Lecture using Chalk and talk, Peer tutoring, Lecture using PPT, Review	Simple definitions, MCQ, Short Essays
II	1.	The Age of Elizabeth	18	K2-U	Introductory session, Peer tutoring, Lecture using PPT, Review	Evaluation through Short summary or overview, Simple definitions, MCQ, Short Essays
	1.	The Age of Milton	10	K4-An	Lecture using PPT, Group Discussion	Evaluation through Short summary or overview
III	2.	The Age of Dryden	8	K2- U	Lecture using PPT, Group Discussion	Simple definitions, MCQ
	1.	The Age of Pope	18	K2- U	Lecture using PPT, Group Discussion	Evaluation through Short summary or overview, Simple definitions,

						MCQ, Short Essays
V	1.	The Age of Transition	18	K2- U	Lecture using PPT, Group Discussion	Evaluation through Short summary or overview, Simple definitions, MCQ, Short Essays

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

Activities (Em/ En/SD): Seminar Topics

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

Activities related to Cross Cutting Issues: Peer Teaching, Blended Learning

Assignment : Selected topics to be presented by students with the help of PPT

Seminar Topic: All the minor writers from the Age of Chaucer to the Age of Transition

Sample Questions

Part A

1. When did Richard II come to throne?
2. Who wrote *The Faerie Queene*?
3. Who was considered as the best prose writer during the age of Milton?
4. Which is Pope's earliest important work?
5. Where was William Collins born?

Part B

1. a) State the Literary features of the age of Chaucer.

Or

- b) What do you know about the development of the English Bible?

2. a) What do you know about the prose and poetry of John Donne?

Or

- b) Write the characteristic features of the works of Sir Philip Sidney.

3. a) Write a short note on Abraham Cowley.

Or

b) State the literary features of the age of Milton.

4. a) Which is Pope's earliest important work?

Or

b) Write a short note on the prose of Daniel Defoe.

5. a) State the characteristic features of the works of William Blake.

Or

b) Give a short note on the works of Thomas Gay.

Part C

1. a) Give a detailed account of the life and works of Geoffrey Chaucer.

Or

b) Give an account of the development of drama during the age of Chaucer.

2. a) Explain the characteristic features of the works of Ben Jonson.

Or

b) Give a detailed account of the life and works of Francis Bacon.

3. a) What do you know about Samuel Butler and John Bunyan?

Or

b) Elaborate about the Metaphysical poets.

4. a) State the characteristic features of Alexander Pope and his works.

Or

b) Explain in detail the works of Joseph Addison.

5. a) Give a detailed account of the works of Henry Fielding.

Or

b) Explain in detail the life and works of Samuel Richardson.

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Alby Grace

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

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2041	5	1	-	4	6	90	25	75	100

Objectives

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

Course Outcomes

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Sonnets 67,80,102,117,126,136,141,147,149,152	10	K2(An)	Lecture using Chalk and talk ,Introductory session, Peer tutoring, Lecture using videos, Demonstration,	Evaluation through short test, MCQ, True/False, Short summary or overview
II	2.	A Mid Summer's Night Dream	21	K4 (An)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Short test, MCQ, Enactment, Evaluation, Seminars,
III	3.	<i>Othello</i>	24	K4(An)	Research based analysis. Lecture using videos, Screening of movies.	Suggest idea with examples, Analysis of the dramatic techniques, Testing of Narrative skills and Oratory Skills, Enactment, Summary, and Evaluation through tests
IV	4.	Julius Caesar	25	K4 (An)	Lecture, PPTs, Mind map,	Analysis of the techniques, Narrative

					Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Techniques, Role Play
V	5.	1) Is Man no more than this? Shakespeare' ideas on Skepticism, Doubt, Stoicism, Pessimism, Misanthropy 2) Hold the Mirror Up to Nature- Shakespeare's ideas on Writing and Acting 3) Here Our play has ending Ideas of closure in the Late Plays	10	K4 (An)	Lecture using power point slides, Videos. Explaining other critical essays on Shakespeare.	Critical appreciation of the essays, Summary and Evaluation through tests.

Course Focussing on Employability/ Entrepreneurship/ Skill Development: (Mention)

Activities (Em / En/SD): Skill Development.

Development of Enacting Skills, Narrative and Comprehensive Skills

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

Activities related to Cross Cutting Issues

Group Discussion on Portrayal of Women characters in the Shakespearean plays

Enactment of scenes from the prescribed plays.

Assignment: Enactment of Scenes from the Play

Seminar Topic:

Poster Presentation & Paper presentation on the following topics

1. Shakespeare, the Dramatist
2. Shakespeare's Theatre
3. Shakespeare's Audience
4. Sources of Shakespearean Dramas
5. Themes of Shakespeare
6. The Tragedies of Shakespeare
7. The Comedies of Shakespeare
8. The tragicomedies of Shakespeare
9. The Roman Histories of Shakespeare
10. Hamartia in Shakespearean dramas
11. Opening Scenes
12. Supernatural Elements
13. Dual hero Concept in Shakespeare
14. Dramatic Unities
15. Catharsis in Shakespearean dramas
16. Soliloquies in Shakespeare
17. Shakespearean Sonnets
18. The Dark Lady of Shakespearean Sonnets
19. The Fair Youth of Shakespearean Sonnets
20. The Last Plays of Shakespeare
21. The Psychology Behind the Tragic Incidents
22. Theories deployed in Shakespearean Dramas
23. Fools in Shakespeare
24. Techniques observed in Shakespearean Dramas
25. Cross Gender Interference
26. Racism in Shakespeare
27. Historic Events as repleted in Shakespeare
28. Shakespeare's Style
29. Symbolism in Shakespeare
30. Elizabethan England in Shakespeare
31. Revenge in Shakespeare
32. Psychology in Shakespeare

Sample Questions

Part A

- 1) Identify the fair youth.
- 2) Complete the line: 'Love looks not with the eyes, but with the...'
- 3) What is the green eye'd monster according to Shakespeare?
- 4) Who stabs Caesar finally.

5) Identify one of Shakespeare's characters with whom he himself could be identified

Part B

6) Discuss the dark lady of Shakespeare

7) What was the strange law in Athens?

8) Sketch the character of Iago

9) How does Cassius die? ...

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

Part- C

11) Enumerate the ideas as repleted in Shakespeare's sonnets.

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

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

14) Analyse *Julius Caesar* as Roman Tragedy

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

Head of the Department

Dr. Alby Grace

Course Instructors

Dr. R. Abilasha

Ms. Fransta Dharshana

Department : **English**
Class : **III B.A English**
Title of the Course : **Major Core VI: Women's Writing in English**
Semester : **V**
Course Code : **EC2052**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2052	5	1	-	5	6	90	30	70	100

Objectives

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

Course outcomes

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Chimamanda Ngozi Adichie: <i>We should all be feminist</i>	9	K2(U)&K4(An)	Introduction with PPT, Interactive analytical Lecture with TEDTalk video of the author, Group Discussion and debate	Evaluation through short test, MCQ, Short essays, Concept explanations, Short summary
	2.	Alice Walker: <i>In Search of our Mother's Garden</i>	9	K2(U)&K4(An)	Interactive lecture, Group Discussion, Debate	Oral and written tests, Quiz
II	Poetry					
	1.	Gwendelyn Brooks: "Sadie and Maud"	4	K2(U)&K4(An)	Interactive analytical Lecture with PPT, Discussion	Quiz, questions, Analysis, assignment
	2.	Sylvia Plath: "The Moon and the Yew Tree"	4	K2(U)&K4(An)	Interactive analytical Lecture with PPT, Discussion	Quiz, questions, Analysis, assignment
	3.	Anne Sexton: "Her Kind"	3	K2(U)&K4(An)	Interactive analytical Lecture with PPT, Discussion	Quiz, questions, Analysis, assignment
	4.	Kamala Das: "Introduction"	3	K2(U) & K4(An)	Lecture, analysis, group discussion	Quiz, questions, Analysis, assignment
	5.	Judie Grahn: "The Common Women Poems, II. Ella, in a square apron, along Highway"	5	K2(U) & K4(An)	Lecture, analysis, group discussion	Class test, analysis, interaction, quiz

		80 “				
III	Short Stories					
	1.	Charlotte Perkins Gilman: The Giant Wisteria	4	K2(U) K4(An)	Lecture. Analysis, interpretation, videos	Quiz, short answers, debate
	2.	Ambai : In a Forest, a Deer	4	K2(U) K4(An)	Lecture, analysis, role play, debate	Narration, quiz, class test, assignment
	3.	Kate Chopin : Desiree’s Baby	3	K2(U) K4(An)	Lecture, analysis, role play, interpretation	Quiz, assignment, short answers
	4.	Zora Neale Hursto : Sweat	3	K2(U) K4(An)	Lecture, video, analysis, role play, debate	Quiz, short answers, assignment, dramatization
	5.	Amy Tan :Rules of the Game	5	K2(U) K4(An)	Lecture, role play, debate	Assignment, dramatization, class test
IV	Fiction					
		Chitra Banerjee Divakaruni: <i>Oleander Girl</i>	15	K2(U) & K4(An)	Lecture, Textual analysis, discussion, group discussion	MCQ, oral quiz, Q&A
V	Drama					
		Susan Glaspell : <i>Trifles</i>	18	K2(U) & K4(An)	Role Play, textual analysis, discussion	MCQ, oral quiz, Q&A

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability

Activities (Em/ En/SD): Role Play

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

Activities related to Cross Cutting Issues : Poster making on “Feminist Writing and Human Values” and Paper presentation on Eco Feminism.

Assignment : Feminist Poetry: An Overview

Seminar Topic: Themes and Techniques in *Oleander Girls* and *Trifles*.

Sample Questions

Part A

1. What does Alice Walker say about black women?
2. What kind of poetry did Kamala Das write?
3. Who is Thangam Athai and what is her role in the story?
4. What is the age of Korobi?
5. List out the main characters in the play ‘ Trifles.’

Part B

1. What is the central idea of Adichie’s speech?
2. Analyse the character of the woman portrayed in “Ella, in a square apron, along Highway 80.”
3. Write about the washer woman and her unemployed husband in the story ‘Sweat.’
4. Discuss the complex nature of Korobi’s character.
5. Bring out the character sketch of Minnie Wright.

Part C

1. Elaborate the main themes in In Search of Our Mother’s Gardens.
2. Explain how the feminine sensibility is portrayed the prescribed poems by the poets.
3. Bring out the mother daughter relationship in the story “Rules of the Game.”
4. Write an essay on the major themes of *Oleander Girl*.
5. Critically analyse the play Trifles.

Head of the Department
Dr. Alby Grace

Course Instructors
Dr. J. Bhavani
Ms. Judes Jalaja

Department : English (Aided)
Class : III BA English Literature
Title of the Course : Major Core: VII: English Language Teaching
Semester : V
Course Code : EC2053

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

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

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the key concepts and terms in ELT	PSO - 1	U
CO-2	compare and contrast the various methods and approaches of teaching and learning English	PSO - 3	Ev
CO-3	discuss the basic concepts of language and explain the process of learning English	PSO - 3	An
CO-4	design the lesson plan and prepare the critical analysis of tests and techniques	PSO - 1	An
CO-5	remember and understand the general concepts of language and the various techniques of teaching and testing	PSO - 3	R

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Introduction Key concepts in English Language Teaching - ESL, EPL, EST, ELF, LAD	6	K1-R	Introductory session, Mind mapping, Peer tutoring, Lecture using PPT, Review	Evaluation through Short summary or overview
	2.	Dictionary of ELT terms - Learning Vs Acquisition	3	K1- R	Lecture using Chalk and talk , Mind mapping, Peer tutoring, Lecture using PPT, Review	Simple definitions, MCQ
	3.	Competence Vs Performance	3	K1-R	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
	4.	Comprehensible Input, Comprehensible Output,	6	K1- R	Lecture using Chalk and talk , Mind mapping, Peer tutoring, Lecture using PPT, Review	Simple definitions, MCQ
II	1.	Methods of Language Teaching The Grammar Translation Method	3	K4-An	Lecture using PPT, Mind mapping, Peer tutoring	Evaluation through Short summary or overview
	2.	The Direct Method	3	K1-R	Lecture using Chalk and talk	Simple definitions, MCQ
	3.	The Audio-Lingual Method	3	K2- U	Mind mapping, Lecture using PPT	Objective type questions, short essays
	4.	The Reading Method	3	K2- U	Lecture using Chalk and talk , Mind mapping, Peer tutoring	Simple definitions, MCQ

	5.	The Bilingual Method	3	K2- U	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
	6.	Communicational Teaching	3	K2- U	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
III	1.	Approaches to Language Teaching The Structural - Oral - Situational Approach	5	K4-An	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	The Silent Way	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ
	3.	Community Language Learning	3	K1-R	Lecture using PPT, Group Discussion, Mind mapping	Objective type questions, short essays
	4.	Suggestopedia	3	K2- U	Lecture using Chalk and talk , Mind mapping, Peer tutoring	Simple definitions, MCQ
	5.	Total Physical Response	3	K2- U	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
	IV	1.	Techniques of Teaching English Techniques of Teaching Listening and Speaking	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping
2.		Techniques of Teaching Reading and Writing	4	K5-E	Lecture using PPT, Group Discussion, Mind mapping	MCQ, True/False, Short essays
3.		Integrating Skills	4	K1-R	Lecture using PPT, Group	MCQ, True/False, Short essays

					Discussion, Mind mapping	
	4.	Techniques of Teaching Grammar	3	K2- U	Lecture using Chalk and talk , Mind mapping, Peer tutoring	Simple definitions, MCQ
	5.	Techniques of Teaching Vocabulary	3	K2- U	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
V						
	1.	Teaching Aids and Testing The Blackboard - Pictures -Realia	6	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	The language laboratory	6	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ
	3.	Video - Television – Testing	6	K5- E	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ

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

Activities (Em/ En/SD): Teaching Plan Preparation

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

Activities related to Cross Cutting Issues : Lesson Plan

Assignment : Preparation of Lesson Plan

Seminar Topic: The Blackboard, Pictures, Realia, The language laboratory, Video, Television, Testing

Sample Questions

Part A

1. What is important as giving Comprehensible Input? (U)
2. Who developed the Monitor Theory?(R)
3. The term ‘Situational Approach’ was used by----- . (R)
4. In grammar-translation method, grammar is taught _____. (R)

5. Name the first state in India, which agreed to use the S-O-S approach for the teaching of English as a Second Language.(U)
6. ASTP was established in the year_____.(R)
7. Blank- filling is an effective method to teach _____ . (U)
8. Pronunciation is a sub-skill of _____. (U)
9. Name any two teaching aids. (R)

Part B

1. Define the term ELF.(R)
2. Define the term LAD. (R)
3. Assess the main features of the audiolingual method. (E)
4. Analyse the techniques used in the S-O-S approach . (An)
5. Analyse the Characteristics of The Silent Way. (An)
6. Demonstrate intensive/ in-depth reading. (U)
7. Evaluate the role of Realia as an effective teaching aid.(E)
8. Evaluate the importance of language laboratory as a teaching aid in teaching a foreign language. (E)

Part C

1. Explain Comprehensible Input and Comprehensible Output. (U)
2. Construct a classroom simulation employing the direct method. (C)
3. Justify the use of tape recorder as an important aid in CCL. (E)
4. Justify the use of tape recorder as an important aid in CCL. (E)
5. List out the various techniques used to teach vocabulary. (An)
6. Identify the criteria for using the Blackboard as an effective teaching aid. (Ap)
7. Identify the merits and demerits of using television as an audio visual aid.(AP)

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Anishya Dani

Department : English
Class : III B.A English
Title of the Course : Major Core VIII: Introduction to Literary Theories
Semester : V
Course Code : EC2054

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

Objectives

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

Course Outcomes

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Structuralism and Semiotics- Introduction	3	K2(U)	Lecture using Chalk and talk	Evaluation through test
	2.	Saussure and Barthes	3	K2(U)	Lecture using PPT	MCQ
	3.	Levi Strauss	3	K3(Ap)	PPT	Factuals
	4.	Semiotics	3	K4(An)	Demonstration	Class Test
	5.	Concept of Difference	3	K5(E)	Lecture	Critiquing
II	1.	Poststructuralism- Introduction	3	K6(C)	Lecture	Discussion
	2.	Making Sense and Logocentrism	2	K3(A)	Demonstration	Slip Test
	3.	The Signifier and the Signified	4	K4(An)	Lecture	True/False, MCQ
	4.	Deconstruction, Desire	3	K6(C)	PPT	Short Essay
	5.	Enigma	3	K4(An)	Chalk and Talk	Critical Essays
III	1.	Psychoanalysis- Introduction and Oedipus Complex	6	K3(Ap)	Lecture	Factuals
	2.	Jacques Lacan	3	K2(U)	PPT	MCQ
	3.	Critics of Psychoanalysis	3	K3(Ap)	PPT	Discussion
	4.	Alienation and Separation	3	K5(Ev)	Demonstration	Essays

IV	1.	Feminism- Introduction	3	K2(U)	Lecture	Class Test
	2.	Dual Systems Theory, Object Relations Theory	3	K4(An)	PPT	Slip Test
	3.	Dual Parenting and Postmodernism	3	K3(Ap)	Chalk and Talk	Short Essays
	4.	Ecriture Feminine and French Feminists	6	K6(C)	Demonstration	Comparative Essays
V	1.	Race and Postcoloniality- Introduction	3	K2(U)	Lecture	MCQ
	2.	Race	3	K3(Ap)	PPT	Factuals
	3.	Postcoloniality	3	K3 (Ap)	PPT	Short Essays
	4.	Appiah's Model and Conclusion	6	K6 (C)	Demonstration	Critical Essays

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

Activities (Em/ En/SD): Album Making, Model Making

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

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

Assignment: Critically analyse a literary piece applying Freud's Psychoanalytic Theory.

Sample Questions

Part A

1. Define Structuralism.
2. What is a signifier?
3. Define Mirror Stage.
4. What is Ecriture Feminine?
5. _____ comes to proclaim the death of national literature.

Part B

1. Explain Semiotics with suitable instances.
2. Demonstrate the concepts of signifier and signified.

3. Unveil the concept of Desire in Psychoanalysis.
4. Write the contribution of the French feminists to Feminism.
5. Bring out the significance of Amokko's classification of Race.

Part C

1. Explain Kate McGowan's views of Structuralism and Semiotics.
2. Explain the concept of Deconstruction with examples.
3. Excavate the psychoanalytic thoughts of Sigmund Freud.
4. Write a detailed note on Hekman's Feminism.
5. How does Postcoloniality differ from Race?

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Jemi