

**UG
Teaching Plan
Semester I**

Department : All UG departments
Class : All I UG
Title of the Course : Part II – General 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:

CO	Upon completion of this course, the students will be able to:	PSO addressed	Cognitive level
CO - 1	develop and integrate the use of the four language skills i.e., Reading, Listening, Speaking	PSO5	K3(Ap)

	and Writing		
CO - 2	understand the total content and underlying meaning in the context.	PSO2	K2(U)
CO - 3	form the habit of reading for pleasure and for information	PSO1	K2(U)
CO - 4	comprehend material other than the prescribed text	PSO2	K2(U)
CO - 5	develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.	PSO5	K1(R)

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:	5	K2(U)	Lecture using Chalk and talk	Evaluation through short

	A Patch of Land			and Introductory session	test, MCQ, Short essays, Concept explanations, Short summary or overview
2.	Paul Laurence Dunbar: The Sparrow	4	K2(U)	Lecture using Chalk and talk and PPT	Longer essay/ Evaluation essay, Critical analysis, short essays, Short Summary
3.	Ralph Waldo Emerson: A Nation's Strength	5	K2(U)	Demonstration and Peer Tutoring	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
4.	Chinua Achebe: Love Cycle	4	K2(U)	PPT and Review	Longer essay/ Evaluation essay, Critical analysis, short essays, Short

						Summary
II						
	1.	Harish Bhat: Coffee, Tea and J.R.D	6	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	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	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	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	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	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	Evaluation through short test, MCQ, True/False, Short essays or overview

IV	Language Competency					
	1.	Vocabulary: Synonyms, Antonyms	3	K1(R)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises
	2.	Word Formation	3	K2(U)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	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	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	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	Evaluation through short test, MCQ, True/False, Exercises
V	English for Workplace					
	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, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, 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	Evaluation through short test, MCQ, True/False, Exercises, Role play
	5	Listening to and Giving Instructions /	5	K3(Ap)	Introductory session, Lecture using Chalk and	Evaluation through short test, MCQ,

		Directions			talk, Discussion, Mind mapping, Peer tutoring	True/False, Exercises, Role play
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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 (minimum one question from each unit)

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.

Ms.M. Maria Helen Janoba

Ms. J.M.Gracelin Lydia

Head of the Department

Course Instructor

Semester : III
Name of the Course : B.A., B.Sc., & B.Com. Part II English
Course code : GE2131

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. 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.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

Teaching plan

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

Unit	Section	Topic	Lecture	Cognitive Level	Pedagogy	Assessment Evaluation
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			Hours			
I	1	Listening and Speaking a. Listening to a Success Story. b. Narrate a Success Story.	5	K1, K6	Using Audio Visual Aids Textual analysis, Reading exercise	Short test Oral Presentation Formative Assessment I
	2	Reading and Writing a. Read a Poem, b. Write a Poem	4	K2, K6	Lecture discussion, writing practice	Short test Formative Assessment I
	3	Word Power on Life Skills a. Problem Solving b. Decision Making	4	K3, K4	Discussion	Formative Assessment I
	4	Grammar in Context a. Articles b. Determiners c. Quantifiers	5	K1, K2	Textual analysis and Writing skills	Formative Assessment I

II	1	Listening and Speaking a. Listen to a Product Description and Promotion. b. Present a Product Description and Promotion.	5	K1, K6	Using Audio Visual Aids, discussion and reading practice	Oral Presentation Formative Assessment I
	2	Reading and Writing a. Read a Short Story. b. Write a Short Story.	4	K1, K6	Using Audio Visual Aids & Lecture Method	Presentation of a Short Story Formative Assessment I

	3	Word Power on Life Skills a. Creative Thinking b. Critical Thinking	4	K3, K4	Discussion	short test Formative Assessment I
	4	Grammar in Context a. Linking Words / Connectives b. Compound Words	5	K1, K4	Grammar exercises	One Word Formative Assessment II

III	1	Listening and Speaking a. Listening to a DIY (Do It Yourself). b. Present a DIY.	5	K6	Using audio visual aids.	Visual Presentation of DIY & Assignment Formative Assessment I
	2	Reading and Writing a. Read the Report of an Incident. b. Write a Report of an Incident	4	K1,K5	Exercise	Short test Formative Assessment I Assignment
	3	Word Power on Life Skills a. Self Awareness b. Empathy	4	K1, k5	Discussion	Descriptive Formative Assessment I
	4	Grammar in Context: Simple and Compound Sentence	5	K1, k4	Exercise	Assignment Formative Assessment I
IV	1	Listening and Speaking a. Listen to a Travel Video. b. Present a Travel Video. (Documentary & Vlog)	4	K6	Using Audio Visual Aids.	Assignment Formative Assessment II

	2	Reading and Writing a. Read an Autobiographical Piece. b. Write an Autobiographical Piece.	4	K4,k6	Discussion	Short test Formative Assessment II
	3	Word Power on Life Skills a. Interpersonal Skills and Good Communication.	4	K4	Discussion	Short tests Formative Assessment II
	4	Grammar in Context: Complex Sentences.	6	K1, k4	Exercise	Formative Assessment II
V	1	Listening and Speaking a. Listen to Eco Talk. b. Present an Eco Talk.	5	K6		Formative Assessment II
	2	Reading and Writing a. Read about an Enterprise. b. Write about an Enterprise.	3	K1, k6	Writing practice	Written test Formative Assessment II

3	Word Power on Life Skills a. Management of Stress b. Management of Emotions	3	K1, k4	Practical Method and Discussion	Formative Assessment II
4	Grammar in Context: Direct and Reported Speech	7	K1, k4	Exercises	Written test Formative Assessment II

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

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

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

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

Assignment: Role Play, Narrating Success Story, Verse writing

Sample Questions

Part A

Correct the error in the sentence:

1. My teacher is a honest woman.
2. Define Anecdote.
3. What are the three kinds of sentence?
4. _____ (lose) my purse. I can't find it anywhere(Use Simple past/ present perfect tense)
5. In the not-so-distant future, sparrows_____ become extinct. (should/could/ need)

Part B

1. Fill in the blanks with articles:

i) I have _____ aunt who lives in _____ US. She is _____ creative writer and is known for her _____ science and fantasy fiction. Her name has been shortlisted for _____ most prestigious Nebula Award for her _____ contribution towards literature.

ii) Exeter is _____ only city in _____ UK to have underground passages which attract tourists since 1930

2. Match the words with the following pictures



Fluffy

Simmering



Whisking



Froth



3. Label the following sentences as Simple or Compound.

- i) The farmer ploughs the field.
- ii) In spite of his innocence, he was punished.
- iii) The bus looked very old but it ran fast.
- iv) A bad workman blames his tools.

4. Fill in the correct modal verb

- i. This is a secret between you and me, so we _____ tell anyone. (mightn't/ don't have to/ mustn't)
- ii. _____ I open the window? (Should/ will/ ought to)
- iii. To get a driving license you _____ be over 18. (may/ can/ have to)
- iv. You _____ work overtime to make up for it. (must/ ought/ would)

5. Write the meaning of the following words.

- i. Afford
- ii. Perspective
- iii. Revenue
- iv. Hike

Part C

1. Write an acrostic poem using the letters from the word "IMAGINE."

2. Choose appropriate words from the brackets

(and, either. . . or but, yet, still, neither. . . nor, for, or, so, nevertheless, therefore, otherwise, not only. . . but also, nor)

- i) He tried hard, _____ he failed.
- ii) He is an illiterate, _____ he is very polite.
- iii) It is a holiday; _____ some teachers have come to school.
- iv) The child is sleepy, _____ it is crying.
- v) A scoundrel _____ speaks truth _____ accepts others words are true.
- vi) Sinthia _____ dances gracefully _____ also sings nicely.
- vii) Work hard, _____ you will fail.
- viii) Man proposes _____ God disposes.

3. Write a report of the incident in the picture given below:



4. Write a descriptive piece on a favorite dish.
5. Fill in the blanks with the suitable imperative from the choices below.
[Go to, Turn right, Go straight on, Walk along, Go down, Go up, Walk up, Go along, Go through, Go round, Go over, Go across, Stop at]
1. Can you tell me how to reach the nearest hospital?
_____ the street corner and on your left is the hospital
2. I need to buy a pen. Where is the stationary shop in this area?
There is a stationary shop if you _____ Gandhi road, next to the fruits shop.
3. Is there a temple nearby?
No. But there is one when you _____ the hill 15kms from here.

4. Does this train go to Yercaud?
No. All trains _____Salem.
5. Have you travelled by train from Mumbai to Pune?
Yes. All trains _____ the tunnel on that route.
6. Is there a library in this block?
Yes, if you _____ to the first floor, it's on your right.
7. My friend has hurt herself. Is there a nurse's room in this school?
_____ to the Reception. The attender will take you.
8. Aruna's parents want to meet the warden. Can you tell me where to find her?
_____ the corridor till you reach the Hostel Mess. She is there.

Nimesha , Prabina , Mih

Course Instructors: Ms. A. Nimesha, Ms. J Maria Prabina Sackaria, Ms. Mihi Nancy



Head of the Department : Ms. M. Maria Helen Janoba

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

Course Code : EA2031

Course Code	Credits	Inst. Hours	Total Hours	Marks		
				CIA	External	Total
EA2031	4	6	90	25	75	100

Objectives

- To make them acquaint with the emergence of major literary genres.
- 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:	Cognitive level
CO - 1	Gain an exacting knowledge of the literary history of England.	K1 (U)
CO - 2	Comprehend the socio-political events that shaped literature in this period.	K1 (U)
CO - 3	Recognise and appreciate the contributions made by major literary writers.	K 1(U)
CO - 4	Situate an author in his/her literary period.	K4(Ap)
CO - 5	prepare themselves for professional exams at the National level (SET,NET) and International level (subject GRE exam)	K4(Ap)

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Learning Outcomes	Cognitive level	Pedagogy	Assessment/ Evaluation
I							
	1.	The Age of Chaucer	4	Provide insight into the history of Chaucer and His contemporary writers	K2(U)	Lecture with PPT	Short summary and Quiz.
	2.	From Chaucer to Spenser	6	Understand the characteristic sand the literary significance of the writers	K4(An)	Lecture with PPT and discussion	Formative Assessment I
II							
	1.	The Age of Elizabeth	10	Able to realize the importance of Age of Elizabeth and the influence of historical background.	K2(U)	Lecture with PPT and discussion	Short summary and Quiz Formative Assessment II
III							
	1.	The Age of Milton	6	Familiarize with the	K2(U)	Lecture with PPT and discussion	Short summary and Quiz

				achievements of Milton during the Puritan age.			
	2.	The Age of Dryden	6	Learns about Dryden and other writers of their age	K1®, K2(U)	Group discussion and presentation by the students	Formative assessment I & II
IV							
	1.	The Age of Pope	10	know the development of the literary periodicals	K3(A)	Seminar, group discussion and presentation by the students	Short test and revision Formative assessment I
V							
	1.	The Age of Transition	10	know the transitional changes in the period and its influence on the writers	K3(A)	Seminar, group discussion and presentation by the students	Evaluation through short test and Formative Assessment II

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

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): mind map, find factual, Exhibition

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

Activities related to Cross Cutting Issues: Seminar, Role Play, debate

Assignment: Learning to the core of and background of English literature.

Sample question:

Part- A

1. Who was called as the “Merry Monarch”?
2. Write a short note on feature of Jonathan Swift’s works.
3. Give a short account on the contributions of Addison and Steele to English literature
4. What was the predominant stanza form of the Restoration age?
5. Who wrote *The Way of the World*?

Part- B

1. Who was the third Earl of Shaftesbury?
2. Pope’s An Essay on Criticism comes under which genre?
3. “He found it brick and left it marble.” Who said this about whom?
4. In which year was monarchy restored in England?
5. Name the first heroic play by Dryden.

Part- C

1. Give a detailed account on the poetry, drama and prose of Dryden.
2. Comment on the works of Samuel Butler, John Bunyan, Samuel Pepys and John Evelyn.
3. Write an essay on the works of Alexander Pope.
4. Trace the development of literary forms during the Age of Pope.

5. Write an essay on Samuel Johnson's works and style of writing?



Head of the Department: Ms. M. Maria Helen Janoba

Course Instructor: Ms. Athershya. S.

Teaching Plan

Department : English
Class : II BA
Semester : III
Name of the Course : Main – NON FICTION
Subject Code : EC2031

Course Code	L	T	P	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	Course outcomes Upon completion of this course the students will be able to :	PSOs addressed	CL
CO-1	Have an exacting knowledge of the literary history of England.	PSO - 2 PSO – 3	U
CO-2	Understand the developments in English literature during various periods	PSO – 2 PSO – 3	U
CO-3	Situate an author in his/her literary period.	PSO – 2	An
CO-4	prepare themselves for professional exams at the National level (SET,NET) and International level (subject GRE exam)	PSO – 8, 11	Ap

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	10	K2(Ap)	Lecture using Chalk and talk, Discussion	Class Test
	2.	Virginia Woolf: The Death of the Moth	5	K2(U)	Lecture using Chalk and talk, Discussion	Slip test
II	1.	Eula Biss: On Immunity: An Inoculation	15	K4(An)	Interaction, Lecture Chalk and talk	Short Essay
III	1.	Nirad C. Chaudhuri: The Eternal Silence of these Infinite Crowds	6	K3(Ap)	Lecture using Chalk and Talk, Self observation Share /discussion	Slip test
	2.	Reshma Qureshi: Make Love not Scars	6	K2(U)	Lecture with PPT and discussion	True/False, MCQ
IV	1	David Low: I Believe.	1	K2 (U)	Lecture using chalk and talk and discussion	MCQ
	2	Marcus Chown: Iam a Galaxy	2	K5(E)	Seminar, PPT	Factual and class test
V	1	Paul Gallico: My Boss the Cat	10	K3 (Ap)	Lecture using chalk and talk and discussion	Short answer
	2	Rudolfo A. Anaya : A Celebration of Grandfathers	10	K3 (Ap)	Lecture using chalk and talk and discussion	MCQ
	3	Jamake Highwater:	10	K3 (Ap)	Lecture	

		One Land, Two worlds			Discussion and PPT	Quiz
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Course Focussing on Employability/ Entrepreneurship/ Skill Development : Skill Development

Activities (Em/ En/SD): Group Discussion, Mind Mapping, Writing Practice

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

Activities related to Cross Cutting Issues: Freelance auto-bios expo

Assignment: Preparing an album of creative non-fiction.

Sample questions (minimum one question from each unit)

Part A

1. What are motives behind anger? (K1)
2. How are men in great places a slave of fame? (K2)
3. Eula Bliss father was the donor of _____ (K1)
4. Who are these infinite crowds? (K1)
5. What literacy is David Low propagating in his essay? (K2)
6. What figure of speech is used in the title “My Boss the Cat”? (K3)

Part B

1. What are the effects of anger? (K1)
2. Explain the main influences of the writer Eula Bliss. (K2)

3. What is the scar that is mentioned in Make Love not Scars? (K2)
4. Enumerate the omnipresence of cell in body? (K4)
5. Describe the routine of the grandfather and his interaction with grandson in *Celebration of Grandfather*? (K5)

Part C

1. Analyse how the dominant emotion of death portrayed in Death of a Moth (K4)
2. Critically analyse Eula's Bliss advocacy for immunization. (K4)
3. Describe the use of humour by Nirad C Chaudri in Eternal Silence of these Infinite Crowds? (K2)
4. Justify the title "Celebration of Grandfathers". (K4)
5. Do you agree with the writer Jamake Highwater's views about discrimination faced by the indigenous communities? (K5)



Ms. M. Maria Helen Janoba

Head of the Department

Dr. Jebamalar. E

Course Instructor

ENGLISH FOR COMPETITIVE EXAMINATIONS

Department : English
Class : II B.A English
Title of the Course : General Elective I (b)
Semester : III
Course Code : EC2033

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks			
								CIA	External	Total	
EC2033	3	1	-	-	4	4	60	25	75	100	
	Unit	Module	Topic				Teaching	Cognitive		Pedagogy	Assessment/

1. To learn English and prepare themselves for competitive examinations.
2. To familiarize the students with new vocabulary and idiomatic expressions of the English Language.

Objectives:
aspire students

Course Outcomes

On the successful completion of the course, student will be able to:		
1	Recognize the challenges of communication and the parameters of effective communication	K2
2	Acquire better knowledge on vocabulary	K2
3	Identify the different types of communication which will facilitate them to become conscious of the purpose of communication	K2
4	Develop overall confidence in preparing competitive exams at national and global level	K3
5	Equip with nuances of the English language, which includes proficiency in grammar and its usage in speaking and grammar	K2

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

Teaching plan

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

			Hours	level		Evaluation
I	1.	Sentence pattern	4	K1(R)	Lecture using Chalk and talk, Introductory session, PPT	Evaluation through short test
	2.	Phrases	4	K3(App)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Quiz
	3.	Clauses	4	K1(R)	Lecture using Chalk and talk, Introductory session, PPT	Periodical test
II						
	1.	One-word substitutes	4	K3(App)	Introductory session, Demonstration, PPT	Open book test
	2.	Spotting errors	4	K1(R)	PPT, Lecture about correct sentences	Evaluation through short test

	3.	Sentence completion	4	K2(U)	Lecture using Chalk and talk, Introductory session, PPT	Unit test
III						
	1.	Synonyms	4	K3(App)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Periodical test
	2.	Antonyms	4	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Open book test
	3.	Foreign terms and Expressions	4	K1(R)	Introductory session, PPT	Group discussion
IV						
	1.	Words often confused or misused	4	K2(U)	Lecture using Chalk and talk, PPT	Unit test
	2.	Common notions & Idiomatic expressions	4	K3(App)	Lecture using videos, Demonstration, PPT	Group discussion
		Phrasal verbs	4	K1(R)	PPT	One word test

	3.					
V						
	1.	Reading comprehension	4	K2(U)	Demonstration,	Slip test
	2.	Sentence completion	4	K2(U)	Lecture using Chalk and talk,	Unit test
	3.	Reconstructing passages	4	K3(App)	Introductory session, Demonstration	Evaluation through short test

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

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

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

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

Assignment: Read the entire passage and paraphrase the text in simple words, prepare a chart on the phrasal verbs which are new to the student.

Sample questions (minimum one question from each unit)

Part A

1. How do we refer to one who writes on someone else's life story? (K1)
2. How do you correct the sentence? I is not well? (K1)
3. What is the synonym of greedy? (K1)

4. Complete the sentence I---- A STUDENT. (K3)
5. What is the meaning of the phrasal verb 'BLOW UP' ? (K1)

Part B

1. List out the words which are often confused or misread? (K2)
2. Write the synonym and antonyms of all the below listed words. (K1)

Buy, Large, Grand, Fast, Weak

3. Elucidate on Subject + Intransitive Verb.(K3)
4. Elaborate on the effectiveness of having good lexical vocabulary. (K1)
5. Give a list of five one-word substitutes and their meaning (K1)

Part C

1. Elucidate on the importance of using phrases in the English language.(K3)
2. Enumerate the importance of developing reading in one's life(K2)
3. Give the synonyms and antonyms of the following words. (K3)

LEAN, HUMID, CHILL, TIDY, PERFECT

4. Elaborate on the usage of phrasal verbs in one's day to day life. (K1)
5. Elucidate on the five major sentence patterns.(K3)



Tessy. A Joseph

Ms.M. Maria Helen Janoba

Dr. Tessy A Joseph

Head of the Department

Course Instructor

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	4	-	-	4	4	60	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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
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CO - 4	Analyse the characterisation, plot, themes and dramatic and poetic techniques in Shakespearean plays	PSO-3	An
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Teaching plan

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

I						
	1.	Sonnets 67,80,102,117,126,136,141,147,149,152	8	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
	2.	A Mid Summer's Night Dream	9	K4 (An)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Short test, MCQ, Enactment, Evaluation, Seminars,
	3.	<i>Othello</i>	9	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
	4.	Julius Caesar	9	K4 (An)	Lecture, PPTs,	Analysis of the

					Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	techniques, Narrative Techniques, Role Play
	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: (if applicable)

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 replete 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 (minimum one question from each unit)

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.



Ms. M. Maria Helen Janoba

Head of the Department

Ms. J.M. Gracelin Lydia

Course Instructor

Department: English

Class : IIM.A English

Title of the course Core VI: Women's Writing in English

Course Code: EC2052

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2052	5	1	-	5	6	90	25	75	100

Objectives:

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

Course Outcomes

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	We should all be feminist	9	K2(Ap)	Lecture using Chalk and talk , Discussion	Quiz
	2.	In Search of our mothers garden	9	K2(U)	Lecture using chalk and talk , Discussion	Slip test
II	1.	Sadie and Maud	3	K6(An)	Lecture and PPT	Slip.test
	2.	The Moon and the Yew Tree	2	K3(AP)	Lecture and Discussion	Factual test
	3.	Her Kind	4	K4(An)	Lecture and Discussion	True/False, MCQ
	4.	Introduction	3	K6(C)	Lecture using chalk and talk	Short Essay
	5.	The common women poems II Ella in a square apron	3	K4(E)	PPT and Discussion	Class test
III	1.	<i>The Giant Wisteria</i>	3	K3(Ap)	Lecture&	Critical

					Discussion	Analysis
	2.	<i>In a forest a deer</i>	4	K4(An)	PPT	MCQ
	3	<i>Desiree's Baby</i>	2	K5(E)	Lecture and Discussion	Quiz
	4	<i>Sweat</i>	3	K4(An)	Lecture and Discussion	Factual test
	5	<i>Rules of the Game</i>	3	K6(C)	Lecture and PPT	Slip test
IV	1.	<i>Oleander Girl</i>	7	K4(An)	Lecture& Discussion	Class Test
			8	K4(An)	PPT	Slip Test
V	1.	Trifles	15	K1(R), K2(U)	Lecture	MCQ

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

Activities (Em/ En/SD): Drama Enactment, Poem Recitation, Story Review.

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

Environment Sustainability, Gender Equity, Professional Ethics

Activities related to Cross Cutting Issues: Story Review

Assignment: Presenting a critical review on In a forest a deer.

Sample questions

Part A

1. How many children did the narrator of in Search of our mothers garden had? (K1)

2. Who is the educated women in Sadie and Maud? (K1)
3. Mention the tribulation of women in Rules of the Game. (K3)
4. List out the themes in Oleander Girl. (K2)
5. Which feminist movement was the base for Trifle? (K4)

Part B

1. Analyse we should all be feminist. (K4)
2. Explain the various types of traits in women as mentioned in Her Kind. (K3)
3. Write a short note on the identity crisis in In a Forest a Deer. (K3)
4. .Examine the character of Korobi. (K4)
5. Shed light on the identity crisis in Trifles. (K6)

Part C

1. Explain the plight of African women as mentioned in In Search of our Mothers *Garden*. .K4
2. Compare and contrast the character of Sadie and Maud. (K3)
3. Enumerate the feminist ideals in Sweat. (K6)
4. Describe the theme of immigration in Oleander Girl. (K4)
5. Elaborate the rebellious trait of Mrs. Hale. (K6)



Ms. M. Maria Helen Janoba
Head of the Department

Ms.Mihi Nancy
Course Instructor

Semester V
Major Core: VII: English Language Teaching

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:	CL
CO-1	understand the key concepts and terms in ELT	K1(U)
CO-2	compare and contrast the various methods and approaches of teaching and learning English	K5(Ev)
CO-3	discuss the basic concepts of language and explain the process of learning English	K3(An)
CO-4	design the lesson plan and prepare the critical analysis of tests and techniques	K3(An)
CO-5	remember and understand the general concepts of language and the various techniques of teaching and testing	K1(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	3	K4-An	Lecture using PPT, Mind mapping,	Evaluation through Short summary or

		The Grammar Translation Method			Peer tutoring	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	Evaluation through Short summary or overview
	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 Discussion, Mind mapping	MCQ, True/False, Short essays
	4.	Techniques of Teaching Grammar	3	K2- U	Lecture using Chalk and talk ,	Simple definitions,

					Mind mapping, Peer tutoring	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 (minimum one question from each unit)

Part A

What is important as giving Comprehensible Input? (U)

Who developed the Monitor Theory?(R)

The term 'Situational Approach' was used by----- . (R)

In grammar-translation method, grammar is taught _____. (R)

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)

ASTP was established in the year_____.(R)

Blank- filling is an effective method to teach _____. (U)

Pronunciation is a sub-skill of _____. (U)

Name any two teaching aids. (R)

Part B

Define the term ELF.(R)

Define the term LAD. (R)

Assess the main features of the audiolingual method. (E)

Analyse the techniques used in the S-O-S approach . (An)

Analyse the Characteristics of The Silent Way. (An)

Demonstrate intensive/ in-depth reading. (U)

Evaluate the role of Realia as an effective teaching aid.(E)

Evaluate the importance of language laboratory as a teaching aid in teaching a foreign language. (E)

Part C

Explain Comprehensible Input and Comprehensible Output. (U)

Construct a classroom simulation employing the direct method. (C)

Justify the use of tape recorder as an important aid in CCL. (E)

Justify the use of tape recorder as an important aid in CCL. (E)

List out the various techniques used to teach vocabulary. (An)

Identify the criteria for using the Blackboard as an effective teaching aid. (Ap)

Identify the merits and demerits of using television as an audio visual aid.(AP)



Ms.M. Maria Helen Janoba

Head of the Department

Ms. Athershiya

Course Instructor

Teaching Plan

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:	CL
CO-1	understand the key concepts of literary theories.	U
CO-2	apply relevant theoretical arguments to various literary texts.	Ap
CO-3	analyse the plurality of meanings beyond the limits of the author's intention.	An
CO-4	evaluate how literary texts encode or subvert ideas about class, race and gender.	E
CO-5	understand the contribution of select theorists	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)		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,	3	K4(An)	PPT	Slip Test

		Object Relations Theory				
	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

6. Define Structuralism.
7. What is a signifier?
8. Define Mirror Stage.
9. What is Ecriture Feminine?
10. _____ comes to proclaim the death of national literature.

Part B

6. Explain Semiotics with suitable instances.
7. Demonstrate the concepts of signifier and signified.
8. Unveil the concept of Desire in Psychoanalysis.
9. Write the contribution of the French feminists to Feminism.
10. Bring out the significance of Amokko's classification of Race.

Part C

6. Explain Kate McGowan's views of Structuralism and Semiotics.
7. Explain the concept of Deconstruction with examples.
8. Excavate the psychoanalytic thoughts of Sigmund Freud.
9. Write a detailed note on Hekman's Feminism.
10. How does Postcoloniality differ from Race?



Ms. M. Maria Helen Janoba

Head of the Department

Course Instructor

