

**Department of English**  
**BA English Literature**  
**Programme Outcomes (POs)**

	<b>Upon completion of B.A. English Literature degree programme, the graduates will be able to:</b>
<b>PO - 1</b>	Utilize efficiently the acquired knowledge of humanities to face life challenges.
<b>PO - 2</b>	Implement the contributions of great thinkers and transform the society in accordance with local, national and global needs.
<b>PO - 3</b>	Prioritize cultural, ethical and moral values through learning experiences for a sustainable development.
<b>PO - 4</b>	Develop professional and life skills.
<b>PO - 5</b>	Enhance leadership qualities, team spirit and communication skills for a better developmental career.
<b>PO - 6</b>	Apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.

**Programme Specific Outcomes (PSOs)**

	<b>Upon completion of B.A. English Literature, the graduates will be able to:</b>
<b>PSO - 1</b>	Master communication skills for employability and higher education.
<b>PSO - 2</b>	Ascertain specialized knowledge of literature and its backgrounds.
<b>PSO - 3</b>	Interact confidently at the interface between life and self.
<b>PSO - 4</b>	Address complex environmental issues and develop sensitivity for the natural, physical and human resources in their familiar neighbourhood.

**Semester I**

**Major Core I: Poetry**

**Course Code: EC2011**

<b>No. of Hours per Week</b>	<b>Credits</b>	<b>Total No. of Hours</b>	<b>Marks</b>
<b>6</b>	<b>4</b>	<b>90</b>	<b>100</b>

**Learning Objectives**

1. To introduce to the students a selection of poets who made an impact on the literary scenario of different ages and continents.
2. To assist them in analyzing the poetic genre in its varied forms and techniques.

<b>CO</b>	<b>Course outcomes</b> <b>Upon completion of this course the students will be able to :</b>	<b>PSOs</b> <b>addressed</b>	<b>CL</b>
<b>CO-1</b>	get acquainted with the poetry of the world cutting across ages and regions and their interconnectedness.	PSO –2	U
<b>CO-2</b>	appreciate the propensity of the poets of different eras and to reflect on the quintessential values and perspectives of mankind and nature.	PSO - 3	E
<b>CO-3</b>	learn the nuances of aesthetic expressions accomplished through various poetic techniques of form, content and style.	PSO - 4	An
<b>CO-4</b>	enhance their analytical acumen and master the language skills through intent listening and perceptive reading.	PSO - 1	Ap
<b>CO-5</b>	choose a career in creative writing, editing, reviewing, content writing etc.	PSO - 1	C

Total contact hours: 90 (Including lectures, assignments and texts)

<b>Unit</b>	<b>Section</b>	<b>Topics</b>	<b>Lecture hours</b>	<b>Learning outcome</b>	<b>Pedagogy</b>	<b>Assessment/Evaluation</b>
<b>I</b>						
	1	John Milton's "On Shakespeare"	3	Exposed to the American poem, its style, meter and rhyming scheme	Discussion, PPT	Quiz  Class test  Formative assessment 1
	2	William Blake's "The Chimney Sweeper"	3	will have a critical insight	Discussion, PPT	
	3	William Wordsworth's "The Solitary Reaper"	3	the students get exposed to the themes	Discussion, PPT	

				handled by the poets		
	4	Alfred Tennyson's "The Lady of Shalott"	3	Able to analyze the themes	Discussion, PPT	
<b>II</b>						
	1	T.S. Eliot's "The Journey of the Magi"	3	Exposed to the American poem, its style, meter and rhyming scheme	Discussion, PPT	Quiz
	2	Wilfred Owen's "Disabled"	3	will have a critical insight	Discussion, PPT	Class test
	3	Seamus Heaney's "Blackberry Picking"	3	the students get exposed to the themes handled by the poets	Discussion, PPT	Formative assessment 2
	4	Carol Anne Duffy's "In Mrs. Tilscher's Class"	3	Able to analyze the themes	Discussion, PPT	
<b>III</b>						
	1	Nissim Ezekiel's "Background", "Casually"	3	Students understand the poet and the poem	Discussion, PPT	
	2	DilipChitre's "Father"	3	the students	Discussion,	

		Returning Home”		get exposed to the poem and poetic nuances	PPT	Quiz
	3	Vikram Seth’s ‘Round and Round”		Exposed to the American poem, its style, meter and rhyming scheme		Class test
	4	Robin S. Ngangom’s “My Invented Land”		Able to analyze the themes		Formative Assessment 1& 2

#### IV

	1	Robert Frost’s “After Apple Picking”	3	Exposed to the American poem, its style, meter and rhyming scheme	Discussion, PPT	Quiz
	2	Maya Angelou’s “A Brave and Startling Truth”	3	will have a critical insight	Discussion, PPT	Class test
	3	Derek Walcott’s “Love After Love”	3	the students get exposed to the themes handled by the poets	Discussion, PPT	Formative assessment 1

	4	Jenny Bornholdt's "Flight"	3	Able to analyse the themes	Discussion, PPT	
<b>V</b>						
	1	Pablo Neruda's "Don't Go Far Off"	3	know more about the author and her general themes	Discussion, PPT	Quiz  Class test  Formative assessment 2
	2	Octavio Paz's "As one listens to the Rain"	3	the students get exposed to the general characteristics of the poem	Discussion, PPT	
	3	Gunter Grass' "Open Wardrobe"	3	know the aspect of the poet	Discussion, PPT	
	4	Khalil Gibran's "A Visit from Wisdom"	3	create a critical insight	Discussion, PPT	

Course Instructors: Ms.Christal Jani

HoD: Maria Helen Janoba

PO- Program outcome; LO – Learning outcome; Cognitive Level R – Remember; U – Understand; Ap- Apply, An- Analyze; E- Evaluate; C- Create

### Reference Books

1. Enid, Hamer. (1966). *The Metres of English Poetry*. London: Metuen & Co. Ltd.
2. Bush, Douglas. (1971). *English Poetry*. London: Methuen & Co., Ltd.
3. Abrams M.H. (2015). *A Glossary of Literary Terms* Eleventh Edition), Seventh Edition. Stamford: Cengage Learning Inc.

**Semester I**  
**Allied I: Social History of England**  
**Course Code: EA2011**

No. of Hours per Week	Credits	Total No. of Hours	Marks
<b>6</b>	<b>4</b>	<b>90</b>	<b>100</b>

**Objectives:**

1. To make the students know the social history of England so that they will be able to understand English literature better.
2. To extend the knowledge on the social issues to develop professional ethics.

CO	Course outcomes Upon completion of this course the students will be able to :	PSOs addressed	CL
CO-1	gain an insight into the history of England which vitally shapes the language and literature	PSO – 1	U
CO-2	identify the ages' influence in the works of the concerned authors	PSO - 2	U
CO-3	express the merits and de-merits of each age and the gradual changes in the history	PSO - 2	An
CO-4	analyse the customs and practices of England over the centuries	PSO - 2	An
CO-5	prepare themselves for the eligibility test at the state and national level.	PSO – 1	Ap

**Unit I**

The Renaissance

The Reformation

The Religions of England

The Elizabethan Theatre

**Unit II**

Colonial Expansion

The Civil War and its Social Significance

Puritanism

Restoration England

### **Unit III**

The Origin and Growth of Political Parties in England

Age of Queen Anne

Coffee-house life in London

The Agrarian Revolution

### **Unit IV**

The Industrial Revolution

The American War of Independence

Effects of the French Revolution

The Reform Bills

### **Unit V**

The Victorian Age

The Dawn of the Twentieth Century

Life between the Two World Wars

England in the 21<sup>st</sup> Century

### **Self Study**

A Brief Outline of British History (From A.G. Xavier)

Unit		Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment/ Evaluation
I	1	The Renaissance	5	The imapce of renaissance world wide	Lecture with PPT	Short test and Quiz  Multiple choice questions  Formative Assessment I
	2	The Reformation	5	To familiarize religious reformation	Lecture with PPT and discussion	
	3	The Religions of England	5	To know different religious groups in England	Lecture with PPT and discussion	

	4	The Elizabethan Theatre	4	Introduce Elizabethan theatre down the ages	Lecture with video and PPT	
II	1	Colonial Expansion	4	To know the causes and its establishments in the imperialist countries	Lecture with video and PPT	Quiz Class Test
	2	The Civil War and its Social Significance	5	Social impact of Civil war and its impact	Lecture with PPT and discussion	Formative Assessment II
	3	Puritanism	4	To know Puritanism and its effects on society	Lecture and discussion	
	4	Restoration England	4	To introduce restoration movement	Lecture with PPT and discussion	
III	1	The Origin and Growth of Political Parties in England	4	To make acquainted with political parties in England	Discussion	Quiz Formative Assessment II Class Test Quiz Formative Assessment I Assignment Quiz
	2	Age of Queen Anne	4	To know the Industrial, agricultural and commercial developments in the period.	Lecture with PPT	Formative Assessment I Assignment Class Test Quiz Formative Assessment I Assignment
	3	Coffee-house life in London	5	To know about the different coffee houses that existed in London	Lecture with PPT	



	4	The Agrarian Revolution	4	Importance of Agrarian revolution	Lecture with PPT	
IV	1	The Industrial Revolution	4	Origin and growth in the society	Lecture with PPT	Quiz Formative Assessment II Assignment Class Test Quiz Formative Assessment II Assignment Quiz Formative Assessment II Assignment
	2	The American War of Independence	5	To know about the great war and its effect	Lecture with PPT	
	3	Effects of the French Revolution	5	To know the cause of revolution and its impact in literature and other fields	Lecture with PPT	
	4	The Reform Bills	4	Effects of reform bills in England	Lecture	
V	1	The Victorian Age	5	To familiarize with the drastic societal changes in Victorian age	Lecture with PPT	Quiz Formative Assessment II  Assignment  Formative Assessment II Assignment
	2	The Dawn of the Twentieth Century	5	To know about the political and social advancement in the beginning of the twentieth Century	Lecture with PPT	
	3	Life between the Two World Wars	5	To familiarize with the drastic societal changes during the world war	Lecture with PPT and discussion	

	4	England in the 21 <sup>st</sup> Century	5	To know about the political and social advancement in the beginning of the twentieth Century	Lecture and discussion	
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Course Instructor: Maria Helen Janoba

HoD: Maria Helen Janoba

**Reference Books**

Xavier, A.G. (2009). *An Introduction to the Social History of England*. Chennai: Viswanathan Printers.

Padmaja Ashok. (2018). *Social History of England*. Hyderabad: Orient Blackswan Private Limited.

Trevelyan, G.M. (1987). *English Social History*. London: Penguin UK.

**Semester : II**  
**Name of the Course : Allied II- Modern English Grammar & Composition**  
**Subject code : EC2021**

CO	Upon completion of this course the students will be able to :	PSO addressed	CL
CO- 1	Understand the basic grammar and its usage	PSO – 1	U
CO- 2	Develop the quality of written communication	PSO – 1 , 8, 10, 11	Ev
CO- 3	Rectify the common errors in writing	PSO – 1, 10, 11	Ap
CO -4	Converse fluently in English	PSO -1, 10, 11	Ap

**Modules**

**Credit: 6**

**Total Hours: 90 (Incl. Seminar & Test)**

Unit	Section	Topics	Lecture hours	Learning Outcome	Pedagogy	Assessment/ Evaluation
<b>I</b>						
	1	The sentence, four kinds of sentences, Subject and Predicate, Clauses and phrases	2	Students make sentences on their own Understand the difference between a cause and a phrase		Exercises Class test
	2	Parts of speech- Noun	3	Students can identify the		

				different kinds of nouns in sentences		Formative Assessment I
	<b>3</b>	Adjectives/ Comparison of Adjectives	<b>3</b>	Students will be able to use the correct degrees of adjectives in sentences		
	<b>4</b>	Use of Articles	<b>2</b>	Rectify the errors in the usage of articles		
	<b>5</b>	Pronouns- Personal/ Reflexive/ Emphatic/ Demonstrative/ Indefinite/ Interrogative/ Distributive/ and Reciprocal pronouns	<b>3</b>	Become familiar with the different kinds of pronouns		Quiz
	<b>6</b>	Adverbs Prepositions Conjunctions	<b>3</b>	Understand the correct usage of the different parts of speech		Formative Assessment II
<b>II</b>						
	<b>1</b>	Simple/ Compound/ Complex/ Compound-Complex	<b>2</b>	Students will be able to differentiate the four kinds of sentences		Exercises
	<b>2</b>	Analysis of simple sentences	<b>3</b>	Can analyse simple sentences into Subject/ Predicate, Subject/ Verb/ Object, Subject/ Verb/ Subject Complement, Subject/ Verb/ Object/ Object Complement		Class Test  Formative Assessment II
	<b>3</b>	Clauses- Kinds of Clauses	<b>4</b>	Can make sentences using the different clauses		
	<b>4</b>	Analysis of Complex, Compound and Compound- Complex sentences	<b>4</b>	Will be able to differentiate the main clause and subordinate clause		
	<b>5</b>	Synthesis of sentences	<b>5</b>	Can combine sentences using		

		Transformation of sentences		different methods and also transform sentences from one category into another		Assignment  Formative Assessment III
<b>III</b>						
	<b>1</b>	Verbs	<b>5</b>	Realize the Common errors in the use of Tenses And rectify them	Explanation with PPT	Exercises
	<b>2</b>	Non-Finite Verbs	<b>5</b>	Understand the correct use of infinitives and know the difference between participles and gerunds		Formative Assessment I
	<b>3</b>	Strong and Weak Verbs	<b>3</b>	Can use the correct form of verbs		Formative Assessment II
<b>IV</b>						
	<b>1</b>	The Auxiliaries Modal Auxiliaries	<b>5</b>	Students know the correct use of auxiliaries in sentences		Exercises
	<b>2</b>	Sequence of Tenses/ Changing direct into indirect speech	<b>3</b>	Students know how to report a speech		Assignment
	<b>3</b>	Verb Patterns and Sentence structures	<b>6</b>	Students will be able to make sentences on their own using the different structures		Formative Assessment III
<b>V</b>						
	<b>1</b>	Paragraph Writing	<b>3</b>	Students will be able to write descriptive/ narrative paragraphs		Assignment  Formative Assessment I
	<b>2</b>	Letter writing	<b>4</b>	Will be proficient in writing any kind of letter		Assignment

						Formative Assessment II
	<b>3</b>	Expansion of passages	<b>3</b>	Applying the hints given students can expand passages		Assignment
	<b>4</b>	Essay writing	<b>4</b>	Students prepare essays of the different types- Descriptive/ Narrative/ Reflective/ Imaginative/ and Expository essays		

Course Instructor: Mizpha

HoD: Maria Helen Janoba

PO- Program outcome; LO – Learning outcome; Cognitive Level R – Remember; U – Understand; Ap- Apply, An- Analyze; E-Evaluate; C- Create

**Text Book:**

David Green. ( 2010). *Contemporary English Grammar structures and Composition*. India: Macmillan.

**Reference Book:**

Allen Stanford, W. (1974). *Living English Structure*. London: Orient Longman.

**Literary Forms & Terms (LFT)**

**Semester : II**

**Name of the Course : Allied II - Literary Forms and Terms**

**Subject Code : EA2021**

**Course Outcome**

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO 1	comprehend the origin and development of various English literary forms	PSO- 4	U
CO 2	identify the unique characteristics of each literary form	PSO- 4	R, U
CO 3	thematically and stylistically analyse literature of various forms	PSO- 4, 8	C, Ap
CO 4	evaluate the prominence of literary forms as a researcher or professional	PSO- 4, 8	E
CO 5	apply the nuances of literary forms in creative writing	PSO- 4	E, C

## Teaching Plan

**Credit: 4 Total Hours: 90 (Including Seminars and Tests)**

Theme	Sessions	Learning Outcome	Teaching/Learning Strategy	Assessment
<b>Unit I</b>				
Introduction	2	To give a thorough insight of the various literary forms and terms	Discussion and PPT	Formative Assessment , Assignment & Class Test
The Lyric	3	Mastering the history and features of the lyric	Discussion, PPT	
The Ode	3	Mastering the history and features of the ode	Discussion, PPT	
The Sonnet	3	Mastering the history and features of the sonnet	Discussion, PPT	
The Elegy	3	Mastering the history and features of the elegy	Discussion, PPT	
The Epic	3	Mastering the history and features of the epic	Discussion, PPT	
The Ballad	3	Mastering the history and features of the ballad	Discussion, PPT	
The Satire	3	Mastering the history and features of the satire	Discussion, PPT	
<b>Unit II</b>				
Tragedy and Comedy	3	To make the students understand the genres	Interaction, Discussion, Assignment	Formative Assessment & Short test
Tragi-comedy	4	To make the students understand the genre	Discussion, Assignment	
The One Act Play	3	To make the students understand the genre	Assignment, Discussion	
The Dramatic Monologue	4	To make the students understand the genre	PPT, Assignment	
<b>Unit III</b>				
The Essay	5	To make the students understand the genre	Seminar, PPT	Formative Assessment & Class test

The novel	4	To make the students understand the genre	Seminar , Group work, PPT	
The Short Story	4	To make the students understand the genre	Seminar. Discussion	
<b>Unit IV</b>				
Melodrama, Miracle, Morality and Interlude, Pantomime	5	To make the students comprehend the terms with examples	Seminar, PPT, Group work	Formative Assessment Quiz
Soliloquy, Aside, Farce, Comic Relief	4	To make the students comprehend the terms with examples	Discussion, seminar	
Allegory, Flat and Round Characters, Hamartia, Slapstick Comedy	4	To make the students comprehend the terms with examples	Discussion, seminar	
Rising and Falling Action, Genre, Media Res, Absurd Drama, Conceit	4	To make the students comprehend the terms with examples	Discussion, seminar	
<b>Unit V</b>				
Blank Verse, Heroic Couplet, Ballad, Epic	3	To make the students comprehend the terms with examples	Discussion and Seminar	Formative Assessment & Quiz
Hymn, Onomatopoeia , Ethos and pathos, Prosody	3	To make the students comprehend the terms with examples	PPT and Discussion	
Refrain, Alliteration and Assonance, Masque,	3	To make the students comprehend the terms with examples	PPT and Discussion	
Simile and Metaphor, Haiku, Metonymy and Synecdoche.	4	To make the students comprehend the terms with examples	PPT and Discussion	

Course Instructor: Ms. Mihi Nancy & Christal Jani

HoD: Maria Helen Janoba

Assessment

- a. Internal Assessment (30 marks)
  - I. Periodic test (15Marks)
  - II. Assignment (5 Marks)
  - III. Quiz(2) (4 Marks)
  - IV. Class test (3) (6 Marks)
- b. External Examination(70 marks)
  - Part A (Objective type) –10 marks
  - Part B (5x4=20) - 20 marks
  - Part C (5x8=40) - 40 marks

### Course Materials

#### Text Books:

Abrams, M. H. (1999). A Glossary of Literary Terms. Massachusetts: Heinle&Heinle.

Prasad, B. (1999). A Background to the study of English Literature for Indian Students. NewDelhi: Macmillan.

#### Reference Books:

Chris Baldick. (2005). Oxford Book of Literary Terms. London: OUP.

William Henry Hudson. (2006). An Introduction to the Study of Literature. Chennai: Atlantic.

### Semester III

#### Elective I (a): Life Writing

Course Code: EC2032

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

#### Objectives:

1. To cultivate intellectual, spiritual, moral and social aspect of a person.
- 2.To instill the inspiration through real life situations from the lives of the writers.

CO	Course outcomes	PSOs addressed	CL
CO-1	Upon completion of this course the students will be able to : Identify the characteristics of different genres of life writing	PSO –2	U
CO-2	Comprehend confessional and testimonial paradigms and their relevance of life writing.	PSO - 3	U



<b>CO-3</b>	Analyse the life writing narratives and the verbal features of graphic memoir	PSO - 2	An
<b>CO-4</b>	Explain current debates relating to authenticity, truth and self representation in life writing.	PSO - 1	An
<b>CO-5</b>	Apply critical concepts used in analysing biographies, autobiographies and letters.	PSO - 2	Ap

**Unit I**

Revathi. : The Truth about me

Jon Krakauer. : Into the Wild.

**Unit II**

Elizabeth Gilbert. : Eat Pray Love ; One Woman's Search for Everything across Italy, India and Indonesia

Elie Wiesel. : Night.

**Unit III**

W. B. Yeats. : Letters to Katherine Tyan, Lady Gregory, To John

Quinn

Swami Vivekananda. : Letters of Swami Vivekananda (Letters 1,2,3,4)

**Unit IV**

Helen Keller. : The Story of My Life.

Barack Obama. : Dreams from My Father.

**Unit V**

Joni Eareckson Tada. : Joni: An Unforgettable Story.

Jean Dominique Bauby. : The Diving Bell and the Butterfly: A memoir of Life in Death

Unit	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment/ Evaluation
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I	1	Revathi: The Truth about me	8	Identify the characteristic s of different genres of life writing	Lecture with PPT	Short test and Quiz  Multiple choice questions
	2	Jon Krakauer. : Into the Wild.	7	To familiarize Eco-criticism	Lecture with PPT and discussion	
II	1	Elizabeth Gilbert. : Eat Pray Love	8	Explain the self representatio n in life writing.	Lecture with video and PPT	Class Test  Formative Assessment II
	2	Elie Wiesel : Night.	7	Apply critical concepts in analysing biographies	Lecture with PPT and discussion	
III	1	W. B. Yeats : Letters to Katherine Tyan	8	Apply critical concept in autobiograph ical letters	Discussion	Formative Assessment II Class Test Quiz
	2	Swami Vivekanand a. : Letters of Swami	7	Comprehend confessional relevance of life writing	Lecture with PPT	

		Vivekananda (Letters 1,2,3,4)				
IV	1	Helen Keller: The Story of My Life.	8	Comprehend the testimonial paradigms in life writing.	Lecture with PPT	Quiz Formative Assessment II Assignment Class Test
	2	Barack Obama : Dreams from My Father	7	To analyse the life writing narratives and the verbal features of graphic memoir	Lecture with PPT	
V	1	Joni Eareckson Tada: Joni: An Unforgettable Story.	8	To explain current debates relating to authenticity, truth and self representation in life writing.	Lecture with PPT	Formative Assessment II  Assignment  Formative Assessment II Assignment
	2	Jean Dominique Bauby. : The Diving Bell	7	To know about the testimonial paradigms in life writing	Lecture with PPT	

		and the Butterfly				
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Course Instructor: Ms. J. Anusha Snowly HoD: Ms. Maria Helen Janoba

PO- Program outcome; LO – Learning outcome; Cognitive Level R – Remember; U – Understand; Ap- Apply, An- Analyze; E-Evaluate; C- Create

### Reference Books

Gelndo R. Carpio.(2011), “Race and Inheritance in Barack Obama’s Dreams from My Father.”Daedalus Vol. 140, No. 1, Cambridge MIT Press

**Semester : III**  
**Name of the Course : Main – Non Fiction**  
**Subject Code : EC2031**

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

Unit	Module	Topics	Lecture Hours	Learning Outcomes	Pedagogy	Assessment
<b>Unit-I</b>						
	1.	Francis Bacon: Of Great Place, Of Anger	4	Provide Insight into the pithy writing of Bacon.	Lecture with PPT	Short test and Quiz
	2.	Virginia Woolf: The Death of the Moth	3	understand the characteristics and the literary significance of Woolf	Lecture with PPT and discussion	Formative Assessment I
<b>Unit-II</b>						
	1	Eula Biss: On	5	Able to realize the	Lecture with PPT	Short test and Quiz

		Immunity:An Inoculation		importance of vaccines	and discussion	Formative Assessment II
<b>Unit- III</b>						
	1	Nirad C. Chaudhuri: The Eternal Silence of these Infinite Crowds	4	familiarize with the striking contrast between the reserved nature of English with garrulousness of Indians	Lecture with PPT and discussion	Short test and Quiz  Formative Assessment I & II
	2	Reshma Qureshi: Make Love not Scars	5	Learns about the lives of acid attack survivors from this documentary	Group discussion	
<b>Unit- IV</b>						
	3	David Low: I Believe. Marcus Chown: I am a Galaxy	4	know the development and impact of cell and its functions on human body	Seminar, Group discussion and presentation by the students	Short test and Quiz  Formative Assessment II
<b>Unit- V</b>						
	1	Paul Gallico: My Boss the Cat Rudolfo Anaya: A Celebration of Grand Father Jamake Highwater: One Land, Two worlds	5	know the influence of the writers	Seminar ,Group discussion	Short test and Quiz  Formative Assessment II

Course Instructor ; Ms. Anushya Snowly & Dr. Jebamalar HOD : Ms. Maria Helen Janoba

PO- Program outcome; LO – Learning outcome; Cognitive Level; R – Remember; U – Understand; Ap- Apply; An- Analyze; E-Evaluate; C- Create

**Text Book:**

Eula Biss(2014): *On Immunity: An Inoculation*.United States, Graywolf Press.

Marcus Chown. (2013):*What a Wonderfulworld*. London Faber and Faber.

Reshma Qureshi (2018) *Being Reshma*. India Pan Macmillan.

Sam Sahayam& Preethi (editors) (1998) *A Commonwealth Reader*. Chennai Binil Publications.

Virginia Woolf(1974): *The Death of the Moth and Other Essays*. United Nations, Mariner Books

**Reference Books:**

1. Edward Albert(1979): History of English Literature.London Oxford University Press

**Course Outcomes**

**Semester : III**

**Name of the Course : Main – History of English Literature**

**Subject Code : EA2031**

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

Unit	Module	Topics	Lecture Hours	Learning Outcomes	Pedagogy	Assessment
<b>Unit-I</b>						
	1.	The Age of Chaucer	4	Provide Insight into the history of Chaucer and his contemporary writers	Lecture with PPT	Short test and Quiz
	2.	From Chaucer to Spenser	3	understand the characteristics and the literary significance of the writers	Lecture with PPT and discussion	Formative Assessment I

<b>Unit-II</b>						
	1	The Age of Elizabeth	5	Able to realize the importance of Age of Elizabeth and the influence of historical background.	Lecture with PPT and discussion	Short test and Quiz  Formative Assessment II
<b>Unit- III</b>						
	1	The Age of Milton	4	familiarize with the achievements of Milton during the Puritan age.	Lecture with PPT and discussion	Short test and Quiz  Formative Assessment I & II
	2	The Age of Dryden	5	Learns about Dryden and other writers of their age	Group discussion and presentation by the students	
<b>Unit- IV</b>						
	3	The Age of Pope	4	know the development of the literary periodicals	Seminar, Group discussion and presentation by the students	Short test and Quiz  Formative Assessment II
<b>Unit- V</b>						
	1	The Age of Transition	5	know the transitional changes in the period and its influence on the writers	Seminar ,Group discussion and presentation by the students	Short test and Quiz  Formative Assessment II

Course Instructor ; Ms. Jeba Malabar HOD : Ms. Maria Helen Janoba

PO- Program outcome; LO – Learning outcome; Cognitive Level; R – Remember; U – Understand;Ap- Apply; An- Analyze; E-Evaluate; C- Create

**Text Book:**

Edward Albert Ed. (1932). *History of English Literature*. London: Oxford UP.

**Reference Books:**

1. ed. Arvind Krishna Mehrotra. (2003). *An Illustrated History of Indian Literature in English*. New Delhi: Orient Longman.
2. William J. Long. *English Literature: Its History and Significance*.
3. Bhim S. Dahiya *The New History of English Literature*
4. Boris Ford(ed). *The New Pelican Guide to English Vol. 2 .The Age of Shakespeare*.
5. Blakemore G. Evans *Elizabethan-Jacobean Drama* .

## Teaching Plan

### Semester IV

### Course: Allied IV: History of English Literature - II

### Subject Code: EA2041

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.

CO	Course Outcomes Upon completion of this course the students will be able to:	PSOs addressed	Cognitive Level
CO-1	understand how literary writings evolved from the days of Wordsworth	PSO- 2	U
CO-2	comprehend how various new literary forms got developed	PSO- 2	U
CO-3	recognize the literary merits of the writers who authored some of the classics in this period.	PSO- 2	U
CO-4	analyse and criticize the texts which have withstood the test of time.	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

Unit	Section	Topic	Lecture Hours	Learning Outcome	Pedagogy	Assessment Evaluation
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I	1	The Return to Nature	8	Understand the historical background of the writers who belong to the Romantic Age.	PPT	Short test Formative Assessment I
II	1	The Victorian Age	15	Able to understand the writers and their genres during the Victorian Age.	Lecture Short videos PPT	Multiple Choice Questions Formative Assessment I Assignments
III	1	The Birth of Modern Literature	13	Identify the writers and their characteristics of the Modern Age.	Lecture	Short test Formative Assessment I, II Assignment
IV	1	The Inter-War Years	10	Identify various genres of the writers during the age of Inter- War Years.	Lecture	Formative Assessment II
V	1	The Mid-Twentieth Century	12	Understand the events during the Mid-twentieth Century	Lecture PPT Videos	Multiple Choice Questions Formative Assessment II

Course Instructor ; Ms. Gracelin Lydia HOD : Ms. Maria PrabinaSackaria

## Semester IV

### Major Core IV: Drama

**Course Code: EC2041**

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

#### Objectives:

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

3. To make the students acquaint with the themes explored in dramas.

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

Unit	Modules	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment/Evaluation
<b>I</b>						
	1	Harold Pinter: The Birthday Party	15	Understand the different elements of drama through Pinter's concept	Lecture	Slip test Formative Assessment 1
<b>II</b>						
	1	Arthur Miller: All My Sons	15	Explore the pathos of human life through the play	Lecture Discussion	Quiz Formative Assessment 1
<b>III</b>						
	1	Henrik Ibsen: A Doll's House	15	Learn the significance of one's self and also gender equality	Debate	Quiz Formative Assessment 2
<b>IV</b>						
	1	Wole Soyinka: The Strong Breed	15	Understand the native African tribal life and their rituals	PPT Seminar	Factual test Formative Assessment 2
<b>V</b>						
	1	Chaos: Analysis of Harold Pinter's <i>The Birthday Party</i>	5	Understand the nuances of menace play	Lecture	Formative Assessment I
	2	Portrayal of Married Women in Arthur Miller's <i>All My Sons</i> and <i>Death of a Salesman</i>	3	Examine the concept of patriarchy and gender equality	Discussion Lecture	Formative Assessment 1

	3	Henrik Ibsen's <i>A Doll's House: A Postmodernist Study</i>	3	Learn the different components of Postmodernism	Seminar	Quiz Formative Assessment 2
	4	Leadership and Cultural Frames in Wole Soyinka's <i>The Strong Breed</i>	4	Explore the cultural concepts and outcomes of different rituals	Lecture Video	Formative Assessment 2

**Course Instructor ; Ms. Anushya Snowly & Ms. Mizpah      HOD : Ms. Maria Helen Janoba**

### **Unit –I**

Harold Pinter                    :        *The Birthday Party*

### **Unit –II**

Arthur Miller                    :        *All My Sons*

### **Unit – III**

Henrik Ibsen                    :        *A Doll's House*

### **Unit – IV**

Wole Soyinka                    :        *The Strong Breed*

### **Unit – V**

1. Chaos: Analysis of Harold Pinter's *The Birthday Party*.
2. Portrayal of Married Women in Arthur Miller's *All My Sons* and *Death of a Salesman*.
3. Henrik Ibsen's *A Doll's House: A Postmodernist Study*.
4. Leadership and cultural frames in Wole Soyinka's *The strong Breed*.

### **Text Books:**

1. Herold Pinter, (1991). *The Birthday Party*.UK: Faber and Faber.
2. ArthurMiller. (2009). *All My Sons*. UK: Penguin.
3. Henrik Ibsen (2016). *A Doll's House*. UK:Penguin Classics.
4. Wole Soyinka. (1963). *The Strong Breed*. Orisum: Orisum acting editions.

### **Reference Books:**

1. “Chaos: Analysis of Harold Pinter's *The Birthday Party*.”(January 2018). *Asian Research Journal of Arts & Social Sciences*.Vol. 5, Issue 2, pp.1-5. Mudasir Ahmad Mir and Vinita Mohindra.

2. “Portrayal of Married Women Arthur Miller’s *All My Sons* and *Death of a Salesman*.” (Sep. 2015). *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. Volume 20, Issue 9, pp. 35-38.

P. Ananthan and Dr. K. Balachandran,

3. “Henrik Ibsen’s *A Doll’s House*: A Postmodernist Study.” (September 2011). *Theory and Practice in Language Studies*. Vol. 1, Issue 9. Noorbakhsh Hooti and Puria Torkamaneh.

4. “Leadership and cultural frames in Wole Soyinka’s *The strong Breed*.” (2018). *Journal of English Studies*. Vol. 16, pp. 221-236.

**Semester : IV**

**Course : Major Elective II (a): Journalism and Mass Communication**

**Course Code : EC2042**

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

**Objectives:**

1. To provide basic knowledge of journalism and mass communication and to cultivate the skills of writing for the print and electronic media and skill in public relations.
2. To develop competency in the students to face the needs of media industry with a view of pursuing a lucrative career and profession.

CO	Course Outcomes Upon completion of this course the students will be able to:	PSOs Addressed	Cognitive Level
CO-1	understand the characteristics of good communication and learn to use it in the field of journalism.	PSO - 1	U
CO-2	understand the stages of work involved in the production and the advancements in media	PSO - 1	U
CO-3	analyse the different types of news and categorise it according to the need of media production.	PSO - 1	An

<b>CO-4</b>	identify the different precepts of journalistic skills and enhance the art of journalistic writing	PSO - 3	Ap
<b>CO-5</b>	competent enough to enter media industry (opportunities) as a professional journalist or media personality	PSO - 3	Ap

### Unit I

Introduction to Journalism and Mass Communication - definition - process - functions- characteristics of good communication - the role of print media and electronic media - a brief history of the origin and growth of Indian Journalism – functions of the press – ethics of Journalism.

### Unit II

News and its Dissemination (News Story, Types, Element of News, News Reporting and the Reporter, Style of Writing, News Releases, Non-news Releases, Timing of Press Releases)

Preparing a Feature Article (Selection of Subject, Collection of Material and Interview with people, Blueprint/Title/Sub-Title, The Lead, Style and Illustrations, Revision, Physical Appearance/ Placement)

### Unit III:

Interview for News and Features (Types-News/Symposium/Personality, art of Interview)

Getting Features into Newspaper Columns (Exclusive Technique and Involvement of Reporter, Selection Guides, Feature Syndicates/Agencies)

Opinion Pieces (Editorial, Review, Article, Middle, Letter to the Editor, Column, Influencing Opinion Pieces)

### Unit IV:

Types of Advertisements, Functions of Advertising, Photographs, Pictures, Cartoons, Illustrations

### Unit V: Assignment

Classroom Newspaper

Online Journalism (Create a Blog and a Web page)

### Modules

Credit: 4

Total Hours: 60 hrs (Incl. Seminar & Test)

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment /Evaluation
I						
	1.	Introduction to Journalism and Mass Communication	2	Develop basic knowledge of journalism	PPT	Evaluation through test

	2.	Characteristics of good communication	2	Understand the characteristics of good communication and learn to apply it in the field of media	Seminar	Assignment on writing for the print and electronic media	
	3.	Role of print media and electronic media	2	Cultivate the skills for writing for print media and electronic media	Group work		
	4.	History of the origin and growth of Indian Journalism	2	Get clear idea about the growth of Indian Journalism	PPT		Evaluation through test
	5.	Functions of the press and Ethics of Journalism	4	Gain knowledge about the functions of the press and ethics of journalism	PPT		
II							
	1.	News and its Dissemination: News Story, Types, Element of News	2	Develop knowledge to write News Story and understand the types and elements of News	PPT	Evaluation through test	
	2.	News and its Dissemination: News Reporting, the Reporter, Style of Writing	2	Understand the style of news reporting and writings	Group discussion	Formative test - I	
	3.	News and its Dissemination: News Releases, Non-news Releases, Timing of Press Releases	4	Gain knowledge about news and non-news release and timing of press release	Group discussion	Assignment on preparing feature article	
	4.	Preparing a Feature Article: Selection of Subject, Collection of Material and Interview with	3				

		people, Blueprint/Title/Sub-Title		Able to prepare feature article	PPT	
	5.	Preparing a Feature Article: The Lead, Style and Illustrations, Revision, Physical Appearance/ Placement	3			
III						
	1.	Interview for News and Features	2	Understand the concept of interview for news and features	Group work	Evaluation through factual test
	2.	Getting Features into Newspaper Columns (Exclusive Technique and Involvement of Reporter)	4	Gain knowledge aboutgetting features into newspaper columns	PPT	Class Test - I
	3.	Getting Features into Newspaper Columns (Selection Guides, Feature Syndicates/Agencies)	2		Seminar	
	4.	Opinion Pieces (Editorial, Review, Article, Middle, Letter to the Editor)	3	Able to write editorial, review, article, letter to editor, column	Group Discussio n	Assignment on writing editorial
	5.	Opinion Pieces (Column, Influencing Opinion Pieces)	3			
IV						
	1.	Types of Advertisements	6	Understand the types of advertisements	Seminar	Class test - II



	2.	Functions of Advertising, Photographs, Pictures, Cartoons, Illustrations	6	Understand the functions of advertising, photographs, pictures, Cartoons and illustrations	PPT	Assignment on collecting advertisement , photos and illustrations from newspapers
V						
	1.	Classroom Newspaper	5	Understand the concept of classroom newspaper	Group discussion	Evaluation through Quiz
	2.	Online Journalism (Create a Blog and a Web page)	3	Able to create blog and web page	Seminar	Formative Test - II

Course instructor: Ms. Anusha Snowly

HOD: Ms. Maria Helen Janoba

PO- Program outcome; LO – Learning outcome; Cognitive Level R – Remember; U – Understand; Ap- Apply, An- Analyze; E-Evaluate; C- Create.

**Text Book:**

1. Mehta, D.S. (1979). *Mass communication and Journalism in India*. New Delhi: Allied Publishers.

**Reference Books:**

1. KevalKumar J. (2007). *Mass Communication in India*. New Delhi: Jaico Publication.
2. RangaswamiParthasarathy. (1997). *Journalism in India*. New Delhi: Sterling Publishers.
3. Kamath M.V. (1999). *Professional Journalist*. New Delhi: Vikas Publishing House Private Limited.
4. Shrivastava K.M. (1999). *News Reporting and Editing*. New Delhi: Sterling publishers.
5. Singh P.P. (1998). *News Reporting and Editing*. New Delhi: Anmol publication.

**Semester: V**

**Name of the Course: Major Core V: Shakespeare**

**Course Code: EC2051**

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

**Objectives:**

1. To analyse thematic and stylistic features of Shakespeare’s texts
2. To understand the universal appeal of Shakespeare.

<b>CO</b>	<b>Upon completion of this course the students will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive Level</b>
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 characterization, plot, themes and dramatic and poetic techniques in Shakespearean plays.	PSO - 3	An

### **Teaching Plan**

<b>Unit</b>	<b>Modules</b>	<b>Topics</b>	<b>Lecture Hours</b>	<b>Learning Outcome</b>	<b>Pedagogy</b>	<b>Assessment / Evaluation</b>
<b>I</b>						
	1	<i>A Midsummer Night's Dream</i>	4	To understand the romantic comedies of Shakespeare	Lecture	Formative Assessment 2
	2	<i>A Midsummer Night's Dream</i>	4	Remember the plot overview and theme of the play	Video	Factual Test

	3	<i>A Midsummer Night's Dream</i>	4	Analyze the characterization and other dramatic techniques	Group Work	Create an album on the techniques
	4	<i>A Midsummer Night's Dream</i>	4	Understand the genre of Romantic comedy in English apply the techniques used in this play to another work	PPT  Group Work	Assignment  Seminar
<b>II</b>						
	1	<i>Julius Caesar</i>	6	Understand the features of Shakespearean tragedy	PPT Analysis	Quiz Formative Assessment 2
	2	<i>Julius Caesar</i>	6	Summary and themes	Seminar	Formative Assessment 2
	3	<i>Julius Caesar</i>	6	Critically analyze the tragedy	PPT	Creating audio Formative Assessment 2
<b>III</b>						
	1	<i>Othello</i>	6	Understand the over view and theme of the play	Discussion PPT Video	Formative Assessment 1

	2	<i>Othello</i>	6	Learn the source of the history play and the techniques	Discussion	Formative Assessment 2
	3	<i>Othello</i>	5	Critically analyze the history plays of Shakespeare	Discussion	Assignment
Unit I&V	1	Shakespearean Sonnets and its themes, Sonnets 67, 80, 102, 117, 126.	2	Understand Shakespearian Sonnets	Group Discussion	Formative Assessment 2
	2	Is Man No More than This? Hold the mirror Up to Nature	5	Understand the Shakespeare's Ideas on Writing and Acting	Seminar Group Discussion	Quiz Formative Assessment 2
	3	Here Our Play Has Ending – Ideas on Closure in the Late Plays	5	Supernatural Elements in Shakespearean plays	Flipped Classroom	Formative Assessment 2
	4	Sonnets 136, 141, 147,147,149,152.	3	Use of literary devices in Shakespearean sonnets	Seminar	Quiz

**Course Instructors:** Ms. Brillya. G

Dr. Jebamalar. E

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

## Major Core VI :Women's Writing in English

**Sub. Code: EC2052**

No. of Hours per Week	Credits	Total No. of Hours	Marks
<b>6</b>	<b>5</b>	<b>90</b>	<b>100</b>

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

Unit	Module	Topics	Lecture Hours	Learning Outcomes	Pedagogy	Assessment
<b>I</b>	<b>Prose</b>					
	1	Introduction to Women Writers	2	Familiarize with the women writings and writers	Video and Discussion	Quiz Formative Assessment I
	2	Adichie's We Should all be Feminists	5	Acquaint the students with Feminism	Lecture and Interaction	
	3	Alice Walker: In Search of our Mother's Garden	5	Familiarize the students with Womanism	Lecture, PPT and Discussion	
<b>II</b>						
<b>II</b>	<b>Poetry</b>					
	1	Introduction to Women poets	2	Understand the tradition and themes of women writers.	PPT and Lecture	
	2	Gwendelyn Brooks: Sadie and Maud	3	Learn to make simple observations on sexism and societal expectations	PPT and Lecture	

3	Sylvia Plath : The Moon and the Yew Tree	3	To understand the relationship, life and depression	PPT Lecture	Formative Assessment I
4	Anne Sexton : Her Kind	3	Acquire knowledge about Stereotypes imposed on women.	Lecture and Discussion	
5	Kamala Das : Introduction	3	Understand the position of woman in the society,	Interactive session	Formative Assessment II
6	Judy Grahn : The Common Women Poems, II.	3	Understand the importance of	Discussion	

				Self-definition of women		
	7	Analysis of poems – Common elements				
<b>III</b>	<b>Short Stories</b>					
	1	Introducing Women Short story writers and features	2	Understand the culture through the women characters in the stories.	PPT and Interaction	Formative Assessment I
	2	Charlotte Perkins Gilman : The Giant Wisteria	4	Underst and the gender and class struggle	Lecture and discussion	
	3	Ambai : In a Forest, a Deer	4	Acquainted with the knowledge of acceptance as a form of Resistance	Analysis and discussion	Formative Assessment II
	4	Amy Tan : Rules of the Game	4	Values for life through the life of a mother and a daughter	Seminar and discussion	
	5	Kate Chopin: Desiree's Baby	4	Get knowledge about racism and feminism	Analysis and discussion	
	6	Zora Neale Hurtson: Sweat	4	Students cultured the importance of being independent		
<b>IV</b>	<b>Novel</b>					
	1.	Chitra Banerjee Divakaruni : Introduction	2	understand the significance of the writer and her works	Lecture and video	Quiz- Open book test  Formative
	2.	Chitra Banerjee Divakaruni : Oleander Girl	3	Get knowledge of	Discussion	

				various themes in the story.	to create a critical insight	Assessment II
3.	Chitra Banerjee Divakaruni : Oleander Girl	3		Will be able to understand the creative technique of the writer.	PPT	
4	Chitra Banerjee Divakaruni : Oleander Girl	3		Learn to overcome the hardships in life through the characters.	Video and lecture	Class test
5	Recapitulation	2		To recollect	Discussion	
<b>V</b>	<b>Drama</b>					
1	Susan Glaspell: - Introduction	3		understand the significance of the writer and her works	PPT Lecture	Quiz Formative assessment III
2	Susan Glaspell : Trifles– Background	4		Critical understanding of themes	Lecture	
3	Susan Glaspell : Trifles– Critical and thematic reading	4		Will be able to analyze the writing style of the writer	Discussion	
4	Recapitulation	2		To recollect	Discussion	

Course Instructors: Ms. J. Alisha Josephine and Ms. G. Brillya

HOD: Ms.M.Maria Helen Janoba

**Semester: V**

**Name of the Course: Major Core: VII: English Language Teaching**

**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

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



<b>CO-2</b>	compare and contrast the various methods and approaches of teaching and learning English	PSO - 3	Ev
<b>CO-3</b>	discuss the basic concepts of language and explain the process of learning English	PSO - 3	An
<b>CO-4</b>	design the lesson plan and prepare the critical analysis of tests and techniques	PSO - 1	An
<b>CO-5</b>	remember and understand the general concepts of language and the various techniques of teaching and testing	PSO - 3	R

### Teaching Plan

Unit	Modules	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment / Evaluation
<b>I</b>						
	1	Importance of English Language	4	To understand the significance and versatility of English Language	Lecture and Discussion	Formative Assessment 2
	2	Terms in ELT	4	To gain understanding on the new terms in ELT		Factual Test

	3	<i>Key concepts in ELT</i>	4	To gain an in-depth knowledge about the multifarious concepts in ELT	Discussion	Factual Test
	4	<i>Comprehensible Input and output, LAD</i>	4	Understand the concepts on English Language Teaching	PPT	Group D
<b>II</b>						
	1	<i>Methods of language teaching</i>	6	To understand the various ways of teaching English Language	PPT Analysis	Quiz Formative Assessment 2
	2	<i>Methods of language teaching</i>	6	To acquire an accurate knowledge on the methods	Seminar	Formative Assessment 2
	3	<i>Methods of Language Teaching</i>	6	To analyze the unique to ways in teaching English	PPT	Formative Assessment 2
<b>III &amp; IV</b>						

	1	<i>Approaches to language teaching</i>	6	Understand the over view of various approaches	Discussion PPT Video	Formative Assessment 1
	2	<i>Approaches to language teaching</i>	6	Understand each approaches	Discussion	Formative Assessment 2
	3	<i>Approaches to language teaching</i>	5	To gain an deep insight about all the approaches		Assignment
Unit IV	1	<i>Techniques of teaching English</i>	2	To learn about the techniques in teaching English	Group Discussion	Formative Assessment 2
	2	<i>Techniques of teaching listening and listening</i>	5	To understand the various ways in teaching listening and speaking	Seminar Group Discussion	Quiz Formative Assessment 2
	3	<i>Techniques of teaching reading and writing</i>	5	Understand the methods in teaching reading and writing skills	Flipped Classroom	Formative Assessment 2
	4	<i>Techniques of teaching Grammar</i>	3	To acquire a wide knowledge about the techniques of teaching Grammar	Seminar	Quiz

Unit V	1	<i>Teaching aids and testing</i>	2	To equip well with the various aids in teaching	Seminar	Factual Test
	2	<i>Realia</i>	5	Understand the concept of experience oriented teaching	Seminar	Quiz
	3	<i>The Language Laboratory</i>	6	To gain an in depth knowledge about language laboratory	Seminar	Factual Test 2
	4	<i>Video and Television</i>	6	To understand about the usage of visual aids in teaching English Language	Seminar	Formative Assessment 2

**Course Instructors:** Ms. J. Anusha Snowly **Head of the Department:** Ms. Maria Helen Janoba

**Semester: V**

**Name of the Course: Major Core: VIII: Introduction to Literary Theories**

**Course Code: EC2054**

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

**Objectives:**

1. To introduce to the students major literary theory/theorists.
2. To develop a sense of critical reading of literary 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

<b>CO-4</b>	Evaluate how literary texts encode or subvert ideas about class, race and gender.	PSO - 3	E
<b>CO-5</b>	Understand the contribution of select theorists	PSO - 3	C

### Teaching Plan

<b>Unit</b>	<b>Modules</b>	<b>Topics</b>	<b>Lecture Hours</b>	<b>Learning Outcome</b>	<b>Pedagogy</b>	<b>Assessment / Evaluation</b>
<b>I</b>						
	1	Structuralism and Semiotics	4	To understand the major theorists and key concepts of structuralism	Lecture and Discussion	Formative Assessment 2
	2	Structuralism	4	To gain understanding on the theories, theorists and new terms in ILT		Factual Test

	3	Structuralism	4	Understand the views of structuralism with regard to the thoughts of various structuralists.	Lecture and PPT	Formative Assessment 2
	4	Semiotics	4	To understand the key concepts in semiotics.	PPT	Group Discussion
<b>II</b>						
	1	Post-Structuralism	6	To understand the major theorists and key concepts of Post-Structuralism	PPT Analysis	Quiz Formative Assessment 2
	2	Post-Structuralism	6	To acquire an accurate knowledge in the literary concepts of post-structuralism.	Lecture	Formative Assessment 2
	3	Post-Structuralism	6	To apply theoretical arguments of Post-Structuralism in various literary texts.	PPT	Formative Assessment 2
<b>III &amp; IV</b>						

	1	Psychoanalytic Criticism	6	To understand the Sigmund Freud's view of Psychoanalytic theory	Discussion PPT	Formative Assessment 1
	2	Psychoanalytic Criticism	6	To apply theoretical arguments of Freud on psychoanalysis to various literary texts.	Lecture	Formative Assessment 2
	3	Psychoanalytic Criticism	5	To gain an deep insight about the terms, arguments and results in psychoanalysis		Assignment
Unit IV	1	Feminism	2	To understand the origin, historical background and the emergence of Feminism	Lecture	Formative Assessment 2
	2	Feminism	5	To understand the contribution of select theorists in Feminism.	Seminar	Quiz Formative Assessment 2
	3	Feminism	5	To understand the types, core ideas and beliefs of feminism.	Flipped Classroom	Formative Assessment 2
	4	Feminism	3	To acquire wide knowledge about the overview of Feminist critique	Seminar	Quiz

Unit V	1	Race and Postcolonality	2	To evaluate how literary texts encode or subvert ideas about class, race and gender.	Lecture	Factual Test
	2	Race and Postcolonality	5	To understand the concept of race and racism in the postcolonial context.	Seminar	Quiz
	3	Race and Postcolonality	6	To gain an in-depth knowledge about types of race, ethnicity with regard to the critic Apollo Amoko.	Seminar	Factual Test 2
	4	Race and Postcolonality	6	To understand the period, background and concept of post colonialism	Seminar	Formative Assessment 2

**Course Instructor:** Ms. B. Angelin Majila

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



**Semester** : VI  
**Course** : Major Core IX- Fiction  
**Subject code** : EC2061

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

### Objectives

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

### Course Outcomes

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

### Unit I

Jane Austen : *Pride and Prejudice*

### Unit II

Charles Dickens : *Oliver Twist*

### Unit III

Ernest Hemingway : *The Old Man and the Sea*

### Unit IV

Chinua Achebe : *Things Fall Apart*

### Unit V

Arundhati Roy : *God of Small Things*

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment /Evaluation
I						

	1.	<i>Pride and Prejudice</i>	2	To Analyse Jane Austen's characterization and other dramatic techniques	PPT	Formative Assessment 2
	2.	<i>Pride and Prejudice</i>	2	Understand the role of women and the theme of marriage in the novel		Evaluation through test and Quiz
	3.	<i>Pride and Prejudice</i>	2	Critically analyze the novel as domestic and romance comedy	Lecture	Formative Assessment I
<b>II</b>						
	1.	<i>Oliver Twist</i>	6	To Analyze Charles Dickens' characterization and other dramatic techniques	PPT	Formative Assessment II
	2.	<i>Oliver Twist</i>	6	Remember the plot overview , theme and symbols of the novel	PPT	Assignment
	3.	<i>Oliver Twist</i>	6	Critically analyze Oliver Twist as a social novel.	Discussion	Formative Assessment II
	4.	<i>Oliver Twist</i>	4	To understand and analyze as a Victorian age novel	PPT	Formative Assessment III
<b>III</b>						
	1.	<i>The Old Man and the Sea</i>	2	Impart knowledge about the author and background of the work	Seminar	Formative Assessment II

	2.	<i>The Old Man and the Sea</i>	2	Summary and themes	PPT	Assignment	
	3.	<i>The Old Man and the Sea</i>	2	Analyze the characterization, style and diction of the novel	Discussion	Formative Assessment II	
	4.	<i>The Old Man and the Sea</i>	4	Critically analyze the allegorical novel	PPT	Formative Assessment II	
<b>IV</b>							
	1.	<i>Things Fall Apart</i>	4	Impart knowledge about Chinua Achebe and background of the novel	PPT	Formative Test I	
	2.	<i>Things Fall Apart</i>	5	Summary, themes and symbols	PPT & Video	Formative Test I	
	3.	<i>Things Fall Apart</i>	4	To analyse the depiction of religion and cultural images in the novel	PPT	Formative Test II	
	4.	<i>Things Fall Apart</i>	5	Portrayal of Family and relationship bonding in the novel	Group work	Formative Test II	
<b>V</b>							
	1.	<i>God of Small Things</i>	6	To understand the works of author and an in depth knowledge about the plot of the novel	Lecture	Formative Test III	

	2.	<i>God of Small Things</i>	3	Analyse <i>The God of Small Things</i> as a psychological and domestic fiction	Discussion	Formative Test III
	3.	<i>God of Small Things</i>	3	Autobiographical elements, themes, setting and symbols	PPT	Formative Test III
	4.	<i>God of Small Things</i>	3	Analyze the characterization, style and diction of the novel	GD	Assignment
	5.	<i>God of Small Things</i>	2	To analyze the role of women, history and politics in the novel	Video & PPT	Formative Test III
	6.	<i>God of Small Things</i>	3	Portrayal of race, social issues, religion and reality in the novel		Test

Course Instructor: Ms. B. Angelin Majila HoD: Ms. Maria Helen Janoba

PO- Program outcome; LO – Learning outcome; Cognitive Level R – Remember; U – Understand; Ap- Apply, An- Analyze; E-Evaluate; C- Create.

### Text Books

Arundhati Roy. (1997). *God of Small Things*. Penguin India.

Charles Dickens. (1837-39). *Oliver Twist*. Bentley's Miscellany Magazine.

Chinua Achebe. (1958). *Things Fall Apart*. William Heinemann Ltd Publishers.

Ernest Hemingway. (1952). *The Old Man and the Sea*. Charles Scribner's Sons Publishers.

Jane Austen. (1813). *Pride and Prejudice*. T. Egerton, Whitehall.

### References Books

Bloom, Harold, (1999). ed. *Modern Critical Interpretations: The Old Man and the Sea*.

Philadelphia: Chelsea House Publishers.

Dillon, Sarah. "Pride and Prejudice." *Encyclopedia Britannica*, 25 Aug. 2021,

<https://www.britannica.com/topic/Pride-and-Prejudice>. Accessed 30 November 2021

Irele, F. Abiola, "The Crisis of Cultural Memory in Chinua Achebe's *Things Fall*

*Apart*", *African Studies Quarterly*, Volume 4, Issue 3, Fall 2000, pp. 1–40.

“*The Oxford Companion to English Literature*” (7 ed.) Edited by Dinah Birch (2009). Oxford University Press. ISBN: 9780192806871.

**Semester: VI**

**Name of the Course: Major Core X: Marginal Writings**

**Course Code: EC2062**

Hours / Week	Credits	Total Hours	Marks
6	6	90	100

**Objectives:**

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

**Course Outcomes**

CO	Upon completion of this course the students will be able to:	PSOs addressed	Cognitive Level
CO - 1	understand the types of discrimination prevailing all over the world	PSO - 2	U
CO - 2	identify issues related to women, refugees, blacks, aborigines, etc.	PSO – 2	An
CO - 3	comprehend the sufferings of the marginalized	PSO - 2	U
CO - 4	analyze how the author deals with marginalization	PSO – 2	An

**Teaching Plan**

Unit	Modules	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment / Evaluation
I						
	1	Toni Morrison's " <i>Black Matters</i> "	4	To understand the history of black people and how they strongly raised their voice	Lecture and PPT	Assignment Formative Assessment 1
	2	Sharankumar Limbale's Dalit Literature and Aesthetics	4	Evaluate Dalit consciousness and analyze the writing	Lecture and PPT	Factual Test Formative Assessment 2

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	3	Dominique Lapierre and Larry Collins : A Lament for A Generation	4	Analyze the age long sufferings undergone by generations	Group Work	Formative Assessment 2
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<b>II</b>						
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	1	Maya Angelou : Still I Rise	3	Analyze the hope and positivity in the poem	PPT & Analysis	Quiz Formative Assessment 1
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	2	Meena Kandasamy : Mascara	3	To understand the sufferinjgs of Devadasis	PPT Analysis	Formative Assessment 1
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	3	Oodgeroo Noonuccal : The Dawn is at Hand	3	Critically analyze aboriginal writing of Australia	PPT Analysis	Formative Assessment 1
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	4	Gloria Anzaldua : O Live in the Borderlands	3	Analyze identity and heritage in the modern world	PPT Analysis	Formative Assessment 2
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	5	Tenzin Tsundue : The Tibetan in Mumbai	3	Understand alienation and assimilation from a displaced individual	PPT Analysis	Formative Assessment 2
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<b>III</b>						
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	1	Mahesweta Devi : Draupadi	4	Understand the over view and theme of the play	Discussion PPT Video	Formative Assessment 1
	2	Kapil Krishna Thakur : The Other Jew	4	Learn the history and analyze	Discussion PPT	Formative Assessment 1 Assignment
	3	Basil Fernando : We Shall Win Some Day	4	Comprehend the sufferings of the Srilankan people	Discussion PPT	Formative Assessment 2
	4	Archie Weller : Going Home	4	Critically analyze the life of the aboriginals	PPT Analysis	Formative Assessment 2
Unit IV	1	Michael Ondaatje : In the Skin of a Lion	4	Understand the role of immigrants in Capitalist country	Group Discussion	Formative Assessment 2
	2	Michael Ondaatje : In the Skin of a Lion	4	Analyze the historical context of the text	Discussion PPT	Formative Assessment 2
	3	Michael Ondaatje : In the Skin of a Lion	4	Evaluate the techniques in the play	Analysis PPT	Formative Assessment 2
Unit V	1	Wole Soyinka : The Strong Breed	4	Understand the traditions and customs of Yoruba	Seminar Group Discussion	Quiz Formative Assessment 1
	2	Wole Soyinka : The Strong Breed	4	Evaluate the techniques in the play	Group Discussion	Formative Assessment 1

	3	Wole Soyinka : The Strong Breed	4	To know more about the tribal communities	Discussion PPT	Formative Assessment 1
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**Course Instructors:** Ms. J. Alisha Josephine

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

**Semester : VI**

**Course :Major Core XI- Introduction to History of English Language and Phonetics**

**Subject code : EC2063**

No. of Hours per Week	Credits	Total No. of Hours	Marks
6	5	90	100

### Course Outcome

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

### Unit I

The Origin of English - Indo-European Family of Languages - Centum and Satem

Groups - Indo-Iranian – Albanian – Armenian – Greek – Italic – Celtic - Germanic - Grimm's

Law - Verner's Law.

### Unit II

The Old English - Old English Dialects - The Middle English - Middle English

Dialects -The Modern English - Renaissance to Present Day - Varieties of English

### Unit III

Major Contributors - Shakespeare and Milton - Dr. Samuel Johnson's Dictionary - Foreign

Influence - Germanic - French - Latin



## Unit IV

Production and Classification of Sounds - Speech Organs – Vowels – Consonants

## Unit V

Syllable and Syllabification - Stress and Intonation - Phonetic Transcription

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment /Evaluation
I						
	1.	Origin of language	2	Comprehend the origin and theory of language	Discussion	Evaluation through test and Quiz  Formative Assessment I
	2.	The Indo-European Language	2	Understand the concepts of language and their branches	Group work	
	3.	Grimms' and Verner's Law	2	Understand the concepts of laws	Discussion	
II						
	5.	Old English	6	Understand the development of English language	Seminar	Assignment  Formative Assessment III
	6.	Middle English	6	Recognize the changes took place in grammar, vocabulary, pronunciation during the middle English period	PPT	
	7.	Modern English	6	Impart crucial knowledge about the development of English language.	Discussion	
	8.	Varieties of language	4	Understand the differences in Standard English, American English and Indian English	PPT	
III						
	5.	Shakespeare	2	Impart knowledge about the contributions of Shakespeare to the English Language	Seminar	Assignment

	6.	Milton	2	Impart knowledge about the contributions of Milton to the English Language	PPT	Formative Assessment II	
	7.	Dr. Samuel Johnson's Dictionary	2	Impart knowledge about the contributions of Dr. Samuel Johnson's Dictionary to the English Language	Discussion		
	8.	Foreign influence	4	Understand the influence of foreign languages in English	PPT		
<b>IV</b>							
	5.	Organs of speech	3	gain a comprehensive idea of the speech mechanism	Group work	Test	
	6.	Classification and Description of Speech Sounds: Vowels	5	Comprehend the production of the English vowels	PPT & Video		
	7.	Diphthongs	4	Understand the types of diphthongs	Video		
	8.	Consonants	6	Know the usage of consonants	Video		
	9.	Organs of speech	3	gain a comprehensive idea of the speech mechanism	Group work		
<b>V</b>							
	7.	Phonetic Transcription: Phonetic Symbols	6	Know the usage of phonetic symbols	Video	Test	
	8.	Method of transcription	2	Understand the method of transcription	Discussion	Assignments	
	9.	Transcribing words	2	Pronounce words correctly	Repeat and learn		
	10.	Syllable	2	Know the usage of strong forms in sentences	Video		
	11.	Stress and Intonation	1	Know the usage of weak forms in sentences	Video	Formative Test III	

	12.	Transcribing sentences	3	Speak English with correct pronunciation	Repeat and learn	
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Course Instructor: Ms. A. Nimesha Ms. J Anusha Snowly

HoD: Ms. Maria Helen Janoba

PO- Program outcome; LO – Learning outcome; Cognitive Level R – Remember; U – Understand; Ap- Apply, An- Analyze; E-Evaluate; C- Create.

### Text Books:

1. Frederick T. Wood. (2015). *An Outline History of the English Language*. New Delhi: Trinity.
2. Balasubramanian. T. (1981). *The Textbook of English Phonetics for Indian Students*. Chennai: Macmillan.

**Semester** : VI  
**Name of the Course** : Major Core XII: Eco Literature  
**Course Code** : EC2064

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

### Objectives:

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

### Course Outcomes

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

### Teaching Plan

Unit	Section	Topics	Lecture Hours	Learning Outcomes	Pedagogy	Assessment
1	1	Introduction: Literary Studies in an Age of	1	Author introduction and overview	Explanation with PowerPoint presentation	Quiz

		Environmental Crisis – Cheryll Glotfelty				
	2	Summary	2	Detailed summary	Explanation with PowerPoint presentation	Q & A
	3	Analysis	2	Thematic analysis	Explanation with PowerPoint presentation	Group discussion
	4	Edward Abbey: Polemic: Industrial Tourism and the National Parks	1	Introduction to the author and the text	Group discussion with ppt	Quiz
	5	Summary	2	Detailed summary	Explanation with PowerPoint presentation	Q & A
	6	Analysis	2	Thematic analysis	Explanation with PowerPoint presentation	Group discussion
2	1	William Wordsworth: On the Projected Kendal and Windermere Railway	1	Overview and author intro	Lecture with ppt	Question and answer session
	2	Summary and Analysis	1	To understand and analyse from the ecocritical perspective	Ppt, PDF and explanation	Group discussion
	3	A.D. Hope: Australia	1	Overview and author intro	Explanation with ppt	Question and answer session
	4	Summary	1	Line-by-line explanation	Explanation with pdf	Q&A
	5	Analysis	1	Thematic and figurative analysis	PDF and explanation	Group Discussion
	6	Carl Dennis: The Green House Effect	1	Overview and author intro	Lecture with ppt	Question and answer session
	7	Summary and Analysis	1	To understand and analyse from the	Ppt, PDF and explanation	Group discussion

				ecocritical perspective		
	8	Gulzar: Manali	1	Overview and author intro	Explanation with ppt	Question and answer session
	9	Summary and Analysis	1	To understand and analyse from the ecocritical perspective	Ppt, PDF and explanation	Group discussion
	10	Alice Oswald: A Short Story of Falling	1	Overview and author intro	Explanation with ppt	Question and answer session
	11	Summary and Analysis	1	To understand and analyse from the ecocritical perspective	Ppt, PDF and explanation	Group discussion
3	1	Ruskin Bond: Dust on the Mountain	1	Overview and introduction of the author	Lecture with pdf	Quiz
	2	Summary	2	Detailed summary	Explanation with PowerPoint presentation	Q & A
	3	Analysis	2	Thematic analysis	Explanation with PowerPoint presentation	Group discussion
	4	Sarah Orne Jewett: A White Heron	1	Overview and introduction of the author	Lecture with pdf	Quiz
	5	Summary	2	Detailed summary	Explanation with PowerPoint presentation	Q & A
	6	Analysis	2	Thematic analysis	Explanation with PowerPoint presentation	Group discussion
	7	Hassan Blasim: Don't Kill Me, I Beg You. This is my Tree	1	Overview and introduction of the author	Lecture with pdf	Quiz
	8	Summary	2	Detailed summary	Explanation with PowerPoint presentation	Q & A
	9	Analysis	2	Thematic analysis	Explanation with	Group discussion

					PowerPoint presentation	
	10	Alice Walker: Am I Blue?	1	Overview and introduction of the author	Lecture with pdf	Quiz
	11	Summary	2	Detailed summary	Explanation with PowerPoint presentation	Q & A
	12	Analysis	2	Thematic analysis	Explanation with PowerPoint presentation	Group discussion
4	1	Barbara Kingsolver: Prodigal Summer	1	Introduction	Lecture with ppt	Q&A
	2	Chapter-wise summary	5	Getting to know the evolution of the plot	Narration with ppt	Quiz
	3	Analysis	5	Analyse from ecocritical perspective	Interaction	Essay type test
5	1	Steve Waters: <i>The Contingency Plan (Part - I)</i> <i>On the Beach</i>	1	Introduction	Lecture with ppt	MCQ test
	2	Act-wise summary	3	Getting to know the evolution of the plot	Reading and highlighting of important lines from the text	Quiz
	3	Analysis	3	Analyse from ecocritical perspective	Group discussion	Descriptive test

**Course Instructor:** Ms. Mizpah R

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

**Text Books:**

Abbey, Edward. (1990). "Polemic: Industrial Tourism and the National Parks". *Desert Solitaire*. Touchstone.

Glotfelty, Cheryl, and Harold Fromm, editors. (1996). Introduction. "Literary Studies in an Age of Environmental Crisis." *The Ecocriticism Reader*. Athens: University of Georgia Press.

Kingsolver, Barbara. (2013). *Prodigal Summer*. Faber & Faber.

Waters, Steve. (2009). *The Contingency Plan: On the Beach & Resilience*. London: Nick Hern Books.

**References Books:**

Barry, Peter. (2002). “Ecocriticism.” *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, UK: U of Manchester P.

Bilal, Tawfiq Hamamra. (2021). Alice Walker’s “am I Blue?”: *Allegory for Ecofeminism*, ANQ: A Quarterly Journal of Short Articles, Notes and Reviews, 34:3, 259 - 61, DOI: 10.1080 / 0895769X. 2019. 1640106.

Hudson, Julie. (2012). “If You Want to Be Green Hold Your Breath.” *Climate Change in British Theatre*. New Theatre Quarterly. 28. 10.1017/S0266464X12000449.

**Semester VI**

**Elective III (a): Writing For Media**

**Course Code: EC2065**

No. of Hours per Week	Credits	Total No. of Hours	Marks
4	4	60	100

**Objectives:**

1. To impart the specific skills in writing for the media
- 2.To understand the role of advertising and public relation.

CO	Course outcomes	PSOs addressed	CL
	<b>Upon completion of this course the students will be able to :</b>		
CO-1	Write stories for newspaper and magazines	PSO –3	AP
CO-2	Enhance their knowledge in writing scripts	PSO - 1	AP
CO-3	Improve their skill in social media writing	PSO - 1	An
CO-4	Take up jobs in media industry	PSO - 1	AP
CO-5	Promote their writings in the field of media	PSO - 3	AP

Unit		Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment/ Evaluation
I	1	News and News Writing	4	Identify the basics of writing and how to use different styles and techniques also differentiate between hard and soft news content	Lecture with PPT	Short test and Quiz  Multiple choice questions
	2	Writing for Newspaper	4	Understand various aspects of writing for print media such as writing articles and editorials		
	3	Writing for Magazines	7	To familiarize different writing formats such as feature writing	Lecture with PPT and discussion	



II	1	Script Writer or Screen Writer	8	Expose the students to write script and understand the nuances of different media	Lecture with video and PPT	Class Test  Formative Assessment II
	2	Script Writing	7	Apply concepts conduct an interview and present a script for media	Lecture with PPT and discussion	
III	1 & 2	Blog and Vlog	8	Comprehend social media types and content creation	Discussion	Formative Assessment II  Class Test  Quiz
	3 & 4	Content Writing, Book Review, Movie Review, Product Review	7	Inculcate the ability to engage in critical reading and evaluation	Lecture with PPT	
IV	1	Definition and Concept of Advertising	8	Comprehend the testimonial paradigms in life writing.	Lecture with PPT	Quiz  Formative Assessment II  Assignment  Class Test
	2	Types of Advertisement	7	To analyse the life writing narratives and the verbal features of graphic memoir	Lecture with PPT	

V	1	Project Work	15	To introduce and explain current advancement relating to authenticity, truth and self representation in reporting news, documentary films, film script, publishing articles, creating newspaper and creation of advertisement content	Lecture with PPT	Formative Assessment II  Assignment  Formative Assessment II Assignment
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Course Instructor: Dr. Jebamalar. E

HoD: Ms. Maria Helen Janoba