

**Holy Cross College (Autonomous), Nagercoil**  
**Kanyakumari District, Tamil Nadu.**  
**Accredited with A<sup>+</sup> by NAAC - IV cycle – CGPA 3.35**

Affiliated to  
**Manonmaniam Sundaranar University, Tirunelveli**



**Department of English SF**

**UG Teaching Plan (Even Semester)**

**2024-2025**



### **Vision**

Sculpting integrated individuals for a better future

### **Mission**

To develop globally competent professionals and to ensure self-actualization harnessed with socio-ethical responsibility.

### Programme Educational Objectives (PEOs)

<b>PEOs</b>	<b>Upon completion of B.A/B.Sc. Degree Programme, the graduates will be able to</b>	<b>Mapping with Mission</b>
<b>PEO 1</b>	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	<b>M1&amp; M2</b>
<b>PEO 2</b>	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	<b>M2, M3, M4 &amp; M5</b>
<b>PEO 3</b>	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	<b>M3, M4, M5 &amp; M6</b>

### Programme Outcomes (POs)

<b>PO</b>	<b>Upon completion of B.A. Degree Programme, the graduates will be able to:</b>	<b>Mapping with PEOs</b>
<b>PO1</b>	obtain efficiently the knowledge and skills to face life challenges.	<b>PEO1</b>
<b>PO2</b>	implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	<b>PEO1</b>
<b>PO3</b>	enhance leadership qualities, team spirit and communication skills for a better developmental career.	<b>PEO2</b>
<b>PO4</b>	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	<b>PEO2</b>
<b>PO5</b>	communicate effectively and collaborate successfully with peers to become competent professionals.	<b>PEO2 &amp; PEO3</b>
<b>PO6</b>	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	<b>PEO2 &amp; PEO3</b>
<b>PO7</b>	participate in learning activities throughout life, through self-paced and self-directed learning to improve knowledge and skills.	<b>PEO1 &amp; PEO3</b>

**Programme Specific Outcomes (PSOs)**

<b>PSO</b>	<b>Upon completion of B.A. English Programme, the graduates will be able to:</b>	<b>Mapping with Pos</b>
<b>PSO1</b>	acquire good knowledge and understand the specific discipline of study.	<b>PO5</b>
<b>PSO2</b>	understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context / fields.	<b>PO2</b>
<b>PSO3</b>	create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that facilitate startups and high potential organisations.	<b>PO6</b>
<b>PSO4</b>	develop a research framework and presenting their independent ideas effectively.	<b>PO2, PO1</b>
<b>PSO5</b>	equip their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.	<b>PO6</b>
<b>PSO6</b>	enable a holistic perspective towards the socio-political inequalities and environmental issues.	<b>PO3, PO7</b>

**SEMESTER II**  
**PART II ENGLISH: A STREAM**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
<b>EU242EL1</b>	<b>5</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>6</b>	<b>90</b>	<b>25</b>	<b>75</b>	<b>100</b>

**Pre-requisite:** Familiarity in reading and writing skills

**Learning Objectives**

1. To assist them in developing reading habits, silently, extensively and intensively
2. To provide them with an ability to build and enrich their communication skills

**Course Outcomes**

<b>On the successful completion of the course, students will be able to:</b>		
1.	identify the key themes and recognize important details in literary texts	<b>K1</b>
2.	express confidence in reading, organizing, comprehending and writing assignments	<b>K2</b>
3.	demonstrate a significant acquisition of vocabulary and improved oral fluency	<b>K3</b>
4.	develop the communication skill for basic interaction and for securing jobs	<b>K4</b>
5.	evaluate, interpret and apply all that they have studied to real life situations	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

## Teaching Plan

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Bernard Shaw: How I Became a Public Speaker	4	K1 - R, K2 – U	Lecture, Discussion	Quiz, Short Answer Questions
	2	M.K. Gandhi: Shyness My Shield	4	K2 - U, K3 - Ap	Group Reading, Role Play	Reflection Journal
	3	R.K. Narayan: Sweets for Angels	3	K3 - Ap, K4 - An	Story Mapping, Q&A Sessions	Worksheet Analysis
	4	Rabindranath Tagore: The Postmaster	4	K3 - Ap, K5 – E	Close Reading, Group Presentation	
2	1	Langston Hughes: The Negro Speaks of Rivers	4	K2 - U, K3 – Ap	Recitation, Thematic Analysis	Poem Interpretation Quiz
	2	A.K. Ramanujam: A River	3	K4 – An	Comparative Study	Essay Writing
	3	Sarojini Naidu: Indian Weavers	4	K2 - U, K3 – Ap	Visual Aids, Group Discussion	Presentation
	4	Robert Frost: Stopping by Woods on a Snowy Evening	4	K3 - Ap, K5 – E	Imagery Analysis, Reflection Writing	Creative Writing Task
3	1	K. Xavier Amalraj: The Bridge	7	K3 - Ap, K4 – An	Role Play, Script Writing	Performance Assessment
	2	Ronald Gow: The Sheriff's Kitchen	8	K4 - An	Collaborative Reading	Scene Analysis
4	1	Active and Passive Voice	4	K2 - U, K3 – Ap	Exercises, Drill Practices	Grammar Tests
	2	Direct and Indirect Speech	4	K2 - U, K3 – Ap	Worksheets, Interactive Games	Grammar Assessment
	3	Prefix and Suffix	3	K1 – R	Flashcards, Word Formation	Vocabulary Quiz

	4	Stress and Intonation (Word and Sentence Stress)	4	K3 - Ap, K4 - An	Audio Tools, Pronunciation Practice	Oral Test
5	1	Precis Writing	3	K3 – Ap	Practice Sessions	Written Exercise
	2	Expansion of Proverbs	3	K4 – An	Group Activity	Peer Review
	3	Self-introduction/Making a Short Formal Speech	3	K3 – Ap	Role Play	Oral Presentation
	4	Letter Writing (Notices, Complaints, Appreciation)	3	K3 – Ap	Writing Workshops	Letter Evaluation
	5	Job Application and Curriculum Vitae	3	K4 - An	Resume Building Exercises	Document Review
	6	Agenda and Minutes	3	K3 – Ap	Case Study	Written Test

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

**Course Relevance Classification as Local/Global:** Global

**Activities (Em/ En/SD):** Literary Exhibits in the prescribed text.

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

**Activities related to Cross Cutting Issues:** Role Play highlighting the human values or chart work on the prescribed Texts.

**Assignment:** Self Talk video making

### Sample Questions

#### Part A

1. Who inspired Bernard Shaw to become a public speaker?

- a) His mother
- b) A politician
- c) His teacher
- d) His father

2. In "Shyness My Shield," Gandhi attributes his success to which personal quality?

- a) Patience
- b) Intelligence
- c) Shyness
- d) Courage

3. In "The Negro Speaks of Rivers," the rivers are symbolic of:

- a) Historical oppression

- b) Freedom and exploration
  - c) The soul and heritage of Black people
  - d) Environmental degradation
4. What is the central theme of "Indian Weavers" by Sarojini Naidu?
- a) The stages of life
  - b) The beauty of Indian art
  - c) Economic struggles of weavers
  - d) Social reform
5. In "The Bridge," what does the bridge symbolize?
- a) Love
  - b) Connection and sacrifice
  - c) Financial stability
  - d) Death
6. What is the key conflict in Ronald Gow's The Sheriff's Kitchen?
- a) A family feud
  - b) An accidental death
  - c) A moral dilemma over honesty
  - d) The theft of a valuable item
7. Which of the following is an example of a sentence in passive voice?
- a) She is writing a letter.
  - b) A letter was written by her.
  - c) She writes a letter.
  - d) She has written a letter.
8. What is the correct reported speech for: "She said, 'I am reading a book.'"
- a) She said that she is reading a book.
  - b) She said that she was reading a book.
  - c) She said that she has been reading a book.
  - d) She said that she will be reading a book.
9. Which of the following is an example of a formal letter?
- a) Writing to a friend
  - b) Writing a job application
  - c) Writing a diary entry
  - d) Writing an essay
10. What is the purpose of minutes in a meeting?
- a) To summarize the key points discussed
  - b) To introduce participants
  - c) To set the agenda
  - d) To assign tasks

## **Part B**

1. Describe how Gandhi's shyness became his strength in "Shyness My Shield". How did it influence his approach to leadership and public speaking?

- ## Part C

- DEPARTMENT OF ENGINEERING  
P.O. 107888  
Holy Cross College (Massachusetts)  
Regional 629 00-

### Subhe Campy

Course in Charge  
Dr. Subha Ganapathy



**SEMESTER I**  
**PART II ENGLISH: B STREAM**

**Department** : English SF  
**Class** : I B.A, B.SC., B.Com English  
**Title of the Course** : Part II English: B Stream  
**Semester** : I  
**Course Code** : EU242EL2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU241EL2	5	1	-	-	3	6	90	25	75	100

**Learning Objectives:**

1. To assist them in developing reading habits, silently, extensively and intensively
2. To provide them with an ability to build and enrich their communication skills

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	identify the key themes and recognize important details in literary texts	<b>K1</b>
2.	express confidence in reading, organizing, comprehending and writing assignments	<b>K2</b>
3.	demonstrate a significant acquisition of vocabulary and improved oral fluency	<b>K3</b>
4.	develop the communication skill for basic interaction and for securing jobs	<b>K4</b>
5.	evaluate, interpret and apply all that they have studied to real life situations	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

**Teaching plan**

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	M.K.Gandhi: Shyness My Shield	5	K5(E)	Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview, Slip Test, Simple definitions
	2.	R.K. Narayan: Sweets for Angels	5	K5(E)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview, Simple definitions
	3.	Rabindranath Tagore: The Postmaster	5	K5(E)	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, Short essays, Concept explanations
II						
	1.	A.K. Ramanujam: A River	5	K5(E)	Lecture using Chalk and talk	Evaluation through short

					,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Recall steps, Concept definitions ,
	2.	Sarojini Naidu: Indian Weavers	5	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test
	3.	Robert Frost: Stopping by the Woods on a Snowy Evening	5	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept

						explanations, Short summary or overview, Simple definitions, MCQ, Slip Test, Open Book Test
III						
	1.	K. Xavier Amalraj: The Bridge	5	K5(E)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, Short essays, Short summary or overview, Open Book Test
	2.	Ronald Gow: The Sheriff's Kitchen	5	K5(E)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test
IV						
	1.	Articles	3	K2 (U)	Lecture using Chalk and talk, Introductory session, Peer tutoring,	Evaluation through short test, MCQ

					PPT	
	2.	Conjunctions & Interjection	3	K2(U)	Lecture using Chalk and talk, Introductory session, Mind mapping, Peer tutoring, Lecture using videos, PPT, Review	Evaluation through short test, MCQ, Simple definitions.
	3	One Word Substitutes	3	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Short essays, Slip test
	4	Precise Writing	3	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, True/False, Slip test
	5	Paragraph Writing(Importance of Water, Impact of Technology on Society, Importance of Education, Need of Healthy Diet)	3	K4(An)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, Open Book Test, Slip test
V						

	1.	Self-Introduction/making a short formal speech	3	K3 (Ap)	Lecture using Chalk and talk, Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, Exercise questions.
	2.	Describing people, places, events, and things	2	K4 (An)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Role play.
	3	Letter Writing(notices, complaints, and appreciation)	3	K3(Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Exercise questions.
	4	Job Application and Curriculum Vitae	2	K4 (Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Role play

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

Development

Activities (Em/ En/SD): Dialogue Delivery, Mock Interview, Drawing,

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

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

Assignment: Poster Presentation, Story Writing

**Part A**

1. What personality trait does Gandhi describe as his shield? (K2)
2. What color are the garments the weavers weave at dawn? (K2)
3. What is the central theme of A.K. Ramanujan's poem "A River"? (K2)
4. What is the setting of the play "The Bridge"? (K1)
5. What is the primary conflict faced by the characters in "The Sheriff's Kitchen"? (K2)

**Part B**

1. How does Gandhi explain the impact of shyness on his character and personal growth, and in what ways does he suggest it influenced his approach to leadership? (K4)
2. How does Sarojini Naidu use color and imagery to represent the stages of life in *Indian Weavers*? (K4)
3. How do the interactions between the postmaster and Ratan in Rabindranath Tagore's "The Postmaster" reflect the themes of loneliness and emotional attachment? (K4)
4. In what ways do the imagery and setting in *Stopping by Woods on a Snowy Evening* reveal the speaker's internal conflict between duty and the desire for peace? (K4)
5. How does Xavier Amalraj use symbolism in *The Bridge* to explore the themes of connectivity and division in society? (K4)

**Part C**

1. Critically analyze how embracing one's vulnerabilities, as Gandhi did, can serve as both a personal strength and a tool for social change. (K5)
2. Analyze how the poem uses symbolism and imagery to connect these universal themes with the art of weaving. How do the weavers' tasks at different times of day reflect the journey of human life? (K5)
3. How does K. Xavier Amalraj use the concept of a bridge as a metaphor in his work? (K5)
4. How can you effectively summarize a long passage into precise writing? (K5)
5. How would you draft an agenda for a board meeting? (K5)



Head of the Department  
Ms. M. Maria Helen Janoba

A handwritten signature in blue ink, likely belonging to Ms. M. Maria Helen Janoba.

A handwritten signature in blue ink, likely belonging to Ms. Jaishmitha RIny.

Course Instructors  
Ms. M. Maria Helen Janoba & Ms. Jaishmitha RIny



**SEMESTER I**  
**PART II ENGLISH: C STREAM**

**Department** : English SF  
**Class** : I B.A, B.SC., B.Com English  
**Title of the Course** : Part II English: B Stream  
**Semester** : I  
**Course Code** : EU242EL3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU241EL3	5	1	-	-	3	6	90	25	75	100

**Learning Objectives:**

1. To assist them in developing reading habits, silently, extensively and intensively
2. To provide them with an ability to build and enrich their communication skills

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	identify the key themes and recognize important details in literary texts	<b>K1</b>
2.	express confidence in reading, organizing, comprehending and writing assignments	<b>K2</b>
3.	demonstrate a significant acquisition of vocabulary and improved oral fluency	<b>K3</b>
4.	develop the communication skill for basic interaction and for securing jobs	<b>K4</b>
5.	evaluate, interpret and apply all that they have studied to real life situations	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

**Teaching plan**

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	R.K. Narayan: Sweets for Angels	5	K5(E)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview, Simple definitions
	2.	Rabindranath Tagore: The Postmaster	5	K5(E)	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, Short essays, Concept explanations
II						
	1.	A.K. Ramanujam: A River	5	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Recall

						steps, Concept definitions ,
	2.	Robert Frost: Stopping by the Woods on a Snowy Evening	5	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Slip Test, Open Book Test
III						
	1.	Ronald Gow: The Sheriff's Kitchen	5	K5(E)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test
IV						
	1.	Articles	3	K2 (U)	Lecture using Chalk and talk, Introductory session,	Evaluation through short test, MCQ

					Peer tutoring, PPT	
	2.	Sentences	3	K2(U)	Lecture using Chalk and talk, Introductory session, Mind mapping, Peer tutoring, Lecture using videos, PPT, Review	Evaluation through short test, MCQ, Simple definitions.
	3	One Word Substitutes	3	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Short essays, Slip test
	4	Prefix and Suffix	3	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, True/False, Slip test
	5	Precise Writing	3	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, True/False, Slip test
V						

	1.	Self-Introduction/making a short formal speech	4	K3 (Ap)	Lecture using Chalk and talk, Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, Exercise questions.
	2.	Describing people and places	4	K4 (An)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Role play.
	3	Letter Writing(complaints)	3	K3(Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Exercise questions.
	4	Job Application and Curriculum Vitae	4	K4 (Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Role play

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

**Development**

Activities (Em/ En/SD): Dialogue Delivery, Mock Interview, Drawing,

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

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

Assignment: Poster Presentation, Story Writing

**Part A**

1. What is the central theme of A.K. Ramanujan's poem "A River"? (K2)
2. What is the primary conflict faced by the characters in "The Sheriff's Kitchen"? (K2)

**Part B**

1. How does Sarojini Naidu use color and imagery to represent the stages of life in *Indian Weavers*? (K4)
2. How do the interactions between the postmaster and Ratan in Rabindranath Tagore's "The Postmaster" reflect the themes of loneliness and emotional attachment? (K4)
3. In what ways do the imagery and setting in *Stopping by Woods on a Snowy Evening* reveal the speaker's internal conflict between duty and the desire for peace? (K4)

**Part C**

4. How does Hughes' portrayal of rivers as witnesses to history contribute to the notion of cultural inheritance? (K5)
5. Imagine you are organizing a board meeting. Draft an agenda for the meeting. (K6)



Head of the Department

Ms. M. Maria Helen Janoba

A handwritten signature in blue ink, which appears to read "Prabina".

Course Instructors

Ms. J Maria Prabina Sackaria

**Semester** IV  
**Name of the Course** : B.A., B.Sc., & B.Com. Part II English  
**Course Code** : GE2141

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.

### Course Outcomes

S.No	On the successful completion of the course, student will be able to:	Cognitive Level
1	introduce themselves and talk about everyday activities confidently.	K2
2	be able to write short paragraphs on people, places and events.	K3
3	identify the purpose of using various tenses and effectively employ them in speaking and writing.	K1
4	gain knowledge to write subjective and objective descriptions.	K2
5	identify and use their skills effectively in formal contexts	K3

### Teaching Plan

Unit	Module	Topic	Lecture Hours	Cognitive Level	Pedagogy	Assessment Evaluation
	1	Listening, Speaking & Writing (LSW) A) Song: Que Sera Sera (Doris Day)	4	K1(U)	Textual analysis, Reading exercise	Simple definitions, MCQ, Recall Concept definitions
		Film: Chronicles of			Using Audio	Short test



I	2	Narnia – The Lion, The Witch and The Wardrobe	5	K3(Ap)	Visual Aids Lecture discussion, reading practice	Formative Assessment
	3	Speaking and writing exercises based on lexis and syntax of texts	4	K3(Ap)	Discussion, Reading practice Short Videos	Oral quiz Formative Assessment I
	4	Composition Letter Writing (seeking permission)	5	K1(U)	Textual analysis and Writing skills	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	5	Grammar for Composition * The Art of Describing (Using Adjectives, Similes, Degrees of Comparison)	5	K3(Ap)	Textual analysis and Writing skills	Short test Formative Assessment I
	1	Listening, Speaking & Writing (LSW) A) Song: Wildflowers (Dolly Parton)	5	K3(Ap)	Discussion and reading practice	Differentiate between various ideas, Essay Demonstration

II	2	Film: Life of Pi Speaking and writing exercises based on lexis and syntax of texts	5	K3(Ap)	Lecture Method	PPT Presentation
	3	Reading, Speaking and Writing (RSW) Book Review – Text for Appreciation – Review of „A Red-necked Green Bird“ by Ambai. Speaking and writing exercises based on lexis and syntax of texts Composition - Book Review	5	K3(Ap)	Writing Practice and Reading analysis	short test
	4	Grammar for Composition * The Art of Narrating (Tense and Voice)	5	K3(Ap)	Grammar exercises	One Word
III	1	Listening, Speaking & Writing (LSW) A) Song: This One is for the Girls (Martina McBride) B) Film: Jurassic Park Speaking and writing based on lexis and syntax of texts	4	K1(U)	Using audio visual aids.	Explaining the audio aids in own manner
	2	Reading, Speaking and Writing (RSW) Famous Speech – ShashiTharoor's Speech at the Oxford Union Speaking and writing based lexis and syntax of texts	5	K1(U)	Exercise, mind mapping	One Word Test Group activity.

3	Composition – Essay (With a note on the difference between drafting a speech and drafting an essay)	5	K(Ap)	Practical Evaluation and Discussion method	Descriptive Assignment
4.	Grammar for Composition The Art of Declamation Beginning with an Anecdote (Past Tense, Reported Speech) Presenting Compelling facts and figures (Tenses) (A model speech showcasing the use of the above-mentioned items of grammar) Using rhetorical questions	5	K3(Ap)	Short Videos	Explaining the video in groups.
1	1. Listening, Speaking & Writing (LSW) A) Song: Rhinestone Cowboy (Glen Campbell) B) Film: The Lion King (Disney movies) Speaking and writing based on lexis and syntax of texts	5	K1(U)	Using Audio Visual Aids.  Review of Movie.	Exercises Assignment
2	Reading, Speaking and Writing (RSW) A Story With a Twist in the Tale Speaking and writing based on lexis and syntax of texts.	5	K3(Ap)	Exercises	Short test

3	Composition – Narration of an incident where there is a twist in the tale	4	K3(Ap)	Exercise	Short tests
4	Grammar for Composition The Art of Giving Instructions/Directi ons (Using Imperative Sentences)	2	K(U)	Exercise	Giving a revision regarding the Exercise
1	1. Listening, Speaking & Writing (LSW) A) Song: Heal the World (Michael Jackson) B) Film: Charlie and the Chocolate Factory Speaking and writing based on lexis and syntax of texts.	3	K(An)	Exercises	Group discussionwith test
2	2. Reading, Speaking and Writing (RSW) Film Review Speaking and writing based on lexis and syntax of the text for reading.	3	K(An)	Writingpractice	Written test
3	3. Composition – Film Review	3	K(Ap)	Practical Method and Discussion	
4	4. Grammar for Composition: The Art of Persuasive Writing (topic sentence, evidence, explanation, Linkers, use of adjectives and their synonyms, degrees	3	K(C)	Writingpractice	Written test,

		of comparison, clauses, rhetorical questions)				
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Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development Activities (Em/ En/SD): Splitting into groups, creating new works based on skills.

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

Activities related to Cross Cutting Issues: Group Activity, Individual topics for discussion, Grammar outcome

Assignment:

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

Part A

1. Which genre does the song "This One is for the Girls" by Martina McBride belong to?

- A) Rock
- B) Country
- C) Pop
- D) Classical

2. What is the central message conveyed in Michael Jackson's "Heal the World"?

- A) Love and Relationships
- B) Environmental Conservation
- C) Social Responsibility
- D) Personal Empowerment

3. Which film is associated with the song "Rhinestone Cowboy" by Glen Campbell?

- A) The Lion King
- B) Life of Pi
- C) Jurassic Park
- D) The Chronicles of Narnia

Part B

4. Analyze the use of lexis and syntax in the song "Wildflowers" by Dolly Parton.

5. Write a book review for 'A Red-necked Green Bird' by Ambai
6. Create a composition – Book Review for a fictional book of your choice.

7. Analyze the lyrics of "Que Sera Sera" by Doris Day, focusing on the thematic elements and the use of language.

Part C

8. Explore the themes and symbolism present in "Chronicles of Narnia – The Lion, The Witch and the Wardrobe." How do these elements contribute to the overall narrative?
9. Draft a letter seeking permission for a hypothetical situation. Assess the effectiveness of your use of language, clarity of purpose, and persuasiveness.
10. Reflect on the emotional impact of Dolly Parton's "Wildflowers." How does the artist use language and tone to convey a message?
11. Write a critique of the film "Life of Pi," considering its visual elements, storytelling techniques, and underlying themes.



Head of the Department  
Ms. Maria Helan Janoba

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A handwritten signature in blue ink, reading "Jebamalar".

Course Instructor  
Dr. Shindiya, Dr. Jebamalar

## **Teaching Plan**

**Department: English**

**Class: III B.A English**

**Title of the course Core VI: Fiction**

**Semester: VI**

**Course Code: EC2061**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2061	5	1	-	5	6	90	25	75	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	Cognitive Level
CO-1	think critically as well as creatively about the artistic technique used by the various authors.	PSO-2	K4(An)
CO-2	demonstrate close reading skill in terms of both literal and inferential reading.	PSO-2	K3(Ap)
CO-3	apply literary theories to the prescribed texts.	PSO-2	K3(Ap)
CO-4	write fiction to appreciate form and process.	PSO-2	K5(C)

## **Teaching plan**



Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Jane Austen : Pride and Prejudice	20	K4(An)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning and Discussion
II	1	Charles Dickens: Oliver Twist	17	K4(An)	Lecture, Video and PPT	Slip test, Quiz, Questioning and Discussion
III	1	Ernest Hemingway: The Old Man and the Sea	19	K5(C)	Lecture, Video, PPT & Discussion	Critical Analysis, Movie Review
IV	1	Chinua Achebe: Things Fall Apart	17	K4(An)	Lecture& Discussion	Class Test, Quiz and slip test
V	1	Arundhati Roy: God of Small Things	17	K4(An)	Lecture, PPT & Discussion	MCQ, Class Test, Quiz and slip test

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development Activities (Em/ En/SD): **Movie Review, Literary Exhibition, Art making, Peer teaching**

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:

Assignment: **Write an own fiction concluding happy ending to Santiago, Creative writing, Brainwriting.**

**Sample questions**

**Part A**

1. How does Mr. Darcy offend Elizabeth at the first ball? (K4)
2. In which background Oliver Twist was written? (k2)
3. Who is Santiago's hero? (K2)
4. What is an ogbanje? (K2)

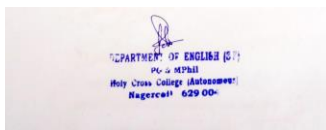
5. What kind of twins are Estha and Rahel ?(K4)

### Part B

1. How are Mr. and Mrs. Bennet different?(K4)
2. What is the importance of physical appearance in the novel Oliver Twist? (K2)
3. What does Manolin represent to Santiago? (K5)
4. In what way does culture impact identity? (K2)
5. What is the critical analysis of The God of Small Things? (K4)

### Part C

1. What role do letters play in the novel? (K4)
2. How does Dickens represent marriage in Oliver Twist (K2)
3. What is the significance of Santiago dreaming about the lions? (K5)
4. Why does Nwoye admire Ikemefuna? (K2)
5. What are the social issues in The God of Small Things(K4)



Head of the Department  
Ms. Maria Helen Janoba

A handwritten signature in black ink, likely belonging to Ms. Maria Helen Janoba.

A handwritten signature in black ink, likely belonging to Ms. J. S. Monika.

Course Instructors  
Ms. Maria Helen Janoba & Ms. J. S. Monika

**Department** : English  
**Class** : III BA English  
**Title of the Course** : Core X: Marginal Writings  
**Semester** : VI  
**Course Code** : EC2062

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2062	5	1	-	-	5	6	90	25	75	100

### Learning Objectives

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

### Course Outcomes

On successful completion of the course, student will be able to:		
1	Understand the types of discrimination prevailing all over the world	K1
2	Identify issues related to women, refugees, blacks, aborigines, etc.	K2
3	Comprehend the sufferings of the marginalized	K3
4	Analyse how the author deals with marginalization	K4

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

## Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
<b>I</b>	<b>Prose</b>					
	1	Toni Morrison: Black Matters	12	K2 (U)	Lecture, Group Discussion	Class Participation, Written Assignment
	2	Sharankumar Limbale: Dalit Literature and Aesthetics	12	K2 (U)	Lecture, Critical Reading	Class Participation, Short Quiz
	3	Dominique Lapierre and Larry Collins: A Lament for A Generation	12	K2 (U)	Lecture, Documentaries/Film Screening, Discussion	Group Presentation, Reflection Paper
<b>II</b>	<b>Poetry</b>					
	1	Maya Angelou: Still I Rise	3	K4 (An)	Lecture, Poetry Analysis	Class Participation, Assignment on Poetry
	2	Meena Kandasamy: Mascara	3	K4 (An)	Lecture, Poetry Reading & Discussion	Class Discussion, Short Written Analysis
	3	Oodgeroo Noonuccal: The Dawn is at Hand	3	K4 (An)	Lecture, Poetry Recitation, Debate	Group Presentation, Essay
	4	Gloria Anzaldua: Borderlands/La Frontera	3	K2 (U)	Lecture, Group Discussion, Audio-Visual Resources	Class Participation, Analytical Essay

	5	Tenzin Tsundue: The Tibetan in Mumbai	3	K2 (U)	Lecture, Group Discussion	Assignment on Cultural Identity and Marginalization
<b>III</b>	<b>Short Stories</b>					
	1	Mahasweta Devi: Draupadi	6	K4 (An)	Lecture, Class Discussion	Short Quiz, Critical Review of Story
	2	Kapil Krishna Thakur: The Other Jew	6	K4 (An)	Lecture, Story Analysis	Group Presentation, Written Assignment
	3	Basil Fernando: We Shall Win Some Day	6	K2 (U)	Lecture, Story Analysis	Class Participation, Group Discussion
	4	Archie Weller: Going Home	6	K4 (An)	Lecture, Story Discussion	Critical Essay, Group Discussion
<b>IV</b>	<b>Fiction</b>					
	1	Michael Ondaatje: In the Skin of a Lion	12	K4 (An)	Lecture, Group Reading, Critical Review	Class Presentation, Term Test
<b>V</b>	<b>Drama</b>					
	1	Wole Soyinka: The Strong Breed	12	K4 (An)	Lecture, Group Reading, Critical Review	Group Performance, Written Analysis
Review & Recap		Overview of all units covered, Synthesis of Key Concepts	6	K2 (U)	Lecture, Class Discussion, Revision	Final Test, Group Discussions
Assignments		Completion of essays, Presentations, and Reviews	3	K3 (Ap)	Independent Work	Submission of Final Assignment

Tests/Exams	Internal & External Examinations	5	K3 (Ap)	Written Test	CIA
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**Course focussing on Employability/Entrepreneurship/ Skill Development:** Employability and Skill Development

**Activities (Em/Em/ SD):** Interviewing marginal subjects and poster making.

**Course focussing on cross cutting Issues (Professional Ethics/ Human Values/ Environment Sustainability/ Gender Equity):** Human Rights and Ethics.

**Activities related to cross cutting issues:** group discussion

**Assignment:** “The Representation of Marginalized Identities in Literature: A Comparative Study”

**Seminar:** Role play on “Marginality and Resistance” (focussing on the Role of Literature in Social Change)

## Sample Questions

### Part A

- Who is the author of the essay “Black Matters”?  
A) Maya Angelou  
B) Toni Morrison  
C) Gloria Anzaldua  
D) Meena Kandasamy
- In “Dalit Literature and Aesthetics,” Sharankumar Limbale focuses primarily on:  
A) The aesthetics of mainstream literature  
B) The representation of Dalit identity in literature  
C) The global refugee crisis  
D) Women's empowerment through literature
- What is the central theme of *A Lament for a Generation* by Dominique Lapierre and Larry Collins?  
A) The plight of women in the 21st century  
B) The impact of colonialism on the African continent  
C) The tragedy of the refugees and marginalized groups  
D) The experiences of Dalit communities in India
- Maya Angelou's poem “Still I Rise” primarily speaks to:  
A) The resilience of women in the face of oppression  
B) The environmental challenges in the modern world  
C) The struggles of refugees

- D) The impact of globalization on marginalized cultures
5. "Mascara" by Meena Kandasamy highlights the struggles of which group?
    - A) Black people in the United States
    - B) Indigenous Australians
    - C) Women facing beauty standards and social expectations
    - D) Refugees in Europe
  6. Which of the following poets addresses the theme of "living in the borderlands"?
    - A) Meena Kandasamy
    - B) Oodgeroo Noonuccal
    - C) Gloria Anzaldua
    - D) Maya Angelou
  7. In Mahasweta Devi's "Draupadi," the protagonist is a symbol of:
    - A) The feminist movement
    - B) The Dalit struggle for equality
    - C) The hardships of refugees
    - D) The fight for indigenous rights
  8. Kapil Krishna Thakur's "The Other Jew" focuses on the marginalization of:
    - A) Women in India
    - B) African Americans in the United States
    - C) Jews in the context of cultural and religious conflicts
    - D) Refugees in war-torn nations
  9. In Michael Ondaatje's *In the Skin of a Lion*, the central theme explores:
    - A) The history of colonialism in Africa
    - B) The experience of immigrants and workers in Canada
    - C) The struggles of marginalized communities in India
    - D) The life of a Dalit woman in rural India
  10. In Wole Soyinka's play *The Strong Breed*, the central conflict revolves around:
    - A) A community's struggle to find its cultural identity
    - B) A man's journey of self-discovery in the face of social pressures
    - C) The rituals surrounding the sacrifice of an innocent for the community's benefit
    - D) The relationship between colonizers and the colonized

## **PART B**

1. Discuss how Morrison critiques the societal structure and its impact on the marginalized.
2. How does Angelou use imagery and language to convey the spirit of defiance and empowerment in the face of oppression?
3. How does Mahasweta Devi portray Dopdi's resistance, and what is its significance in the context of caste-based oppression?

4. Discuss how Ondaatje represents the struggles of these immigrants and the role of storytelling in asserting their identities.
5. Exemplify the tensions between cultural traditions and individual freedom in Wole Soyinka's *The Strong Breed*

### Part C

1. Critically evaluate the impact of Limabale's view on contemporary Dalit literature.
2. In 'Black Matters,' Toni Morrison delves into the complexities of Black identity in America. Analyze how Morrison addresses the intersectionality of race, history, and culture, and its impact on the marginalized communities.
3. Maya Angelou's poem 'Still I Rise' serves as an anthem of empowerment and resilience. Analyze the literary devices Angelou uses to emphasize the themes of strength, defiance, and liberation against the backdrop of oppression
4. *In the Skin of a Lion*, Michael Ondaatje highlights the struggles of immigrant workers in Canada. Discuss how Ondaatje uses the immigrant experience to explore themes of invisibility, exploitation, and the quest for identity, while also emphasizing the role of collective memory and storytelling.
5. Examine Soyinka's portrayal of cultural conflict in the play *The Strong Breed*.



Head of the Department

Course Instructor



**Semester VI**  
**Major Core XI: Introduction to History of English Language and**  
**Phonetics**  
**Course Code: EC2063**

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

**Objectives:**

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

**Course Outcomes**

CO	Upon completion of the 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 contributions 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

**K1**-Remember; **K2**- Understand; **K3**-Apply; **K4**- Analyse; **K5**-Evaluate

**Teaching Plan**  
**Total Contact Hour: 90 (Including lectures, assignments and test)**

<b>Unit</b>	<b>Module</b>	<b>Topic</b>	<b>Teaching Hours</b>	<b>Cognitive Level</b>	<b>Pedagogy</b>	<b>Assessment/ Evaluation</b>
<b>I</b>	1	The Origin of English	2	K5	Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview, Slip Test, Simple definitions
	2	Indo-European Family of Languages	2	K5	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations
	3	Centum and Satem Groups	1	K5	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test
	4	Indo-Iranian	2	K5	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, Short essays,

						Concept explanations
	5	Albanian	2	K5	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review	Evaluation through short test, MCQ, Short essays, Slip test
	6	Armenian	1	K4	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Role play
	7	Greek	1	K5	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, Review	Evaluation through short test, MCQ, Exercise questions.
	8	Italic	1	K5	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test
	9	Celtic	1	K4	Lecture using Chalk and talk ,Introductory session,PPT Group Discussion, Review	Evaluation through short test, MCQ, Short essays, Slip test

	10	Germanic	1	K4	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Role play
	11	Grimm's Law	2	K5	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, Exercise questions.
	12	Verner's Law	2	K5	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test
<b>II</b>	1	The Old English	2	K5	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Short essays, Slip test
	2	Old English Dialects	3	K5	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ,

						Exercise questions.
	3	The Middle English	2	K5	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Role play
	4	Middle English Dialects	3	K5	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test
	5	The Modern English	3	K4	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Exercise questions.
	6	Renaissance to Present Day	3	K5	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Short essays, Slip test
	7	Varieties of English	2	K5	Lecture using Chalk and talk ,Introductory	Evaluation through short test,

					session, Group Discussion, PPT, Review	MCQ, Role play
III	1	Major Contributors	3	K5	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Exercise questions.
	2	Shakespeare and Milton	3	K5	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review	Evaluation through short test, MCQ, Role play
	3	Dr. Samuel Johnson's Dictionary	3	K5	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Short essays, Slip test
	4	Foreign Influence	3	K5	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Exercise questions.
	5	Germanic	2	K4	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review	Evaluation through short test, MCQ, Role play
	6	French	2	K4	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations,

						Short summary or overview, Simple definitions, MCQ, Open Book Test
	7	Latin	2	K4	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Exercise questions.
<b>IV</b>	1	Production and Classification of Sounds	5	K5	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review	Evaluation through short test, MCQ, Short essays, Slip test
	2	Speech Organs	5	K5	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Exercise questions.
	3	Vowels	4	K4	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, Exercise questions.
	4	Consonants	5	K4	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, MCQ, Short essays, Slip test
<b>V</b>	1	Syllable and	6	K5	Lecture using	Evaluation through

		Syllabification			Chalk and talk, PPT, Review	short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test
	2	Stress and Intonation	6	K5	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, Short essays, Slip test
	3	Phonetic Transcription	6	K5	Lecture using Chalk and talk,  PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test

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

Activities (Em/ En/SD): Dialogue Delivery, Mock Interview, Drawing,



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

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

Assignment: Poster Presentation, Story Writing.

### **Part A**

1. What is the origin of the English language? (K1)
2. What is the significance of the Renaissance in the development of Modern English? (K1)
3. Describe the impact of John Milton's writings on English literature and language. (K2)
4. Name three speech organs involved in sound production. (K1)
5. What is a syllable? (K1)

### **Part B**

1. Examine the impact of Latin and French on the English language during the Middle Ages. (K4)
2. Examine how the Great Vowel Shift marked the transition from Middle English to Modern English. (K4)
3. Discuss the impact of Shakespeare and Milton on the development of English literature. (K4)
4. Using a diagram, label the main speech organs involved in sound production. (K3)
5. How do stress patterns in English contribute to the perception of a non-native accent? (K4)

### **Part C**

1. Critique the influence of various foreign languages on the development of English language. (K5)
2. Assess the role of the Renaissance in shaping Modern English. (K5)
3. Discuss how the innovations in Shakespeare's language use have influenced the development of English language. (K5)
4. Formulate a detailed diagram of the speech organs and explain how each contributes to the production of specific sounds. (K5)
5. Analyze how stress placement can change the meaning of a word (e.g., "record" as a noun vs. "record" as a verb) and discuss its implications for language learning. (K5)



Head of the Department  
Ms. M. Maria Helen Janoba



Course Instructors  
Ms. Jaishmitha Riny

## SEMESTER VI

**Department** : English SF  
**Class** : III B.A English  
**Title of the Course** : Eco Literature  
**Semester** : VI  
**Course Code** : EC2064

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

### Objectives:

1. To instill 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

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	<b>Prose</b>					
	1	Introduction: Literary Studies in an Age of Environmental Crisis (Cheryll Glotfelty)	6	U	Lecture, Discussion	Reflection on eco-literary studies
	2	Industrial Tourism and the National Parks (Edward Abbey)	6	An	Textual Analysis, Group Discussion	Quiz on environmental critique
II	<b>Poetry</b>					
	1	William Wordsworth-On the Projected Kendal and Windermere Railway	3	U	Lecture, Poetic Analysis	Essay on eco-poetry themes
	2	A.D. Hope-Australia	3	An	Group Analysis, Poem Discussion	Group presentation on poetic themes
	3	Carl Dennis-The Green House Effect	3	An	Group Analysis, Poem Discussion	Group presentation on poetic themes
	4	Gulzar – Manali	3	An	Group Analysis, Poem Discussion	Group presentation on poetic themes
	5	Alice Oswald - A Short Story of Falling	3	An	Close Reading, Symbolism Analysis	Written analysis on ecological imagery
III	<b>Short Story</b>					
	1	Dust on the Mountain (Ruskin Bond)	4	U	Story Analysis, Discussion	Quiz on eco-critical themes
	2	A White Heron (Sarah Orne Jewett)	4	U	Story Analysis, Discussion	Quiz on eco-critical themes
	3	Don't Kill Me, I Beg You. This is my Tree (Hassan	6	An	Textual Analysis,	Essay on environmental

		Blasim)			Ethical Discussion	l ethics in literature
	4	Am I Blue? (Alice Walker)	6	E	Reflective Analysis, Group Discussion	Reflection paper on environmental empathy
IV	<b>Fiction</b>					
		Prodigal Summer (Barbara Kingsolver)	12	Ap	Lecture, Chapter Summaries, Thematic Mapping	Midterm analysis on eco-critical themes
V	<b>Drama</b>					
		The Contingency Plan Part I: On the Beach (Steve Waters)	12	An	Reading and Role Play, Drama Analysis	Performance review and group discussion

### Sample Questions:

#### Multiple-Choice Questions :

- Who is considered one of the founding figures of eco-criticism and authored 'Literary Studies in an Age of Environmental Crisis'?
  - Barbara Kingsolver
  - Cheryll Glotfelty
  - Edward Abbey
  - Alice Walker
- The poem 'On the Projected Kendal and Windermere Railway' by William Wordsworth primarily critiques:
  - Urbanization
  - Industrialization
  - Colonialism
  - Deforestation
- In the short story 'A White Heron' by Sarah Orne Jewett, the heron symbolizes:
  - Industrial progress
  - Nature's innocence and purity
  - Technological advancement
  - Human dominance over nature
- Which work by Ruskin Bond explores the environmental impact of mining on the Himalayan landscape?
  - Am I Blue?
  - Dust on the Mountain
  - The Green House Effect
  - The Contingency Plan

5. Steve Waters' play 'The Contingency Plan' deals with:

- a) Global warming and its future implications
- b) Deforestation and wildlife conservation
- c) Industrial pollution in urban areas
- d) Technological solutions for climate change

#### Short Answer Questions

1. Explain the significance of Edward Abbey's critique of 'Industrial Tourism' in National Parks.

2. What are the key environmental themes explored in Barbara Kingsolver's 'Prodigal Summer'?

3. How does A.D. Hope's poem 'Australia' reflect on the environmental and cultural identity of the continent?

4. Discuss the eco-critical message in Alice Walker's story 'Am I Blue?'.

5. What role does symbolism play in Alice Oswald's poem 'A Short Story of Falling' to convey ecological imagery?

#### Detailed Answer Questions

1. Analyze how Cheryll Glotfelty's essay 'Literary Studies in an Age of Environmental Crisis' has contributed to the development of eco-criticism as a field.

2. Explore the eco-critical themes in 'The Contingency Plan' by Steve Waters, focusing on how the play reflects the urgency of climate change action.

3. Compare and contrast the portrayal of environmental empathy in Ruskin Bond's 'Dust on the Mountain' and Hassan Blasim's 'Don't Kill Me, I Beg You. This is my Tree'.

4. How does Barbara Kingsolver use different narrative perspectives in 'Prodigal Summer' to highlight ecological interconnectedness?

5. Discuss the role of poetic techniques in conveying environmental critique in Carl Dennis' 'The Green House Effect'.



Head of the Department

Ms. M. Maria Helen Janoba



Course Instructors

Ms. Jersitha Queen S

**Semester VI**  
**Major Elective III (c): English for Entrepreneurship**  
**Course Code: EC2067**

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

**Objectives:**

1. To develop communicative skills for entrepreneurship.
2. To become proficient in business presentations

**Course Outcomes**

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	master the etiquettes of business communication	PSO-1	K1 (U)
CO-2	understand the components of business communication	PSO- 1	K3 (Ap)
CO-3	become proficient in business writing	PSO-1	K3 (Ap)
CO-4	make good business presentations	PSO-4	K3 (Ap)

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4**- Analyse

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Etiquette: What to do and how to behave?	5	K1(R)	Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, Demonstration	Evaluation through short test, Slip Test, Simple definitions
II						
	1	Office Regulations and Procedure	5	K3(Ap)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Demonstration , PPT, Review	Evaluation through short test, MCQ, True/False, Simple definitions, MCQ, Recall steps,
	2	Company Organisation - Asking for	5			
III						
	1.	Office Writing & Letter Writing, Memoranda, Reports	5	K2(U)		



	2	Vocabulary Supplement on Office Equipment	5		Lecture using Chalk and talk, Peer tutoring, Demonstration , PPT, Review	Evaluation through short test, Open Book Test
IV						
	1.	Constructing Sentences and Paragraphs, Good Business Style	10	K2(U)	Lecture using Chalk and talk, Introductory session, Peer tutoring	Evaluation through short test, MCQ
	2	Sample of Invitation Letters - Evaluating a Meeting	10			
V						
	1.	Business Concepts and Activities, Business Fields and Careers, Management	15	K3(An)	Lecture using Chalk and talk, Introductory session, Group Discussion, Demonstration , PPT, Review	Evaluation through short test, MCQ, Exercise questions.

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

Skill Development; Activities (Em/ En/SD): Poster Making, Presentation

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment

Sustainability/ Gender Equity/ Indian Knowledge System ): Indian Knowledge system

Activities related to Cross Cutting Issues: Group Discussion

Assignment: Poster Making , Mind Map

### **Part A**

1. What is the term for rules of polite behavior? (K1)

2.What is the structured format for professional correspondence? (K2)

3.What is the process of preparing for a presentation called? (K1)

4. What is the collective term for various marketing techniques? (K2)
5. What term defines organizing ideas into a clear, logical flow? (K1)

### **Part B**

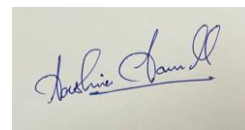
1. What are some key elements of good table manners? (K1)
2. How can a meeting be effectively controlled? (K2)
3. Name three parts of a business letter. (K1)
4. What are some common duties of a receptionist in an office? (K3)
5. How does choosing the right words improve business communication? (K3)

### **Part C**

1. Discuss the importance of etiquette in professional settings, including examples from dining, telephoning, and interacting with clients. (K4)
2. Describe the key responsibilities of managers and how they contribute to the success of an organization. (K4)
3. Explain the steps involved in preparing a successful business presentation and the role of communication skills in delivering it effectively. (K3)
4. Analyze how constructing effective sentences and paragraphs impacts both written and spoken business communication. (K4)
5. Evaluate the importance of marketing strategies like the marketing mix and target markets in achieving business goals. (K4)



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