

**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**

**PG 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 M.A. 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 M.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 M.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**  
**CORE COURSE IV: AMERICAN LITERATURE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232CC1	5	1	-	-	5	6	90	25	75	100

**Pre-requisite:** Explore the American philosophy and discuss literary, dramatic and historical concepts.

**Learning Objectives:**

1. To identify the development of the American text as a literary artifact.
2. To inculcate the movements and trends that shaped American literature.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	understand the movements and trends that shaped American literature	<b>K4</b>
2	estimate various speeches and concepts of living which changed American history	<b>K2</b>
3	evaluate the relation between aesthetics and racism in fiction	<b>K5</b>
4	validate representative socio-political, cultural, racial and gender perspectives in theatrical works	<b>K4</b>
5	gain exposure to the different literary genres and its evolution in American Literature	<b>K2</b>

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

Units	Contents	No. of Hours
<b>I</b>	<b>Poetry</b> Robert Frost: The Death of the Hired Man Wallace Stevens: Anecdote of the Jar Maya Angelou: A Brave and Startling Truth Robert Lowell: Skunk Hour Sylvia Plath: Lady Lazarus Anne Sexton: Wanting to Die Adrienne Rich: Driving into the Wreck Lucille Clifton: Homage to my Hips, Far Memory	<b>18</b>
<b>II</b>	<b>Prose</b> Amy Tan: Mother Tongue Thoreau: Walden (Chapters “The Bean Field”, “The Village” “The Ponds” and “Brute Neighbours”)	<b>18</b>
<b>III</b>	<b>Short Story</b> Edgar Allan Poe: The Cask of Amontillado Herman Melville: Bartleby the Scrivener Flannery O'Connor: A Good Man Is Hard to Find Shirley Jackson: The Lottery	<b>18</b>
<b>IV</b>	<b>Drama</b> Tennessee Williams: A Street Car Named Desire Marsha Norman: Night Mother	<b>18</b>

<b>V</b>	<b>Fiction</b> Toni Morrison: Beloved Kate Chopin: The Awakening	<b>18</b>
<b>Self – Study</b>	<b>Unit II: Thoreau’s Walden (Brute Neighbors)</b>	

### Teaching Plan

<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 Poetry</b>	1	Robert Frost: "The Death of the Hired Man"	3	K4 (Analyze)	Lecture, Discussion	Short answer questions on themes
	2	Wallace Stevens: "Anecdote of the Jar"	3	K4 (Analyze)	Group analysis	Essay on symbolism in Stevens's poetry
	3	Maya Angelou: "A Brave and Startling Truth"	3	K5 (Evaluate)	Reflective discussion	Presentation on Angelou's social themes
	4	Robert Lowell: "Skunk Hour"	3	K4 (Analyze)	Textual Analysis	Comparative analysis with other poets
	5	Sylvia Plath: "Lady Lazarus"	3	K5 (Evaluate)	Multimedia approach	Response paper on Plath's style
	6	Anne Sexton: "Wanting to Die"	3	K4 (Analyze)	Class debate	Short essay on confessional poetry
<b>2 Prose</b>	1	Amy Tan: "Mother Tongue"	9	K2 (Understand)	Lecture, Examples	Quiz on key themes
	2	Thoreau: Walden (selected chapters)	9	K4 (Analyze)	Group discussion	Essay analyzing themes of nature and self
<b>3 Short Story</b>	1	Edgar Allan Poe: "The Cask of Amontillado"	4	K5 (Evaluate)	Story analysis	Short paper on Gothic elements
	2	Herman Melville: "Bartleby, the Scrivener"	5	K5 (Evaluate)	Case studies	Presentation on character and theme

	3	Flannery O'Connor: "A Good Man Is Hard to Find"	5	K5 (Evaluate)	Group project	Reflection on morality and symbolism
	4	Shirley Jackson: "The Lottery"	4	K5 (Evaluate)	Interactive reading	Debate on societal critique in literature
<b>4 Drama</b>	1	Tennessee Williams: <i>A Streetcar Named Desire</i>	9	K4 (Analyze)	Scene enactments	Essay on themes of desire and decay
	2	Marsha Norman: <i>'night, Mother</i>	9	K4 (Analyze)	Role play	Reflective paper on family and tragedy
<b>5 Fiction</b>	1	Toni Morrison: <i>Beloved</i>	9	K5 (Evaluate)	Group discussion	Analytical essay on trauma and memory
	2	Kate Chopin: <i>The Awakening</i>	9	K5 (Evaluate)	Comparative study	Research paper on feminism and autonomy

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): Professional Ethics.

Activities related to Cross Cutting Issues: Role Play highlighting the professional ethics or chart work on literary devices in the prescribed Texts.

Assignment: Literary Exhibition.

Seminar Topic: Social Dilemma in the American Literary Texts

Sample Questions

Section A

1. Which of the following poets explores themes of resurrection and survival in "Lady Lazarus"?

- A) Robert Lowell
- B) Sylvia Plath
- C) Adrienne Rich
- D) Anne Sexton

2. In "Anecdote of the Jar," Wallace Stevens uses the jar as a symbol to represent:\*\*

- A) Nature's dominance over man
- B) The artificial order imposed by man
- C) Freedom of expression
- D) Humanity's connection to nature

3. In Amy Tan's "Mother Tongue," the author primarily discusses:\*\*

- A) The struggles of a writer in America
- B) The influence of Chinese culture on American society
- C) Language as a barrier and bridge in personal identity
- D) The importance of family traditions

4. Which of the following concepts is central to Thoreau's \*Walden\*?\*

- A) The importance of economic growth
- B) The search for material wealth
- C) Individual self-reliance and connection to nature
- D) The limitations of rural life

5. In "The Cask of Amontillado," Edgar Allan Poe uses the theme of \_\_\_\_\_ to drive the story.\*\*

- A) Justice
- B) Revenge
- C) Forgiveness
- D) Love

6. Which of the following short stories by Shirley Jackson critiques societal conformity through a ritualistic act?\*

- A) "Bartleby, the Scrivener"
- B) "A Good Man Is Hard to Find"
- C) "The Cask of Amontillado"
- D) "The Lottery"

7. In *\*A Streetcar Named Desire\**, Tennessee Williams presents the central conflict between:\*\*

- A) Blanche's ideals and Stanley's realism
- B) Economic struggles of the South
- C) Gender and race issues
- D) Social reform and tradition

8. In *\*‘night, Mother\**, the primary conflict revolves around:\*\*

- A) A family dispute over inheritance
- B) A mother-daughter confrontation on life and death
- C) The consequences of war
- D) Issues related to social status

9. In *\*Beloved\** by Toni Morrison, the character Sethe is haunted by:\*\*

- A) Her inability to move to the North
- B) A lost romance
- C) The traumatic legacy of slavery
- D) A family curse

10. Kate Chopin's *\*The Awakening\** primarily addresses which theme?\*\*

- A) Social class disparity
- B) Political revolution
- C) Personal autonomy and feminist awakening
- D) Technological advancement

## **Section B**

1. Discuss how Sylvia Plath's "Lady Lazarus" explores the themes of resurrection and self-empowerment. How does Plath use imagery and language to convey a sense of rebirth?
2. In "Mother Tongue," how does Amy Tan convey the significance of language as a part of identity? Discuss how her use of personal anecdotes reveals cultural and familial connections to language.
3. Examine the theme of revenge in Edgar Allan Poe's "The Cask of Amontillado." How does Poe build suspense and engage the reader through Montresor's narrative voice?



4. In *A Streetcar Named Desire*, Tennessee Williams presents a clash between idealism and realism. How do Blanche and Stanley embody these opposing forces, and how does their conflict drive the play's narrative??
5. Discuss the theme of trauma and memory in Toni Morrison's *Beloved*. How does Morrison portray the impact of slavery on individual identity and generational legacy through Sethe's character?

### Section C

1. Analyze the use of nature and artifice in Wallace Stevens' "Anecdote of the Jar." How does Stevens explore the relationship between humanity and nature through this poem?
2. Thoreau's *Walden* emphasizes simplicity and self-reliance. Examine how Thoreau's descriptions of nature and isolation in the chapters "The Bean Field" and "The Ponds" reflect his philosophy of individualism
3. Analyze the use of symbolism and societal critique in Shirley Jackson's "The Lottery." How does Jackson challenge the reader's perception of tradition and conformity through her characters and setting?
4. Marsha Norman's 'night, Mother delves into themes of control, life, and death. Analyze how the play addresses issues of personal agency and mental health through the characters' interactions.
5. In *The Awakening*, Kate Chopin addresses the struggle for female autonomy and self-discovery. How does Edna Pontellier's journey reflect the challenges and constraints faced by women in the 19th century?



*Subha Ganapathy*

Head of the Department

Course in Charge

Ms. Maria Helen Janoba

Dr. Subha Ganapathy

## SEMESTER II

### CORE COURSE V: SHAKESPEARE STUDIES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP242CC2	5	1	-	-	5	6	90	25	75	100

Pre-requisite: A solid foundation in English language and reading skills, historical Context and exposure to theatre are necessary to learn and understand Shakespeare.

Learning Objectives:

1. To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
2. To analyze the context of Elizabethan England from the evolving contemporary perspective down the ages

Course Outcome:

On the successful completion of the course, the students will be able to:		
1	recognize the trends in Shakespeare studies and understand Elizabethan theatre and the theatre's development.	K1 & K2
2	apply the knowledge of Shakespearean language and style in writing short poems and scenes	K3
3	examine and be familiarized with the critical perspectives on Shakespeare's Plays and Sonnets	K4
4	evaluate the modern approaches in Shakespearean criticism	K5
5	create short scenes or monologues based on Shakespeare's works	K6

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create

### Teaching Plan

unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment
1	1	Introduction to Shakespeare	3	K1, K2	Lecture, discussion on Shakespeare's life and historical context	Short quiz on basic facts; Participation in discussion
	2	Trends in Shakespeare Studies up to the 19th Century	3	K2, K4	Lecture, assigned reading on Romantic and Victorian views	Short essay on historical interpretations of Shakespeare
	3	Sonnet and Court Politics	3	K3, K4	Group discussion, analysis of selected sonnets	Group presentation on political themes in the sonnets
	4	Sonnets 12, 65, 86, & 130	10	K4	Close reading, comparative analysis, group discussions	Individual analysis paper on one selected sonnet
II	5	Comedy: Much Ado About Nothing	8	K3, K4	Lecture, dramatic readings, small group discussions	Scene interpretation and group reflection
	6	Comedy: The Winter's Tale	8	K4, K6	Lecture, video screening, analysis, discussion	Short-answer quiz and creative reinterpretation task
III	7	Tragedy: Othello	8	K4	In-depth discussion, character analysis, case studies	Character analysis essay on Othello
IV	8	Historical Play: Henry IV, Part I	8	K2, K4	Lecture, thematic discussion on power and	Short essay on themes of honor and rebellion

					rebellion	
V	9	Theatre for a New Audience's production of Much Ado About Nothing sponsored by Deloitte	4	K2, K3	Film screenings, comparative analysis with text	Reflection on adaptation choices in films
	10	G. Wilson Knight- "Great Creating Nature": An Essay on The Winter's Tale	4	K4,K6	Critical readings, guided discussion, student-led seminars	Written response to critical texts; seminar presentation
	11	A.C. Bradley - Shakespearean Tragedy (Chapter V & VI)	4	K3, K4	Analysis of a production, discussion on staging, and design choices	Review essay on modern interpretations
	12	Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion	4	K5, K6	Critical readings, guided discussion, student-led seminars	Written response to critical texts; seminar presentation

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

Activities (Em/ En/SD): Write Script and Role play, 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: Info graphing, Listening Triangles, Brainwriting.

Sample questions

#### Part A

1. In which era did Shakespeare write most of his plays? (K1)
2. Name the city where the Globe Theatre was located. (K1)
3. Who was the reigning monarch during much of Shakespeare's career? (K1)
4. What are the two main types of Shakespeare's poetry? (K1)
5. Which literary period followed the Elizabethan era? (K1)
6. How many sonnets did Shakespeare write? (K1)
7. Which sonnet is known for the line, "Shall I compare thee to a summer's day?" (K1)
8. What is the rhyme scheme of a Shakespearean sonnet? (K1)
9. Which theme is commonly addressed in Sonnet 65? (K1)
10. In which sonnet does Shakespeare discuss the idea of immortalizing beauty through verse? (K1)
11. Who are the main romantic leads in *Much Ado About Nothing*? (K1)
12. Name the character accused of infidelity in *The Winter's Tale*. (K1)
13. Which character provides comic relief in *Much Ado About Nothing*? (K1)
14. What is the role of Dogberry in *Much Ado About Nothing*? (K1)
15. Who is King Leontes, and in which play does he appear? (K1)
16. Who is the villain in *Othello*? (K1)
17. What is the primary reason for Iago's hatred toward Othello? (K1)
18. Who is Othello's wife? (K1)
19. Name the character who is manipulated to distrust Othello. (K1)
20. Which country is Othello from? (K1)
21. Who is the protagonist of *Henry IV, Part I*? (K1)
22. What is the relationship between Prince Hal and King Henry IV? (K1)
23. Name the main adversary of Prince Hal in the play. (K1)
24. Who is the comic character known for his wit and humor in *Henry IV, Part I*? (K1)
25. What is the primary conflict in *Henry IV, Part I*? (K1)

#### Part B

1. Briefly explain the significance of the Globe Theatre. (K2)
2. Describe the influence of Queen Elizabeth I on Shakespeare's works. (K2)
3. Explain the concept of "eternal beauty" as presented in Sonnet 18. (K3)
4. Discuss how Sonnet 65 portrays the theme of time and decay. (K4)

5. Discuss the theme of deception in Much Ado About Nothing. (K2)
6. Analyze the role of forgiveness in The Winter's Tale. (K3)
7. Explain the role of jealousy in Othello. (K3)
8. Discuss how Othello's race influences his relationship with others. (K4)
9. Describe the theme of honor in Henry IV, Part I. (K2)
10. Explain the role of Falstaff in Prince Hal's life. (K3)

### Part C

1. Analyze the social and political context of Elizabethan England and its impact on Shakespeare's works. (K4)
2. Discuss the development of Shakespeare's reputation from his time to the present. (K5)
3. Analyze the theme of time in Shakespeare's sonnets with reference to Sonnets 12 and 65. (K4)
4. Explore the role of court politics in shaping the themes of Shakespeare's sonnets. (K4)
5. Examine how misunderstandings drive the plot in Much Ado About Nothing. (K4)
6. Discuss the theme of redemption in The Winter's Tale. (K4)
7. Explore the theme of manipulation in Othello. (K4)
8. Discuss how racial identity impacts Othello's experiences and actions in the play. (K5)
9. Analyze the concept of honor as portrayed in Henry IV, Part I. (K4)
10. Discuss the relationship between Prince Hal and Falstaff and its impact on Hal's character. (K5)

*Prabina*



Course Instructor

Maria Prabina Sackaria J

Head of the Department

Maria Helen Janoba

**Department** : English SF  
**Class** : I MA  
**Title of the Course** : POSTCOLONIAL THEORY AND LITERATURE  
**Semester** : II  
**Course Code** : EP242CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP242CC3	5	1	-	-	4	6	90	25	75	100

### Learning Objectives:

1. To examine, understand current socio-political mood in 'third-world' countries and consequences of the decolonization of a country relating to the political and cultural independence of formerly subjugated people.
2. To develop the theoretical knowledge and fundamentals of postcolonial studies.

### Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the emerging trends in Post- Colonial Literature	K1
2.	distinguish how race, class, gender, history and identity are presented and problematized in the literary texts	K2
3.	examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	K3
4.	interpret the postcolonial concepts found in relation to postcolonial theory	K3 & K6
5.	assess and construct arguments regarding literature and texts in a postcolonial context.	K4 & K5

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

### Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
<b>I</b>	<b>Prose</b>					
	<b>1.</b>	Introduction to <i>The Empire Writes Back</i>	6	K1 (R)	Introductory Session, Lecture using chalk and talk, PPT , Review	Written Essays, Class Discussion, Peer Review, Short answers Test
	<b>2.</b>	Introduction to <i>Orientalism</i>	6	K1 (R)	Lecture using chalk and talk, Group Discussion, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview
	<b>3.</b>	Can the Subaltern Speak?	6	K1 (R)	Introductory Session, Lecture using chalk and talk, PPT, Review	Written Essays, Class Discussion, Peer Review, Short answers Test
<b>II</b>	<b>Poetry</b>					
	<b>1.</b>	Arun Kolatkar: The Priest, An Old Woman, A Low Temple	4	K2 (U)	Lecture using chalk and talk, Group Discussion, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview
	<b>2.</b>	A.K. Ramanujan: Returning; Death of a Poem, Farewells	4	K2 (U)	Introductory Session, Lecture using chalk and talk, PPT , Review	Written Essays, Class Discussion, Peer Review,



						Short answers Test
	3.	Kofi Awonoor: Easter Dawn, The Weaver Bird, Songs of Sorrow	5	K2 (U)	Lecture using talk and chalk, Introductory Session, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview
	4.	Leopold Senghor: In Memoriam, Night of Sine, All Day Long	5	K2 (U)	Introductory Session, Lecture using chalk and talk, PPT , Review	Written Essays, Class Discussion, Peer Review, Short answers Test
<b>III</b>	<b>Short Stories</b>					
	1.	Bessie Head: The Collector of Treasures	9	K3 (Ap)	Lecture using talk and chalk, Introductory Session, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview
	2.	Chinua Achebe: Dead Men's Path	9	K4 ( An)	Lecture using talk and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	Evaluation through short test, MCQ questions, Short Summary or Overview
<b>IV</b>	<b>Drama</b>					
	1.	Wole Soyinka: Death and the King's Horseman	9	K4 ( An)	Lecture using talk and chalk, Introductory Session,	Evaluation through short test, MCQ

					Mind Mapping Lecture using videos, PPT, Review	questions, Short Summary or Overview
	2.	Girish Karnad: Tughlaq	9	K3 (Ap)	Lecture using talk and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	Evaluation through short test, MCQ questions, Short Summary or Overview
<b>V</b>	<b>Fiction</b>					
	1.	Chimamanda Ngozi Adichie: Purple Hibiscus	9	K3 (Ap)	Lecture using talk and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	Evaluation through short test, MCQ questions, Short Summary or Overview
	2.	Sally Morgan: Sisters Heart	9	K4 (An)	Lecture using talk and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	Evaluation through short test, MCQ questions, Short Summary or Overview

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development Activities (Em/ En/SD): **Role Play, Cultural Artifact Exploration, Poster Presentation**

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 your views and own understanding of Postcolonial Literature?

### **Sample Questions:**

#### **Part A**

1. In *The Empire Writes Back*, what is a key theme explored by Ashcroft, Griffiths, and Tiffin? (K1)
2. What question does Gayatri Chakravorty Spivak pose in *Can the Subaltern Speak*? (K2)
3. Which postcolonial theme is central to Wole Soyinka's *Death and the King's Horseman*? (K1)
4. In Chimamanda Ngozi Adichie's *Purple Hibiscus*, which theme is explored through the relationship between Kambili and her father? (K2)
5. In Kofi Awoonor's poem *The Weaver Bird*, the bird symbolizes? (K1)

#### **Part B**

1. What is the central argument of Edward Said's *Orientalism*? (K4)
2. What is the primary metaphor in Kofi Awoonor's *The Weaver Bird*? (K3)
3. What is the significance of the title *Dead Men's Path* by Chinua Achebe? (K5)
4. How does Girish Karnad's *Tughlaq* critique leadership? (K4)
5. What is the role of Elesin in *Death and the King's Horseman*? (K5)

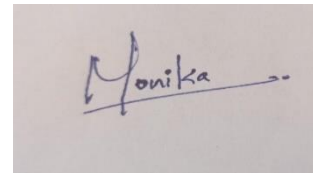
#### **Part C**

1. Discuss the main arguments presented in Edward Said's *Orientalism*. (K4)
2. What are the key postcolonial concerns addressed in *The Empire Writes Back*? (K3)
3. Analyse Arun Kolatkar's *An Old Woman* as a critique of modernity? (K4)
4. Examine the conflict between tradition and modernity in Chinua Achebe's *Dead Men's Path*? (K5)

5. How does Bessie Head address gender and resistance in *The Collector of Treasures*?  
(K6)



Head of the Department  
Ms. Maria Helen Janoba



Course Instructor  
Ms. Monika J S

## SEMESTER II

### ELECTIVE COURSE III (B): INTRODUCTION TO LINGUISTICS

Course Code	L	T	P	S	Credits	Inst. Hour s	Total Hour s	Marks		
								CIA	External	Total
EP232EC2	3	1	-	-	3	4	60	25	75	100

**Pre-requisite:** The learners should be able to differentiate among language, literature and linguistics

#### Learning Objectives:

1. To familiarize with the practical and theoretical discourse of linguistics.
2. To expose the learners to the different branches of linguistics.

#### Course Outcomes

On the successful completion of the course, student will be able to:		
1	learn the varied theories in Linguistics	<b>K1, K2</b>
2	comprehend the varieties of language	<b>K2, K3</b>
3	identify the branches of Applied Linguistics	<b>K3, K4</b>
4	analyze the relationship between language and literature	<b>K4</b>
5	evaluate the language disorders	<b>K5</b>

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate;

K6– Create

## Teaching Plan

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I	Theories in Linguistics	Innate Grammatical Principles	4	K1 (R), K2 (U)	Lecture, Interactive Q&A, Video presentations	Short-answer questions, Concept check
I	Theories in Linguistics	Corpus Linguistics	8	K2 (U), K3 (A)	Case studies, Group discussions, Hands-on corpus analysis	Case study evaluation, Group discussions
II	Native and Non-Varieties of Language	Phonology to Morphology, Syntax to Semantics	6	K1 (R), K2 (U)	Lecture, Concept mapping, Audio-visual aids	Concept mapping exercise, MCQs
II	Native and Non-Varieties of Language	Pragmatics	6	K2 (U), K3 (Ap)	Real-life examples, Interactive discussions	Role play, Group discussion assessments
III	Branches of Linguistics	Structural Linguistics	4	K2 (U), K3 (Ap)	Lecture, Comparative analysis	Group presentations, Peer review

III	Branches of Linguistics	Psycholin guistics	4	K2 (U), K4 (An)	Case studies, Small group analysis	Research paper, Critical analysis assignment
III	Branches of Linguistics	Sociolingu istics	4	K2 (U), K4 (An)	Group discussion, Real-life case analysis	Case-study evaluation, Group discussion
IV	Applied Linguistics	Stylistics and Discourse Analysis	6	K2 (U), K4 (An)	Lecture, Interactive sessions, Critical reading	Essay writing, Critical analysis report
IV	Applied Linguistics	Relationsh ip between Language and Literature	3	K4 (An), K5 (E)	Textual analysis, Group discussion	Critical essay, Peer evaluation
IV	Applied Linguistics	Style and Function, Poetic Discourse, Narrative Discourse,	3	K4 (An), K5 (E)	Textual and discourse analysis, Group discussion	Presentation on analysis, Peer review

		Dramatic Discourse				
V	Language Disorders	The Brain and Language Organization	4	K2 (U), K3 (Ap)	Lecture, Visual aids, Case studies	Case study reports, Participation
V	Language Disorders	Aphasia, Dyslexia, Dysgraphia	8	K3 (Ap), K4 (An)	Case study analysis, Role play	Case-based assignments, Role play evaluations

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**

Each question carries 2 marks. Focus: K1 (Remember) and K2 (Understand).

1. Define corpus linguistics and explain its importance in linguistic studies.
2. What is the difference between phonology and morphology?
3. Describe the concept of innate grammatical principles.



4. Identify two features of sociolinguistics and explain their significance.
5. Outline the key characteristics of narrative discourse.

### **PART B**

Each question carries 5 marks. Focus: K2 (Understand) and K3 (Apply).

1. Explain how pragmatics differs from syntax with examples.
2. Discuss the relationship between language and literature with reference to stylistics.
3. Compare and contrast poetic discourse with dramatic discourse.
4. Illustrate the stages of language processing in the brain and their connection to aphasia.
5. Analyze the role of psycholinguistics in understanding language acquisition.

### **PART C**

Each question carries 10 marks. Focus: K4 (Analyze) and K5 (Evaluate).

1. Examine the influence of sociolinguistics on the development of native and non-native language varieties.
2. Analyze how corpus linguistics contributes to applied linguistic research with an example.
3. Evaluate the effects of dyslexia on reading and writing skills and suggest possible interventions.
4. Critically assess the interplay of style and function in dramatic discourse using a relevant example.
5. Discuss the significance of structural linguistics in modern-day computational linguistics.



Head of the Department  
Ms. Maria Helen Janoba

Course Instructor  
Ms. Dhini

**SEMESTER II**  
**ELECTIVE COURSE IV ( C ) : ENTREPREUNERSHIP**  
**DEVELOPMENT**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC6	3	1			3	4	60	25	75	100

**Pre-requisite:** An interest in entrepreneurship.

**Learning Objectives:**

1. To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.
2. To bring in them the ability to contribute to their entrepreneurial and managerial potentials.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1.	define basic terms and understand basic concepts in the area of entrepreneurship.	<b>K1</b>
2.	analyze the business environment in order to identify business opportunities.	<b>K4</b>
3.	identify the elements of success of entrepreneurial ventures.	<b>K2</b>
4.	consider the legal and financial conditions for starting a business venture.	<b>K3</b>
5.	evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity.	<b>K5</b>

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

**Teaching plan**

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Teaching Methods and Evaluation & Assessment
I	Introduction to Entrepreneurship	Meaning and Importance of Entrepreneurship	3	K1 (R), K2 (U)	Lecture, Q&A sessions. Evaluation: Short-answer questions, MCQs.
I	Introduction to Entrepreneurship	Evolution of the Term 'Entrepreneurship'	3	K1 (R), K2 (U)	Lecture, Discussion. Evaluation: Short tests, Classroom

					quizzes.
I	Introduction to Entrepreneurship	Factors Influencing Entrepreneurship	6	K2 (U)	Discussion, Group Activities. Evaluation: Participation in discussions, Case-study-based questions.
II	Characteristics of Entrepreneurship	Types of Entrepreneurs	4	K2 (U), K3 (Ap)	Case Studies, Group Discussions. Evaluation: Written assignments, Peer review.
II	Characteristics of Entrepreneurship	Business vs. Social Entrepreneurs	4	K2 (U), K3 (Ap)	Lecture, Comparative Analysis. Evaluation: Group presentations.
II	Characteristics of Entrepreneurship	Use of Technology in Entrepreneurship	4	K3 (Ap)	Individual Research, Interactive Discussion. Evaluation: Research paper, Submission of findings.
III	Fields of Entrepreneurship	Health Entrepreneurship	3	K2 (U), K4 (An)	Lecture, Real-world Examples. Evaluation: Case study evaluation.
III	Fields of Entrepreneurship	Tourism Entrepreneurship	3	K2 (U), K4 (An)	Group Activities, Lecture. Evaluation: Group report.
III	Fields of Entrepreneurship	Women Entrepreneurship	3	K2 (U)	Lecture, Role Play. Evaluation: Scenario-based assessments.
III	Fields of Entrepreneurship	Barriers to Entrepreneurship	3	K4 (An)	Lecture, SWOT Analysis. Evaluation:

					SWOT analysis assignments.
IV	Entrepreneurial Motivation	Maslow's Theory	3	K2 (U)	Lecture, Practical Application Examples. Evaluation: Class tests, Reflection exercises.
IV	Entrepreneurial Motivation	Herzberg's Two-Factor Theory	3	K2 (U), K3 (Ap)	Interactive Lecture. Evaluation: Written assignments, Scenario-based application.
IV	Entrepreneurial Motivation	McGregor's Theory	3	K2 (U)	Lecture. Evaluation: Classroom discussions.
IV	Entrepreneurial Motivation	Risk-Taking Behavior	3	K3 (Ap)	Problem-Solving Activities. Evaluation: Case-based role-playing.
V	Creativity and Entrepreneurship	Steps in Creativity	3	K4 (An), K5 (E)	Group Exercises, Problem-Solving Workshops. Evaluation: Participation in activities, Evaluative feedback.
V	Creativity and Entrepreneurship	Decision-Making and Problem-Solving	3	K5 (E)	Simulated Exercises, Group Discussions. Evaluation: Problem-solving reports, Group evaluation.
V	Creativity and Entrepreneurship	Assistance and Incentives for Entrepreneurs	3	K4 (An), K5 (E)	Lecture, Analysis Exercises. Evaluation:

					Analysis of government policies, Essay writing.
V	Creativity and Entrepreneurship	Designing New Ventures	3	K5 (E)	Project-Based Learning, Peer Collaboration. Evaluation: Business plan presentation, Peer review.

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. Define entrepreneurship and briefly explain its importance in society. K1
2. List the four main factors influencing entrepreneurship. K2
3. Explain the difference between social entrepreneurship and traditional entrepreneurship. K2
4. Identify the characteristics that define entrepreneur. K1
5. Describe one key psychological factor that impacts entrepreneurial motivation. K2

#### PART B

1. Discuss the social and economic factors that contribute to the growth of entrepreneurship. K3
2. Describe how Maslow's Hierarchy of Needs relates to entrepreneurial motivation. K2
3. Explain the steps an entrepreneur might take to overcome barriers specific to women entrepreneurship. K3
4. Apply Herzberg's Two-Factor Theory to explain what might motivate an entrepreneur in the tourism industry. K2
5. Illustrate the process of decision-making for a new entrepreneur starting a small business. K3

#### PART C

1. Analyze how environmental factors influence the success of entrepreneurs in emerging markets. K5
2. Compare and contrast the characteristics of health entrepreneurship with those of tourism entrepreneurship. K5
3. Evaluate the impact of societal culture on risk-taking behavior among entrepreneurs. K4
4. Assess the effectiveness of government incentives and facilities in supporting new

ventures. K4

5. Critique the steps in the creative process and propose improvements to enhance innovation in entrepreneurial problem-solving. K5



Head of the Department  
Ms. Maria Helen Janoba



Course Instructor  
Ms. Dhini

## SEMESTER II

**Department** : English SF  
**Class** : I M.A English  
**Title of the Course** : Technology In Teaching English  
**Semester** : II  
**Course Code** : EP232SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232SE1	3	1			2	4	60	25	75	100

**Pre-requisite:** Keen interest in basic computing skills and teaching English language.

### Learning Objectives:

1. To enhance English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes.
2. To acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Development.

### Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the digital system, its organization and architecture.	<b>K2</b>
2.	identify needs and aspirations on a broader spectrum to recognize the evolving role of digital technologies.	<b>K2, K4</b>
3.	discuss how technology affects language learning and teaching today.	<b>K4</b>
4.	use strategies to teach vocabulary through social media.	<b>K3</b>
5.	Identify and develop appropriate grammar activities that include opportunities for learners to discover, analyze, and use English grammar during language interactions.	<b>K3, K4</b>

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
<b>I</b>		Virtual Learning Environment Web-Based Learning Environment Effective Web Tools in Teaching Audio-visual Aids in Teaching	12	K2, K3	Lectures, Demonstrations, Interactive Activities	Online Quizzes, Practical Assignments
<b>II</b>	<b>Webpage Development</b>					
		How to develop and host a webpage Content Writing, Creating Ads, Wikipedia Development: How to develop and edit Wikipedia.	12	K2, K4	Hands-on Workshops, Project-Based Learning	Webpage Project, Peer Reviews
<b>III</b>	<b>Computational Linguistics</b>					
		Introduction to speech recognition (SR) systems Text-to-speech(TTS) synthesizers Interactive voice response (IVR) systems, Search engines Text editors	12	K3, K4	Simulations, Case Studies, Lab Sessions	Practical Tests, Case Analysis
<b>IV</b>	<b>Lexicography</b>					
		Introduction to Lexicography Dictionary Development (e-Dictionary), WorldNet Thesaurus Language Teaching: First Language and Second Language Teaching Various methods of Language Teaching.	12	K2, K3, K4	Group Discussions, Role-Playing, Concept Mapping	Vocabulary Exercises, Oral Presentations
<b>V</b>	<b>E-Learning</b>					
		Asynchronous e-learning Vs Synchronous e-learning of Language Challenges and Solutions in e-learning, Application of Machine Translation.	12	K3, K4, K5	E-Learning Simulations, Debates, Problem-Solving	E-Learning Project, Analytical Essays



## **Model Question Paper**

### **Part A: Objective Type Questions**

1. What is an example of asynchronous e-learning?
  - a) Video Conferencing
  - b) Live Webinars
  - c) Pre-recorded Lectures
  - d) Virtual Classroom Discussions
2. Which tool is best for developing a Wikipedia page?
  - a) Word Processor
  - b) Wiki Editor
  - c) Presentation Software
  - d) Spreadsheet
3. What does TTS stand for in computational linguistics?
  - a) Text-to-Sound
  - b) Text-to-Speech
  - c) Talk-to-System
  - d) Type-to-Speech
4. Which is a key feature of a Virtual Learning Environment?
  - a) Physical Classrooms
  - b) Online Collaboration
  - c) Handwritten Assignments
  - d) Face-to-Face Lectures
5. What is Lexicography primarily concerned with?
  - a) Language Translation
  - b) Speech Recognition
  - c) Dictionary Development
  - d) Grammar Teaching

### **Part B: Short Answer Type Questions**

6. Explain the role of audio-visual aids in enhancing English language teaching.
7. What are the key differences between synchronous and asynchronous e-learning?
8. Describe the process of developing and editing a Wikipedia page.
9. How can social media be utilized to teach English vocabulary effectively?
10. Discuss the challenges faced in implementing e-learning solutions in language teaching.

### **Part C: Long Answer Type Questions**

11. Webpage Development: Develop a plan for creating a simple educational webpage to teach English grammar. Include content structure, design, and hosting strategies.
12. Analyze the impact of speech recognition systems in language learning and how it can benefit ESL students.
13. Discuss the various methods of first language and second language teaching. Provide examples of techniques used in both.
14. Explain the concept of computational linguistics and its applications in modern language teaching.

15. Critically evaluate the use of machine translation in e-learning environments. Discuss its benefits and limitations with examples.



Head of the Department

Ms. M. Maria Helen Janoba



Course Instructors

Ms. Jershitha Queen S

**SEMESTER IV**  
**CORE COURSE X: 21<sup>st</sup> CENTURY MILLENNIAL LITERATURE AND CULTURE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234CC1	5	1	-	-	5	6	90	25	75	100

**Pre-requisite:**

A good knowledge about 21<sup>st</sup> Century writers.

**Learning Objectives**

1. To analyse diverse literary works to grasp the evolving cultural dynamics of the 21<sup>st</sup> century.
2. To explore the impact of interconnectedness on literature and culture.

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	identify the intersections between literature and other cultural forms.	<b>K1</b>
2.	understand the ways in which 21 <sup>st</sup> century literature reflects global cultural trends, exchanges and interconnectedness.	<b>K2</b>
3.	appreciate literature in various forms including digital storytelling, graphic novels and interactive narratives.	<b>K3</b>
4.	analyse how literature engages and responds to pressing global issues like climate change, social justice and political transformations.	<b>K4</b>
5.	evaluate how literature addresses and challenges diverse identities including those related to gender, race and sexuality.	<b>K5</b>

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

**Teaching Plan**

Units	Contents	No. of Hours
<b>I</b>	<b>Prose</b> Chimamanda Ngozi Adichie: To My One Love Zadie Smith: Joy Sally Rooney: Even If You Beat Me Yuval Noah Harari: Liberty	<b>18</b>
<b>II</b>	<b>Poetry</b> Imtiaz Dharker: Prayer Warsan Shire: Home Hollie McNish: Foreign Ocean Vuong: Telemachus Simon Armitage: Fugitives	<b>18</b>
<b>III</b>	<b>Short Stories</b> Karen Russell: St. Lucy's Home for Girls Raised by Wolves Ted Chiang: Exhalation George Saunders: Tenth of December Hilary Mantel: Destroyed	<b>18</b>
<b>IV</b>	<b>Fiction</b> Margaret Atwood: <i>Oryx and Crake</i> Philip Roth: <i>Nemesis</i>	<b>18</b>

<b>V</b>	<b>Drama</b> Lucy Kirkwood: <i>The Children</i>	<b>18</b>
	<b>Total</b>	<b>90</b>

<b>Self-study</b>	The life history of the Booker Prize winners
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### Teaching Plan

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
<b>I</b>	1	Chimamanda Ngozi Adichie: To My One Love	4	K2 – Understand	Lecture, discussion on cultural themes	Short reflective essay on themes
	2	Zadie Smith: Joy	4	K2 – Understand	Reading, interactive group analysis	Group presentation on style
	3	Sally Rooney: Even If You Beat Me	5	K3 – Apply	Case study, role-play based on narrative	Written response on narrative
	4	Yuval Noah Harari: Liberty	5	K4 – Analyse	Lecture, critical thinking exercises	Critical essay on themes
<b>II</b>	1	Imtiaz Dharker: Prayer	4	K2 – Understand	Lecture, thematic discussion on spirituality	Reflection journal on themes
	2	Warsan Shire: Home	4	K3 – Apply	Reading, group discussion on immigration	Written analysis of key themes
	3	Hollie McNish: Foreign	3	K3 – Apply	Group analysis, debate on identity issues	Group presentation on cultural identity
	4	Ocean Vuong: Telemachus	4	K4 – Analyse	Analytical discussion, video resources	Comparative essay on family dynamics
	5	Simon Armitage: Fugitives	3	K4 – Analyse	Discussion, critical analysis	Poem analysis worksheet

III	1	Karen Russell: St. Lucy's Home for Girls Raised by Wolves	5	K2 – Understand	Interactive reading, symbolism discussion	Quiz on symbolism in the story
	2	Ted Chiang: Exhalation	5	K4 – Analyse	Lecture, critical thinking exercises	Critical essay on science and humanity
	3	George Saunders: Tenth of December	4	K4 – Analyse	Case study, group discussion	Group discussion and presentation
	4	Hilary Mantel: Destroyed	4	K5 – Evaluate	Analytical discussion, video interview clips	Reflective journal on narrative techniques
IV	1	Margaret Atwood: Oryx and Crake	9	K5 – Evaluate	Lecture, group analysis on dystopian themes	Comparative essay on dystopian themes
	2	Philip Roth: Nemesis	9	K5 – Evaluate	Lecture, ethical debates on themes of survival	Critical analysis on ethical dilemmas
V	1	Lucy Kirkwood: The Children	18	K5 – Evaluate	Script reading, discussion on ecological themes	Performance critique on ethical themes

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 literary devices in the prescribed Texts.

Assignment: Literary Exhibition.

Seminar Topic: Genetic Engineering from Atwood's Perspective

## Sample Questions

### Section A

1. In *To My One Love* by Chimamanda Ngozi Adichie, the main theme revolves around:

- A. Political turmoil in Africa
- B. The complexity of romantic relationships
- C. The impact of colonialism
- D. Cultural traditions and customs

2. In Yuval Noah Harari's *Liberty*, the author discusses the concept of:

- A. Freedom and its evolution in modern society
- B. Love and family bonds
- C. The importance of economic success
- D. The dangers of technological advancement

3. The poem *Home* by Warsan Shire explores themes of:

- A. Family heritage
- B. Migration and displacement
- C. The beauty of nature
- D. Industrial progress

4. In *Telemachus*, Ocean Vuong uses which mythological character to explore family dynamics?

- A. Zeus
- B. Achilles
- C. Telemachus
- D. Odysseus

5. Karen Russell's *St. Lucy's Home for Girls Raised by Wolves* is an allegory for:

- A. The transition from childhood to adulthood
- B. Cultural assimilation
- C. The fear of the unknown

D. Environmental conservation

6. In Ted Chiang's *Exhalation*, the story primarily explores themes of:

A. Human survival

B. Environmental impact

C. The nature of consciousness

D. Romantic relationships

7. Margaret Atwood's *Oryx and Crake* deals with the ethical implications of:

A. War and conflict

B. Genetic engineering

C. Financial crises

D. Space exploration

8. Philip Roth's *Nemesis* primarily explores:

A. The quest for power

B. Personal and social responsibility during a health crisis

C. Technological advancements

D. Psychological resilience

9. Lucy Kirkwood's *The Children* focuses on themes related to:

A. Environmental responsibility and legacy

B. Childhood trauma

C. Industrial growth

D. Love and betrayal

10. In *The Children*, the characters are former:

A. Teachers

B. Nuclear physicists

C. Politicians

D. Environmental activists

## **Section B**

1. Discuss how Chimamanda Ngozi Adichie's *To My One Love* and Zadie Smith's *Joy* explore the complexities of human relationships and emotional depth. How do these works reflect broader cultural or societal themes?
2. Analyze the theme of migration in Warsan Shire's *Home*. How does the poem capture the emotional struggles and resilience of individuals forced to leave their homelands?
3. In *St. Lucy's Home for Girls Raised by Wolves* by Karen Russell, how does the story depict cultural assimilation and identity conflict? What are the key symbols or narrative techniques used to convey these themes?
4. Margaret Atwood's *Oryx and Crake* presents a dystopian world shaped by genetic engineering and environmental degradation. Discuss how Atwood critiques human intervention in nature and its consequences in the novel.
5. In Lucy Kirkwood's *The Children*, the characters grapple with issues of responsibility and legacy in the face of environmental destruction. How does the play address the ethical responsibilities of past generations toward future ones?

### Section C

1. Compare and contrast the themes of individual freedom and societal expectations in Yuval Noah Harari's *Liberty* and Sally Rooney's *Even If You Beat Me*. How do the authors approach these themes, and what do their perspectives reveal about the pressures of modern life?
2. Examine the portrayal of identity and belonging in the poems *Foreign* by Hollie McNish and *Prayer* by Imtiaz Dharker. How do the poets use language, imagery, and structure to convey the emotional landscape of individuals navigating complex cultural identities?
3. Discuss the theme of existential questioning in George Saunders' *Tenth of December* and Ted Chiang's *Exhalation*. How do these stories reflect on human consciousness, mortality, and the desire to find meaning in life? What techniques do the authors use to explore these deep themes?
4. Margaret Atwood's *Oryx and Crake* and Philip Roth's *Nemesis* both explore the consequences of human actions, albeit in very different contexts. Analyze how each author addresses themes of ethical responsibility, the impact of scientific and medical advancements, and the role of individual choices in shaping societal outcomes.



Head of the Department

Ms. Maria Helen Janoba

*Subha Ganapathy*

Course in Charge

Dr. Subha Ganapathy



### Teaching Plan

**Department: English**

**Class: II M.A English**

**Title of the course Core XI : Subaltern Studies**

**Semester: IV**

**Course Code: EP234CC2**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP234CC2	5	1	-	5	6	90	25	75	100

### Objectives

1. To understand the concept of subalternity and its implications within historical, social and political contexts
2. To analyse power dynamics and structures of domination, particularly in relation to marginalised or oppressed groups

### Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	Cognitive Level
CO-1	identify important concepts and texts related to subalternity	PSO-2	K1(R)
CO-2	understand the significance of subaltern perspectives in dominant historical narratives	PSO-2	K2(U)
CO-3	apply insights from subaltern studies to contemporary issues like social injustice and inequality	PSO-2	K3(Ap)
CO-4	analyse primary texts through a subaltern lens	PSO-2	K4(An)
CO-5	assess the relevance of subaltern studies to power, identity and social change	PSO-2	K5(E)

## Teaching plan

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	<b>Prose</b> Sumit Sarkar: The Decline of the Subaltern in Subaltern Studies.	9	K2	Lecture, Discussion, Interactive PPT	Quiz, Questioning and Discussion
	2	Ranajit Guha: The Prose of Counter Insurgency (Parts I & II)	9			
II	1	<b>Poetry</b> Mahmoud Darwish: The Ruin	3	K4	Lecture, Discussion and PPT	Quiz, Questioning and Discussion
	2	Audre Lorde: The Black Unicorn	3			
	3	Thomas Hood: The Song of the Shirt	3			
	4	Kamala Das: The Old Playhouse	3			
	5	Gopal Guru: I Have Seen the Blood	3			
	6	Sarojini Naidu: The Loss of India	3			
III	1	<b>Short Stories</b> Munshi Premchand: A Lesson in the Holy Life, January Night	9	K4	Lecture, Video, PPT & Discussion	Critical Analysis, Slip test, Quiz
	2	Ambai: A Kitchen in the Corner of the House (Title story), Yellow Fish	9			
IV	1	<b>Fiction</b> Bama: <i>Vendetta</i> (Vanmam)  Meena Kandasamy:	9	K4	Lecture, video PPT & Discussion	slip test, Critical Analysis, Questioning and Discussion

	2	<i>The Gypsy Goddess</i>	9			
V	1	<b>Drama</b> Vijay Tendulkar – <i>His Fifth Woman</i>	9	K4	Lecture, Interactive PPT, Video & Discussion	Class Test, Critical Analysis, Questioning and Discussion
	2	Mahasweta Devi - <i>Bayen</i>	9			

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

Activities (Em/ En/SD): **Digital Story Telling, Debate and Public Speaking, Role Play, Creative Projects.**

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

Indian Knowledge System

Activities related to Cross Cutting Issues: **Creative Writing, Role Play**

Assignment: **1. Analyzing Power Dynamics in Subaltern Studies**

**2. Subaltern Themes in Creative Literature**

### Sample questions

#### Part A

1. Define the term *subaltern* as used in subaltern studies. (K1)
2. Who coined the term *subaltern studies*, and what was its primary objective? (K1)
3. Name any two texts included in the syllabus that explore subaltern perspectives. (K1)
4. How does Sarojini Naidu depict the loss of national identity in *The Loss of India*? (K2)
5. Describe the symbolism in Audre Lorde's *The Black Unicorn*. (K2)

#### Part B

1. Explain how *A Kitchen in the Corner of the House* portrays gender and societal norms. (K2)
2. Discuss how Vijay Tendulkar uses dialogue to emphasize social hierarchy in *His Fifth Woman*. (K3)
3. How does *Yellow Fish* by Ambai reflect the intersection of personal and political struggles? (K3)

4. Analyze how gender oppression is depicted in Mahasweta Devi's *Bayen*. (K4)
5. Analyze the use of imagery in Sarojini Naidu's *The Loss of India* to critique colonial rule. (K4)

### Part C

1. How can the insights from subaltern studies be applied to understand modern issues of systemic inequality? (K3)
2. Analyze the representation of oppressed voices in Ambai's short story *A Kitchen in the Corner of the House*. (K4)
3. Compare and contrast the depiction of colonial oppression in Sarojini Naidu's *The Loss of India* and Audre Lorde's *The Black Unicorn*. (K4)
4. How does Bama's *Vendetta (Vanmam)* reflect the complexities of caste and identity? (K4)
5. Discuss the narrative techniques used by Munshi Premchand in *A Lesson in the Holy Life* to highlight subaltern struggles. (K3)



Head of the Department  
Ms. Maria Helen Janoba

A handwritten signature in blue ink that reads 'Shindya'.

Course Instructor  
Dr. R. Eveline Shindya

**Department** : English SF  
**Class** : II MA English  
**Title of the Course** : Trends and Movements in Literature  
**Semester** : IV  
**Course Code** : EP234CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234CC3	5	1	-	-	5	6	90	25	75	100

### Learning Objectives

1. To define and differentiate among various literary trends and movements.
2. To examine the characteristics and features of different types of literature.

### Course Outcomes

On successful completion of the course, student will be able to:		
1	demonstrate proficiency in identifying and discussing elements unique to each literary form	K1 & K3
2	understand the evolution of literature through different historical periods	K2
3	understand the concept of literary genius and its significance in literary history	K2
4	analyse the representation of identity and culture in literature	K4
5	gain a comprehensive understanding of the style, structure and narrative techniques employed by the authors.	K5

**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>	Different Literary Trends and Movements					
	1	The Renaissance	3	K2(U), K4(An)	Lecture, Discussion	Quiz, Short Essay
	2	The Restoration Period	2	K2(U), K4(An)	Lecture, Concept Mapping	Short Answer Test
	3	The Age of Reason	2	K4(An), K5 (Ev)	Group Discussion, Textual Analysis	Group Presentation
	4	Metaphysical Poetry	3	K2 (U), K5 (Ev)	Poetry Reading, Seminar	Comparative Analysis of Poems
	5	Neoclassical Literature	2	K2(U), K4(An)	Lecture, Roleplay of Characters	Written Test
	6	Romanticism	2	K4(An), K5 (Ev)	Lecture, Thematic Exploration	Reflective Essay
	7	Victorian Literature	2	K2 (U), K5 (Ev)	Seminar, Socio-Cultural Analysis	Critical Analysis
	8	Modernism and Postmodernism	2	K4 (An) K5 (Ev)	Interactive Lecture, Comparative Study	Class Test
<b>II</b>	Characteristics and Features of Poetry, Prose, Drama, Novel					

	1	Poetry: Themes, Forms, Styles	5	K2(U), K4(An)	Workshop, Interactive Reading	Poetry Explication Exercise
	2	Prose: Narrative Techniques	4	K2(U), K4 (Ap)	Lecture, Case Studies	Class Discussion
	3	Drama: Structure, Characters	5	K4(An), K5 (Ev)	Group Reading, Performance Analysis	Group Activity
	4	Novel: Plot, Characterization	4	K2(U), K4(An)	Textual Analysis, Comparisons	Assignment: Comparative Study of two novels
<b>III</b>	<b>Regional and Thematic Literature</b>					
	1	Canadian Literature: Characteristics	4	K2 (U), K5 (Ev)	Lecture, Atwood, Munro Analysis	Presentation on select Canadian Writer
	2	Black American Literature	5	K2(U), K4(An)	Multimedia, Hughes, Morrison Study	Reflective Essay on Black American Text
	3	Feminist Literature: Themes and Features	5	K4(An), K5 (Ev)	Group Discussions, Close Reading	Class Test
<b>IV</b>	<b>Nature of Genius</b>					
	1	Homer	3	K2 (U), K5 (Ev)	Lecture, Textual Analysis of "The Iliad" or "The Odyssey"	Assignment: Essay on Homer's Genius
	2	William Shakespeare	4	K4 (An) K5 (Ev)	Role play, Textual and Contextual Analysis	Presentation on Shakespeare's Influence
	3	Jane Austen	3	K4(An), K5 (Ev)	Seminar, Comparative Reading of Austen's Novels	Group Project

	4	Charles Dickens	4	K4(An), K5 (Ev)	Lecture, Study of Dickensian Themes	Assignment: Analysis of a Selected Dickens Novel
	5	Rabindranath Tagore, Salman Rushdie	4	K2(U), K4(An)	Lecture, Thematic Study of Selected Texts	Class Test
<b>V</b>	<b>Award-Winning Writers</b>					
	1	Gabriel Garcia Marquez	3	K2(U), K4(An)	Lecture, Magical Realism Workshop	Class Discussion
	2	Kazuo Ishiguro	3	K4(An), K5 (Ev)	Lecture, Narrative Structure	Reflective Essay
	3	Orhan Pamuk	3	K2(U), K4(An)	Seminar, Cultural Hybridity	Presentation
	4	Arundhati Roy, Jhumpa Lahiri	4	K2(U), K3(Ap)	Lecture, Diasporic Literature	Critical Review

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

**Activities (Em/Em/ SD):** poster making and mind map creation.

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

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

**Assignment:** “The shaping of writer’s ink in Literature: A Comparative Study”

**Seminar:** Role play on “Shakespearean Genius”

### Sample Questions

#### Part A

- Which of the following best describes the Renaissance?
  - A period focused on strict religious orthodoxy
  - A revival of classical learning and humanism
  - The beginning of industrialization in Europe
  - The rejection of artistic innovation
- Which literary period is characterized by satire and an emphasis on reason and order?
  - Romanticism
  - The Restoration Period
  - The Victorian Age



- d) Postmodernism
3. Which of the following is NOT a characteristic of Metaphysical Poetry?
    - a) Use of conceits
    - b) Emotional spontaneity
    - c) Intellectual complexity
    - d) Philosophical themes
  4. What distinguishes drama from other literary forms?
    - a) It is primarily written in poetic form.
    - b) It is intended for performance on stage.
    - c) It is composed only in prose.
    - d) It is always autobiographical.
  5. Margaret Atwood is best known for her contributions to which type of literature?
    - a) Victorian Literature
    - b) Canadian Literature
    - c) Modernist Poetry
    - d) Magical Realism
  6. Which of the following authors is a notable figure in Black American Literature?
    - a) Virginia Woolf
    - b) Langston Hughes
    - c) Chimamanda Ngozi Adichie
    - d) Margaret Laurence
  7. Simone de Beauvoir's works primarily focus on which theme?
    - a) Postcolonial struggles
    - b) Gender equality and feminism
    - c) Victorian societal norms
    - d) Existential despair
  8. Which of the following works is attributed to Homer?
    - a) *The Aeneid*
    - b) *The Iliad*
    - c) *Beowulf*
    - d) *Divine Comedy*
  9. William Shakespeare is often referred to as:
    - a) The Father of English Drama
    - b) The Master of Metaphysical Poetry
    - c) The Pioneer of Romantic Literature
    - d) The Creator of Magical Realism
  10. Gabriel Garcia Marquez is associated with which literary movement?
    - a) Modernism

- b) Magical Realism
- c) Postmodernism
- d) Surrealism

### **Part B**

1. Discuss the impact of the Romantic Movement on English literature.
2. Compare and contrast the characteristics of poetry and drama as literary forms.
3. Examine the major themes in Black American Literature and their socio-cultural significance.
4. Analyze the literary genius of Jane Austen with reference to her portrayal of social class and relationships.
5. Critically evaluate Gabriel Garcia Marquez's use of magical realism in his works.

### **Part C**

1. Analyze how the Renaissance shaped English literature and paved the way for subsequent literary movements.
2. Evaluate the evolution of the novel as a literary form from the Victorian period to the modern era.
3. Create a comparative analysis of feminist themes in the works of Virginia Woolf and Chimamanda Ngozi Adichie.
4. Critically examine William Shakespeare's contribution to the concept of literary genius.
5. Analyze Kazuo Ishiguro's narrative style and its contribution to the themes of memory and identity in his works.



Head of the Department

Course Instructor

## SEMESTER IV

**Department** : English SF  
**Class** : II M.A English  
**Title of the Course** : European Fiction In Translation  
**Semester** : IV  
**Course Code** : EP234EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234EC1	3	1	-	-	3	4	60	25	75	100

**Pre-requisite:** A good knowledge about European fiction and the writers.

### Learning Objectives

1. To identify and describe major literary movements and periods in European fiction.
2. To explore the challenges and complexities of literary translation.

### Course Outcomes

On the successful completion of the course, students will be able to:		
1.	gain knowledge of key literary movements, themes and styles in European fiction.	<b>K2</b>
2.	develop the ability to critically analyze European fiction in translation, identifying literary devices, narrative techniques and thematic concerns within the text.	<b>K4</b>
3.	explore the cultural and historical contexts of European countries and regions represented in the fiction, gaining insights into social, political and cultural developments that shape the narratives.	<b>K4</b>
4.	enhance their cross-cultural competence by engaging with texts from diverse European cultures and perspectives.	<b>K1 &amp; K4</b>
5.	cultivate interdisciplinary connections between European fiction and other fields such as history, philosophy, sociology, and psychology.	<b>K5</b>

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

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

<b>Unit</b>	<b>Topic</b>	<b>Teaching Hours</b>	<b>Cognitive level</b>	<b>Pedagogy</b>	<b>Assessment/ Evaluation</b>
<b>I</b>	Alexandre Dumas: <i>The Count of Monte Cristo</i> (1844)	<b>12</b>	K2, K4	Lecture, Class Discussion, Close Reading, Group Analysis	Quiz on historical and cultural background, Short answer questions on narrative techniques
<b>II</b>	Umberto Eco: <i>The Name of the Rose</i> (1980)	<b>12</b>	K2,K4	Lecture, Historical Contextualization, Textual Analysis, Interactive Discussion	Reflection assignment on medieval Europe, Analytical essay on symbolism and semiotics
<b>III</b>	Jose Saramago: <i>Blindness</i> (1995)	<b>12</b>	K3,K4	Lecture, Class Discussion, Case Studies, Socratic Seminar	Group presentation on themes of isolation, Critical analysis paper on narrative style
<b>IV</b>	Carlos Ruiz Zafon: <i>The Shadow of the Wind</i> (2001)	<b>12</b>	K2,K4	Lecture, Thematic Mapping, Group Analysis, Close Reading	Quiz on cultural and historical setting, Discussion board posts analyzing characters
<b>V</b>	Olga Tokarczuk: <i>Drive Your Plow Over the Bones of the Dead</i> (2018)	<b>12</b>	K4, K5	Lecture, Environmental Case Study, Cross-cultural Discussion, Peer Review	Essay on environmental themes, Research paper on interdisciplinary themes

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

Activities (Em/ En/SD): Book Review, Literary Exhibition, Mind Map making, Peer teaching

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

Activities related to Cross Cutting Issues:

Assignment: **Create an album representing European culture**

### **Model Questions:**

### **Multiple-Choice Questions:**

1. Which of the following novels explores themes of justice, revenge, and redemption through its protagonist, Edmond Dantès?
  - a) The Shadow of the Wind
  - b) Blindness
  - c) The Count of Monte Cristo
  - d) Drive Your Plow Over the Bones of the Dead
2. In 'The Name of the Rose', which literary technique does Umberto Eco prominently use to reflect on medieval philosophy and theology?
  - a) Stream of consciousness
  - b) Allegory
  - c) Semiotics
  - d) Magical realism
3. 'Blindness' by José Saramago is best known for its exploration of which social theme?
  - a) Colonialism
  - b) Moral decay and human resilience
  - c) Environmental conservation
  - d) Post-modern consumerism
4. Which novel is set in post-Civil War Barcelona and features a bookshop as a central motif?
  - a) The Shadow of the Wind
  - b) The Name of the Rose
  - c) Blindness
  - d) Drive Your Plow Over the Bones of the Dead
5. Olga Tokarczuk's 'Drive Your Plow Over the Bones of the Dead' incorporates which interdisciplinary theme?
  - a) Post-colonial discourse
  - b) Eco-feminism
  - c) Technological dystopia
  - d) Romantic existentialism

### **Short Answer Questions**

1. What narrative techniques does Alexandre Dumas use in 'The Count of Monte Cristo' to explore themes of betrayal and vengeance?

2. Explain the symbolic significance of blindness in Saramago's novel 'Blindness'.
3. How does Carlos Ruiz Zafón use the setting of post-Civil War Barcelona to enhance the narrative of 'The Shadow of the Wind'?
4. Discuss the importance of historical context in 'The Name of the Rose' by Umberto Eco.
5. Identify one way Olga Tokarczuk critiques contemporary society in 'Drive Your Plow Over the Bones of the Dead'.

### **Detailed Answer Questions**

1. Discuss the role of semiotics in 'The Name of the Rose' and how Umberto Eco uses it to construct a layered narrative that reflects on medieval thought.
2. Analyze the themes of isolation and moral ambiguity in José Saramago's 'Blindness', with reference to the social and political allegories embedded in the text.
3. Explore how Carlos Ruiz Zafón's 'The Shadow of the Wind' serves as a homage to literature and its transformative power on individuals and society.
4. Evaluate the intersection of environmentalism and philosophy in Olga Tokarczuk's 'Drive Your Plow Over the Bones of the Dead', focusing on how the novel challenges anthropocentric views.
5. How does 'The Count of Monte Cristo' reflect the socio-political dynamics of 19th-century France? Analyze the historical backdrop and its influence on the plot and character development.



Head of the Department

Ms. M. Maria Helen Janoba



Course Instructors

Ms. Jersitha Queen S

**Department** : English SF  
**Class** : II MA  
**Title of the Course** : LITERATURE OF THE INDIAN DIASPORA  
**Semester** : II  
**Course Code** : EP234EC4

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP242CC3	3	1	-	-	3	4	60	25	75	100

### Learning Objectives:

1. To understand the concept of the Indian diaspora and its historical evolution.
2. To examine the ways in which migration, identity, and cultural adaptation are portrayed in the narratives.

### Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the emerging trends in Post- Colonial Literature	K1 & K4
2.	distinguish how race, class, gender, history and identity are presented and problematized in the literary texts	K2
3.	examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	K3
4.	interpret the postcolonial concepts found in relation to postcolonial theory	K4
5.	assess and construct arguments regarding literature and texts in a postcolonial context.	K5

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

## Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
<b>I</b>	<b>Prose</b>					
	<b>1.</b>	Sudesh Mishra: Grain	4	K2 (U)	Lecture using talk and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	Evaluation through short test, MCQ questions, Short Summary or Overview
	<b>2.</b>	Abraham Varghese: My Own Country	4	K3 (Ap)	Lecture using talk and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	Evaluation through short test, MCQ questions, Short Summary or Overview
	<b>3.</b>	Ved Mehta: The Ledge	4	K4 (An)	Lecture using talk and chalk, Introductory Session, Mind Mapping Lecture using videos, PPT, Review	Evaluation through short test, MCQ questions, Short Summary or Overview
<b>II</b>	<b>Poetry</b>					



	<b>1.</b>	Sujata Bhatt: Search for My Tongue	3	K1 (R)	Introductory Session, Lecture using chalk and talk, PPT , Review	Written Essays, Class Discussion, Peer Review, Short answers Test
	<b>2.</b>	Vijay Sheshadri: Three Persons	3	K3 (Ap)	Lecture using talk and chalk, Introductory Session, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview
	<b>3.</b>	Allen Currow: House and Land	3	K3 (Ap)	Introductory Session, Lecture using chalk and talk, PPT , Review	Written Essays, Class Discussion, Peer Review, Short answers Test
	<b>4.</b>	Manju Kapur: Learning to Fly	3	K4 (An)	Lecture using chalk and talk, Group Discussion, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview
<b>III</b>	<b>Short Story</b>					
	<b>1.</b>	Jhumpa Lahiri: Mr. Pirzada Came to Dine	3	K4 (An)	Introductory Session, Lecture using chalk and talk, PPT, Review	Written Essays, Class Discussion, Peer Review, Short answers Test
	<b>2.</b>	Bharati Mukherjee: “A Father” extract from Darkness	3	K3 (Ap)	Lecture using chalk and talk,	Concept explanation,

					Group Discussion, PPT, Review	Evaluation through Surprise test, Short summary and overview
	<b>3.</b>	Shauna Singh Baldwin: Montreal 1962	3	K4 (An)	Introductory Session, Lecture using chalk and talk, PPT , Review	Written Essays, Class Discussion, Peer Review
	<b>4.</b>	Anjana Appachana: Sharmaj	3	K3 (Ap)	Lecture using talk and chalk, Introductory Session, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview
<b>IV</b>	<b>Fiction</b>					
	<b>1.</b>	Amitav Ghosh: The Living Mountain	12	K5 (E)	Introductory Session, Lecture using chalk and talk, PPT , Review	Written Essays, Class Discussion, Peer Review, Short answers Test
<b>V</b>	<b>Drama</b>					
	<b>1.</b>	Uma Parameswaran: Sita's Promise	12	K4 (An)	Lecture using talk and chalk, Introductory Session, PPT, Review	Concept explanation, Evaluation through Surprise test, Short summary and overview

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development Activities (Em/ En/SD): **Tableau, Album making, Script to Performance**

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:** Cultural Identity and Displacement: A Comparative Study of *Grain* by Sudesh Mishra and *Mr. Pirzada Came to Dine* by Jhumpa Lahiri?

### Sample Questions:

#### Part A

1. What is a key theme in Sudesh Mishra's *Grain*? (K1)
2. What is the metaphorical significance of the ledge in Ved Mehta's *The Ledge*? (K2)
3. What is the central conflict in Allen Curnow's *House and Land*? (K2)
4. In Jhumpa Lahiri's *Mr. Pirzada Came to Dine*, what does Mr. Pirzada symbolize for Lilia? (K1)
5. In Amitav Ghosh's *The Living Mountain*, the mountain primarily represents? (K1)

#### Part B

1. What does Sudesh Mishra's *Grain* explore about cultural identity? (K3)
2. In *Search for My Tongue*, how does Sujata Bhatt describe the struggle with language? (K4)
3. How does Shauna Singh Baldwin's *Montreal 1962* portray the immigrant experience? (K4)
4. What environmental message does Amitav Ghosh convey in *The Living Mountain*? (K3)
5. What is the significance of time in Vijay Sheshadri's *Three Persons*? (K3)

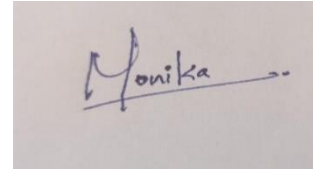
#### Part C

1. Discuss how Sudesh Mishra's *Grain* portrays the immigrant experience and the search for identity? (K5)
2. How does Sujata Bhatt's *Search for My Tongue* explore the emotional and psychological impact of being bilingual or multilingual? (K3)
3. In *House and Land* by Allen Curnow, how does the poet address the theme of belonging and the concept of home? (K4)

4. In Amitav Ghosh's *The Living Mountain*, how does the author use the relationship between humans and nature to explore themes of ecological responsibility and survival? (K4)
5. In Bharati Mukherjee's *A Father*, how does the story explore the immigrant experience in relation to family dynamics and cultural expectations? (K4)



Head of the Department  
Ms. Maria Helen Janoba



Course Instructor  
Ms. Monika J S

## SEMESTER IV

### SKILL ENHANCEMENT COURSE III: ENGLISH FOR EMPLOYABILITY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233SE1	3	1	-	-	2	4	60	25	75	100

#### Pre-requisite

Knowledge about cultural nuances and conventions in English-speaking environments, business etiquette and communication norms.

#### Learning Objectives

1. To enhance fluency and coherence in spoken and written English.
2. To develop problem-solving skills to identify challenges, propose solutions and implement effective strategies in professional contexts.

#### Course Outcomes

On the successful completion of the course, students will be able to:		
1	identify key terms, concepts and communication norms relevant to workplace.	K1
2	understand English language skills in the context of professional settings	K2
3	apply language skills to prepare resumes, cover letters, and professional emails	K3
4	analyze the effectiveness of different communication styles in various workplace scenarios.	K4
5	develop interview skills and strategies	K5

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

#### Teaching Plan

Unit	Module	Topic	Teaching Hours	K-Level	Pedagogy	Assessment
I	Professional Communication Skills					
	1	- Introduction to Workplace Communication	6	K1, K2	Lecture, discussion on effective communication	Quiz on key concepts and participation in discussions
	2	- Forms of	6	K1,	Role-play	Presentation

		Communication (Verbal, Non-verbal, Visual)		K3	exercises, group discussions on different communication forms	analyzing communication scenarios
II	Business Vocabulary and Terminology					
	3	- Workplace Vocabulary (Recruitment, Pay, Skills)	6	K1, K2	Vocabulary exercises, discussion on recruitment and workplace scenarios	Vocabulary quiz, short- answer reflections on vocabulary use in workplaces
	4	- Business Terminology (People and Workplaces)	6	K2, K3	Case studies, group discussions on workplace roles	Short essay applying terminology in professional contexts
III	Writing for the Workplace					
	5	- Job Application and Resume Writing	4	K3	Workshop on resume and cover letter writing	Draft resume and cover letter submitted for review
	9	- Email and Memo Conventions	4	K2, K3	Lecture on professional email formats, in-class writing practice	Graded assignment on email/memo writing
	10	- Business Letter Conventions	4	K3	Guided writing session, peer review	Peer-reviewed business letter
IV	Presentation Skills					
		- Effective Presentation Techniques	6	K2, K4	Video analysis of presentations, lecture on presentation elements	Reflection paper on effective presentation techniques
		- Interview Preparation	6	K4, K5	Mock interviews, feedback sessions	Mock interview evaluated on coherence and delivery
V	Practical					
		- Presentation Practice	6	K3, K4	Student-led presentations, peer feedback	Graded individual presentation
		- Mock Interview	6	K4, K5	Conduct mock interviews with peer and	Evaluation on response quality and

					instructor feedback	professionalism
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Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): Write Script and Role play, 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: Info graphing, Listening Triangles, Brainwriting.

Sample questions

#### Part A

1. What is the primary purpose of professional communication in the workplace?
2. Define non-verbal communication.
3. Name two key elements of an effective resume.
4. What is the main difference between a memo and a formal business letter?
5. Identify one advantage of using visual aids in a presentation.
6. What is the K-level associated with "Remembering"?
7. Name two forms of workplace communication.
8. What is a common structure for a professional email?
9. List one way to improve verbal communication in a workplace.
10. What is the purpose of interview preparation?

#### Part B

1. Explain why effective communication is important in the workplace.
2. Describe the role of non-verbal communication in professional settings.
3. Outline the key components of a professional resume.
4. Discuss the significance of tailoring a job application to a specific job.
5. Explain the structure of a professional email.
6. Describe the impact of a positive physical environment on workplace communication.
7. Compare verbal and non-verbal communication with examples.
8. How does business vocabulary differ from everyday language?
9. Explain the purpose and structure of a cover letter.
10. Describe the benefits of mock interviews in developing interview skills.

#### Part C

1. Analyze the impact of effective communication on workplace productivity and team morale.
2. Discuss the importance of understanding workplace terminology and business vocabulary.
3. Evaluate the role of professional writing skills (resumes, emails, cover letters) in job applications.
4. Explain the elements of a successful presentation and how technology can enhance presentations.
5. Analyze how different communication styles (verbal, non-verbal, visual) affect workplace relationships.
6. Discuss the role of soft skills, such as adaptability and empathy, in effective workplace communication.
7. Evaluate how a well-organized resume can improve a candidate's chances of securing an interview.
8. Explain the process of preparing for an interview and its impact on performance.
9. Discuss the role of constructive feedback in improving professional communication skills.
10. Analyze the importance of cultural awareness in a global workplace and its effect on communication.



Course Instructor

Maria Prabina Sackaria J

Ms. Jaismitha Riny



Head of the Department

Maria Helen Janoba