

**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 (odd sem)**

**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 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>         |

## Teaching Plan

**Department** : English  
**Class** : I M.A.  
**Title of the Course** : Core Course I: English Poetry  
**Semester** : I  
**Course Code** : EP231CC1

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks |          |       |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
|             |   |   |   |   |         |             |             | CIA   | External | Total |
| EP231CC1    | 5 | 1 | - | 1 | 5       | 7           | 105         | 25    | 75       | 100   |

### Learning Objectives:

1. To familiarize students with English Poetry starting from Medieval England to 21<sup>st</sup> Century.
2. To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.

### Course Outcomes

| On the successful completion of the course, student will be able to: |   |                    |
|--|---|--------------------|
| 1.   | gain ideas about the old English writing style.                             | <b>K1 &amp; K2</b> |
| 2.   | acquire knowledge about various forms of poetry during different centuries. | <b>K2 &amp; K4</b> |
| 3.   | evaluate various poets as representatives of their periods                  | <b>K3 &amp; K5</b> |
| 4.   | trace the evolution of various literary movements                           | <b>K4 &amp; K5</b> |
| 5.   | justify British Poetry as an aesthetic record of the societies concerned    | <b>K5 &amp; K6</b> |

### Teaching Plan

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

| Unit | Module | Topic                 | Teaching Hours | Cognitive level   | Pedagogy  | Assessment/ Evaluation                                 |
|------|--------|-----------------------|----------------|-------------------|---|--|
| I    | 1      | Middle English Poetry | 2              | KI (R)            | Introductory session, Lecture using AV aid, Discussion    | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|      | 2      | Geoffery Chaucer      | 2              | KI (R)            | Introductory session, Brainstorming, Lecture using AV aid | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|      | 3      | The General Prologue  | 2              | K2(U)             | Introductory session, Lecture using PPT, Discussion       | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|      | 4      | Pardoner              | 4              | K2 (U)<br>K4(An)  | Lecture using PPT, Discussion                             | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|      | 5      | The Nun               | 4              | K2 (U)<br>K4 (An) | Lecture using PPT, Discussion                             | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|      | 6      | Doctor                | 4              | K2 (U)<br>K4 (An) | Lecture using PPT, Discussion                             | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|      | 7      | Friar                 | 3              | K2 (U)<br>K4 (An) | Lecture using PPT, Discussion                             | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
| II   | 1      | Elizabethan Poetry    | 2              | KI (R)<br>K2(U)   | Introductory session, Brainstorming, Lecture using AV aid | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|      | 2      | Edmund Spenser        | 2              | KI (R)<br>K2(U)   | Introductory session, Brainstorming                       | Internal Test 1, Quiz 1, Evaluation                    |

|     |   |                                    |    |                             |  |  |
|-----|---|------------------------------------|----|-----------------------------|--|--|
|     |   |                                    |    |                             | g, Lecture using AV aid                                | through Q & A Oral                                     |
|     | 3 | Epithalamion                       | 9  | K2 (U)<br>K4 (An)           | Lecture using PPT, Discussion                          | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|     | 4 | John Donne                         | 2  | KI (R)<br>K2(U)             | Introductory session, Brainstorming, Lecture using PPT | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|     | 5 | A Valediction: Forbidding Mourning | 3  | K2 (U)<br>K4 (An)           | Lecture using PPT, Discussion                          | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|     | 6 | The Canonization                   | 3  | K2 (U)<br>K4 (An)           | Lecture using PPT, Discussion                          | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
| III | 1 | Seventeenth Century Poetry         | 2  | KI (R)<br>K2(U)             | Introductory session, Brainstorming, Lecture using PPT | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|     | 2 | John Milton                        | 2  | KI (R)<br>K2(U)             | Introductory session, Brainstorming, Lecture using PPT | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|     | 3 | Paradise Lost - Book IX            | 11 | K4( An)<br>K5 (E)<br>K6 (C) | Lecture using PPT, Discussion                          | Internal Test 1, Quiz 1, Evaluation through Q & A Oral |
|     | 4 | Andrew Marvell                     | 2  | KI (R)<br>K2(U)             | Introductory session, Brainstorming, Lecture using PPT | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|     | 5 | To His Coy Mistress                | 2  | K4( An)<br>K5 (E)<br>K6 (C) | Lecture using PPT, Discussion                          | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
| IV  | 1 | Eighteenth Century Poetry          | 2  | KI (R)<br>K2(U)             | Introductory session, Brainstorming                    | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |

|   |    |  |   |                   |   |  |
|---|----|--|---|-------------------|---|--|
|   |    |  |   |                   | g, Lecture using AV aid                                   |  |
|   | 2  | John Dryden                              | 2 | KI (R)<br>K2(U)   | Introductory session, Brainstorming, Lecture using AV aid | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|   | 3  | Absalom and Achitophel (Lines 150 – 476) | 3 | K4( An)<br>K5 (E) | Lecture using PPT, Discussion                             | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|   | 4  | Thomas Gray                              | 2 | KI (R)<br>K2(U)   | Introductory session, Brainstorming, Lecture using PPT    | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|   | 5  | Elegy Written in a Country Churchyard    | 5 | K4( An)<br>K5 (E) | Lecture using PPT, Discussion                             | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|   | 6  | William Wordsworth                       | 2 | KI (R)<br>K2(U)   | Introductory session, Brainstorming, Lecture using PPT    | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|   | 7  | Tintern Abbey                            | 3 | K4( An)<br>K5 (E) | Lecture using PPT, Discussion                             | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|   | 8  | Robert Burns                             | 2 | KI (R)<br>K2(U)   | Introductory session, Brainstorming, Lecture using PPT    | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|   | 9  | Holy Willie's Prayer                     | 1 | K4( An)<br>K5 (E) | Lecture using PPT, Discussion                             | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|   | 10 | Auld Lang Syne                           | 1 | K4( An)<br>K5 (E) | Lecture using PPT, Discussion                             | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
| V | 1  | Modern Poetry                            | 1 | KI (R)<br>K2(U)   | Introductory session, Brainstorming                       | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |

|    |                                       |   |                   |  |  |  |
|----|---------------------------------------|---|-------------------|--|--|--|
|    |                                       |   |                   |  | g, Lecture using PPT                                   |  |
| 2  | Rupert Brooke                         | 1 | KI (R)<br>K2(U)   | Introductory session, Brainstorming, Lecture using PPT | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |  |
| 3  | The Soldier                           | 1 | K4( An)<br>K5 (E) | Lecture using PPT, Discussion                          | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |  |
| 4  | W.B.Yeats                             | 1 | KI (R)<br>K2(U)   | Introductory session, Brainstorming, Lecture using PPT | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |  |
| 5  | Sailing to Byzantium                  | 1 | K4( An)<br>K5 (E) | Lecture using PPT, Discussion                          | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |  |
| 6  | W. H. Auden                           | 1 | KI (R)<br>K2(U)   | Introductory session, Brainstorming, Lecture using PPT | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |  |
| 7  | Elegy on the Death of W. B. Yeats     | 1 | K4( An)<br>K5 (E) | Lecture using PPT, Discussion                          | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |  |
| 8  | Musee des Beaux Arts                  | 1 | K4( An)<br>K5 (E) | Lecture using PPT, Discussion                          | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |  |
| 9  | Dylan Thomas                          | 1 | KI (R)<br>K2(U)   | Introductory session, Brainstorming, Lecture using PPT | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |  |
| 10 | Do Not Go Gentle into That Good Night | 1 | K4( An)<br>K5 (E) | Lecture using PPT, Discussion                          | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |  |
| 11 | Poem in October                       | 1 | K4( An)<br>K5 (E) | Lecture using PPT, Discussion                          | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |  |



|  |    |                                |   |                                      |   |  |
|--|----|--------------------------------|---|--------------------------------------|---|--|
|  | 12 | Philip Larkin                  | 1 | KI (R)<br>K2(U)                      | Introductory session, Brainstorming, Lecture using PPT                | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|  | 13 | Whitsun Weddings               | 1 | K4( An)<br>K5 (E)                    | Lecture using PPT, Discussion   | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|  | 14 | Ted Huges                      | 1 | KI (R)<br>K2(U)                      | Introductory session, Brainstorming, Lecture using PPT                | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|  | 15 | Hawk Roosting                  | 1 | K4( An)<br>K5 (E)                    | Lecture using PPT, Discussion   | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|  | 16 | Seamus Heaney                  | 1 | KI (R)<br>K2(U)                      | Introductory session, Brainstorming, Lecture using PPT                | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|  | 17 | Digging                        | 1 | K4( An)<br>K5 (E)                    | Lecture using AV aid, Discussion                                      | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|  | 18 | Carol Ann Duffy                | 1 | KI (R)<br>K2(U)                      | Introductory session, Brainstorming, Lecture using PPT                | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |
|  | 19 | Standing Female Nude           | 1 | K4( An)<br>K5 (E)                    | Lecture using AV aid, Discussion                                      | Internal Test 2, Quiz 2, Seminar                       |
|  | 20 | Eavan Boland<br>Achilles Woman | 2 | KI (R)<br>K2(U)<br>K4( An)<br>K5 (E) | Introductory session, Brainstorming, Lecture using AV aid, Discussion | Internal Test 2, Quiz 2, Evaluation through Q & A Oral |

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

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/ 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: Grand Style in Milton's *Paradise Lost*.

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

**Part A**

1. Name the four orders of Friars in England at the time of Chaucer.
2. In "A Valediction: Forbidding Mourning," separation between the lovers is compared to a \_\_\_\_\_.  
a) dying fire    b) sunset fading    c) gold expanding    d) singing lark
3. Say True or false: The serpent in *Paradise Lost* book IX is a literal serpent, not a metaphor for Satan.
4. The plowman homeward plods his weary way. The figure of speech in the above line is ..  
(a) Oxymoron    (b) Antithesis    (c) Transferred Epithet    (d) Pun
5. Who is the speaker in the poem "The Soldier"?  
(A) The speaker is a soldier who is about to die in battle.  
(B) The speaker is a soldier who is reflecting on his life and his death.  
(C) The speaker is a soldier who is trying to come to terms with his own mortality.  
(D) The speaker is a soldier who is trying to find meaning in his own death.

**Part B**

1. Chaucer's comments on the characters from the religious society are true to life - Elucidate.
2. Explain how Spenser uses imagery of nature in *Epithalamion* to celebrate the union of Elizabeth Boyle and Edmund Spenser.
3. What are some of the ways that you can apply the message in "To His Coy Mistress" to your own life?
4. What are some of the themes that are explored in *Elegy Written in a Country Churchyard*?
5. Discuss the poem "Hawk Roosting" as a comment on human society.

**Part C**

1. Evaluate the level of detail and subtlety with which Chaucer characterizes the Nun in the Prologue. What does this reveal about Chaucer's writing style and his approach to character development?
2. In Spenser's *Epithalamion*, the speaker uses a variety of poetic devices to celebrate the union of Elizabeth Boyle and Edmund Spenser. Write an essay in which you analyze the use of these poetic devices and discuss their effect on the poem.
3. Satan's soliloquy in Milton's *Paradise Lost* Book IX contributes to the understanding of the conflict between good and evil - Elucidate.
4. Discuss *Absalom and Achitophel* by John Dryden as a political allegory.
5. Analyse Auden's "In Memory of W.B. Yeats" as an elegy.



Head of the Department

Ms. M. Maria Helen Janoba

Course Instructor

Dr. Subha Ganapathy

**SEMESTER I**  
**CORE COURSE II: ENGLISH DRAMA**

**Department** : English SF  
**Class** : I M.A English  
**Title of the Course** : Core II: English Drama  
**Semester** : I  
**Course Code** : EP231CC2

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks |          |       |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
|             |   |   |   |   |         |             |             | CIA   | External | Total |
| EP231CC2    | 6 | 1 | - | - | 5       | 7           | 105         | 25    | 75       | 100   |

**Learning Objectives:**

1. To understand the different stages of British Drama and its evolution in the context of theatre can be understood by the students.
2. To evaluate the different forms of drama from the historical background could be learnt.

**Course Outcomes**

| On the successful completion of the course, student will be able to: |   |           |
|--|---|-----------|
| 1  | appraise various aspects of drama and theatre   | <b>K5</b> |
| 2  | identify drama and performance as a cultural process and an artistic discourse  | <b>K4</b> |
| 3  | evaluate plot structure, characterization and dialogue  | <b>K5</b> |
| 4  | interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages | <b>K4</b> |
| 5  | examine the features of Modern and Postmodern British Drama   | <b>K4</b> |

**K4** - Analyze; **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.     | Miracle and Morality Plays: <i>Everyman</i>    | 7              | 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.     | The Senecan and Revenge Tragedy                | 7              | K1(R)           | 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.     | Thomas Kyd: <i>The Spanish Tragedy</i>         | 7              | K5(E)           | Lecture using Chalk and talk, PPT, Review   | Evaluation through short test, Short essays, Concept explanations   |
| II   |        |  |                |                 |   |   |
|      | 1.     | Theatres, Theatre groups, Audience, Actors and | 5              | K1(R)           | Lecture using Chalk and talk ,Introductory  | Evaluation through short test, MCQ,   |

|  |    |  |   |       |  |  |
|--|----|--|---|-------|--|--|
|  |    | Conventions                                  |   |       | session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review               | True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Recall steps, Concept definitions ,                |
|  | 3. | Tragedy and Comedy                           | 5 | K1(R) | 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 |
|  | 4. | Christopher Marlowe: <i>The Jew of Malta</i> | 6 | 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   |
|     | 5. | Ben Jonson: <i>Volpone</i>               | 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. | John Webster: <i>The White Devil</i>     | 11 | 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. | Thomas Middleton: <i>A Game at Chess</i> | 10 | 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. | William Congreve: <i>The Way of the World</i>       | 11 | K5(E) | Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, 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 , Suggest idea/concept with examples, Suggest formulae, Solve problems, Explain |
|    | 2. | J.M. Synge: <i>The Playboy of the Western World</i> | 10 | K5(E) | Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Problem | Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview,  |



|   |    |   |    |       |  |   |
|---|----|---|----|-------|--|---|
|   |    |   |    |       | solving,<br>Demonstration,<br>PPT, Review  | Simple<br>definitions,<br>MCQ, Recall<br>steps, Concept<br>definitions ,<br>Suggest<br>idea/concept<br>with examples,<br>Suggest<br>formulae, Solve<br>problems,<br>Explain |
| V |    |   |    |       |  |   |
|   | 1. | Bertolt Brecht:<br><i>Mother Courage and<br/>her Children</i> | 10 | K5(E) | Lecture using<br>Chalk and talk<br>,Introductory<br>session, Group<br>Discussion,<br>Demonstration,<br>PPT, Review | Evaluation<br>through short<br>test, MCQ,<br>True/False,<br>Short essays,<br>Concept<br>explanations,<br>Short summary<br>or overview,<br>Slip Test                         |
|   | 2. | Samuel Beckett:<br><i>Waiting for Godot</i><br>(Act I)        | 11 | K5(E) | Lecture using<br>Chalk and talk<br>,Introductory<br>session,<br>Lecture using<br>videos, PPT                       | Evaluation<br>through short<br>test, MCQ,<br>True/False,<br>Short essays,<br>Short summary<br>or overview,<br>MCQ, Open<br>Book Test, Slip<br>test                          |

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

Activities (Em/ En/SD): Dialogue Delivery, Literary Masquerade, Letter to the Authors

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

Assignment: Exhibition (Theatres Audiences, Jacobean Drama Setting, Morality play)

Seminar Topic: Literary Performance (*Spanish Tragedy*, *A Game at Chess*, *The White Devil*)

Sample questions (minimum one question from each unit)

**Part A**

1. Where the author got the source for the play *Everyman*? (K1)
2. Who are the two types of audience in Elizabethan theatre? K1
3. When was *A Game at Chess* first staged? K1
4. *A Game at Chess* is an \_\_\_\_\_ drama (K2)
5. What does *Waiting for Godot* symbolize? K1

**Part B**

1. What is the main theme of *Spanish Tragedy*? (K2)
2. Elaborate on the character of Barabas. K5
3. Write in brief on the symbols and allegory used in *A Game at Chess*. K5
4. What purpose do the dumb shows serve in *The White Devil*? (K5)
5. Describe Stanley's descent into madness. K5

**Part C**

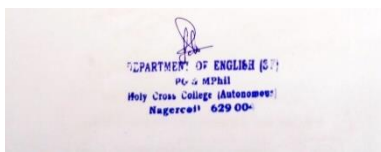
1. Elucidate the themes in *Everyman* (K5)

2.Explain about the themes in *Volpone*. K5

3.Elaborate on the themes in *The White Devil*. (K5)

4.What is the significance of the title The White Devil? (K6)

5.Elements of realism are markedly present within the play. How is realism used in *Waiting for Godot*. K5



Head of the Department

Ms. M. Maria Helen Janoba

A small, stylized signature in blue ink.

A stylized signature in blue ink that reads "Shindya".

Course Instructors

Ms. M. Maria Helen Janoba & Dr.R.Eveline Shindya

### Teaching Plan

**Department** : English SF  
**Class** : I MA  
**Title of the Course** : Core III: English Fiction  
**Semester** : I  
**Course Code** : EP231CC3

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks |          |       |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
|             |   |   |   |   |         |             |             | CIA   | External | Total |
| EP231CC3    | 5 | 1 | - | - | 4       | 6           | 90          | 25    | 75       | 100   |

### Learning Objectives:

1. To familiarize the students with the origin and development of the British Novel up to the 20th Century.
2. To understand the social background based on the prescribed novels.

### Course Outcomes

| CO   | On the successful completion of the course, student will be able to:  | PSO addressed | Cognitive Level |
|------|---|---------------|-----------------|
| CO-1 | gain wide knowledge about different types of novels.  | PSO-1         | K2 (U)          |
| CO-2 | learn the art of writing different forms of novel with the learned notions.   | PSO-2         | K2 (U) (K3)     |
| CO-3 | explore Social, domestic and gothic novels.   | PSO-2         | K4 (An)         |
| CO-4 | assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic Movement | PSO-6         | K5 (E)          |
| CO-5 | infer themes relating to the turn of the century events through close reading of text.                                      | PSO-3         | K4 (An)         |

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

## Teaching plan

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

| Unit       | Module | Topic  | Teaching Hours | Cognitive level | Pedagogy   | Assessment/ Evaluation  |
|------------|--------|--|----------------|-----------------|--|---|
| <b>I</b>   |        |  |                |                 |  |   |
|            | 1.     | Introduction to Novel, Allegorical Novel and Satire:   | 1              | K2(U)           | Lecture using Chalk and talk ,Introductory session   | Short summary or overview   |
|            | 2.     | Novel as a Form, Concepts and Theories about the Novel, Poetics of the Novel – definition, types, narrative modes: omniscient narration. | 3              | K2(U)           | Peer tutoring, Review                                | short test, Short essays, Concept explanations  |
|            | 3.     | John Bunyan: The Pilgrim’s Progress  | 6              | K5(E)           | Lecture using PPT                                    | short test, Short essays, Concept explanations, Short summary or overview, Mind Mapping       |
| <b>II</b>  |        |  |                |                 |  |   |
|            | 5.     | The New World Novel: Daniel Defoe: Robinson Crusoe   | 8              | K5(E)           | Lecture using chalk and talk & PPT                   | Slip Test, Short essays, Concept explanations, Short summary or overview, MCQ’s               |
|            | 6.     | Laurence Stern: Tristram Shandy  | 8              | K(4)            | Lecture using PPT                                    | short test, Short essays, Concept explanations, Short summary or overview, Simple definitions |
| <b>III</b> |        |  |                |                 |  |   |
|            | 7.     | Middle Class Novel of Manners: Jane Austen: Emma   | 8              | K(4)            | Lecture using demonstrative PPT                      | Simple definitions, MCQ, Recall steps, Concept definitions                                    |
|            | 8.     | Emile Bronte: Wuthering Heights  | 6              | K4 (An)         | Lecture using chalk and talk & PPT and Peer Tutoring | MCQ, Recall steps, concept explanation  |
| <b>IV</b>  |        |  |                |                 |  |   |
|            |        | Women’s Issues:  | 8              | K4(An)          | Lecture using  | Problem-  |

|          |  |   |   |       |  |  |
|----------|--|---|---|-------|--|--|
|          |  | Charlotte Bronte: Jane Eyre                               |   |       | chalk and talk & PPT and Peer Tutoring               | solving questions, Differentiate between various ideas                                   |
|          |  | Thomas Hardy: Tess of the D'Urberville                    | 6 | K5(E) | Lecture using chalk and talk & PPT and Peer Tutoring | Longer essay/ Evaluation essay, Critique or justify with pros and cons                   |
| <b>V</b> |  |   |   |       |  |  |
|          |  | Liberal Humanism, Individual Environment and Class Issues | 2 | K(2)  | Lecture using chalk and talk & PPT and Peer Tutoring | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations |
|          |  | D. H. Lawrence: The Rainbow                               | 6 | K(4)  | Lecture using chalk and talk & PPT and Peer Tutoring | short test, Seminar  |
|          |  | James Joyce: Portrait of the Artist as a Young Man        | 6 | K(4)  | Lecture using chalk and talk & PPT and Peer Tutoring | Concept explanation, Seminar   |

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

Activities (Em/ En/SD): Role Play, Essay Writing,

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

Activities related to Cross Cutting Issues: Role Plays, Group Discussions, Mind Mapping

Assignment: Mind Mapping, Short Essay Writing,

Seminar Topic: Middle Class Novel of Manners ( Jane Austen- Emma, Emile Bronte Wuthering Heights

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

Part A

1. Who is the first person to accompany Christian on his pilgrimage? (K1)
2. To what does Crusoe attribute his good fortune in landing on the island? (K2)

3. What is the name of the estate where Emma and her father live? (K1)
4. Angel and Tess first see each other at \_\_\_\_\_ (K1)
5. Where is Lydia from? (K1)

#### Part B

1. Comment on the symbolic significance of Obstinate and Pliable in *The Pilgrim's Progress*. (K4)
2. How does Crusoe feel about his fate when the pirates take him as a slave? (K4)
3. Emma a feminist novel –Elucidate. (K5)
4. Discuss the role of landscape in the novel *Tess of D'Urbervilles*. ( K5)
5. Justify the significance of the title *The Rainbow* (K6)

#### Part C

1. How do the female characters in the *Pilgrims Progress* support or refute official Christian teaching about female status? (k3)
2. Write note on Crusoe's attitude to women in the later part of the novel. (K4)
3. Give an analysis of Jane Austen's Emma in the feministic point of view. (K5)
4. Discuss the character of Tess. To what extent is she a helpless victim? (K2)
5. Consider the relationships between men and women in the novel *The Rainbow* by D. H Lawrence. How does their sexuality affect it? ( K5)



*Rubina*

Head of the Department

Ms. M. Maria Helen Janoba

Course Instructor

Ms. J Maria Prabina Sackaria

## SEMESTER I

### ELECTIVE COURSE I: C) HUMAN RIGHTS AND LITERATURE

**Department** : English SF

**Class** : I M.A English

**Title of the Course** : Elective Course I: C) Human Rights And Literature

**Semester** : I

**Course Code** : EP231EC3

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks |          |       |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
|             |   |   |   |   |         |             |             | CIA   | External | Total |
| EP231EC3    | 4 | 1 | - | - | 3       | 5           | 75          | 25    | 75       | 100   |

#### Learning Objectives:

1. To enable the students, understand how literatures of the world engage with the issues of human rights across the globe.
2. To help the students gain insight into fictionalized accounts of violation and fight for human rights

#### Course Outcomes

| On the successful completion of the course, students will be able to: |  |           |
|---|--|-----------|
| 1.  | understand how literatures of the world engage with the issues of human rights across the globe.                             | <b>K2</b> |
| 2.  | identify the challenges of contemporary significance through the readings on the history and ethos of human rights.          | <b>K2</b> |
| 3.  | analyse how the knowledge of human rights structure our ways of thinking, refining the perspectives of ourselves and others. | <b>K4</b> |
| 4.  | evaluate the discourses on human rights representation from a variety of angles.   | <b>K5</b> |
| 5.  | develop insights into a variety of imaginative perspectives on human rights issues   | <b>K4</b> |

**K2** – Understand; **K4** – Analyse; **K5** – Evaluate



| Teaching plan  |        |  |                |                 |   |   |
|--|--------|--|----------------|-----------------|---|---|
| Total Contact hours: 75 (Including lectures, assignments and test) |        |  |                |                 |   |   |
| Unit   | Module | Topic  | Teaching Hours | Cognitive level | Pedagogy  | Assessment/ Evaluation  |
| I  |        |  |                |                 |   |   |
|  | 1.     | Lynn Hunt: “Introduction”<br>Inventing Human Rights (15-34)  | 5              | K5 (E)          | Lecture using Chalk and talk, Introductory session, Group Discussion, PPT | Evaluation through short test, Concept explanations, Short summary or overview, Slip Test |
|  | 2.     | Martin Luther King, Jr.: Where do We Go from Here?<br>Address Delivered at the 11th Annual SCLC Convention | 5              | K5 (E)          | Lecture using Chalk and talk, Introductory session, Group Discussion, PPT | Evaluation through short test, Short essays, Concept explanations                         |
|  | 3.     | Edward Said: Reflections on Exile  | 5              | K5 (E)          | Lecture using Chalk and talk, Introductory session, Group Discussion, PPT | Evaluation through short test, Concept explanations, Short summary or overview.           |
| II   |        |  |                |                 |   |   |
|  | 1.     | Langston Hughes: Let America be  | 3              | K5 (E)          | Lecture using Chalk and talk,   | Evaluation through short test, MCQ,   |

|  |    |  |   |        |   |   |
|--|----|--|---|--------|---|---|
|  |    | America Again                              |   |        | Introductory session, Group Discussion, Lecture using videos, PPT                               | True/False, Short summary or overview, MCQ, Slip Test, Open Book Test                                     |
|  | 2. | Warsan Shire: Home                         | 2 | K5 (E) | Lecture using Chalk and talk, Introductory session, Group Discussion, Lecture using videos, PPT | Evaluation through short test, MCQ, True/False, Short summary or overview, MCQ, Slip Test, Open Book Test |
|  | 3. | V.I.S. Jeyepalan: The Song of the Defeated | 2 | K5 (E) | Lecture using Chalk and talk, Introductory session, Group Discussion, Lecture using videos, PPT | Evaluation through short test, MCQ, True/False, Short summary or overview, MCQ, Slip Test, Open Book Test |
|  | 4. | Ashraf Fayadh: Cracks in the Skin          | 2 | K5 (E) | Lecture using Chalk and talk, Introductory session, Group Discussion,                           | Evaluation through short test, MCQ, True/False, Short summary or overview, MCQ, Slip                      |

|     |    |  |   |        |   |   |
|-----|----|--|---|--------|---|---|
|     |    |  |   |        | Lecture using videos, PPT   | Test, Open Book Test  |
|     | 5. | Bertolt Brecht: The Burning of the Books | 3 | K5 (E) | Lecture using Chalk and talk, Introductory session, Group Discussion, Lecture using videos, PPT                     | Evaluation through short test, MCQ, True/False, Short summary or overview, MCQ, Slip Test, Open Book Test |
|     | 6. | W. H. Auden: Refugee Blues               | 3 | K5 (E) | Lecture using Chalk and talk, Introductory session, Group Discussion, Lecture using videos, PPT                     | Evaluation through short test, MCQ, True/False, Short summary or overview, MCQ, Slip Test, Open Book Test |
| III |    |  |   |        |   |   |
|     | 1. | Anne Frank: The Diary of a Young Girl    | 8 | K5 (E) | Lecture using Chalk and talk, Introductory session, Group Discussion, Lecture using videos, PPT, Mind mapping, Peer | Evaluation through short test, MCQ, True/False, Short essays, MCQ, Open Book Test                         |

|    |    |  |   |        |   |  |
|----|----|--|---|--------|---|--|
|    |    |  |   |        | tutoring,<br>Review   |  |
|    | 2. | Michael Herr:<br>Dispatches                  | 7 | K5 (E) | Lecture using<br>Chalk and<br>talk,<br>Introductory<br>session,<br>Group<br>Discussion,<br>Lecture using<br>videos, PPT,<br>Mind<br>mapping, Peer<br>tutoring | Evaluation<br>through short<br>test, MCQ,<br>True/False,<br>Short essays,<br>MCQ, Open<br>Book test. |
| IV |    |  |   |        |   |  |
|    | 1. | Sharon Bala:<br>The Boat<br>People<br>Markus | 7 | K5 (E) | Lecture using<br>Chalk and<br>talk,<br>Introductory<br>session,<br>Lecture using<br>videos, PPT,<br>Mind<br>mapping, Peer<br>tutoring                         | Evaluation<br>through short<br>test, MCQ,<br>True/False,<br>Short summary<br>or overview.            |
|    | 2. | Zusak: The<br>Book Thief                     | 8 | K5 (E) | Lecture using<br>Chalk and<br>talk,<br>Introductory   | Evaluation<br>through short<br>test, MCQ   |

|   |    |   |   |        |   |   |
|---|----|---|---|--------|---|---|
|   |    |   |   |        | session,<br>Lecture using<br>videos, PPT,<br>Mind<br>mapping, Peer<br>tutoring  |   |
| V |    |   |   |        |   |   |
|   | 1. | Arthur Miller:<br>The Crucibles<br>Asif | 7 | K5 (E) | Lecture using<br>Chalk and<br>talk,<br>Introductory<br>session,<br>Group<br>Discussion,<br>Lecture using<br>videos, PPT,<br>Mind<br>mapping, Peer<br>tutoring | Evaluation<br>through short<br>test, MCQ,<br>True/False,<br>Short essays                                    |
|   | 2. | Currimbhoy:<br>The Refugee              | 8 | K5 (E) | Lecture using<br>Chalk and<br>talk,<br>Introductory<br>session,<br>Group<br>Discussion,<br>Lecture using<br>videos, PPT,<br>Mind<br>mapping, Peer<br>tutoring | Evaluation<br>through short<br>test, MCQ,<br>True/False,<br>Short essays,<br>Simple<br>definitions,<br>MCQ. |

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

Activities (Em/ En/SD): Documentary Screening and Discussion, Debate

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

Activities related to Cross Cutting Issues: Group Discussion

Assignment: Creative Interpretation (*Let America be America Again, Home, The Book Thief*)

Seminar Topic: Dramatic Reading and Analysis (Passages from *The Diary of a Young Girl, Where do We Go from Here? Address Delivered at the 11th Annual SCLC Convention*)

Sample questions (minimum one question from each unit)

**PART A**

1. What is the central theme of the poem "Let America Be America Again"? (K1)
2. Where and when does the story of "The Diary of a Young Girl" take place? (K1)
3. How does Liesel acquire the nickname "The Book Thief"? (K1)
4. How does the speaker in the poem define the concept of "home"? What elements contribute to this definition? (K2)
5. Who delivered the speech "Where Do We Go from Here?" and where was it delivered? (K1)

**PART B**

1. How does Hughes portray the disparity between the American Dream and reality in the poem? (K2)
2. How does Anne's perception of the war and her own situation change throughout the diary? (K2)
3. Compare and contrast Liesel's relationships with Hans Hubermann and Rosa Hubermann. How do they each contribute to her upbringing? (K2)

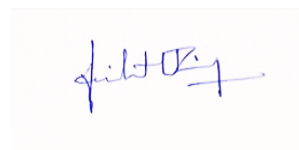
4. What imagery does Warsan Shire use to depict the experience of displacement and longing in the poem "Home"? (K2)
5. What were the major challenges and issues Martin Luther King, Jr. addressed in his speech?

## PART C

1. How does Hughes challenge traditional notions of patriotism and freedom in the poem? (K4)
2. Analyze Anne Frank's portrayal of the emotional and psychological challenges faced by individuals in hiding during the Holocaust. How does she depict fear, hope, and resilience? (K5)
3. Analyze the impact of World War II on Liesel's identity and worldview. How does her understanding of humanity evolve throughout the story? (K5)
4. Evaluate the effectiveness of Warsan Shire's portrayal of displacement in "Home." How successfully does the poem convey the psychological and emotional impact of being uprooted from one's homeland? (K5)
5. Evaluate the effectiveness of Martin Luther King, Jr.'s proposals and strategies presented in "Where Do We Go from Here?" in achieving long-term social change. (K5)



Head of the Department  
Ms. M. Maria Helen Janoba



Course Instructors  
Ms. Jaishmitha Riny R

**Department** : English (SF)  
**Class** : I M.A English  
**Title of the Course** : Elective II: b) Science Fiction, Fantasy and Detective Literature  
**Semester** : I  
**Course Code** : EP231EC5

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks |          |       |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
|             |   |   |   |   |         |             |             | CIA   | External | Total |
| EP231EC5    | 4 | 1 | - | - | 3       | 5           | 75          | 25    | 75       | 100   |

### Learning Objectives:

1. To familiarize with different forms of Science Fiction, Fantasy and Detective Fiction.
2. To involve the students to a close reading of the important representative texts.

### Course Outcomes

| On the successful completion of the course the students will be able to: |  |           |
|--|--|-----------|
| 1.   | identify different forms of Science Fiction, Fantasy and Detective Fiction   | <b>K2</b> |
| 2.   | fix the representative detective fiction in the larger context of social changes   | <b>K2</b> |
| 3.   | recognize the basic structure and themes of Science Fiction  | <b>K5</b> |
| 4.   | appreciate the fundamental features and explore the major themes in fantasy fiction  | <b>K4</b> |
| 5.   | gain an understanding of contemporary science fiction and comprehend its Connections to the human beings in this changing world. | <b>K6</b> |

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

### Teaching Plan

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

| Unit     | Module | Topic | Teaching Hours | Cognitive Level | Pedagogy | Assessment/ Evaluation |
|----------|--------|-------|----------------|-----------------|----------|------------------------|
| <b>I</b> |        |       |                |                 |          |                        |



|  |    |  |   |       |  |   |
|--|----|--|---|-------|--|---|
|  | 1. | Science Fiction and Fantasy              | 2 | K2(U) | Introductory Session, Lecture using chalk and talk, PPT , Review | Written Essays, Class Discussion, Peer Review, Short answers Test.                |
|  | 2. | Cyberpunk                                | 2 | K2(U) | Lecture using chalk and talk, Group Discussion, PPT, Review      | Concept explanation, Evaluation through Surprise test, Short summary and overview |
|  | 3. | Alien Invasion                           | 2 | K2(U) | Introductory Session, Lecture using chalk and talk, PPT , Review | Written Essays, Class Discussion, Peer Review, Short answers Test.                |
|  | 4. | Apocalyptic and Post-apocalyptic Fiction | 2 | K2(U) | Lecture using chalk and talk, Group Discussion, PPT, Review      | Concept explanation, Evaluation through Surprise test, Short summary and overview |
|  | 5. | Gothic Science Fiction                   | 2 | K2(U) | Introductory Session, Lecture using chalk and talk, PPT , Review | Written Essays, Class Discussion, Peer Review, Short answers Test.                |
|  | 6. | Crime Fiction                            | 2 | K2(U) | Lecture using talk and chalk, Introductory Session, PPT, Review  | Concept explanation, Evaluation through Surprise test, Short summary and overview |
|  | 7. | Mystery Novels                           | 2 | K2(U) | Introductory Session, Lecture using chalk and talk, PPT , Review | Written Essays, Class Discussion, Peer Review, Short answers Test                 |
|  | 8. | Thriller                                 | 2 | K2(U) | Lecture using talk and chalk,                                    | Concept explanation,  |

|            |    |   |   |        |  |   |
|------------|----|---|---|--------|--|---|
|            |    |   |   |        | Introductory Session, PPT, Review  | Evaluation through Surprise test, Short summary and overview            |
| <b>II</b>  |    |   |   |        |  |   |
|            | 1. | J K Rowling: The Cuckoo's Calling: Cormoran Strike (Book 1) | 6 | 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 |
|            | 2. | Agatha Christie: Murder on the Orient Express               | 5 | 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>III</b> |    |   |   |        |  |   |
|            | 1. | Wilkie Collins: The Woman in White                          | 4 | K5(E)  | 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. | H G Wells: The Time Machine                                 | 5 | K5(E)  | 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>  |    |   |   |        |  |   |
|            | 1. | J R R Tolkien: The Lord of the Rings                        | 5 | K4(An) | Lecture using talk and chalk, Introductory Session, Mind   | Evaluation through short test, MCQ questions, Short                     |

|          |    |   |   |        |   |   |
|----------|----|---|---|--------|---|---|
|          |    |   |   |        | Mapping<br>Lecture<br>using videos,<br>PPT, Review  | Summary or<br>Overview  |
|          | 2. | Gabriel Garcia Marquez:<br>One Hundred Years of<br>Solitude | 5 | K4(An) | Lecture<br>using talk<br>and chalk,<br>Introductory<br>Session,<br>Mind<br>Mapping<br>Lecture<br>using videos,<br>PPT, Review | Evaluation<br>through short<br>test, MCQ<br>questions,<br>Short<br>Summary or<br>Overview |
| <b>V</b> |    |   |   |        |   |   |
|          | 1, | Edgar Alan Poe: The<br>Murders in the Rue<br>Morgues        | 4 | K4(An) | Lecture<br>using talk<br>and chalk,<br>Introductory<br>Session,<br>Mind<br>Mapping<br>Lecture<br>using videos,<br>PPT, Review | Evaluation<br>through short<br>test, MCQ<br>questions,<br>Short<br>Summary or<br>Overview |
|          | 2. | E M Forster: The<br>Machine Stops                           | 4 | K4(An) | Lecture<br>using talk<br>and chalk,<br>Introductory<br>Session,<br>Mind<br>Mapping<br>Lecture<br>using videos,<br>PPT, Review | Evaluation<br>through short<br>test, MCQ<br>questions,<br>Short<br>Summary or<br>Overview |
|          | 3. | Isaac Asimov: The Last<br>Question                          | 4 | K4(An) | Lecture<br>using talk<br>and chalk,<br>Introductory<br>Session,<br>Mind<br>Mapping<br>Lecture<br>using videos,<br>PPT, Review | Evaluation<br>through short<br>test, MCQ<br>questions,<br>Short<br>Summary or<br>Overview |

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

Activities (Em/ En/SD):

Employability: Role play

Skill Development: Album creation on the prescribed work.

### **Course Focussing on Cross Cutting Issues (Professional Ethics/ Human**

**Values/Environment Sustainability/ Gender Equity): Professional Ethics**

**Activities related to Cross Cutting Issues:**

**Assignment:** Critically analyse questions from each unit.

**Seminar Topic :** One Hundred years of Solitude – Gabriel Garcia Marquez

**Sample questions:**

Part A:

1. Which author is credited with creating the science fiction genre? (K2)  
**a) H.G. Wells** b) Jules Verne c) Isaac Asimov d) Mary Shelley
2. What is the name of Cormoran Strike's assistant? (K4)  
**a) Robin Ellacott** b) John Bristow c) Matthew Cunliffe d) Alison Crowe
3. How does Hercule Poirot solve the case? (K5)  
a) By gathering physical evidence b) By interviewing suspects  
**c) By using his "little grey cells"** d) By chance
4. Who is the woman in white? (K6)  
**a) Anne Catherick** b) Laura Fairlie c) Marian Halcombe d) Mrs. Clements
- 5 . What are the two species that the Time Traveler encounters in the future? (K2)  
a) Humans and Morlocks      **b) Eloi and Morlocks**  
c) Humans and Eloi          d) Morlocks and Weena

Part B:

- 1, What is the name of the famous supermodel whose death under mysterious circumstances sets off the investigation in "The Cuckoo's Calling"? (K6)
2. What is the name of the famous detective who investigates the murder on the Orient Express, and what is his nationality? (K4)
3. What is the name of the young drawing master who becomes embroiled in the mysterious circumstances surrounding Anne Catherick and Laura Fairlie? (K4)
4. What is the name of the future era in which the Time Traveller finds himself, where humanity has evolved into two separate species: the Eloi and the Morlocks? (K4)
5. What is the name of the dark lord who created the One Ring and seeks to reclaim it to conquer Middle-earth? (K6)

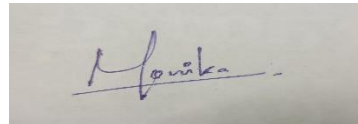
Part C:

1. Analyze the character of Cormoran Strike, the private investigator in "The Cuckoo's Calling". (K6)
2. Discuss the theme of justice in "Murder on the Orient Express". How does Hercule Poirot's approach to justice differ from the legal system's approach? (K5)

3. Analyze the theme of identity in "The Woman in White". How do the novel's use of multiple narratives, disguises, and mistaken identities reflect the social and cultural anxieties of Victorian England? (K6)
4. Discuss the social commentary in "The Time Machine" on the class divisions of Victorian England. . (K4)
5. Analyze the theme of friendship and loyalty in "The Lord of the Rings" ..(K4)



Head of the Department  
Ms. M. Maria Helen Janoba



Course Instructor  
Ms. J.S Monika

## Teaching Plan

**Department:** English  
**Class:** II MA English  
**Title of the Course:** CORE COURSE VII: LITERARY THEORY  
**Semester:** III  
**Course Code:** EP233CC1

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks |          |       |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
|             |   |   |   |   |         |             |             | CIA   | External | Total |
| EP233CC1    | 5 | 1 | - | - | 5       | 6           | 90          | 25    | 75       | 100   |

**Pre-requisite:** Foundational understanding of Literature and critical thinking

### Learning Objectives

1. To introduce students to literary theories and criticism
2. To critically and logically think about literary theories

### Course Outcomes

| CO | Upon completion of this course, the students will be able to:  | Cognitive level |
|----|--|-----------------|
| 1. | understand the evolution of literary criticism   | K2              |
| 2. | apply literary theories to diverse literary texts  | K3              |
| 3. | identify and interpret underlying theoretical frameworks within literary works                           | K1 & K4         |
| 4. | critically evaluate the strengths and limitations of different literary theories                         | K5              |
| 5. | articulate well-reasoned arguments regarding the relevance and significance of various literary theories | K6              |

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; 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 |
|------|--------|-----------------|----------------|-----------------|------------------------|------------------------|
| I    | 1      | New Criticism   | 3              | K1, K2          | Blended learning       | Album Preparation      |
|      | 2      | Moral Formalism | 3              | K1, K2          | Inquiry based approach | Open book test         |

|  |   |                                      |   |        |                   |                                       |
|--|---|--------------------------------------|---|--------|-------------------|---------------------------------------|
|  | 3 | Russian Formalism and Bakhtin School | 6 | K1, K2 | Flipped Classroom | Multiple choice questions using Slido |
|  | 4 | Reader oriented Theories             | 3 | K1, K2 | Lecture Method    | Oral Presentation                     |
|  | 5 | Structuralist Theories               | 3 | K1, K2 | Video Making      | Online Quiz                           |

| Unit | Module | Topic                      | Teaching Hours | Cognitive level | Pedagogy               | Assessment/ Evaluation       |
|------|--------|----------------------------|----------------|-----------------|------------------------|------------------------------|
| II   | 1      | Marxist Theories           | 6              | K2, K3          | Lecture Method         | Preparation of question bank |
|      | 2      | Poststructuralist Theories | 6              | K2, K3          | Integrative Learning   | Seminar presentation         |
|      | 3      | Postmodernist Theories     | 6              | K2, K3          | Inquiry-based approach | Open book test               |

| Unit | Module | Topic   | Teaching Hours | Cognitive level | Pedagogy             | Assessment/ Evaluation |
|------|--------|---|----------------|-----------------|----------------------|------------------------|
| III  | 1      | Jacques Lacan – The Insistence of the Letter in the Unconscious                   | 6              | K1, K4          | Lecture Method       | Online assignment      |
|      | 2      | Jacques Derrida – Structure, Sign and Play in the Discourse of the Human Sciences | 6              | K1, K4          | Integrative Teaching | Oral presentation      |
|      | 3      | Mikhail Bakhtin – From the Prehistory of Novelistic Discourse                     | 6              | K1, K4          | Lecture Method       | Oral test              |

| Unit | Module | Topic | Teaching Hours | Cognitive level | Pedagogy | Assessment/ Evaluation |
|------|--------|-------|----------------|-----------------|----------|------------------------|
|------|--------|-------|----------------|-----------------|----------|------------------------|

|    |   |  |   |        |                      |            |
|----|---|--|---|--------|----------------------|------------|
| IV | 1 | Jean Baudrillard – Simulacra and Simulations | 6 | K2, K3 | Blended learning     | Oral test  |
|    | 2 | Roland Barthes – The Death of the Author     | 6 | K2, K3 | Cooperative learning | Slip test  |
|    | 3 | Michel Foucault – What is an Author?         | 6 | K2, K3 | Blended learning     | Exhibition |

| Unit | Module | Topic  | Teaching Hours | Cognitive level | Pedagogy             | Assessment/ Evaluation       |
|------|--------|--|----------------|-----------------|----------------------|------------------------------|
| V    | 1      | Stephen Greenblatt – The Circulation of Social Energy                | 9              | K5              | Lecture Method       | Preparation of question bank |
|      | 2      | Peter Stockwell – Introduction to Cognitive Poetics: An Introduction | 9              | K5              | Integrative teaching | Surprise test                |

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Exhibition, Album preparation, Oral Presentation

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

Activities related to Cross Cutting Issues: Oral test & Seminar presentation

Assignment: Exhibition, Role Play, Album preparation

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

#### **Part A**

1. What is New Criticism?
2. Who denied the theory of natural harmony?
3. What does the term ‘epistēmē’ mean?
4. Who is considered as the ‘modern scriptor’?
5. What is “Social Energy” according to Greenblat?



## Part B

1. Write a short note on Reader oriented Theories.
2. Explain Postmodernist Theories.
3. What were Bhaktin's main views and treatment of language?
4. Explain Foucault's concept of agency and author function.
5. What is Cognitive Poetics? Explain the concept of body, mind and literature.

## Part C

1. Explain the concept of Structuralist Theories.
2. Write in detail about Marxist Theories.
3. Highlight the idea of deconstruction in "Structure, Sign and Play in the Discourse of Human Sciences.
4. Comment on Roland Barthes "The Death of the Author".
5. "Stephen Greenblatt's essay "The Circulation of Social Energy" questions the effectiveness of literary culture as social energy through his examinations of Shakespeare, the Renaissance literary canon, and theatrical representation." – Elucidate.



Head of the Department

M. Maria Helen Janoba

Course Instructor

Dr. Subha Ganapathy

**Name of the Course : Major Core –Caribbean Literature**

**Department : English SF**

**Class : II MA English**

**Semester : III**

**Course Code : EP233CC2**

| Course Code | L | T | P | Credits | Inst. Hours | Total Hours | Marks |          |       |
|-------------|---|---|---|---------|-------------|-------------|-------|----------|-------|
|             |   |   |   |         |             |             | CIA   | External | Total |
| EP233CC2    | 5 | 1 | - | 5       | 6           | 90          | 25    | 75       | 100   |

**Objectives:**

- To analyse the representation of colonial legacies and postcolonial struggles in Caribbean Literature
- To trace the evolution of Caribbean literature over time and its influence on broader cultural and political movements.

**Course Outcomes**

| On the successful completion of the course, the students will be able to: |  |         |
|---|--|---------|
| 1   | Explore the diversity of voices and perspective within Caribbean literary traditions | K1 & K2 |
| 2   | Apply critical analysis skills to deconstruct and interpret literary texts           | K3      |
| 3   | Analyse and interpret a variety of literary texts from the Caribbean literature      | K4      |
| 4   | Identify key themes, motifs, and stylistic features in Caribbean literature          | K5      |
| 5   | Examine the role of language in Caribbean literature                                 | K5      |

## Teaching Plan

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

| Unit | Module      | Topic   | Teaching Hours | Cognitive Level   | Pedagogy  | Assessment/ Evaluation   |
|------|-------------|---|----------------|-------------------|---|--|
| I    | Prose       |   |                |                   |   |  |
|      | 1           | Elizabeth M. DeLoughrey: Introduction                         | 3              | K2 (U)            | Lecture using Chalk and Talk, PPT, peer tutoring and mind mapping           | Oral test using rapid fire method.                             |
|      | 2           | Julia Udofia: The History and Shaping of Caribbean Literature |                |                   |   |  |
| II   | Poetry      |   |                |                   |   |  |
|      | 1           | Mervyn Morris: Judas  | 2              | K3 (Ap) & K4 (An) | Lecture using e-content from external source, use of Chalk and Talk and PPT | Slip test<br>Oral test using rapid fire method. Open book test |
|      | 2           | Kamau Brathwaite: Bread                                       | 2              |                   |   |  |
|      | 3           | Merle Collins: Quality Time                                   | 2              |                   |   |  |
|      | 4           | John Agard: Flag  | 2              |                   |   |  |
|      | 5           | Edward Baugh: Country Dance                                   | 2              |                   |   |  |
| III  | Short Story |   |                |                   |   |  |
|      | 1           | Olive Senior: The Country Cousin                              | 3              | K2(U) & K 4 (An)  | Lecture using Chalk and Talk and Group Work.                                | Oral test using rapid fire method, Analytical essay drafting.  |
|      | 2           | Jamaica Kincaid : In the Night                                | 3              |                   |   |  |
|      | 3           | Tiphanie Yanique: The Saving Work                             | 3              |                   |   |  |
|      | 4           | Alexia Arthurs: Shirley from a Small Place                    | 3              |                   |   |  |

|    |         |  |    |                |  |   |
|----|---------|--|----|----------------|--|---|
| IV | Fiction |  |    |                |  |   |
|    | 1       | Erna Brodber: <i>The Rainmaker's Mistake</i>   | 10 | K2(U) & K4(An) | Lecture method, PPT, Group Discussion, Peer Tutoring & Review        | Oral test using rapid fire method.  |
|    | 2       | Kei Miller: <i>The Last Warner Woman</i>       | 10 |                |  | Slip Test   |
| V  | Drama   |  |    |                |  |   |
|    | 1       | Derek Walcott: <i>Dream on Monkey Mountain</i> | 15 | K2(U) & K4(An) | Lecture using Chalk and Talk role play, interaction & you tube video | Oral test using rapid fire method. True or False, MCQ, open book test, formative assessment |
|    | 2       | Ian MacDonald: <i>The Hummingbird Tree</i>     | 15 |                |  |   |

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

**Activities (Em/ En/SD):** Enactment of a Play from the Caribbean region.

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

**Sustainability/ Gender Equity):** Human Values

**Activities related to Cross Cutting Issues:** An exhibition on the history of Caribbean Literature and the writers from the land.

**Assignment:** Drafting an essay on "How can contemporary literary theories—such as feminist theory, and psychoanalytic criticism—be applied to the interpretation of novel or play or short stories, and what insights do these theories offer into understanding current cultural narratives and societal issues? Illustrate with examples.

## Sample Questions

### Part A

1. How did Judas betray Jesus?
  - A) By handing him over to the Romans
  - B) By revealing his hiding place
  - C) With a kiss
  - D) By denying him three times
2. How does Brathwaite connect bread to history?
  - A) By referencing ancient recipes
  - B) By discussing its role in colonialism
  - C) By describing bread-making techniques
  - D) By listing bread varieties
3. How is the night described in the story?
  - A) Peaceful and serene
  - B) Mysterious and unsettling
  - C) Bright and cheerful
  - D) Cold and harsh
4. What aspect of Shirley's life is a major focus in the story?
  - A) Her education
  - B) Her music career
  - C) Her friendships

### Part B

1. Analyse the theme of betrayal in Mervyn Morris' *Judas*.
2. Summarize the following line "It's just a piece of cloth that makes the guts of men grow bold" from the poem *Flag*.
3. Develop the themes of sustenance and survival in *Bread*.
4. Describe the writer's purpose in highlighting "quality time" in the poem *Quality Time*?
5. Summarize Erna Brobder's key decisions that led to the central conflict.

### Part C

1. Analyze the ways in which Caribbean literature reflects the complexities of post-colonial identity. Compare how different authors handle similar themes related to colonial history, and assess the effectiveness of their approaches.
2. Describe the atmosphere of a night filled with a mix of ordinary and extraordinary events in the short story *In the Night*.

3. Analyze the effectiveness of Miller's portrayal of the Warner Woman in conveying themes of resistance and cultural preservation. How does Miller use narrative techniques, symbolism, or character development to enhance these themes?
4. Offer a reasoned critique of Brobder's decisions, considering if alternative actions might have led to a different outcome.
5. Critically evaluate Walcott's approach to setting in the play. Do you find his use of setting to be successful in achieving his thematic goals? Why or why not? Support your evaluation with textual evidence and scholarly perspectives.



Head of the Department

Ms. M. Maria Helen Janoba.



Course Instructor

Ms. Jebamalar. E & Ms. Jershitha

**Department** : English (SF)  
**Class** : II M.A English  
**Title of the Course** : Core Course IX: Research Methodology  
**Semester** : III  
**Course Code** : EP233CC3

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks |          |       |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
|             |   |   |   |   |         |             |             | CIA   | External | Total |
| EP233CC3    | 5 | 1 | - | - | 5       | 6           | 90          | 25    | 75       | 100   |

### Learning Objectives:

1. To master the rudiments of research writings.
2. To help the students write quality research papers.

### Course Outcomes

| On the successful completion of the course the students will be able to: |   |                    |
|--|---|--------------------|
| 1.   | understand the formal aspects of research                                 | <b>K1 &amp;K2</b>  |
| 2.   | equip themselves in research methodology and ethics                       | <b>K3</b>          |
| 3.   | analyze the ability to organize ideas in their scholarly research writing | <b>K4</b>          |
| 4.   | select the research topic and formulate hypothesis                        | <b>K4 &amp; K5</b> |
| 5.   | meticulously draft the work cited list                                    | <b>K6</b>          |

**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> |        |  |                |                 |   |   |
|          | 1.     | The research paper as a form of exploration and communication. | 2              | K1(R)           | Lecture using talk and chalk, Introductory Session, PPT, Review | Evaluation through short test, Concept explanations |
|          | 2.     | Conducting Research  | 2              | K2(U)           | Group discussion, Peer Tutoring PPT, Review                     | Open book test, short summary, MCQ.                 |
|          | 3.     | Evaluating Sources   | 2              | K2(U)           | Lecture using talk and chalk,                                   | Summative examination,                              |

|           |     |   |   |        |   |  |
|-----------|-----|---|---|--------|---|--|
|           |     |   |   |        | Introductory Session, PPT, Review   | Group Discussion, Oral Presentation                                      |
|           | 4.  | Taking notes, Outlining, Writing Drafts                           | 2 | K2(U)  | Group discussion, Peer Tutoring PPT, Review   | Open book test, short summary, MCQ                                       |
|           | 5.  | Language and style  | 2 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review                       | Evaluation through short test, Concept explanations                      |
|           | 6.  | Plagiarism and Academic Integrity                                 | 2 | K2(U)  | Group discussion, Peer Tutoring PPT, Review   | Summative examination, Group Discussion, Oral Presentation               |
|           | 7.  | Definition of Plagiarism, Consequences of Plagiarism              | 2 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review                       | Evaluation through short test, Concept explanations                      |
|           | 8.  | Unintentional Plagiarism, Forms of Plagiarism                     | 2 | K3(Ap) | Group discussion, Peer Tutoring PPT, Review   | Open book test, short summary, MCQ                                       |
|           | 9.  | Bibliographic Notes, Content Notes                                | 2 | K3(Ap) | Lecture using talk and chalk, Introductory Session, PPT, Review                       | Summative examination, Group Discussion, Oral Presentation               |
|           | 10. | Styling of Notes  | 2 | K3(Ap) | Group discussion, Peer Tutoring PPT, Review   | Open book test, short summary, MCQ                                       |
| <b>II</b> |     |   |   |        |   |  |
|           | 1.  | Margins, Text Formatting, Titles                                  | 2 | K2(U)  | Lecture using talk and chalk, Introductory Session, Lecture using videos, PPT, Review | Preparation of Question bank by the students, Surprise test, Peer Review |
|           | 2.  | Running Head and Page Numbers, Internal Headings and Sub Headings | 3 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review                       | Open book test, short summary, MCQ                                       |
|           | 3.  | Placement of the Works Cited, Paper and Printing                  | 2 | K2(U)  | Introductory Session, PPT, Review   | Evaluation through short test, Concept explanations                      |



|            |    |  |   |        |   |  |
|------------|----|--|---|--------|---|--|
|            | 4. | Tables and Illustrations, Proof Reading and Spell Checkers | 3 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review | Summative examination, Group Discussion, Oral Presentation |
|            | 5. | Lists, Capitalization of Terms                             | 2 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review | Evaluation through short test, Concept explanations        |
|            | 6. | Punctuation and Styling of Titles                          | 3 | K3(Ap) | Lecture using talk and chalk, Introductory Session, PPT, Review | Open book test, short summary, MCQ                         |
|            | 7. | In-Quoting and Paraphrasing Sources                        | 3 | K3(Ap) | Lecture using talk and chalk, Introductory Session, PPT, Review | Summative examination, Group Discussion, Oral Presentation |
| <b>III</b> |    |  |   |        |   |  |
|            | 1. | Author   | 2 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review | Evaluation through short test, Concept explanations        |
|            | 2. | Title of Source  | 2 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review | Open book test, short summary, MCQ                         |
|            | 3. | Title of Container   | 2 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review | Open book test, short summary, MCQ                         |
|            | 4. | Version, Number,   | 3 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review | Evaluation through short test, Concept explanations        |
|            | 5. | Location   | 2 | K2(U)  | Introductory Session, PPT, Review                               | Online assignment, Surprise test, Student Presentations    |
|            | 6. | Publisher, Publication date                                | 2 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review | Evaluation through short test, Concept explanations        |

|           |     |  |   |        |   |   |
|-----------|-----|--|---|--------|---|---|
|           | 7.  | Ordering the List of Works Cited   | 3 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review | Open book test, short summary, MCQ                      |
|           | 8.  | Alphabetizing ,Cross-Reference   | 2 | K3(Ap) | Lecture using talk and chalk, Introductory Session, PPT, Review | Open book test, short summary, MCQ                      |
|           | 9.  | Annotated Bibliographies   | 2 | K6     | Context Based, Lecture method, Blended learning, Seminar        | Slip test, Assignments, Brain Storming                  |
|           | 10. | In-Text Citations  | 3 | K4(A)  | Lecture using talk and chalk, Introductory Session, PPT, Review | Evaluation through short test, Concept explanations     |
| <b>IV</b> |     |  |   |        |   |   |
|           | 1.  | Census and Sample Survey   | 2 | K2(U)  | Context Based, Lecture method, Blended learning, Seminar        | Quiz, Homework, Presentation.                           |
|           | 2.  | Implications of a Sample Design  | 2 | K2(U)  | Lecture using talk and chalk, Introductory PPT, Review          | Evaluation through short test, Concept explanations     |
|           | 3.  | Criteria of selecting a sampling procedure                               | 2 | K2(U)  | Cooperative Learning, Context based, Brain storming, Seminar    | Slip test, Assignments, Brain Storming.                 |
|           | 4.  | Steps in sampling design, Characteristics of a Good Sample Design,       | 3 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review | Online assignment, Surprise test, Student Presentations |
|           | 5.  | Different Types of Sample Designs  | 2 | K2(U)  | Lecture using talk and chalk, Introductory Session, PPT, Review | Evaluation through short test, Concept explanations     |
|           | 6.. | How to Select a Random Sample?   | 2 | K3(Ap) | Cooperative Learning, Context based, Brain storming             | Evaluation through short test, Concept explanations     |
|           | 5.  | Random Sample from an Infinite Universe, Complex Random Sampling Designs | 4 | K4(A)  | Context based, Brain storming, Seminar.                         | Open book test, short summary, MCQ                      |

| V |    |   |   |        |  |  |
|---|----|---|---|--------|--|--|
|   | 1, | Methods of Data Collection, Collection of Primary Data          | 2 | K2(U)  | Cooperative Learning, Context based, Brain storming, Seminar | Evaluation through short test, Concept explanations        |
|   | 2. | Observation Method, Interview Method, Questionnaires, Schedules | 4 | K2(U)  | Context Based, Lecture method, Blended learning, Seminar     | Online assignment, Surprise test, Student Presentations    |
|   | 3. | Difference between Questionnaires and Schedules                 | 2 | K2(U)  | Cooperative Learning, Context based, Brain storming, Seminar | Summative examination, Group Discussion, Oral Presentation |
|   | 4. | Some Other Methods of Data Collection                           | 2 | K3(Ap) | Lecture method, Blended learning, Seminar                    | Online assignment, Surprise test, Student Presentations    |
|   | 5. | Collection of Secondary Data                                    | 2 | K4(A)  | Cooperative Learning, Context based, Brain storming, Seminar | Summative examination, Group Discussion, Oral Presentation |

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

#### **Activities (Em/En/SD):**

Employability – Research paper presentation by critically evaluating the research methodology, employing the research tools, Group discussion

Skill Development – Analyzing and applying the methodology to Work Cited List.

### **Course Focussing on Cross Cutting Issues (Professional Ethics/ Human**

**Values/Environment Sustainability/ Gender Equity):** Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity

#### **Activities related to Cross Cutting Issues :**

#### **Assignment:**

1. Analyzing research papers and present them in the class
2. Analyzing and applying the methodology to Work Cited List.

**Seminar Topic:**

1. Research and Writing.
2. Plagiarism and Academic Integrity.
3. Bibliographic Notes.
4. Styling of Notes.
5. Writing Drafts.

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

**Part A**

1. What is the role of a literature review in research?
  - a) **To summarize existing research on a topic**
  - b) To propose a new research question
  - c) To collect data for a study
  - d) To analyze data for a study
2. What is the primary purpose of research?
  - a) To prove a hypothesis
  - b) To collect data
  - c) **To answer a question or solve a problem**
  - d) To publish a paper

**Part B**

1. Explain research paper as a form of exploration and communication?
2. Elaborate on citing version and numbers in research?

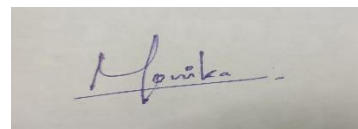
**Part C**

Explain the key elements involved in formatting research articles?



Head of the Department

Ms. M. Maria Helen Janoba



Course Instructor

Ms. J.S. Monika

### SEMESTER III

**Department** : English SF  
**Class** : II M.A English  
**Title of the Course** : Elective Course V: A) Bhakti Literature  
**Semester** : III  
**Course Code** : EP233EC1

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks |          |       |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
|             |   |   |   |   |         |             |             | CIA   | External | Total |
| EP233EC1    | 3 | 1 | - | - | 3       | 4           | 60          | 25    | 75       | 100   |

**Pre-requisite:** Students should have interest in learning bhakti literature.

#### Learning Objectives

1. To understand the concept of Bhakti and its significance in Indian spiritual and literary traditions.
2. To analyse major Bhakti poets and their texts from different parts of the country.

#### Course Outcomes

| On the successful completion of the course, students will be able to: |  |                    |
|---|--|--------------------|
| 1.  | develop a deep understanding of the philosophical underpinnings of Bhakti literature, including concepts such as devotion (bhakti), surrender (prapatti), and divine love (prema).       | <b>K1 &amp; K2</b> |
| 2.  | critically analyse Bhakti poets and their texts from various parts of the country.   | <b>K4</b>          |
| 3.  | gain insights into the historical and cultural contexts in which Bhakti movements emerged and flourished, understanding their socio-political significance and impact on Indian society. | <b>K2</b>          |
| 4.  | appreciate the diversity within the Bhakti tradition, recognizing the regional variations, linguistic expressions, and philosophical nuances present in Bhakti literature across India.  | <b>K3 &amp; K5</b> |
| 5.  | examine the contribution of women poets in the development of bhakti movement.   | <b>K5</b>          |

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

## Teaching plan

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

| Unit | Module                            | Topic  | Teaching Hours | Cognitive level | Pedagogy  | Assessment/ Evaluation   |
|------|-----------------------------------|--|----------------|-----------------|---|--|
| I    | Introduction to Bhakti Literature |  |                |                 |   |  |
|      | 1.                                | Introduction to Bhakti Literature<br>Introduction to Major Bhakti saints<br>Bhakti Movement and its Traditions | 12             | K1(R)           | Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, Demonstration              | Evaluation through short test, Slip Test, Simple definitions                           |
| II   | South Indian Bhakti Traditions:   |  |                |                 |   |  |
|      | 1                                 | Nakkirar: Tirumurukarruppatai (4-7)  | 2              | K4 (An)         | 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                                 | Andal: Tiruppavai (9-17)   | 2              |                 |   |  |
|      | 3                                 | Appar (Tirunavukkaracar): The Garland of Limbs   | 2              |                 |   |  |
|      | 4                                 | Mahadeviyakka: Like a Silkworm Weaving   | 2              |                 |   |  |
|      |                                   | I Have Maya for Mother-in Law, But I Will Give this Wench  | 4              |                 |   |  |
| III  | North Indian Bhakti Traditions :  |  |                |                 |   |  |
|      | 1.                                | Kabir: Kabir Poems (106-115 )  | 3              | K1, K4          | Lecture using Chalk and talk, Peer tutoring, Demonstration , PPT, Review  | Evaluation through short test, Open Book Test  |
|      | 2                                 | Mirabai: A Cowherding girl, Clouds, Keep Up Your Promise   | 3              |                 |   |  |
|      | 3                                 | Ravidas: If You Are a Mountain   | 2              |                 |   |  |

|    |  |   |    |                   |   |   |
|----|--|---|----|-------------------|---|---|
|    | 4  | Tulsidas: Within This Body,<br>The Rainy Season,<br><br>Truth Lies within Sound<br>Celestial, Prayer  | 4  |                   |   |   |
| IV | Gender Role and Impact of Bhakti Literature: |   |    |                   |   |   |
|    | 1.   | The Role of Female Saints,<br>Bhakti and Social Critique,<br>Cultural and Historical<br>Context, Impact and<br>Influence  | 12 | K2 (U),<br>K3(Ap) | Lecture using<br>Chalk and talk,<br>Introductory<br>session,<br>Peer tutoring                                       | Evaluation<br>through short<br>test, MCQ                            |
| V  | Literary Analysis of Bhakti Poetry :         |   |    |                   |   |   |
|    | 1.   | Metaphors and imagery of<br>love, Devotional language<br>and Style, Themes and<br>Literary Devices- (devotion,<br>love, surrender to the divine,<br>spiritual longing, and the<br>quest for union with the<br>divine) (metaphor, simile,<br>allegory, symbolism,<br>personification, imagery,<br>and repetition ) | 12 | K4 (An)           | Lecture using<br>Chalk and talk,<br>Introductory<br>session, Group<br>Discussion,<br>Demonstration<br>, PPT, Review | Evaluation<br>through short<br>test, MCQ,<br>Exercise<br>questions. |

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

Employability, Skill Development

Activities (Em/ En/SD): Group Discussion, Class Test, Open Book Test

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

Activities related to Cross Cutting Issues: Album Preparation

**Assignment:** Study the contributions of female Bhakti poets like Mirabai and Akka Mahadevi. Discuss their poetic themes, personal struggles, and how their works addressed issues of gender and spirituality.



## Sample questions

### Part A

1. The term bhakti is derived from the Sanskrit root "bhaj", which means:
  - a. To worship
  - b. To love
  - c. To serve
  - d. To adore
2. In "Clouds", what does Mirabai compare Krishna's love to?
  - a. A raging fire
  - b. A gentle breeze
  - c. A monsoon cloud
  - d. A quiet stream
3. The Nayanars were the devotees of Lord:
  - a. Shiva
  - b. Vishnu
  - c. Brahma
  - d. Ganesha
4. What is the significance of the "Garland" metaphor in the poem?
  - a. It symbolizes the beauty of nature
  - b. It represents the cycle of life and death
  - c. It signifies the union of the devotee with the divine
  - d. It highlights the importance of rituals
5. Which theme in Bhakti literature reflects the rejection of caste distinctions?
  - a. Love and longing
  - b. Social hierarchy
  - c. Liberation through devotion
  - d. Universal equality

### Part B

1. What is Bhakti literature, and what are its key characteristics?
2. Name few of the most influential Bhakti poets, and how are their work played their role in medieval India ?

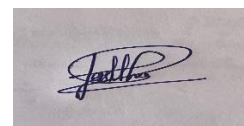
3. Discuss the imagery and symbolism used in Thirumurukarrupatai to describe Lord Murugan's divine nature and worship by giving examples from prescribed text.
4. Discuss the themes of love, devotion, and surrender in Tiruppavai, highlighting Andal's emotions and longing for Krishna by giving suitable examples.
5. What impact did Mirabai's poetry have on the social and cultural status of women, and how did it contribute to their empowerment and voice in a patriarchal society?

### **Part C**

1. Analyze the themes of devotion, spirituality, and the material world in Mahadeviyakka's poems, exploring how they reflect the Bhakti tradition and her personal spiritual journey.
2. Analyze the symbolism, imagery, and metaphors used in Mirabai's poems "A Cow-Herding Girl", "Clouds", and "Keep Up Your Promise" to describe her devotion to Krishna, highlighting her emotions and spiritual aspirations.
3. Analyze Kabir's critique of external religious practices and his emphasis on inner spiritual growth, exploring how his poems reflect his unique spiritual perspective and teachings.
4. Discuss the theme of love and devotion in Bhakti literature, using examples from specific poets or poems prescribed.
5. How do the metaphors and imagery employed in Bhakti literature serve as a means of expressing spiritual ideas and critiquing social ills, allowing the poets to communicate complex beliefs and concerns in a creative and impactful manner?



Head of the Department  
Ms. M. Maria Helen Janoba



Course Instructor  
Ms. Jersitha Queen

**SEMESTER III**  
**SKILL ENHANCEMENT COURSE II: HEALTH, WELLNESS AND PSYCHOLOGY**

**Department** : English Literature SF  
**Class** : II MA  
**Title of the Course** : Health, Wellness and Psychology  
**Semester** : III  
**Course Code** : EP233SE1

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks |          |       |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
|             |   |   |   |   |         |             |             | CIA   | External | Total |
| EP233SE1    | 2 | 1 | - | - | 2       | 3           | 45          | 25    | 75       | 100   |

**Learning Objectives:**

1. To understand the symptoms, risk factors, and treatment options for mental health conditions.
2. To evaluate the role of motivation, perception, and social influences in health-related decision- making.

**Course Outcomes**

| On the successful completion of the course, students will be able to: |  |                    |
|---|--|--------------------|
| 1.  | understand psychological principles to enhance personal and community health practices.  | <b>K1 &amp; K2</b> |
| 2.  | understand how psychological factors impact overall well-being.  | <b>K2</b>          |
| 3.  | apply the concepts in real-life situations, emphasizing the practical integration of health, wellness, and psychology.             | <b>K3</b>          |
| 4.  | analyze stress management strategies to enhance mental resilience.   | <b>K4</b>          |
| 5.  | evaluate the importance of holistic well-being by recognizing and addressing the interconnectedness of physical and mental health. | <b>K5</b>          |

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

## Teaching plan

**Total Contact hours: 45 (Including lectures, assignments and test)**

| Unit       | Module | Topic   | Teaching Hours | Cognitive level | Pedagogy  | Assessment/ Evaluation                                       |
|------------|--------|---|----------------|-----------------|---|--|
| <b>I</b>   |        |   |                |                 |   |  |
|            | 1.     | Vedic Foundations of Ayurveda                           | 5              | K2(U)           | Introductory session,<br>Peer tutoring,<br>Demonstration,<br>Review           | Evaluation through Discussion,                               |
|            | 2.     | Six Rasas and their Relation to Doshas.                 | 4              | K2(U)           | Lecture talk,<br>Group Discussion,<br>PPT, Review                             | Short essays,<br>Concept explanations,<br>Simple definitions |
|            | 3.     | Ayurvedic View of the Cause of Diseases.                | 5              | K3(Ap)          | PPT, Review,<br>Group Discussion,<br>Demonstration                            | Evaluation through short test                                |
| <b>II</b>  |        |   |                |                 |   |  |
|            | 1.     | Origin and History of Siddha                            | 3              | K4(An)          | Group Discussion,<br>Mind mapping,<br>Peer tutoring,<br>Lecture using videos, | Simple definitions,<br>Recall steps,<br>Concept definitions  |
|            | 2.     | Diagnosis and Treatment in Siddha: An Overview          | 4              | K4(An)          | Lecture using Chalk and talk ,Introductory session,                           | MCQ,<br>True/False,<br>Short essays,<br>Concept explanations |
| <b>III</b> |        |   |                |                 |   |  |
|            | 1.     | Dinacharya or daily regimen for the maintenance of good | 4              | K2(U)           | Lecture using Chalk and talk,   | Evaluation through short                                     |

|    |    |   |   |        |   |   |
|----|----|---|---|--------|---|---|
|    |    | health  |   |        | Group Discussion,<br>Peer tutoring,<br>Demonstration,                                     | test, Short essays,   |
|    | 2. | Ritucharya or seasonal regimen.                               | 3 | K2(U)  | Lecture using Chalk and talk,<br>Group Discussion,  | True/False, Short essays, Concept explanations, MCQ, Open Book Test |
| IV |    |   |   |        |   |   |
|    | 1. | Components of Mental Health: An Overview,                     | 3 | K1 (R) | Introductory session,<br>Peer tutoring,<br>PPT  | Evaluation through short test, MCQ                                  |
|    | 2. | Causes and Consequences of Mental Conflicts and Frustrations, | 2 | K3(Ap) | Lecture using Chalk and talk,<br>Introductory session,<br>Review                          | Evaluation through short tests, MCQ, Simple definitions.            |
|    | 3  | Stress, Anxiety disorders                                     | 3 | K4(An) | Lecture using Chalk and talk,<br>Introductory session,<br>Lecture using videos, PPT       | Evaluation through short test, MCQ, Short essays, Slip test         |
| V  |    |   |   |        |   |   |
|    | 1. | Personality: Nature and Types of Personality                  | 4 | K1 (R) | Lecture using Chalk and talk,<br>Introductory session, Group Discussion,<br>Demonstration | Evaluation through short test, MCQ, Exercise questions.             |
|    | 2. | Determinants of Personality: Heredity and Environment         | 5 | K2(U)  | Lecture using Chalk and talk,   | Evaluation through short  |

|  |  |  |  |  |   |                            |
|--|--|--|--|--|---|----------------------------|
|  |  |  |  |  | Introductory session, Lecture using videos, , Group Discussion, Demonstration | tests, Exercise questions. |
|--|--|--|--|--|---|----------------------------|

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

Activities (Em/ En/SD): Presentation, Peer Teaching.

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

Activities related to Cross Cutting Issues: Exhibition

Assignment: Concept mapping, Mindmap

#### **Part A**

- 1.What is the name of one of the most renowned traditional systems of medicine? **(K1)**
- 2.What is the basis of Ayurveda? **(K1)**
- 3.What is caused by an imbalance between the three doshas? **(K2)**
4. How many dhatus are there in Ayurveda? **(K1)**
5. What is the method used in Ayurvedic therapies for rejuvenation? **(K2)**

#### **Part B**

1. According to Ayurveda, what are the three "Doshas" that govern the body's physiological functions? **(K2)**
2. What is the name of the five cleansing processes used in Ayurvedic "PanchaKarma" therapy? **(K3)**
3. What are the four Vedas, and which one is considered the primary source of Ayurvedic knowledge? **(K3)**
4. What are the key components of mental health, and how do they interact with each other? **(K4)**
5. Explain the causes and consequences of mental conflicts and frustrations, and discuss strategies for managing them. **(K5)**

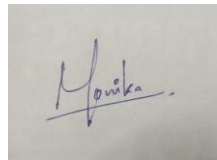
#### **Part C**

1. Discuss the Role of the Vedas and Philosophical Systems in Shaping Ayurvedic Principles. **(K5)**
2. Explain the Tridosha Theory and its Importance in Maintaining Health according to Ayurveda. **(K4)**

3. Explore the concept of resilience, self-esteem, social support, and spirituality in relation to mental health. Analyze how these factors contribute to a person's ability to cope with challenges and thrive. **(K4)**
4. Examine the causes and consequences of mental conflicts and frustrations, drawing on both internal and external factors. How do these factors interact to influence an individual's emotional, cognitive, and behavioral responses? **(K3)**
5. Compare and contrast insomnia, depression, stress, and anxiety disorders, highlighting their unique characteristics, symptoms, and potential consequences. **(K3)**



Head of the Department  
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Course Instructors  
Ms. M Aashina Janvi & Ms. Monika