

**Holy Cross College (Autonomous)**

**Accredited with A<sup>+</sup> by NAAC-IV cycle-CGPA 3.35**

**Affiliated to Manonmaniam Sundaranar University, Trinelveli**

**Nagercoil- 629004**



**Teaching Plan**

**Post Graduate**

**Department of English SF**



**2023-2024(Even Semester)**

**Teaching Plan**  
**FIRST YEAR: SEMESTER II**

**CORE COURSE IV: AMERICAN LITERATURE**

**Department** : English  
**Class** : I M.A English  
**Title of the Course** : Core IV: American Literature  
**Semester** : II  
**Course Code** : EP232CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231CC1	5	1	-	-	5	6	90	25	75	100

**Learning Objectives:**

1. To familiarize social and political events that have a bearing on American writing.
2. To inculcate the movements and trends that shaped American literature.

**Course Outcomes**

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

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

**Teaching plan**

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Robert Frost: The Death of the Hired Man	2	K5(E)	Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Written Essays, Quizzes, Group Projects, Class Discussions, Reflection Papers, Creative Projects, Peer Review, Short Answer Tests, Literature Circles
	2.	Wallace Stevens: Anecdote of the Jar	3	K4(An)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview
	3.	Maya Angelou: A Brave and Startling Truth	3	K4(An)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview
	4.	Robert Lowell: Skunk Hour	2	K4(An)	Lecture using Chalk and talk, Group	Evaluation through short test, Short

					Discussion, Demonstration, PPT, Review	essays, Concept explanations, Short summary or overview
	5.	Sylvia Plath: Lady Lazarus	2	K4(An)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview
	6.	Anne Sexton: Wanting to Die	2	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Quizizz
	7.	Adrienne Rich: Driving into the Wreck	2	K4(An)	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, , MCQ, Open Book Test

	8.	Lucille Clifton: Homage to my Hips, Far Memory	2	K4(An)	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, MCQ, Slip Test, Open Book Test in Kahoot
II						
	1.	Amy Tan: Mother Tongue,	9	K4(An)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Top Hat
	2.	Thoreau: Walden (Chapter “The Bean Field”, “The Village”, The Ponds” and “Brute Neighbours”)	9	K3(R)	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
III						
	1.	Edgar Allan Poe: The Cask of Amontillado	5	K2(U)	Lecture using Chalk and talk	Evaluation through short

					,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ
	2.	Herman Melville: The Cask of Amontillado	4	K4(An)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Gradescope, MCQ, Open Book Test
	3.	Flannery O'Connor: A Good Man is Hard to Find	5	K4(An)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, MCQ, Slip Test, Open Book Test
	4.	Shirley Jackson: The Lottery	4	K4(An)	Lecture using Chalk and talk, Group Discussion,	Evaluation through short test, MCQ, True/False,

					Peer tutoring, Demonstration, PPT, Review	Short essays, Concept explanations, Short summary or overview, MCQ, Slip Test, OBT- mentimeter
IV						
	1.	Tennessee Williams: A Street Car Named Desire	9	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Bloombard
	2.	Marsha Norman: Night Mother	9	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, PPT	Evaluation through short test, MCQ, True/False, Short essays, Short summary or overview, MCQ, Open Book Test, Slip Test
V						
	1.	Toni Morrison: Beloved	6	K4(An)	Lecture using Chalk and talk, Group	Evaluation through short test, MCQ,

					Discussion, Peer tutoring, Demonstration, PPT, Review	True/False, Short essays, Concept explanations, Short summary or overview, MCQ, Slip Test, Open Book Test
	2.	Kate Chopin: The Awakening	6	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Brightsoace by D2L

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

Employability

Activities (Em/ En/SD): Reciting poems, Enacting Drama, Exhibition, Verse Writing

**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:** Choose any Poem and Identifying its structure and Rhyme Scheme

**Seminar Topics:** Students will deal with the topics listed below

1. The Evolution of Modernism in Poetry of Wallace Stevens.
2. Exploring the Themes of Self and Identity in the Works of Sylvia Plath and Anne Sexton. Nature and Its Symbolic Representation in Robert Frost's work.



3. Cultural Identity and Language: An Analysis of Amy Tan's 'Mother Tongue'.
4. The American Dream in Crisis: A Study of Tennessee Williams' 'A Streetcar Named Desire'.
5. Exploring Feminism and Female Identity in Marsha Norman's 'Night Mother'.
6. Themes of Morality and Consequence in Edgar Allan Poe's 'The Cask of Amontillado' and Flannery O'Connor's 'A Good Man Is Hard to Find'.
7. Isolation and Alienation in Herman Melville's 'Bartleby the Scrivener'. Fiction Cultural and Identity Struggles in N. Scott Momaday's 'House Made of Dawn' and Toni Morrison's 'Beloved'.
8. Gender Roles and Feminist Ideals in Kate Chopin's 'The Awakening'.

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

**Part A:**

1. Which of the following best describes the central theme of Robert Frost's poem "The Death of the Hired Man"?
  - a) Unpredictability of nature      b) Complexities of human relationships and compassions
  - c) adventures of rural life      D) impact of technological advancement on rural communities
2. Amy Tan's "Mother Tongue" primarily explores which of the following themes? (K2)
  - a) The complexities of mother-daughter relationships
  - b) The challenges of bilingual speakers
  - c) The immigrant experience in America
  - d) The impact of language on identity
3. "A Streetcar Named Desire" by Tennessee Williams is set in which American city? (K1)
  - a) New Orleans
  - b) New York
  - c) Chicago
  - d) San Francisco
4. In "The Cask of Amontillado," what is Montresor's motive for murdering Fortunato? (K1)
  - a) Jealousy
  - b) Insult
  - c) Greed
  - d) Revenge
5. "Bartleby the Scrivener" is set in which city? (K2)
  - a) Boston
  - b) New York
  - c) Philadelphia
  - d) Washington D.C.
6. In Toni Morrison's "Beloved," what does the character Beloved symbolize? (K1)
  - a) Hope
  - b) Love
  - c) The past
  - d) Forgiveness
7. What is the primary theme of Kate Chopin's "The Awakening"? (K2)
  - a) Racial inequality
  - b) Women's independence
  - c) Love and marriage
  - d) Social class

**Part B:**

1. Questions Analyze the main idea of Thoreau's chapter "Pond" in "Walden." (K4)
2. Discuss the significance of language in Amy Tan's "Mother Tongue." (K4)

3. Discuss the theme of pride in Edgar Allan Poe's "The Cask of Amontillado." (K3)
4. Examine the character of Willy Loman in "Death of a Salesman" as a tragic hero. (K5)
5. Discuss the portrayal of gender roles and power dynamics in "A Streetcar Named Desire" (Act I, Scene I). (K3)
6. Analyze the character of Bartleby in Herman Melville's "Bartleby the Scrivener." (K4)
7. Analyze the character of Edna Pontellier in Kate Chopin's "The Awakening." (K4)

Part C:

1. Discuss the representation of death and its impact on the living in Sylvia Plath's "Lady Lazarus." (K5)
2. Critically analyze how Thoreau's "Walden" (Chapter "Pond") reflects his philosophy on nature and simplicity. (K4)
3. Discuss the theme of illusion versus reality in "Death of a Salesman." (K4)
4. Analyze the use of stage directions in "A Streetcar Named Desire" (K4)
5. Questions Examine the use of irony in Edgar Allan Poe's "The Cask of Amontillado." (K6)
6. Discuss the themes of alienation and the human condition in "Bartleby the Scrivener." (K4)
7. Critically examine the theme of memory and the past in Toni Morrison's "Beloved." (K6)
8. Discuss the exploration of female identity and liberation in Kate Chopin's "The Awakening." (K4)



*Alisha Josephine*

Head of the Department

Course Instructor

M.Maria Helen Janoba

J. Alisha Josephine

## Teaching Plan

**Department: English**

**Class: I M.A English**

**Title of the course Core V: SHAKESPEARE STUDIES**

**Semester: II**

**Course Code: EP232CC2**

Course Code	L	T	P	Credits	Inst. Hours	Total Hour S	Marks		
							CIA	External	Total
EP232CC2	5	1	-	5	6	75	25	75	100

**Pre-requisite:** A solid foundation in English language and reading skills, historical context

and exposure to theatre are necessary to learn and understand Shakespeare.

### Objectives

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

### Course Outcomes

CO	Upon completion of this course the students will be able to :	CL
CO-1	recognize the trends in Shakespeare studies and understand Elizabethan theatre and the theatre's development.	U
CO-2	apply the knowledge of Shakespearean language and style in writing short poems and scenes.	U
CO-3	examine and be familiarized with the critical perspectives on Shakespeare's Plays and Sonnets.	U
CO-4	evaluate the modern approaches in Shakespearean criticism.	Ap
CO-5	create short scenes or monologues based on Shakespeare's works	U

### Teaching plan

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I	1.	<i>General Shakespeare: Shakespeare Theatre &amp; Theatre Conventions Sources Problems of Categorization</i>	4	K2(U), K1(R)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning, Slido and Discussion
	2	<i>Trends in Shakespeare Studies up to the 19th Century</i>	2	K2(U), K4(A)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning and Discussion
	3	<i>Sonnet and Court Politics Famous Actors Theatre Criticism</i>	4	K3(A), K5(E)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning, Mentimeter and Discussion
	4	<i>Shakespeare into Film &amp; Play Production. Sonnets – 12, 65, 86, &amp; 130</i>	5	K2(U), K1(R)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning and Discussion
II	1	<i>Much Ado About Nothing</i>	8	K2(U), K5(E), K6(C),	Lecture, Video and PPT	Slip test, Quiz, Questioning, Slido and Discussion
	2	<i>The Winter's Tale</i>	7	K2(U), K5(E), K6(C),	Lecture, Video and PPT	Slip test, Quiz, Questioning and Discussion
III	1	<i>Othello</i>	15	K2(U), K4(An)	Lecture, Video, Tome, Interactive PPT & Discussion	Critical Analysis, Movie Review

IV	1	<i>Henry IV Part I</i>	15	K2(U),K4(An)	Lecture& Discussion	Class Test, Quiz and slip test
V	1	<i>Theatre for a New Audience's production of Much Ado About</i>	4	K4(An)	Lecture, Nearpod, Interactive PPT & Discussion	MCQ, Class Test, Quiz and slip test
	2	<i>Theatre for a New Audience's production of Much Ado About Tale</i>	3	K2(U)	Lecture using Chalk and talk , Discussion, Interactive PPT	Slip test, Quiz, Questioning, Slido and Discussion
	3	<i>A.C. Bradley - Shakespearean Tragedy (Chapter V &amp; VI)</i>	4	K1(R)	Lecture, PPT & Discussion	MCQ, Class Test, Mentimeter, Qui z and slip test
	4	<i>Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion</i>	4	K2(U)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning and Discussion

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development  
Activities (Em/ En/SD): **Write Script and Role play, Peer teaching**

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

Activities related to Cross Cutting Issues:

Assignment: **Info graphing, Listening Triangles, Brainwriting.**

### **Sample questions**

#### **Part A**

1. Shakespeare was born at \_\_\_\_\_. (K1)
2. Where and when does the play Much Ado About Nothing take place? (K1)

3. How does Othello die? (K1)
4. How does Hotspur die? (K1)
5. How many parts does Shakespeare Tragedy have? (K1)

### **Part B**

1. Explain Shakespeare Theatre & Theatre? (K1)
2. How do overhearing, gossip, and conversations drive the action of the play much ado about nothing? (K4)
3. How is Othello's race a factor in the play Othello? (K4)
4. Why is King Henry IV so upset by the rebellion at the start of the play Henry IV, Part 1? (K5)
5. Elucidate the important points stated by Stephen Greenblatt in Renaissance authorities and it's conversion? (K5)

### **Part C**

1. Elucidate the sonnets 12,65,86 of Shakespeare? (K5, K6)
2. How does Shakespeare use characterization to threaten, then save, the infant Perdita? (K4)
3. What motives, stated and implied, does Iago have for taking revenge on Othello? (K4)
4. How does Shakespeare use characterization to threaten, then save, the infant Perdita? (K4)
5. In Act 2, Scene 4 of Henry IV, Part 1, what is symbolized by Prince Hal and Falstaff's role-playing and their interchanging of parts? (K5)
6. Explain Knight's views on "Winter's Tale" (K4)



Valan Anusha J

Head of the Department  
Ms. Maria Helen Janoba

Course Instructor  
Ms. Valan Anusha J

**Department: English**

**Class: I M.A English**

**Title of the Core Course VI: POSTCOLONIAL THEORY AND LITERATURE**

**Semester: II**

**Course Code: EP232CC3**

**Pre-requisite: A basic understanding British rule and its colonies, familiarity with literary genres**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP232CC3	5	1	-	4	6	90	25	75	100

### **Objectives**

1. To examine, understand current sociopolitical mood in 'third-world' countries through the study of their fiction and poetry.
2. To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people.

### **Course Outcomes**

CO	Upon completion of this course the students will be able to :	
1	critically understand the political and social background of the third world nations	K1
2	understand the emerging trends in Post- Colonial Literature	K2
3	be sensitive towards the problems and consequences of the decolonization of a country	K4
4	examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	K3
5	interpret the postcolonial concepts found in different literary genres	K3
6	critically understand the political and social background of the third world nations	K2

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

## Teaching plan



Un it	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
<b>I</b>		<b>Prose</b>				
	1.	Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Introduction to The Empire Writes Back	6	K2(U)	Lecture using Chalk and talk, Discussion	Quiz in SLIDO, Questioning and Discussion
	2	Edward Said: Introduction to Orientalism	5	K2(U)	Lecture using Chalk and talk, Discussion	
	3	Gayatri Chakravorty Spivak: Can the Subaltern Speak?	7	K2(U)	Lecture using Chalk and talk, Discussion	
<b>II</b>		<b>Poetry</b>				
	1	Arun Kolatkar: The Priest	1	K2(U), K4(An)	Lecture, PPT using GAMMA	Slip test, Quiz in SLIDO & Activity through NEARPOD
		Yeshwant Rao	2	K2(U), K4(An)	Lecture & Discussion	
		An Old Woman	1	K2(U), K4(An)	Lecture & Interactive PPT with GAMMA	
		An Old Temple	1	K2(U), K4(An)	Lecture & Discussion	
		Scratch	1	K2(U), K4(An)	Lecture & Interactive PPT	

	2	A.K. Ramanujan: Returning	1	K2(U), K4(An)	Lecture & Discussion	
		Death of a Poem	1	K2(U), K4(An)	Lecture & Discussion	
		No Fifth Man	1	K2(U), K4(An)	Lecture & Discussion	Slip test, Quiz in SLIDO & Activity through NEARPOD
		Birthdays	1	K2(U), K4(An)	Lecture & Discussion	
		Farewells	1		Lecture & Discussion	
	3	Kofi Awonoor: Easter Dawn	1	K2(U), K4(An)	Lecture & Discussion	
		The Weaver Bird	1	K2(U), K4(An)	Lecture, PPT using GAMMA	
		Songs of Sorrow	1	K2(U), K4(An)	Lecture & Discussion	
		Song of war	1	K2(U), K4(An)	Lecture & Discussion	
	4	Grace Nichols: In My Name	1	K2(U), K4(An)	Lecture, PPT using GAMMA	Critical Analysis & Activity through NEARPOD
	5	James Reaney: Maps	1	K2(U), K4(An)	Lecture & Interactive PPT	Quiz and Critical Analysis
	6	George Bowering: Grand Father	1	K2(U), K4(An)	Lecture, PPT using GAMMA	
<b>III</b>		<b>Short Stories</b>				
	1	Kate Grenville: Mate	9	K4(An), K5 (E)	Lecture, Video, PPT & Discussion	Critical Analysis through
		Chinua Achebe: Dead Men's Path	9	K4(An), K5 (E)	Lecture, Video through	Critical Analysis &

					SCHOOLGY PPT & Discussion	Activity through NEARPOD
<b>IV</b>		<b>Drama</b>				
	1	Wole Soyinka: Death and the King's Horseman	10	K4(An), K5 (E)	Lecture& Discussion	Class Test, Quiz and slip test
	2	Douglas Stuart: Ned Kelly	8	K4(An), K5 (E)	Lecture, PPT & Discussion	Slip test, Quiz, Questioning and Discussion
<b>V</b>		<b>Fiction</b>				
	1	Arundathi Roy: God of Small Things	10	K4(An), K5 (E)	Lecture using Chalk and talk , Discussion, Interactive PPT through NEARPOD	Slip test, Quiz, Questioning and Discussion
	2	Tsi Tsi Dangarembga: Nervous Conditions	8	K4(An), K5 (E)	Lecture, PPT & Discussion	MCQ, Class Test, Quiz and slip test

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development  
Activities (Em/ En/SD): **Literary exhibition, Role play, Peer teaching, Paper presentation**

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

Activities related to Cross Cutting Issues:

Assignment: **Concept mapping, Listening Triangles, Critical Analysis**

## Sample questions

### Part A

1. What is the main focus of "The Empire Writes Back" by Bill Ashcroft, Gareth Griffiths, and Helen Tiffin? (K2)
2. Who are the authors of "The Empire Writes Back,"? (K1)
3. What is the central theme of Arun Kolatkar's poem "The Priest"? (K2)
4. What is the theme of A.K. Ramanujan's poem "Returning"? (K2)
5. What are some literary elements used by Achebe to convey the story's message? (K1)

### Part -B

1. How does "The Empire Writes Back" contribute to our understanding of colonial and postcolonial literature? (K2)
2. How does Kolatkar use language and imagery in "The Priest" to convey its message? (K2)
3. How does Ramanujan explore the idea of return in the poem?(K2)
4. Discuss the cultural clash portrayed in the narrative and its significance? (K4)
5. What is the main conflict in Chinua Achebe's short story "Dead Men's Path"? (K3)

### Part-C

1. Analyse the language and structure of the poem and its impact on the reader? (K5)
2. How does the title "Dead Men's Path" of the story relate to its central theme? Explain (K4)
3. Trace the cultural or historical references in "Returning," with apt examples.(K4)
4. Give an account on the critical responses or reviews did "Dead Men's Path" receive upon its initial publication? (K4)
5. Analyse how the critical reception of "The Priest" evolved since its initial publication? (K5)

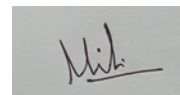


DEPARTMENT OF ENGLISH (S)  
PG-10780  
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Course Instructor  
Ms. K. Mihi Nancy





**Name of the Course: Approaches to English Language Teaching**

**SEMESTER – II ELECTIVE COURSE III (A)**

**Course Code: EP232EC1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC1	3	1	-	-	3	4	60	25	75	100

**Pre-requisite:** The learners should be able to differentiate between teaching a language and other subjects.

**Learning Objectives:**

1. To familiarize students about the basic concepts and theories related to English language teaching
2. To emphasize the development of language teaching skills

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	know the brief history of language teaching methods	<b>K1, K2</b>
2	understand the difference among methods, approaches and techniques used in teaching	<b>K2</b>
3	identify the objectives, active role of learners, teachers and materials of different approaches in teaching	<b>K4, K5</b>
4	analyze the steps involved in teaching prose, poetry, grammar, vocabulary, LSRW skills	<b>K4</b>
5	perceive the use of media in language teaching	<b>K6</b>

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/Evaluation
I	-	A Brief History of Language Teaching	2	K2	Lecture, Discussion	Quiz, Written Reflection
I	1	The Grammar-Translation Method	3	K3	Lecture, Group Discussion	Quiz, Translation Exercise
I	2	The Direct Method	3	K4	Role-play, Demonstration	Role-play Performance, Analysis
I	3	The Audio Lingual Method	3	K3	Group Activities, Drill Exercises	Group Performance, Quiz
I	4	Language Teaching Innovations in the 19th Century	2	K5	Multimedia Presentation	Research Paper, Presentation
II	1	Definition of Approach and Method	2	K2	Lecture, Class Discussion	Written Test, Concept Mapping
II	2	Objectives, Syllabus, Learning Activities, Roles	4	K4	Case Studies, Group Discussion	Group Presentation, Critical Review
II	3	Oral Approach and Situational Language Teaching	3	K3	Role-play, Simulation	Practical Demonstration, Peer Evaluation
II	4	The Silent Way	3	K4	Problem-solving Activities, Observation	Analysis Report, Class Discussion
II	5	Community Language Learning	3	K5	Group Projects, Reflection	Project Presentation, Self-assessment
II	6	Suggestopedia	2	K2	Workshop, Role-play	Workshop Participation, Reflection
II	7	Competency-based Language Teaching	3	K3	Case Studies, Group Discussion	Case Analysis, Group Presentation
III	1	Communicative Language Teaching	3	K3	Role-play, Group Activities	Role-play Performance, Group Discussion
III	2	The Natural Approach	3	K4	Classroom Observation,	Observation Report, Written Reflection

					Reflection	
III	3	Cooperative Language Learning	3	K3	Group Projects, Discussion	Group Project Presentation, Peer Evaluation
III	4	Content-based Instruction	3	K5	Integrated Lesson Planning, Analysis	Lesson Plan, Content Analysis
III	5	Task-based Language Teaching	3	K3	Task Design, Implementation	Task Implementation, Reflection
IV	1	Teaching Prose	3	K3	Lecture, Demonstration	Written Assignment, Class Discussion
IV	2	Teaching Poetry	2	K6	Poetry Analysis, Creative Writing	Creative Writing Portfolio, Peer Review
IV	3	Teaching Grammar	4	K3	Grammar Games , Role-play	Grammar Games Performance, Quiz
IV	4	Teaching Vocabulary	3	K3	Vocabulary Games using slido, Group Activities	Vocabulary Quiz, Group Performance
IV	5	Teaching LSRW Skills	4	K3	Integrated Skills Activities, Peer Assessment	Integrated Skills Task, Peer Review
V	1	Technology and Language Teaching Overview	2	K2	Lecture with nearpod	Quiz, Concept Mapping
V	2	CALL, MALL, TELL	3	K6	Technology Workshop, Case Studies using Slido, mentimeter	Technology Integration Project, Case Analysis
V	3	Use of Literary and Non-literary Materials	3	K5	Material Analysis, Lesson Planning	Lesson Plan Presentation, Material Review

Course Focussing on **Employability**

Course Focussing on Cross Cutting Issues **Professional Ethics**

Activities related to Cross Cutting Issues: create teaching materials using technologies



Assignment : (Mention Topic and Type) Comparing traditional language teaching methods with contemporary approaches, emphasizing shifts in pedagogy and outcomes, Investigating the principles, advantages, and challenges of the Direct Method in language teaching.

Seminar Topic: ( if applicable) Historical Perspectives on Language Teaching, Investigating the use of Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), and Technology-Enhanced Language Learning (TELL) in language education, Language Teaching Methodologies: Past vs. Present

### **Part A**

1. What is the primary focus of the Grammar-Translation Method?
2. Differentiate between objectives and learning activities in language teaching.
3. How does Communicative Language Teaching differ from traditional language teaching methods?
4. Propose a creative activity for teaching a complex poem to language learners.
5. Provide examples of how technology can enhance language teaching in a classroom.

### **Part B**

6. Explore and discuss the impact of language teaching innovations in the 19th century on modern language education.
7. Elaborate on the principles of the Oral Approach and how situational language teaching can be applied in a language classroom.
8. Compare and contrast content-based instruction and task-based language teaching, highlighting their advantages and potential challenges.
9. Discuss the role of communicative grammar instruction in fostering language proficiency. Provide examples of activities that promote communicative grammar teaching.
10. Analyze the importance of using literary and non-literary materials in language teaching. Provide specific examples and strategies for effective implementation.

### **Part C**

11. Examine the key principles of the Direct Method and discuss how it promotes language learning compared to other methods.
12. Define competency-based language teaching and outline its main characteristics. Discuss its relevance in today's language education.
13. Evaluate the strengths and weaknesses of the Natural Approach and Cooperative Language Learning, providing real-world examples of their application.
14. Develop a lesson plan that integrates all four language skills (LSRW) for a specific language proficiency level. Justify the inclusion of each skill.
15. Investigate the advantages and disadvantages of Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), and Technology-Enhanced Language Learning (TELL). Provide examples of effective usage in the language classroom.

**Department : English**  
**Class : I MA English**  
**Semester II**  
**Title of the Course: ELECTIVE COURSE IV ( A ) : A GLIMPSE OF NOBEL LAUREATES**  
**Course code : EP232EC4**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC4	3	1			3	4	60	25	75	100

**Pre-requisite: A knowledge about Nobel Laureates.**

**Learning Objectives:**

4. To introduce the learners to the Nobel Laureates of various genres of Literature
5. To evaluate critically and aesthetically the prescribed texts

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1.	relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	K3, K1
2.	interpret the works of various Nobel Laureates	K4
3.	analyse the different themes with regard to social, political and cultural aspects.	K4
4.	evaluate critically and aesthetically the prescribed texts.	K5
5.	perceive the influence of Nobel Laureates in Literature	K2

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

#### **Teaching Plan**

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/Evaluation
1	Poetry					
		Analysis of "A Song of			PPT Discussion	Assignment Short Test Formative

	2	Despair" by Pablo Neruda	2	K1, K2, K4		Assessment 1, 2, 3
	3	Exploration of "As One Listens to the Rain" by Octavio Paz	2	K1, K2, K4	PPT and Group Discussion	Short test Formative Assessment
	4	Study of "The Power of the Dog" by	2	K1, K2, K4	Group Discussion	Short test Formative
		Rudyard Kipling				Assessment
	5	Analysis of Seamus Heaney's "Oracle"	2	K1, K2, K4	PPT Discussion	Short test Formative Assessment
2	Prose					
	2	Analysis of "Loot" by Nadine Gordimer	2	K4	Group Discussion	Short test Formative Assessment
	3	Exploration of "He Comes Round the Corner" by Thomas Mann	2	K4	PPT and Group Discussion	Short test Formative Assessment
	4	Study of Excerpts from <i>Disgrace</i> by J.M. Coetzee	3	K4, K5	Group Discussion	Seminar Quiz Short test Formative Assessment 1, 3
	6	Study of Excerpts from <i>Sula</i> by Toni Morrison	3	K4, K5	PPT and Group Discussion	Short test Formative Assessment
3	Short Stories					
	2	Analysis of "Boys and Girls" by Alice Munro	3	K4	PPT Discussion	Short test Formative Assessment
	3	Exploration of "Returns" by Annie Ernaux	2	K4	PPT and discussion	Short test Formative Assessment
	2	Analysis of "The Stateless Person's Tale" by Abdulrazak Gurnah	2	K4	Group Discussion	Short test Formative Assessment

	5	Exploration of "Frogs" by Mo Yan	2	K4	PPT and Group Discussion	Short test Formative Assessment
	6	Study of Doris Lessing's "Through the Tunnel"	3	K4	Group Discussion	Short test Formative Assessment
4	Novel					
	2-7	In-depth Analysis of "Klara and the Sun"	12	K6	PPT Explanation	Short test Formative Assessment
5	Drama					
	2-7	Reading and Analyzing "Death and the King's Horseman"	6	K6	Role Play	Formative Assessment 1, 2

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

Activities (Em & SD): Exhibition

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

Activities related to Cross Cutting Issues: Exhibition

Assignment : Exhibition on Nobel Laureates

### Sample questions

#### Part A

1. What is the central theme of "The Power of the Dog" by Rudyard Kipling?
2. In Nadine Gordimer's "Loot," what does the term "loot" symbolize?
3. What is the setting of Doris Lessing's "Through the Tunnel"?
4. What type of intelligence does Klara possess in the novel?
5. In Wole Soyinka's play, who is the King's Horseman?

#### Part B

1. How does Octavio Paz use imagery in "As One Listens to the Rain" to convey emotions?
2. What are the central themes in J.M. Coetzee's *Disgrace* based on the provided excerpts?
3. Discuss the gender dynamics in Alice Munro's "Boys and Girls."
4. How does Kazuo Ishiguro explore human emotions through the character of Klara?

5. Analyze the role of ritual and tradition in Soyinka's depiction of the King's Horseman.

### **Part C**

1. Explore the cultural influences on Seamus Heaney's "Oracle" and how they shape the poem's meaning.

2. Examine the portrayal of identity and societal expectations in Toni Morrison's prose from *Sula*.
3. Explore the cultural and political context in Mo Yan's "Frogs."
4. Discuss the role of technology and its impact on human relationships in the novel.
5. Examine the cultural and historical context of Wole Soyinka's *Death and the King's Horseman*.



Head of the Department

Ms. Maria Helen Janoba

Course Instructor

Ms. A. Nimesha

**Department** : English  
**Class** : I MA English  
**Semester** II  
**Title of the Course** : Skill Enhancement Course I: Technology in Teaching English  
**Course code** : EP232SE1

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

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

Learning Objectives:

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

### Course Outcomes

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

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

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/Evaluation
I						
	1	Introduction to Virtual Learning Environment	3	K2 (U)	Lecture, Discussion	Quiz Formative Assessment 1
	2	Web-Based Learning Environment	3	K3 (Ap)	Group Activities	Slip Test Formative Assessment 1
	3	Effective Web Tools in Teaching	3	K4 (An)	Demonstration, Hands-on Practice	Review Formative Assessment 1
	4	Audio-visual Aids in Teaching	3	K5 (E)	Multimedia Presentation	Class Test Formative Assessment 1
II						
	5	How to Develop and Host a Webpage	3	K3 (Ap)	Interactive Classroom	Project, Peer Evaluation Formative Assessment 1
	6	Content Writing	3	K4 (An)	Interactive Classroom	Writing Assessment Formative Assessment 1
	7	Creating Ads	3	K6 (C)	Ad Creation, Group Activities	Ad Campaign Evaluation Formative Assessment 1
	8	Wikipedia Development	3	K5 (E)	Wikipedia Editing, Collaboration	Wikipedia Contribution Formative Assessment 1
III						
	5	Introduction to Speech Recognition Systems	3	K2 (U)	Lecture	Concept Mapping Formative Assessment 1
	6	Text-to-speech (TTS) Synthesizers	3	K3 (Ap)	Interactive Classroom	Slip Test Formative Assessment 1
	7	Interactive Voice Response (IVR) Systems	3	K4 (An)	Simulation	Quiz Formative Assessment 2
	5	Search Engines and Text Editors	3	K5 (E)	Discussion	Quiz Formative Assessment 2
IV						
	7	Introduction to Lexicography	3	K2 (U)	Lecture, Group Discussions	Slip Test Formative Assessment 2
	5	Dictionary	3	K3 (Ap)	Group Work	Class Test



		Development (e-Dictionary)				Formative Assessment 2
	6	WorldNet and Thesaurus	3	K4 (An)	Discussions	Analysis, Class Participation Formative Assessment 2
V						
	2	Asynchronous vs. Synchronous E-Learning	3	K2 (U)	Lecture	Comparative Analysis, Quiz Formative Assessment 2
	2	Challenges and Solutions in E-Learning	3	K3 (Ap)	Lecture, Group Discussions	Slip Test Formative Assessment 2
	3	Application of Machine Translation	3	K4 (An)	Lecture	Class Test Formative Assessment 2

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

Activities (Em & SD): Content Creation, Creating Ads, Wikipedia Development, Video Creation

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

Activities related to Cross Cutting Issues: Content Creation, Creating Ads, Wikipedia Development, Video Creation

Assignment : Creating Ads

### Sample questions

#### Part A

1. What is the primary focus of Virtual Learning Environment?
2. What is content writing?
3. Expand TTS.
4. Define First language teaching.
5. What are the challenges in E-Learning?

#### Part B

1. Explain two examples of effective web tools.
2. Briefly explain the significance of hosting a webpage.
3. Explain about any one application discussed for Interactive Voice Response (IVR) systems in education.
4. What is the primary focus of "WorldNet and Thesaurus" within Lexicography?

5. Differentiate between Asynchronous and Synchronous e-learning in the context of language education.

### **Part C**

1. Elaborate on the pedagogical strategies discussed for incorporating audio-visual aids in teaching within Virtual Learning Environment.
2. Give a detailed explanation of the steps involved in developing and hosting a webpage.
3. Discuss the practical applications and real-world examples of Search Engines within the context of Computational Linguistics.
4. Explore the various methods of language teaching.
5. Evaluate and discuss the application of Machine Translation in language education, addressing both advantages and potential challenges.



Head of the Department

Ms. Maria Helen Janoba

A handwritten signature in blue ink that reads "Nimesha".

Course Instructor

Ms. A. Nimesha

**Name of the Course : Major Core –Modern Age**

**Department : English SF**

**Class : II MA English**

**Semester : IV**

**Course Code : PE2041**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PE2041	5	1	-	-	5	6	90	25	75	100

### Objectives

- To provide an in-depth study of writers during Modern Age
- To explore the War poets and Pink poets
- To investigate the richness and variety of British Literature.

### Course Outcomes

CO	Upon completion of this course, the students will be able to	CL
CO-1	Gain judicious outlook on the famous writers of the modern age	U
CO-2	Will be exposed to modern age and its impact on literature	U
CO-3	Acquire mastery in the works of modern age	C
CO-4	Expand the knowledge about war poets, pink poets and social life in modern age	An

## Teaching Plan

**Total contact hours: 90 (including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment / Evaluation
I	History of English Literature					
	1.	The Age of Hardy	3	K1 (Remember) K2 (Understand)	Chalk and Talk, PPT	Wats app poll, Quiz – 1, CIA -1
	2	Inter-War years	3			
	3	Mid-Twentieth Century	4			Slip Test, Quiz – II, CIA -II
	4	Discussion of other writers in the prescribed ages	4			
II	Prose					
	1	Joseph Conrad: The Lagoon	3	K4 (Analyse) K5 (Evaluate) K6 (Create )	Chalk and Talk, Interactive PPT	Mentimeter , Slip Test, Quiz I CIA -I
	2	Virginia Woolf: Mr. Bennett and Mrs. Brown	5	K4 (Analyse)		
	3	E.V. Lucas: Bores	3	K4 (Analyse) K6 (Create )		Mentimeter , MCQ, Quiz- II; CIA- II
	4	W.B. Yeats: The Autumn of the Body	4	K2 (Understand)		
III	Poetry					
	1	T.S. Eliot: The Waste Land				
		I. The Burial of the Dead	2	K1 (Remember) K2 (Understand) K4 (Analyse)	Librivox audio, Chalk and Talk	Google forms, multiple choice questions; Quiz –I ; CIA –I
		II. The Game of Chess	2			
		III. The Fire Sermon	2			
		IV. Death by Water	1			

		V. What the Thunder Said	1			Google forms, multiple choice questions; Quiz –II ; CIA –II
	2	William Henry Davis: A Greeting	1	K4 (Analyse)	Chalk and Talk	
	3	Samuel Butler: A Psalm of Montreal				
	4	Rupert Brooke: The Solider	1			
	5	Ted Hughes: Thought Fox	1			
	6	W.H. Auden: Funeral Blues: Stop all the Clocks	1	K4 (Analyse)		
IV	Fiction					
	1.	Anita Brookner: Hotel de Luc	9	K4 (Analyse) K5 (Evaluate) K6 (Create )	Chalk and Talk; Film Appreciation and Critique	Open Book Test, Quiz 1, CIA -1
	2.	Henry James: The Portrait of a Lady	9		Chalk and Talk	Open Book test, quiz 2, CIA 2
V	Drama					
	1.	George Bernard Shaw: Candida	9	K4 (Analyse) K5 (Evaluate) K6 (Create )	PPT, Chalk and Talk	Open Book Test, Quiz 1, CIA -1
	2.	John Galsworthy: The Silver Box	9		PPT, Chalk and Talk	Open Book test, quiz 2, CIA 2

**Course Focus:** Skill Developed – Analytical Reasoning

**Cross Cutting Issues Addressed:** Human Values, Environment Sustainability, and Gender Equity.

**Activities:** Dramatization, Exhibition, Creative Writing, Analytical Reasoning and Aptitude Testing.

**Assignment and Seminar:** Design an Exhibit Illustrating the significance of Modern Age, its Writers and Writings.

### Sample questions

#### Part A

1. Name a prominent war that influenced the writings of modern era
2. Describe an omnipresent theme in Hardy's writings
3. State the dominant themes in the writings of the "war poets"

4. Label the characteristics of a “Bore”
5. Who is Mrs. Brown?
6. What does the fox in the *Thought Fox* represent?
7. “Candida”. Why the name?
8. *Hotel du Lac* is semi-autobiographical. Why?
9. Name the shortest division in the poem *Waste Land*
10. What makes the Silver Box significant?

### Part B

1. Name four significant events that were influential on the writers of modern era
2. Interpret *Waste Land* as a reflection of modernity
3. Differentiate the women in *Portrait of a Lady*, their aspirations and life
4. Critique the notion of political influence as strategy of survival in *Silver Box*
5. Exemplify the use of the “Solider” as a symbol of nationalistic pride

### Part C

1. Establish the different ways in which the theme of “mortality” appears in the writings of writers belonging to the modern era
2. Analyse the *Lagoon* as a treatise of “loss”
3. Justify the title of *Waste Land*
4. Imagine the absence of the Hotel Du Lac in the novel and construct the plot of *Hotel du Lac* in absentia
5. Illustrate the role of Candida in threading together the plot of G.B Shaw.



Head of the Department

Course Instructor

**Department: English**  
**Class : II M.A English**  
**Title of the course Core XIII: Shakespeare**  
**Semester: IV**  
**Course Code: PE2042**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
PE2042	5	1	-	5	6	90	25	75	100

**Objectives:**

1. To develop familiarity in the students with the writings of Shakespeare's plays.
2. To comprehend the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, and tragedy.
3. To orient them to a concrete understanding of Shakespeare's "Universality".

**Course Outcomes**

CO	Upon completion of this course the students will be able to:	CL
CO - 1	understand the great ideas conveyed in Shakespeare's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.	K1(U)
CO - 2	interpret particular Shakespearean works in literary critical essays of one's own.	K6(C)
CO - 3	understand the personality traits of dominant characters	K1(U)
CO - 4	experience and derive meaning from life like situations	K4(An)
CO - 5	know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare's contribution to the form.	K4(An)

<b>Unit</b>	<b>Module</b>	<b>Topic</b>	<b>Teaching Hours</b>	<b>Cognitive level</b>	<b>Pedagogy</b>	<b>Assessment/ Evaluation</b>
I	1.	Sonnets: 14	5	K4(An)	Lecture using Chalk and talk, interactive PPT	Questioning Discussion, MCQ and Slido
	2	Sonnets: 18	5	K4(An)	Lecture using Chalk and talk, PPT	Quiz, Questioning, Discussion and mentimeter
	3	Sonnets: 27	5	K4(An)	Lecture using Chalk and talk, interactive PPT	Quiz,, Discussion and Slido
	4	Sonnets: 60	5	K4(An)	Lecture using Chalk and talk, interactive PPT	Quiz, Questioning and Discussion
	5	Sonnets: 65	5	K4(An)	Lecture using Chalk and talk, Nearpod	Quiz, Questioning and Discussion
	6	Sonnets: 73	5	K4(An)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning and Discussion
	7	Sonnets: 91	5	K4(An)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning and Discussion
	8	Sonnets: 104	5	K4(An)	Lecture using Chalk and talk , Discussion, Nearpod	Quiz, Questioning Discussion and Nearpod
	9	Sonnets: 116	5	K4(An)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning, Discussion and Mentimeter
	10	Sonnets: 130	5	K4(An)	Lecture using Chalk and talk ,	Quiz, Questioning and



					Discussion, Interactive PPT	Discussion
II	1	As You Like It	6	K4(An)	Lecture, Video and Nearpod	Slip test, Quiz, Questioning and Discussion
III	1	King Lear	6	K5(C)	Lecture, Video, PPT & Discussion	Critical Analysis, Movie Review
IV	1	Henry IV Part I	6	K4(An)	Lecture& Discussion	Class Test, Quiz and slip test
V	1	Harold Jenkins - As You Like It	6	K1(R)	Lecture, PPT & Discussion	MCQ, Class Test, Quiz and slip test
	2	C. L. Barber-From Ritual to Comedy: An Examination of Henry IV	8	K(U)	Lecture using Chalk and talk , Discussion, Interactive PPT	Class Test, Quiz and slip test
	3	J. Stampfer- The Catharsis of King Lear	8	K1(R)K2(U)K 4(An)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning, Discussion and Slido

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

Activities (Em/ En/SD): **Enactment, Role Play, Literary Exhibition**

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

Activities related to Cross Cutting Issues:

Assignment: **Sonnet Recitation upload it in YouTube as private, Listening Triangles,**

**Creative writing**

**Sample questions**

**Part A**

1. In Shakespeare's Sonnet 18, "the eye of heaven" is...\_\_\_\_\_ K4
2. Why does Oliver inherit the bulk of his father's estate? K4
3. Who reprimands the king for the exile of Cordelia? K2
4. Who was king before Henry IV? K1
5. Catharsis is derived from\_\_\_\_\_ K1

## Part B

1. What is the theme of Shakespeare's Sonnet 18? K4
2. At what event do Orlando and Rosalind meet? K1
3. Analyze the significance of storm scene.K4
4. What is Falstaff's role in Henry IV, Part 1?K4
5. Discuss the characteristic of catharsis. K2

## Part C

1. How does Shakespeare compare his friend's beauty with the summer's day in Sonnet 18? K4
2. How do Rosalind, Orlando, and Duke Frederick contribute to *As You Like It* being a pastoral romance? K4
3. Explain the wisdom of fool in *King Lear* with reference from the play K4
4. Analyze the complex character of Prince Hal. K4
5. Discuss the catharsis in King Lear according to J.Stampfer. K4



Head of the Department  
Maria Helen Janoba

Ms. Maria Helen Janoba & Dr Tessy A Joseph Ms.  
Course Instructors

**Semester: IV****Name of the Course: Comparative Literature****Course Code:**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PE2043	5	1	-	-	5	6	90	25	75	100

**Objectives:**

1. To understand and appreciate the different schools of Comparative Literature.
2. To acquaint students with the various theories of Comparative Literature.
3. To acquaint students with a basic knowledge of comparative literature in India.

**Course Outcomes**

CO	Upon completion of this course the students will be able to :	CL
CO -1	broaden the knowledge of neighbouring national Literatures.	K2
CO -2	understand the socio cultural challenges across the borders.	K2
CO -3	read literature as a record of universal human concerns	K4
CO -4	compare literatures of various countries	K4

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/Evaluation
I	-	Definition and History of Comparative Literature	3	K2	Lecture with PPT	Quiz, Short summary
I	-	National Literature, General Literature, World Literature	4	K3	Lecture with short video	Quiz, formative assessment (Slido)
I	-	Comparative Literature in India	4	K4	Lecture with ppt	Analytical writing

II	-	Schools of Comparative Literature: American and French	6	K4	Comparative Analysis, Debate	Research Paper, Group Presentation
		Schools				
II	-	Reception and Influence	3	K2	Interactive Sessions	Quiz, short summary
II	-	Influence and Imitation	3	K3	Role-play, Comparative Analysis	Essay, Class Discussion
III	-	Thematology : Themes, Motifs, Genre Study	5	K4	Workshop, Critical Analysis	Research Paper, Presentation
III	-	Literature and Society, Literature and Philosophy, Literature and Psychology	10	K3	Group Discussions, Lectures,	Formative assessment (Slido)
IV	-	Amiya Dev - Comparative Literature in India	5	K2	Lecture with PPT	Quiz ( Mentimetre)
IV	-	Comparative Literature in India: An Overview of its History	3	K4	Flipped classroom, Reading Assignments	Research Paper, Class Participation
V	-	K. Chellappan's Shakespeare and Ilango as Tragedians (Chapters I, II & VI)	10	K3	Close Reading, Group Discussions	MCQ, Book Review

#### Course Focussing on **Skill Development**

#### Course Focussing on Cross Cutting Issues **Professional Ethics**

Activities related to Cross Cutting Issues: writing Research Papers

Assignment: (Mention Topic and Type) Compare and contrast the foundational principles and methodologies of the American and French schools.

Seminar Topic: ( if applicable) Examine how national and world literature contribute to the formation of cultural and individual identities.

Discuss the historical evolution and current challenges facing Comparative Literature in the Indian context.

## Part A

1. What is the definition of Comparative Literature? (Remember)
2. Name two schools of Comparative Literature discussed in the syllabus. (Remember)
3. Define "Thematology" and provide an example of a literary theme.
4. Who is Amiya Dev, and what is his contribution to Comparative Literature in India? (Remember)
5. What is the focus of K. Chellappan's work "Shakespeare and Ilango as Tragedians"? (Remember)

## Part B

6. Provide a critical analysis of the tragic elements in Shakespeare and Ilango's works. (Analyze)
7. Analyze Amiya Dev's perspectives on Comparative Literature. (Analyze)
8. Explain the relationship between literature and society. (Understand)
9. Compare and contrast the American and French Schools of Comparative Literature. (Analyze)
10. Discuss the evolution of Comparative Literature and its significance in the literary landscape. (Understand)

## Part C

11. Explain the role of Comparative Literature in fostering cross-cultural understanding. (Apply)
12. Analyse the impact of literary reception on the interpretation of texts. (Analyse)
13. Discuss the influence of society on the development of literary genres. (Evaluate)
14. Discuss the challenges and opportunities in the history of Comparative Literature in India. (Evaluate)
15. Discuss the relevance of tragedy in the context of K. Chellappan's book. (Evaluate)



Head of the Department  
Ms. Maria Helen Janoba

Course Instructor  
Ms. J. Maria Prabina Sackaria

**Department** : English SF  
**Class** : II MA English  
**Semester** IV  
**Title of the Course** : Major Core XV – The Study of English Language  
**Course code** : PE2044

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
PE2044	5	1	-	5	6	90	40	60	100

## Objectives

1. To familiarize the students to the evolution and the differential traits of the English language
2. To introduce the learners to the varieties of English language.

## Course outcomes

CO	Upon completion of this course the students will be able to:	Cognitive Level
CO - 1	Understand the origins of the language by familiarizing them with the theories of language.	K2 (U)
CO - 2	familiarize the students with the connection between language and brain and also to distinguish between first and second language acquisition and learning	K3 (Ap)
CO - 3	introduce them with the sounds and sound patterns of language	K2 (U)
CO - 4	acquaint them with the varieties of language and the changes it has undergone over the years	K2 (U)
CO - 5	Comprehend the association among the language, culture and society.	K2 (U)

## Teaching Plan

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

Unit	Module	Topics	Teaching Hours	Cognitive Level	Pedagogy	Assessment/Evaluation
I						
	1	The Origin of Language	3	K2 (U)	PPT	Slip test Formative Assessment 1

	2	Theories of Language- Bow-Wow Theory, Ding Dong Theory, Pooh Pooh Theory	3	K2 (U)	Interactive Teaching	Open Book Test Formative Assessment 1
	3	The Properties of Language	3	K2 (U)	Discussion	Slip Test Formative Assessment 1
	4	Animals and Human Language	3	K3 (Ap)	Practical session	Formative Assessment 1
	5	Word and Word Formation Process	3	K2 (U)	Chalk and Talk, PPT	Slip Test Formative Assessment 1
<b>II</b>						
	1	Language and the Brain	3	K3 (Ap)	Practical session	Formative Assessment 1
	2	Language and Machines	3	K3 (Ap)	Video	Factual Test



	3	First Language Acquisition	3	K2 (U)	Group Work	Create a video on first language acquisition
	4	Second language Acquisition/ Learning	3	K2 (U)	PPT	Assignment
<b>III</b>						
	1	Language History:	5	K2 (U)	PPT Analysis	Quiz Formative Assessment 2
	2	Language Change	5	K2 (U)	Seminar	Formative Assessment 2
	3	Sound, Syntactic, lexical Changes	5	K2 (U)	PPT	Creating audio Formative Assessment 2
<b>IV</b>						
	1	Language Varieties- Dialects and Idiolects, Registers	7	K2 (U)	Discussion PPT Video	Formative Assessment 1
	2	British, American English and Indian English	8	K2 (U)	Discussion	Formative Assessment 2  Assignment
<b>V</b>						
	1	Language, Society and Culture	5	K2 (U)	Group Discussion	Formative Assessment 2

	2	Sociolinguistics, Social Class and Education, Language and Culture	5	K2 (U)	Seminar Group Discussion	Quiz Formative Assessment 2
	3	Diglossia, The Sapir-Whorf Culture	5	K3 (Ap)	Video	Creating a Video Formative Assessment 2

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

Activities (SD): Exhibition

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

Activities related to Cross Cutting Issues: Seminar

Assignment : Exhibition on Study of English Language

Seminar Topic: Seminar on English Vowels and Consonants

### Sample questions

Part A

- What special features of human teeth and lips make them useful in the production of speech sounds?  
(a. Slanting & strong b. upright & intricate muscle. c. hard & soft muscle d. hard & intricate muscle)
- Who formulated ding dong theory?  
(a. Muller b. Chomsky c. Charles Darwin d. Condillac )
- Which part of the brain is responsible for speech production?

- (a. Wernicke's area b. Supplementary motor area, c. Broca's area d. Right Hemisphere)
4. What is meant by 'artificial intelligence'?  
(a. Machines that require intelligence b. creating artificial language c. producing animal sounds d. producing speech sounds)
  5. Define metathesis.  
(a. Subject-verb ordering b. reversal in position of two adjoining sounds c. addition of a sound to the beginning of a word d. synthesis of speech sounds)
  6. What is meant by narrowing?  
(a. Reversal in position of two adjoining sounds b. limited meaning c. broader meaning d. sentence formation)
  7. The term Accent describes ----- --.  
(a. Pronunciation, b. features of grammar and vocabulary c. noun and adjective d. sentence structure)
  8. Register means -----.  
(a. Variety of language b. boundary between the areas c. language used by a group of people d. Standard English)
  9. Diglossia means -----.  
(a. Language used by a group of people b. two different varieties of language co-exist in a speech community c. personal dialect of each individual speaker d. Official language)
  10. Which theory says "your language will give you a ready-made system of categorizing what you perceive?"  
(a. Linguistic determination b. The Sapir-Whorf hypothesis c. Diglossia d. Idiolect)

## Part B

1. Briefly explain the term arbitrariness and how it is used to describe a property of human language?
2. Explain in brief about the psychological adaptation involved in the origin of language.
3. Explain Parsers with examples.
4. Write a short note on the second language acquisition processes.
5. Draw the flowchart of the Proto-Indo-European language.
6. Write a short note on the lexical changes.
7. What is bilingualism? Explain.
8. Explain Dialects and Idiolects.

9. Bring about the connection between education, occupation, and social class.
10. Give a brief account of language and culture.

### Part C

1. Write in detail about the origin of language.
2. Explain in detail with examples:
  - i. Coinage
  - ii. Borrowing
  - iii. Blending
  - iv. Acronyms
  - v. Derivation
  - vi. Specialization
  - vii. Displacement
3. Give a detailed account of the parts of the brain involved in the language process.
4. Describe the methods involved in teaching second language acquisition.
5. Define the family tree of English Language with a flowchart.
6. Explain the syntactic and lexical changes.
7. Bring out the difference between American and British English.
8. Write a detailed account of the language varieties.
9. Elaborate sociolinguistics in detail.
10. Explain style, register and diglossia in detail.



DEPARTMENT OF ENGLISH (S)

Pg & MPhil

Holy Cross College (Autonomous)

Nagercoil - 629 004

Head of the Department

Ms. Maria Helen Janoba



Course Instructor

Ms. A. Nimesha

**Department: English**

**Class: II M.A English**

**Title of the course Elective IV: Introduction to Linguistics**

**Semester: IV**

**Course Code: PE2047**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
PE2047	5	1	-	4	6	90	25	75	100

**Objectives**

1. To provide a platform to understand the node between language acquisition and production.
2. To familiarize with the practical and theoretical discourse of linguistics.
3. To expose the learners to the different branches of linguistics.

**Course Outcomes**

CO	Upon completion of this course the students will be able to :	CL
CO-1	learn the varied Theories in Linguistics	R
CO-2	evaluate the Varieties of Language	E
CO-3	identify the Branches of Applied Linguistics	U
CO-4	illustrate the relationship between language and literature	Ap
CO-5	analyse the Language Disorders	An

**Teaching plan**

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
<b>I</b>		<b>Theories in Linguistics</b>				
	1.	Innate grammatical Principles	8	K2(U)	Lecture using Chalk and talk,	Quiz in SLIDO, Questioning and Discussion through NEARPOD
	2	Corpus Linguistics	8	K2(U)	Discussion, Interactive PPT	
<b>II</b>		<b>Native and Non-Varieties of Language</b>				
	1	Phonology to Morphology	8	K2(U), K4 (An)	Lecture, Video through HEYGEN and PPT with GAMMA	Slip test & Quiz through NEARPOD, Questioning and Discussion
	2	Syntax to Semantics	5			
	3	Pragmatics	5			
<b>III</b>		<b>Branches of Linguistics</b>				
	1	Structural Linguistics	5	K2(U), K4(An)	Lecture, Video, PPT with GAMMA & Discussion	Critical Analysis & Class test
	2	Psycholinguistics	6			
	3	Sociolinguistics	7			
<b>IV</b>		<b>Applied Linguistics</b>				
	1	Stylistics and Discourse Analysis	4	K2(U), K4(An)	Lecture & Discussion	Class Test, Quiz and slip test using SLIDO, QUIZZES, NEARPOD
	2	Relationship between Language and Literature	5	K2(U), K5(Ap)	Lecture & Discussion	
	3	Style and Function	2	K2(U), K4(An)	Lecture, YouTube Video, & Discussion	
	4	Poetic Discourse	3	K2(U), K5(Ap)	Lecture, Video, PPT with	Class Test, Quiz and slip test

					GAMMA & Discussion	using SLIDO, QUIZZES, NEARPOD
	5	Narrative Discourse and Dramatic Discourse	4	K2(U), K5(Ap)	Lecture& Discussion	
<b>V</b>		<b>Language Disorders</b>				
	1	The Brain and Language Organization	4	K4(An)	Lecture, PPT & Discussion	MCQ, Class Test, Quiz and slip test
	2	Aphasia	5	K2(U)	Lecture using Chalk and talk , Discussion, Interactive PPT	Slip test, Quiz, Questioning and Discussion
	3	Dyslexia	4	K2(U), K4(An)	Lecture, PPT & Discussion	MCQ, Class Test, Quiz and slip test
	4	Dysgraphia	5	K2(U), K4(An)	Lecture using Chalk and talk , Discussion, Interactive PPT	Quiz, Questioning and Discussion

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development Activities (Em/ En/SD): **Discourse, Peer teaching**

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

Activities related to Cross Cutting Issues:

Assignment: **Concept mapping, Listening Triangles, Brainwriting.**

**Sample questions**

**Part A**

**1.** What is the central focus of structural linguistics? (K2)

2. Does phonology study the sound patterns of a language? Yes/ No (K1)
3. What is the role of morphology in linguistic analysis? (K2)
4. What key elements does syntax examine in language structure? (K1)
5. What role does minimal pair analysis play in phonological studies? (K2)

### **Part B**

1. What is the significance of Ferdinand de Saussure in the development of structural linguistics? (K2)
2. How does structural linguistics differ from traditional approaches to language study? (K3)
3. What role does minimal pair analysis play in phonological studies? (K3)
4. Can you explain the distinction between phonetics and phonology? (K4)
5. How do phonological rules contribute to our understanding of language sound patterns? (K4)

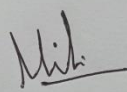
### **Part- C**

1. What is the difference between syntax and semantics in linguistic analysis? (K4)
2. How do transformational-generative grammars contribute to the study of syntax? (K4)
3. Can you provide examples of different sentence structures in terms of syntax, such as simple, compound, and complex sentences. (K5)
4. How does structuralism contribute to our understanding of language as a system of interconnected elements? (K4)
5. In what ways do suprasegmental features, such as intonation and stress, play a role in phonological analysis? (K5)

  
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