

4<sup>TH</sup> SEMESTER SEC ENGLISH

UNIVERSITY OF CALICUT

equipping with excellence

**ENG4FS111(1A) SKILL ENHANCEMENT COURSE**  
**CONTEMPORARY LANGUAGE SKILLS FOR LITERATURES**

CPA COLLEGE OF GLOBAL STUDIES

PREPARED BY

Asha P

Asst Professor

Dept of English

# GENERAL FOUNDATION COURSES SKILL ENHANCEMENT COURSE (SEC)

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|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>                                                                                                                                                                                                                                                                            |                  |                   |                    |             |
| Course Code    | <b>ENG4FS111(1A)</b>                                                                                                                                                                                                                                                                                         |                  |                   |                    |             |
| Course Title   | <b>CONTEMPORARY LANGUAGE SKILLS FOR LITERATURES</b>                                                                                                                                                                                                                                                          |                  |                   |                    |             |
| Type of Course | <b>SKILL ENHANCEMENT COURSE (SEC)- LANGUAGES</b>                                                                                                                                                                                                                                                             |                  |                   |                    |             |
| Semester       | <b>4</b>                                                                                                                                                                                                                                                                                                     |                  |                   |                    |             |
| Academic Level | 100-199                                                                                                                                                                                                                                                                                                      |                  |                   |                    |             |
| Course Details | Credit                                                                                                                                                                                                                                                                                                       | Lecture per week | Tutorial per week | Practical per week | Total Hours |
|                | 3                                                                                                                                                                                                                                                                                                            | 2                | ---               | 2                  | 60          |
| Pre-requisites | Basic knowledge of the English Language.                                                                                                                                                                                                                                                                     |                  |                   |                    |             |
| Course Summary | The course equips learners with a comprehensive skill set that extends beyond basic language acquisition. This program encompasses a spectrum of general and professional proficiencies, emphasizing the development of creativity, critical thinking, effective communication, and collaborative abilities. |                  |                   |                    |             |

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**Course Outcomes (CO):**

| CO                                                                                                                                                                                           | CO Statement                                                                                                            | Cognitive Level | Knowledge Category | Evaluation Tools used |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|-----------------------|
| CO1                                                                                                                                                                                          | Acquisition of active listening skills to respond to verbal and nonverbal cues.                                         | R               | P                  | Test/Quiz             |
| CO2                                                                                                                                                                                          | Acquisition of proper vocabulary, pronunciation and command over grammatical categories to develop language competency. | R, U            | C                  | Viva- Voce/Exams      |
| CO3                                                                                                                                                                                          | Developing the skills to interact with diverse people belonging to different cultures.                                  | C, Ap, E        | P                  | Role play/ Viva-Voce  |
| CO4                                                                                                                                                                                          | Developing the skill to make effective presentations with the assistance of technology.                                 | C, Ap           | P                  | Seminar               |
| CO5                                                                                                                                                                                          | Acquisition of the skill to evaluate verbal and written communication and respond appropriately.                        | An, Ap, E       | P                  | Assignments           |
| CO6                                                                                                                                                                                          | Developing Professional Writing Skills                                                                                  | R, Ap           | P                  | Review                |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) |                                                                                                                         |                 |                    |                       |

**Detailed Syllabus:**

| Module     | Unit                                                                                                                                                                                                        | Content                                                                                                                                                                                                                                                                                       | Hrs      | Marks     |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|
| <b>I</b>   | <b>SOCIAL &amp; PROFESSIONAL SKILLS</b>                                                                                                                                                                     |                                                                                                                                                                                                                                                                                               | <b>8</b> | <b>15</b> |
|            | Skill: To develop effective communication, teamwork, and leadership abilities to excel in both social and professional environments.                                                                        |                                                                                                                                                                                                                                                                                               |          |           |
|            | 1                                                                                                                                                                                                           | Martin Luther King- RN Roy                                                                                                                                                                                                                                                                    | 2        |           |
|            | 2                                                                                                                                                                                                           | Green Parrots in a cage-Gopi Gauba                                                                                                                                                                                                                                                            | 2        |           |
|            | 3                                                                                                                                                                                                           | 'First Thoughts' from <i>Writing Down the Bones: Freeing the Writer Within</i> - Natalie Goldberg-pp 10-13.                                                                                                                                                                                   | 2        |           |
|            | 4                                                                                                                                                                                                           | 'Introduction — Brandon Sanderson on Writing Science Fiction and Fantasy'- Brandon Sanderson<br><a href="https://youtu.be/-6H0dHEeosc?si=gTJOTvqCJ6L7BwjP">https://youtu.be/-6H0dHEeosc?si=gTJOTvqCJ6L7BwjP</a>                                                                               | 2        |           |
| <b>II</b>  | <b>Critical Thinking &amp; Problem Solving</b>                                                                                                                                                              |                                                                                                                                                                                                                                                                                               | <b>8</b> | <b>10</b> |
|            | Skill: To enable learners how to think and evaluate critically.                                                                                                                                             |                                                                                                                                                                                                                                                                                               |          |           |
|            | 5                                                                                                                                                                                                           | A Jury of Her Peers-Susan Glaspell                                                                                                                                                                                                                                                            | 2        |           |
|            | 6                                                                                                                                                                                                           | Harrison Bergeron- Kurt Vonnegut                                                                                                                                                                                                                                                              | 2        |           |
|            | 7                                                                                                                                                                                                           | Letter from a Birmingham Jail- [King, Jr.]<br><a href="https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html">https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html</a>                                                                                                 | 2        |           |
|            | 8                                                                                                                                                                                                           | The Man with the Hoe-Edwin Markham.<br><a href="https://www.poetryfoundation.org/poems/47948/the-man-with-the-hoe">https://www.poetryfoundation.org/poems/47948/the-man-with-the-hoe</a>                                                                                                      | 2        |           |
| <b>III</b> | <b>Creative Expressions</b>                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                               | <b>8</b> | <b>15</b> |
|            | Skills: To enable learners to master the nuances of creative writing and understand the fundamental elements of creative writing by developing skills in writing fiction, poetry, and creative non-fiction. |                                                                                                                                                                                                                                                                                               |          |           |
|            | 9                                                                                                                                                                                                           | Ariel- Sylvia Plath                                                                                                                                                                                                                                                                           | 2        |           |
|            | 10                                                                                                                                                                                                          | Bullet in the Brain-Tobias Wolff                                                                                                                                                                                                                                                              | 2        |           |
|            | 11                                                                                                                                                                                                          | The Starry Night-Vincent van Gogh                                                                                                                                                                                                                                                             | 2        |           |
|            | 12                                                                                                                                                                                                          | April 15th & 16 Th, 1802" from the Journal Written at Grasmere(p.106-109)-Journals Of Dorothy Wordsworth Edited By William Knight Vol. I<br><a href="https://www.gutenberg.org/files/42856/42856-h/42856-h.htm#Page_77">https://www.gutenberg.org/files/42856/42856-h/42856-h.htm#Page_77</a> | 3        |           |

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| IV | Collaboration                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 6  | 10 |
|    | Skills: To teach learners the skill of collaboration in classroom-<br>Brainstorming, Group Discussion & Peer Learning Collaborative in the digital spaces |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |    |
|    | 13                                                                                                                                                        | The Conjuror's Revenge -Stephen Leacock                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2  |    |
|    | 14                                                                                                                                                        | The Price of Flowers -Prabhat Kumar Mukhopadhyay                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1  |    |
|    | 15                                                                                                                                                        | Documentary based on Kerala flood-<br><a href="https://youtu.be/kwwhqn1IOIE?si=Z6rCDbHx5tW3iJpU">https://youtu.be/kwwhqn1IOIE?si=Z6rCDbHx5tW3iJpU</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1  |    |
|    | 16                                                                                                                                                        | Snake-D H Lawrence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2  |    |
|    |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |    |
|    | V                                                                                                                                                         | Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30 |    |
|    |                                                                                                                                                           | <b>Module I:</b> <ol style="list-style-type: none"> <li>1. Bring out the parallels in the life and works of Martin LutherKing and Mahatma Gandhi</li> <li>2. Social injustice in some form or other exists in every societyin all times. What can we do to create a just and democratic society. Conduct a GD</li> <li>3. Partition has left lasting scars in the soul of this subcontinent.Discuss</li> <li>4. How does the story bring parallels between the parrots and the people? Do you feel true human relationships always gobeyond man-made borders? Discuss</li> <li>5. "Forget yourself. Disappear into everything you look at.."Examine the statement about creative writing in Writing Down the Bones.</li> <li>6. Are you interested in creative writing? Sit in groups and givea small activity in creative writing and share your scripts anddiscuss.</li> <li>7. Discuss how Brandon Sanderson uses different writingmethods to write science fiction and other stories.</li> <li>8. Conduct GD on the salient features of science fiction</li> </ol> | 7  |    |

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|  |  | <b>Module II:</b> <ol style="list-style-type: none"> <li>1. Write a short note on decorative writing and women</li> <li>2. Identify and analyze mysteries featuring women as investigators and compare them with stories featuring men as investigators</li> <li>3. Organize a discussion on detective stories and characters popular in your regional literature.</li> <li>4. Write a short story or essay imagining a different ending or alternative developments for the characters in "Harrison Bergeron." Consider how small changes could alter the story's message.</li> <li>5. Research the historical and political context in which Vonnegut wrote "Harrison Bergeron." Create presentations or papers discussing how real-world events influenced his portrayal of societal issues.</li> <li>6. Trace out the history of the civil rights movement in the USA and submit an assignment critically reading the history</li> <li>7. Organize a discussion on racism and how language plays a role in it.</li> <li>8. After reading the letter, write down the critical arguments that evolved through the narrative and how it exerts soft power on the opponents addressed in the text.</li> <li>9. Identifying the painting mentioned in the poem and give your interpretation then compare it with the poem.</li> <li>10. Organize a discussion on the condition of working class after analyzing the poem then submit a note comparing the contemporary experience of class</li> <li>11. Attempt an imaginary interview by creating critical questions for the author regarding his utopian ideas.</li> </ol> | 7 |  |
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|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |  |
|  |  | <p><b>Module III:</b></p> <ol style="list-style-type: none"> <li>1. Some poems in "Ariel" evoke strong visual imagery. Discuss how their interpretations visually capture the essence of Plath's words.</li> <li>2. Assign a research project focused on Sylvia Plath's life and work beyond "Ariel."</li> <li>3. Research real-life instances of unexpected events or ironic twists similar to Anders' experience. How do these compare to Wolff's fictional portrayal?</li> <li>4. Create a storyboard or a series of illustrations that depict key moments in the story.</li> <li>5. Discuss how "The Starry Night" has influenced literature, music, and popular culture. Identify references to the painting in films, books, and music videos.</li> <li>6. Compare "The Starry Night" with other depictions of night skies in art history, such as other works by van Gogh or by artists like Edvard Munch or Claude Monet.</li> <li>7. Research the Romantic literary movement and its key characteristics. Discuss how Dorothy Wordsworth's journal entries exemplify Romantic ideals such as reverence for nature, emotional introspection, and spontaneity.</li> </ol> <p>Compare and contrast modern-day observations with Dorothy Wordsworth's descriptions from 1802. Discuss any changes in the landscape or environmental conditions.</p> | 8 |  |

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|  |  | <b>Module IV:</b> <ol style="list-style-type: none"> <li>1. We often underestimate others. Conduct a GD on the role of mutual respect in our social interactions after reading The Conjuror's Revenge</li> <li>2. Bring out the elements of suspense and humour in the narrative style of Leacock.</li> <li>3. Empathy is a universal feeling, discuss the statement in the light of ' The Price of Flowers '</li> <li>4. True human values know no boundaries. Discuss</li> <li>5. Identify collaborations in digital platforms and write assignments using the platform.</li> <li>6. Give a topic to the learners and conduct brainstorming sessions &amp; group discussions.</li> <li>7. Man is just one among all the creatures living on the planet. We need to collaborate and coexist with other creatures. Conduct a debate on the topic</li> <li>8. There is beauty all around us, but we often fail to notice the wonders of nature. Do you agree? - GD.</li> </ol> | 8 |  |
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Note: The course is divided into five modules, with four having 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open ended one. Internal assessments (25 marks) as split between the open-ended module (15 Marks) and the fixed modules (10 Marks). The final exam, however, covers only the 16 units from the fixed modules.

#### **Suggested Reading:**

1. Collins, Beverley and Inger M Mees. *Practical English Grammar and Phonology*
2. Lal, Ivy. *Essentials of Advanced English Grammar*
3. Hewings, Martin. *Advanced Grammar in Use*
4. Bailey, Stephen. *Academic Writing: a handbook for international students*. Routledge, 2017.
5. Baker, Ann. Ship or Sheep? an Intermediate Pronunciation Course. Cambridge University Press, 1977.

6. Biesenbach, Rob. *Unleash the Power of Storytelling: Win Hearts, Change Minds, GetResults*. Eastlawnmedia, 2011.
7. Carnegie, Dale. *The Quick and Easy way to Effective Speaking*. Simon & Schuster, 1990.
8. Coleman, Keith. *Effective Communication Skills. Communication & Social Skills*, 2019
9. Daniels, Aubrey C. *Bringing Out the Best in People: How to Apply the Astonishing Power of Positive Reinforcement*, Third Edition. McGraw-Hill Education, 2016.
10. Dhanvel. S.P. *English and Soft Skills*. Orient Blackswan, 2010.
11. Finlay, Michelle. *Everyday English for grown-ups: Getting to grips with the basics* Michael O'Mara, 2015
12. Gallo, Carmine. *Five Stars: The Communication Secrets to Get from Good to Great*. St. Martin's Press, 2018.
13. Giblin, Les. *The Skill with People*. Embassy Book Distributors, 2001
14. Goulston, Mark. *Just Listen: Discover the Secret to Getting Through to Absolutely Anyone*. AMACOM, 2015.
15. Headlee, Celeste. *We need to Talk: How to have Conversations that Matter*. Harper, 2017
16. Lewis, Norman. *Wordpower made Easy*. Doubleday, 1949.
17. Patterson, Kerry, et al. *Crucial Conversations*. McGraw-Hill Contemporary, 2002.
18. Sullivan, Jay. *Simply Said*. Wiley, 2016.
19. Tuhovsky, Ian. *21 Days of Effective Communication*. CreateSpace Independent Publishing Platform, 2018.
20. Turkle, Sherry. *Reclaiming Conversation: The Power of Talk in a Digital Age*. Penguin Audio, 2015.
- 21. E Sources**
22. <https://learnenglishteens.britishcouncil.org/>
23. <https://www.bbc.co.uk/learningenglish/>
24. <https://www.ted.com/talks>
25. <https://www.cambridgeenglish.org/>
26. <https://www.myenglishpages.com/>
27. <https://www.ispeak.club/>

### Mapping of COs with PSOs and POs:

|     | PSO<br>1 | PSO<br>2 | PSO<br>3 | PSO<br>4 | PSO<br>5 | PSO<br>6 | PO<br>1 | PO<br>2 | PO<br>3 | PO<br>4 | PO<br>5 | PO<br>6 | PO<br>7 |
|-----|----------|----------|----------|----------|----------|----------|---------|---------|---------|---------|---------|---------|---------|
| CO1 | 3        | -        | -        | -        | 1        | -        | 2       | 3       | 2       | -       | -       | -       | -       |
| CO2 | 3        | -        | -        | -        | 1        | -        | 2       | 3       | 2       | -       | -       | -       | -       |
| CO3 | 3        | 1        | 2        | -        | 2        | -        | 2       | 2       | 2       | -       | -       | -       | -       |
| CO4 | 2        | -        | 1        | 3        | -        | -        | 2       | 1       | 2       | 3       | 3       | 1       | -       |
| C05 | 3        | -        | 1        | 1        | 2        | -        | 2       | 3       | 2       | 1       | -       | 1       | -       |
| C06 | 2        | -        | 1        | 1        | 1        | -        | 2       | 3       | 2       | 1       | 1       | 1       | -       |

## MODULE 1 : SOCIAL & PROFESSIONAL SKILLS

### Chapter 1

#### Martin Luther King- RN Roy

- Martin Luther King Jr. was a great leader of the American Civil Rights Movement. He was born on January 15, 1929, in Atlanta, Georgia. Inspired by Christian teachings and Mahatma Gandhi, he believed in non-violence and peaceful protest.
- He led many movements against racial discrimination, including the Montgomery Bus Boycott. His famous “I Have a Dream” speech inspired millions. In 1964, he received the Nobel Peace Prize for his efforts toward peace and equality.
- In 1964, he was awarded the Nobel Peace Prize for his dedication to justice and peace. However, his life was cut short when he was assassinated in 1968.
- He led the Civil Rights Movement in the United States, fighting against racial segregation and discrimination faced by African Americans. He organized peaceful protests, marches, and boycotts. His leadership in the Montgomery Bus Boycott brought him national recognition. His famous speech, “I Have a Dream,” delivered during the March on Washington, became a historic call for racial equality.
- The Montgomery Bus Boycott was a major turning point in the American Civil Rights Movement. The boycott began in 1955 after Rosa Parks was arrested for refusing to give up her bus seat to a white passenger. He organized and encouraged African Americans to refuse to use city buses. He insisted that the protest remain peaceful and non-violent. The boycott lasted for 381 days. Finally, the U.S. Supreme Court declared bus segregation unconstitutional. This success made Martin Luther King Jr. a national leader and proved that non-violent protest could bring social change.

## **Chapter 2**

### **Green Parrots in a cage-Gopi Gauba**

- Gopi Gauba who was an Indian writer was born in Hyderabad was educated in Karachi and Shanthiniketan. She lived in Lahore after her marriage and she was supposed to move to Mumbai at the time of partition. She was a journalist and short story writer. The partition of India in 1947 and its traumatic impact on people, who were forced to migrate, forms the background of her story Green Parrots in a cage. The story has won a BBC prize.
- A parrot seller stood near the gate of the narrator. He had two parrots in a cage. He asked the narrator to buy his parrots. He also told her that he wanted money to get a ticket to go home. He was from Kutch. Like the parrot seller, many people needed money to leave the town. There were violent riots every-where in Hyderabad Sind because of the partition. Most of the Hindus, including the narrator had to leave for India.
- The narrator bought the cage for her son. Moreover, she wanted to help the man. Her son kept the cage on the marble –topped table. The son played with the parrots; he fed them with green chilli and guava. The birds nipped the mother in anger. So they decided to leave the birds in their orchard.
- Ramai, their old gardener, whose special hobby was to look- after the birds in the orchard. The narrator asked their coachman, Din Mohammed to take them to the orchard. He refused to take them to the orchard because orchard was too far out of the town. He also told them that it was not safe. He advised to give the birds“ cage to Maulana. Maulana who was seen grief-stricken and old-grey rimmed eyes expressed the tragedy of the cruel partition. Kan Sahib the second watchman, a young Pathan. They went to the orchard. Its gates were open. They called for Ramai. But there was utter silence everywhere. They left the cage opened on the lawn. They thought that the birds would fly away happily. But the parrots were sitting firmly on their perch. They sat patiently for a long time. The birds were little fools sitting pretty inside their cage and politely declining to come out. After a long time, with much hesitation, one by one they flew away.
- The narrator compared herself and her state to the state of the parrots. The writer invented some ideas, the relation between the dweller and the native place. The writer returned home but gladly. Likewise, people of Kutch, Sind and Hyderabad went away leaving their native place after the partition.

## **Chapter 3**

### **First Thoughts - Natalie Goldberg**

- First Thoughts” is an essay about writing practice. Natalie Goldberg shares her ideas on how to become a good writer. She encourages writers to trust their first thoughts.“Goldberg writes that these rules are necessary to burn through to first thoughts, to a place where energy is unobstructed by social politeness and internal censorship. She wants writers to train their minds to see and feel, and she goes on to write about the potential of capturing oddities.

- First thoughts are the way the mind flashes on something. We're not used to living in this world. Usually, a person is confronting thoughts on thoughts. We naturally edit them, and by the time we write or speak them, they're the second or third version. Natalie Goldberg's *First Thoughts* wants you to meet your thoughts without ego, control, and the logic that proves that the world is permanent and solid. She shares the example of Zen meditation. You sit cross-legged and, no matter what you feel, you continue to sit. You learn to remain steady and confront the energy, as her writing experiment encourages you to do.
- First thoughts" means the first ideas that come to our mind. These thoughts are natural, honest, and original. Overthinking may block creativity.
- Writers should write freely without fear or hesitation. Do not worry about grammar, spelling, or mistakes in the beginning. Keep the pen moving without stopping. Writing should be spontaneous and truthful.
- Goldberg believes that many people hesitate to write because they worry too much about grammar, spelling, or making mistakes. She advises writers to keep their pen moving and not to stop to correct themselves while writing. Editing can be done later, but the first draft should flow freely. This practice helps writers to express their true feelings and ideas honestly.
- Another important idea in the essay is honesty. Goldberg insists that writers must be truthful and open in their writing. Real experiences and emotions make writing powerful and meaningful. Pretending to be someone else or trying to impress readers weakens the authenticity of the work.
- In conclusion, "First Thoughts" teaches that writing should be natural, fearless, and honest. By trusting our first thoughts and practicing regularly, we can become better and more confident writers.

## **Chapter -4**

### **Introduction — Brandon Sanderson on Writing Science Fiction and Fantasy'- Brandon Sanderson**

- Brandon Sanderson is a popular American author best known for his science fiction and fantasy novels. He is famous for creating detailed fantasy worlds and well-structured magic systems.
- Brandon Sanderson on Writing Science Fiction and Fantasy" is an informative essay in which Brandon Sanderson shares his ideas and techniques for writing science fiction and fantasy. As a well-known modern fantasy author, Sanderson explains the importance of imagination, world-building, and strong storytelling in speculative fiction.
- He discusses how science fiction and fantasy create new worlds that differ from our real world. He highlights that these genres allow writers to explore creative possibilities while still maintaining internal logic and consistency. According to Sanderson, successful fantasy and science fiction stories depend on clear rules, believable characters, and meaningful conflicts.
- The essay serves as a guide for aspiring writers, offering practical advice on building magical systems, creating unique settings, and developing engaging plots. It encourages writers to balance creativity with structure.

## MODULE 2: Critical Thinking & Problem Solving

### Chapter 5

#### A Jury of Her Peers-Susan Glaspell

- *A Jury of Her Peers* is a short story published in 1917. It is based on a real murder case. The story focuses on gender roles and justice.

#### Main Characters

- **Martha Hale** – Neighbour of the Wrights.
- **Mrs. Peters** – Wife of the sheriff.
- **John Wright** – The murdered husband.
- **Minnie Wright** – Accused of killing her husband.

#### Plot Summary

- John Wright is found dead, strangled in his bed.
- Minnie Wright is arrested on suspicion of murder.
- The sheriff and other men search for evidence.
- The women notice small household details ignored by men.
- They discover a dead canary with a broken neck.
- The bird symbolises Minnie's lost happiness and freedom.
- The women realize Minnie killed her husband in response to years of emotional abuse.
- They hide the bird, silently protecting her.
- *A Jury of Her Peers* is a powerful short story by Susan Glaspell that deals with gender roles, isolation, and justice. The story is set in a lonely farmhouse where John Wright has been murdered. His wife, Minnie Wright, is accused of strangling him. The sheriff, the county attorney, and Mr. Hale visit the house to investigate the crime, while Mrs. Hale and Mrs. Peters accompany them.
- The men focus only on finding clear legal evidence and ignore the small domestic details of the house. They make fun of the women's interest in household matters. However, the women carefully observe the kitchen and notice signs of Minnie's unhappy life. They discover an unfinished quilt and a dead canary with a broken neck hidden inside a box. The bird symbolizes Minnie's lost happiness and freedom. Just as the canary was trapped in a cage and killed, Minnie herself was trapped in a loveless and lonely marriage.
- Through these small clues, Mrs. Hale and Mrs. Peters understand that Minnie killed her husband after years of emotional abuse and isolation. They sympathize with her suffering and decide to hide the dead bird, which was the main evidence of her motive. In doing so, they form their own "jury" and deliver a silent judgment based on empathy rather than strict law.
- The story highlights the discrimination women faced in a male-dominated society. It shows that women's experiences and emotions are often ignored, yet they possess deep understanding and insight. Glaspell suggests that true justice requires compassion and awareness of human suffering.

## Chapter 6

### **Harrison Bergeron- Kurt Vonnegut**

- *Harrison Bergeron* is a dystopian short story set in the year 2081 in the United States. In this future society, the government has enforced total equality. No one is allowed to be more intelligent, attractive, or physically strong than anyone else. To achieve this, the government forces talented individuals to wear handicaps. Intelligent people must wear mental radios that disturb their thoughts, strong people carry heavy weights, and beautiful people wear masks.

#### **Main Characters**

- **Harrison Bergeron** – A gifted and rebellious teenager.
- **George Bergeron** – Harrison's father, intelligent but forced to wear a mental handicap radio.
- **Hazel Bergeron** – Harrison's mother, of average intelligence.
- **Diana Moon Glampers** – The Handicapper General.
- The story focuses on George and Hazel Bergeron and their fourteen-year-old son, Harrison. George is intelligent and must wear a mental handicap radio that interrupts his thinking. Hazel has average intelligence and does not need any handicap. Their son Harrison is extremely gifted and has been taken to prison because he is considered a threat to equality. One day, Harrison escapes from jail and interrupts a live television broadcast. He appears on screen wearing heavy handicaps and declares himself emperor. He removes his handicaps and chooses a ballerina as his empress. Together, they remove their handicaps and perform a beautiful and graceful dance, symbolizing freedom and human potential.
- However, Diana Moon Glampers, the Handicapper General, arrives and shoots both Harrison and the ballerina dead. The television broadcast ends suddenly. Because of their handicaps, George and Hazel quickly forget what happened.
- The story ends by showing how complete equality, when forced by the government, destroys individuality, freedom, and excellence. It serves as a warning against extreme control in the name of equality.

## Chapter 7

### **Letter from a Birmingham Jail- [King, Jr.]**

- *Letter from a Birmingham Jail* is an open letter written in 1963. King wrote it while imprisoned in Birmingham, Alabama. It was addressed to white clergymen who criticized his protest methods. The letter defends nonviolent resistance to racism.

#### **Background**

- King was arrested during a peaceful protest against racial segregation. The protest was part of the Civil Rights Movement. Local leaders called his actions “unwise and untimely.” King responds by explaining why immediate action was necessary.
- In the letter, King explains why he came to Birmingham and why he could not remain silent about injustice. He argues that “injustice anywhere is a threat to justice everywhere,” meaning that people have a moral responsibility to fight injustice wherever it exists. He rejects the idea that he is an outsider and states that all communities are interconnected.
- King distinguishes between just and unjust laws. He says that just laws are fair and morally right, while unjust laws degrade human personality and are not rooted in moral principles. Therefore, he believes that people have a moral duty to disobey unjust laws through peaceful and nonviolent protest.
- He also expresses disappointment with white moderates who prefer order over justice and who advise African Americans to wait for a “more convenient season.” King argues that African Americans have already waited too long for their basic rights. Throughout the letter, King defends nonviolent direct action, explaining that it creates constructive tension that forces society to confront injustice and negotiate change. He uses historical, religious, and philosophical references to strengthen his argument.
- Letter from a Birmingham Jail is a powerful defense of civil disobedience and moral courage. It remains one of the most important documents of the Civil Rights Movement and continues to inspire people fighting for justice and equality.

## **Chapter 8**

### **The Man with the Hoe -Edwin Markham**

- The Man with the Hoe is a powerful social protest poem inspired by the painting L'Homme à la houe by Jean-François Millet. The poem describes a poor farmer who stands bent over his hoe, exhausted after long hours of hard labour. His body is tired, and his face shows deep suffering and hopelessness.
- The poet portrays the man as someone who has been crushed by poverty and continuous exploitation. Years of hard work without reward have taken away his strength, intelligence, and spirit. He appears almost lifeless, as if society has reduced him to a machine. The poet suggests that the worker has been denied education, joy, and dignity.
- Markham strongly criticizes the social system that allows such suffering. He questions the rulers and the wealthy who enjoy comfort while laborers struggle in misery. Through powerful questions, he asks how long the powerful will ignore the pain of the oppressed.
- The poem ends as a warning. The poet suggests that continued injustice may lead to anger and revolt. Overall, “The Man with the Hoe” expresses deep sympathy for the working class and calls for justice, equality, and respect for human dignity.

## MODULE 3 : Creative Expressions

### Chapter 9

#### Ariel- Sylvia Plath

- Sylvia Plath was a famous American poet, novelist, and short story writer. She is known for her intense, emotional style of writing and is considered one of the major poets of the 20th century.
- *Ariel* is a powerful and intense poem that describes an early morning horse ride. The poem begins in darkness before dawn, where the speaker feels still and quiet. As the horse begins to move, the ride becomes faster and more energetic. The speaker feels a strong connection with the horse and nature, as if she is becoming one with the movement and speed.
- As the ride continues, the experience turns symbolic. The fast movement suggests freedom and escape from limitations. The speaker seems to leave behind fear, pain, and restrictions. The darkness gradually changes into light, symbolizing transformation and rebirth. The rising sun at the end of the poem represents renewal and new beginnings.
- The poem also contains intense and dangerous images, suggesting that the journey involves risk and self-destruction. This creates a sense of both liberation and tension. The poem reflects powerful emotions and inner struggle.
- *Ariel* is a poem about freedom, identity, and transformation. Through vivid imagery and strong rhythm, Sylvia Plath presents a journey from darkness to light, symbolizing personal change and spiritual awakening.

### Chapter 10

#### Bullet in the Brain -Tobias Wolff

- Tobias Wolff (born June 19, 1945) is an American writer known for his short stories and memoirs. He is admired for his clear writing style, psychological depth, and realistic portrayal of human experiences. He is considered one of the leading contemporary American short story writers
- **Bullet in the Brain** is a short story about a cynical literary critic named Anders. While standing in line at a bank, Anders becomes irritated with the people around him. Suddenly, two robbers enter the bank and begin threatening everyone. Even in this dangerous situation, Anders cannot control his sarcastic nature. He mocks one of the robbers for using incorrect grammar. The robber, angered by Anders' attitude, shoots him in the head.
- As the bullet travels through his brain, time seems to slow down. Instead of remembering major events from his life—like his marriage or career—Anders recalls a small moment from his childhood. He remembers boys playing baseball and one of them joyfully saying, "Short's the best position they is."
- This final memory shows a time when Anders was innocent and capable of appreciating simple happiness. The story suggests that deep inside his cynical personality, there was still a part of him that valued genuine and pure moments.

## Themes

- **Cynicism vs. Innocence** : The central theme of the story is the contrast between cynicism and innocence. Anders, the protagonist, is a harsh and sarcastic literary critic who constantly mocks others. He has lost patience with the world and sees everything with contempt. However, his final memory is from childhood—a time of purity and joy. This contrast shows that beneath his bitter exterior, there once existed innocence and emotional sensitivity.
- **The Power of Memory** : As Anders is shot, his life flashes before him. Surprisingly, he does not remember major life events like his marriage or career achievements. Instead, he recalls a small, joyful moment from a childhood baseball game. This suggests that the most meaningful parts of life are often simple and emotionally authentic moments rather than socially important milestones. Memory defines what truly matters to a person.
- **Irony** : Irony plays a major role in the story. Anders, who constantly criticizes language and grammar, is killed because he mocks a robber's incorrect speech. Ironically, his last memory centers on a grammatically incorrect sentence: "Short's the best position they is." The sentence he would normally criticize becomes precious to him. This highlights the difference between intellectual judgment and emotional truth.
- **Identity and True Self** : Throughout his adult life, Anders is known as a sharp, critical intellectual. However, his final memory reveals his true self—someone who once appreciated simple beauty and joy. The story suggests that a person's true identity may be hidden beneath layers of experience, disappointment, and bitterness.

## Chapter 11

### **The Starry Night -Vincent van Gogh**

- *The Starry Night* was painted in 1889 while Van Gogh was staying at the Saint-Paul-de-Mausole asylum in Saint-Rémy-de-Provence, France. He admitted himself there after experiencing severe mental health struggles. The painting is based on the view from his asylum window, though the swirling sky and dramatic effects are largely imagined.
- *The Starry Night* is a masterpiece of Post-Impressionism. It moves beyond Impressionism by focusing on emotional intensity and symbolic meaning. The painting influenced later movements such as Expressionism.
- The painting shows a quiet village under a dramatic night sky filled with swirling clouds, bright stars, and a glowing crescent moon. A tall cypress tree stands in the foreground, reaching toward the sky.
- Van Gogh uses bold brushstrokes, deep blue tones, and bright yellow highlights to create movement and emotion. The sky appears restless and powerful, while the village below looks calm and peaceful. This contrast reflects the artist's inner emotional struggles.

## Symbolism

- **The Swirling Sky**  
The sky may represent Van Gogh's turbulent mental state. The swirling patterns suggest chaos, emotion, and spiritual energy.
- **The Stars and Moon**  
The bright stars symbolize hope and divine presence. Van Gogh once wrote that looking at the stars made him dream of eternity.
- **The Cypress Tree**  
Cypress trees are often associated with death and mourning in European culture. It may symbolize mortality or spiritual longing.
- **The Church Steeple**  
The steeple reaching upward may symbolize faith or a desire for spiritual comfort.

## Chapter 12

### April 15th & 16th, 1802" Journals Of Dorothy Wordsworth

- Dorothy Wordsworth (1771–1855) was an English diarist, poet, and writer of the Romantic period. She was the sister of the famous poet William Wordsworth and played an important role in his literary life.
- Dorothy was born in Cockermouth, England. She shared a very close bond with her brother William and lived with him for many years, especially at Grasmere in the Lake District. Though she did not publish much during her lifetime, her journals and letters later became highly valued for their literary quality.
- This journal entry records Dorothy Wordsworth's observations during April 15th and 16th, 1802, while living at Grasmere in England with her brother, the poet William Wordsworth.
- On April 15th, she writes about the changing weather, the beauty of the countryside, and her daily activities. She observes the sky, the clouds, and the peaceful surroundings with sensitivity.
- On April 16th, Dorothy and her brother, William Wordsworth, go for a walk near Ullswater. During their walk, they see a long stretch of beautiful daffodils growing along the lakeside. The flowers appear to dance and move joyfully in the wind. Dorothy describes how the daffodils seem more lively than the waves of the lake beside them. She also notes the shining water, the fresh breeze, and the calm beauty of the scene.
- **Themes**

#### Love of Nature

- Nature is presented as a source of happiness and inspiration. The daffodils are not just flowers; they seem alive and joyful.

#### Harmony Between Human and Nature

- Dorothy and William are quiet observers. They feel connected to the natural world rather than separate from it.

## Simplicity and Beauty

- The entry shows that simple moments in nature can create deep emotional impact.

## Memory and Inspiration

- This scene later inspired William Wordsworth's poem. While Dorothy records the actual experience, the poem transforms it into imaginative reflection. The journal captures the immediate joy; the poem captures the memory of that joy.

## MODULE 4 :

### Chapter 13

#### **The Conjuror's Revenge -Stephen Leacock**

- Stephen Leacock (1869–1944) was a Canadian writer, humorist, economist, and teacher. He is best known for his witty and satirical short stories that humorously portray everyday life.
- *The Conjuror's Revenge* is a humorous short story about a magician (conjurer) who performs at a children's party. During the show, a mischievous and ill-mannered boy named Freddie constantly interrupts him. Freddie tries to spoil the tricks by revealing how they are done and behaving rudely. The magician becomes irritated but continues performing. However, when Freddie goes too far, the conjuror decides to teach him a lesson. During one of his tricks, he makes Freddie disappear inside a magic box. Unlike the usual trick where the person returns safely, the conjuror pretends that Freddie cannot be brought back. The children are delighted because Freddie had been annoying everyone. Even Freddie's parents do not seem too upset, as they are aware of his bad behaviour. Finally, it is suggested humorously that Freddie has disappeared for good.
- The most important theme of the story is humour. Leacock uses exaggeration, irony, and absurd situations to create laughter. The idea that a magician can permanently make a boy disappear—and that everyone is secretly pleased about it—is highly exaggerated and unrealistic. Through this comic situation, Leacock satirizes social behaviour, especially the way people react to badly behaved children.
- The story highlights the importance of discipline. Freddie is rude, arrogant, and disrespectful. He interrupts the magician, tries to expose the tricks, and behaves badly throughout the show. His disappearance symbolizes punishment for his misconduct. Although the punishment is exaggerated for comic effect, the story suggests that bad behavior deserves consequences.
- The magician appears to be a simple entertainer, but he gains control over the situation in the end. Similarly, Freddie appears confident and clever, but he ultimately loses. The story plays with the idea of illusion—what seems impossible (making someone disappear) becomes a tool of justice in the story's comic world.

- The conjuror represents authority and control, while Freddie challenges it. The story shows how authority can reassert itself when challenged. The magician's final act restores order to the party.
- Through humor and exaggeration, *The Conjuror's Revenge* explores themes of discipline, revenge, social manners, and authority. Leacock uses comedy not just to entertain but also to criticize bad behavior in a light-hearted and satirical way.

## **Chapter 14**

### **The Price of Flowers -Prabhat Kumar Mukhopadhyay**

- *The Price of Flowers* is a moving story about love, sacrifice, patriotism, and human compassion. The story is narrated by an Indian student who is studying in London. During his stay, he becomes acquainted with an elderly English widow, Mrs. Clifford, and her young daughter, Maggie. They are poor and live a simple life. Mrs. Clifford's only son, Frank, is serving as a soldier in India. Since India is far away, the mother is constantly anxious about her son's safety. She eagerly waits for letters from him and depends on the narrator to read and explain them. The narrator develops sympathy for the family, especially for the mother's deep love and concern for her son. Maggie is gentle, sincere, and devoted to her mother. Though she hides her emotions, she too worries deeply about her brother.
- One day, tragic news arrives: Frank has died while serving in India. The news shatters Mrs. Clifford. She becomes heartbroken and unable to bear the loss. Maggie, though deeply affected, shows strength and tries to comfort her mother. The atmosphere of the house becomes filled with sorrow and silence. Later, when the narrator is preparing to return to India, Maggie gives him a small sum of money. She requests him to place flowers on her brother's grave if he ever visits the place where Frank is buried. The money she offers is very little, but it represents her love and devotion. The narrator is deeply touched by her sincerity. He feels that the emotional value behind the money is far greater than its actual amount.
- The "price of flowers" in the story does not merely refer to the cost of buying flowers. It symbolizes the deep love, sacrifice, and affection that Maggie has for her brother. It also reflects the pain endured by families of soldiers who sacrifice their lives for their country.
- The story highlights universal human emotions—love, grief, kindness, and patriotism. It also shows how human relationships go beyond national boundaries. Though the narrator is Indian and the family is English, they share sympathy and emotional understanding.
- The central theme of the story is deep familial love. Mrs. Clifford's love for her son Frank is intense and unconditional. Even though he is far away in India, her thoughts constantly revolve around his safety. Maggie too loves her brother deeply. Her

decision to send money to place flowers on his grave shows pure and selfless affection. The story shows that true love does not end even after death.

- The story highlights the patriotic duty of soldiers who serve their country, even in distant lands. Frank's service in India shows loyalty and dedication. However, the story focuses more on the emotional impact of patriotism rather than glorifying war.
- The title itself suggests a deeper meaning. The money Maggie gives to buy flowers is small in amount, but it carries immense emotional value. The "price" of flowers symbolizes love, remembrance, and sacrifice. The story teaches that emotional value is far greater than material value.
- *The Price of Flowers* conveys that love, sacrifice, and human sympathy are universal values. The story emphasizes that even a simple act, like placing flowers on a grave, can express deep emotional meaning and eternal remembrance.

## **Chapter 15**

### **Documentary based on Kerala flood – Pria Somiah**

- A one-hour documentary that aired on Discovery Channel soon after the 2018 floods. It captures real footage and stories of people's survival and the massive rescue and rebuilding efforts across Kerala. It highlights the spirit of unity, courage, resilience, and compassion shown by ordinary citizens, fishermen-volunteers, defence forces, NGOs, and local communities in the face of unprecedented floods.
- This is a *44-minute documentary* that examines the 2018 Kerala floods, exploring causes (including climate factors and extreme rainfall) and the aftermath. Produced with the participation of journalist Niret Alva, it provides a deeper perspective on why the disaster occurred and its long-term effects on people and the environment.
- A *short documentary* (about 7 min) that focuses on the role of Kerala's fishermen during the 2018 floods. It shows how local fishing communities — often called the "sea warriors" of Kerala — became frontline rescuers, saving countless lives with their small boats and fearlessness.

## **Chapter 16**

### **Snake-D H Lawrence**

- D. H. Lawrence (1885–1930) was an English novelist, poet, essayist, and literary critic. He is one of the most important writers of the 20th century, known for exploring human emotions, relationships, sexuality, and the conflict between modern society and natural instincts.
- *Snake* is a reflective and symbolic poem that describes the poet's encounter with a snake at a water trough on a hot summer day in Sicily.
- The poet goes to fetch water and sees a snake drinking from the trough. He quietly waits for the snake to finish. He observes the snake's peaceful behavior and describes

it with admiration and respect. The snake appears calm, dignified, and royal. However, the poet hears an inner voice—the “voice of education”—telling him that a golden snake in Sicily is poisonous and should be killed. This voice represents social conditioning and human fear. Though the poet does not want to harm the snake, he eventually throws a log at it. The snake quickly retreats into a hole in the wall. Immediately after, the poet feels ashamed and guilty. He regrets his action and realizes that he has acted out of fear and societal teaching rather than personal understanding. He compares the snake to a king who has been wronged. The poem ends with the poet feeling that he has missed the chance to experience a noble moment with nature.

- The poem reflects Lawrence’s belief in trusting natural instincts rather than blindly following societal rules. It also highlights the human tendency to destroy what we do not fully understand.