

M.A. English Literature

Programme Outcomes of M.A.

- Demonstrate argumentative skills which enable students to defend interpretation and research practices by using textual material, secondary sources and theories.
- Examine the roles and responsibilities of individual, groups and institutions in larger society, displaying understanding of the complex relationships between human behavior and social context.
- Develop research and reasoning skills that equip graduates and be influential citizens with high leadership potential.

Programme specific outcomes

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|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| PSOs | Upon completion students of M.A. English will be able to : |
| PSO - 1 | Create a social awareness in terms of society, culture, ethnicity, ecology and gender backgrounds of literature. |
| PSO - 2 | Utilize the different critical approaches and demonstrate them in the prescribed texts. |
| PSO -3 | Develop skills of research through interpretation, critical thinking and clear writing. |
| PSO -4 | Compile their research by applying research methodology. |
| PSO – 5 | Evaluate teaching-learning process through various teaching aids. |
| PSO – 6 | Identify the significance of internationally acclaimed works through the writings of highly celebrated writers including translated versions. |
| PSO – 7 | Have a command over the four basic communicative skills LSRW. |
| PSO – 8 | Exhibit a definite mastery of English language skills. |

Semester : I

Major Core I - Indian Writing in English

Subject code : PE1711

Course outcomes

| CO | Upon completion of this course the students will be able to : | PSO Addressed | CL |
|-------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------|
| CO-1 | understand the diversity and the unique diction of Indian Writing in English | PSO-6 | U |
| CO-2 | Exemplify the fine accomplishments and misdemeanor of characters | PSO-1 | An |
| CO-3 | describe the culture of the region and specific social challenges as represented in these literary texts | PSO-1 | An |
| CO-4 | develop the knowledge of Indian aesthetics | PSO-1 | An, C |
| CO-5 | Understand the difficulties encountered and critical thinking involved in bringing out a good work in Indian Writing in English | PSO-3 | U |

| | | | |
|-------------|-----------------------------------------------|-------|----|
| CO-6 | promote the values proposed by Indian writers | PSO-2 | Ap |
|-------------|-----------------------------------------------|-------|----|

PSO - Programme Specific Outcome; CO - Course Outcome; CL - Cognitive Level; U - Understanding; R - Remember; An - Analyze; C- Create; Ap - Apply.

Teaching Plan

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

| Unit | Module | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment / Evaluation |
|------|--------|--------------------------------------------------------------|---------------|--------------------------------------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------|
| I | Prose | | | | | |
| | 1 | Introduction to Swami Vivekananda's "Divine Love" | 4 | understand the author and the significance of love | Seminar Discussion | Class test Quiz Formative Assessment |
| | 2 | Mahatma Gandhi's "How I Began Life" | 3 | know what the writer was striving and pining to achieve his goal | Discussion | |
| | 3 | R. K. Laxman's "How I Did It" | 4 | understands the values in life | Discussion | |
| | 4 | Radha Krishnan's "Creative Religion" | 4 | analyse the different aspects of creativity in religion | Discussion PPT | |
| II | Poetry | | | | | |
| | 1 | Mamta Kalia's "Tribute to Papa" | 2 | understands the complex relationship between parent and child | Group Discussion | Short Test, Assignment Seminar Formative Assessment Class test Quiz Formative assignment |
| | 2 | Shiv K. Kumar's "Indian Women" | 2 | get exposed to the status of women in Indian society | Discussion Debate | |
| | 3 | Parthasarathy's "Home Coming" | 3 | get a better understanding of the writer's native state Tamil Nadu | Discussion debate | |
| | 4 | Nizzim Ezekiel's "Background Casually" | 2 | realize Indian culture, identity, race, history and a sense of belonging | PPT Discussion | |
| | 5 | Kamala Das' "A Hot Noon in Malabar" | 3 | Comprehends the difference between city and village life | Discussion seminar | |
| | 6 | A. K. Ramanujan's "Small Scale Reflections on a Great House" | 2 | Knows the decline of human dignity and identity | Discussion, seminar | |
| | 7 | Keki N. Daruwalla's "The Epileptic" | 2 | understands the day to day happenings in India | Discussion debate | |
| | 8 | Adil Jussawala's "The Waiters" | 3 | analyse the critical life of the waiters and common man | seminar | |

| III | Short Stories | | | | | |
|-----|---------------|------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------|
| | 1 | Ruskin Bond's "A Guardian Angel" | 3 | Builds an insight reaching ambit between the narrator and the readers | discussion | Formative Assessment Quiz Assignment |
| | 2 | Shashi Deshpande's "Madhu" | 3 | Will be able to explore the past and present conditions of women in the society | Group Discussion | |
| | 3 | MulkrajAnand's "Trade Union" | 3 | Students will reflect the orthodox and inhuman traditions in the Indian society | PPT presentation | |
| | 4 | Kushwant Singh's "The Mark of Vishnu" | 3 | get exposed to the irony of one's belief in religion | Discussion | |
| | 5 | Chitra Banerjee Divakaruni's "Clothes" | 3 | Explore the insights of a married woman | Group Discussion | |
| | 6 | Anita Desai's "A Devoted Son" | 3 | Understands the pros and cons of generation gap, identity, and father - son relationship | Group Discussion | |
| IV | Fiction | | | | | |
| | 1 | ManjuKapur's <i>Difficult Daughters</i> | 7 | explores the plight of Indian women and will be able to mirror the prevailing social scenario which broaden the spectrum of feminist perspective | Discussion, PPT presentation | Seminar Formative Assessment Quiz |
| | 2 | AravindAdiga's <i>The White Tiger</i> | 7 | Will get exposed to the different cultures that comprise modern India | Discussion, PPT presentation | Quiz |
| V | Drama | | | | | |
| | 1 | Girish Karnad's <i>Tughlaq</i> | 5 | Get an exposure to idealism and disillusionment | Dramatic Representation, Discussion | Seminar Formative Assessment |
| | 2 | Mahesh Dattani's <i>Dance Like a Man</i> | 5 | understands the pathos of human predicaments and the individual's struggles in the society | Audio – Visual presentation, discussion | Quiz |

Course Instructors: Dr. Alby Grace

HoD: Dr.Elizabeth Lucy

Semester : I

Major Core II - British Literature I

Subject code : PE1712

Course Outcome

| CO | Upon completion of this course the students will be able to : | PSO addressed | CL |
|-------|----------------------------------------------------------------------------------------------------|--------------------|----|
| CO- 1 | gain an in-depth knowledge about the age and the authors | PSO – 6 | U |
| CO- 2 | express the socio-cultural and religious practices of British people during that period | PSO – 6 | An |
| CO- 3 | analyse themes in different genres | PSO – 6 PSO – 2 | U |
| CO -4 | become aware of the ideas of great masters of British Literature | PSO – 2 | U |
| CO- 5 | demonstrate the social responsibility of the Nation and the individual in moments of Global crisis | PSO - 3 | An |

Teaching Plan

Credit: 4

Total Hours: 90 (Including Seminar & Test)

| Unit | Module | Lecture Hours | Learning Outcome | Pedagogy | Assessment/ Evaluation |
|------------|---------------------------------------------------|---------------|---------------------------------------------------------------------|-------------------|------------------------|
| I Prose | | | | | |
| 1 | Charles Lamb: "Dissertation Upon a Roasted Pig" - | 3 | Cite illustrations from real life | Lecture | Slip Test |
| 2 | Francis Bacon: Of Great Place | 2 | Understand the uniqueness of different places | Lecture | Objective Test |
| 3 | Bacon's Of Truth | 2 | Inculcate self discipline and righteousness | Oral Presentation | Slip Test |
| 4 | Addison's "Adventures of Shilling" | 3 | Evaluate the significance of money | PPT | Objective Test |
| 5 | John Ruskin's "Sesame and Lilies" - | 3 | Assess the impact of socialization in a community | Panel Discussion | Formative Assessment |
| 6 | Hazlitt's "Indian Jugglers" | 2 | Critically analyze the problems of the poor and the needy | PPT | Unit Test |
| III Poetry | | | | | |
| 1 | Chaucer- "The Knight's Tale": Part I | 3 | Recall various social patterns that existed during the 14th Century | Role Play | Assignment |
| 2 | Goldsmith: "The | 3 | Instill aesthetic values | Panel | Formative |

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|-------------------|-------------------------------------------------|----|----------------------------------------------------------------------------------|-----------------------|----------------------|
| | Deserted Village”- | | | Discussion | Assessment |
| 3 | Donne’s “The Canonization” | 2 | Assert the distinction between the needs of the soul and body | PPT | Quiz |
| 4 | Wordsworth: “Ode on Intimations of Immortality” | 3 | Acknowledge the permanence of nature | Group Discussion | Formative Assessment |
| 5 | Hopkins: “Wind Hover” | 2 | Experience moral reflections | Picture Comprehension | Objective Test |
| 6 | Thomas Wyatt: “Farewell Love” | 2 | Discriminate individual likes and dislikes | Debate | Unit Test |
| III Short Stories | | | | | |
| 1 | Somerset Maugham: “The Luncheon”- | 5 | Study that great expectations leads to disappointment | Picture Comprehension | Seminar |
| 2 | Oscar Wilde- “The Nightingale and the Rose” | 5 | Extol pleasure and sensation | PPT | Assignment |
| 3 | D.H. Lawrence: The Horse Dealer’s Daughter | 5 | Understand that even little things make great difference | Group Discussion | Formative Assessment |
| III Fiction | | | | | |
| 1 | Thomas Hardy’s <i>Mayor of Casterbridge</i> | 7 | Realize that fate is arbitrary | Oral Presentation | Formative Assessment |
| 2 | William Golding’s <i>The Lord of the Flies</i> | 8 | Comprehend the human impulse towards savagery | Group Discussion | Unit Test |
| IV Drama | | | | | |
| 1 | T.S. Eliot <i>Murder in the Cathedral</i> | 15 | Know the historical conflict that existed between the clergy and the sovereignty | Role Play | Unit Test |

Course Instructor : Dr. H. Jimsy Asha

HoD: Dr.Elizabeth Lucy

Semester : I

Major Core III- American Literature

Subject code : PE1713

Course outcomes

| CO | Upon completion of this course the students will be able to : | PSOs addressed | CL |
|------|----------------------------------------------------------------------------------------------------------|----------------|----|
| CO-1 | identify and recognize the modes and motifs of American writers | PSO-1, PSO-6 | U |
| CO-2 | analyse literary works as expressions of individual or communal values of the different literary periods | PSO-1 | An |
| CO-3 | compare, contrast and co-relate American literature with other national and regional literatures | PSO-2 | An |

| | | | |
|-------------|--------------------------------------------------------------------------------------|-------------------------|-------|
| CO-4 | examine the elements and strategies of various genres | PSO-2 | An |
| CO-5 | write research-based critical papers using various critical approaches to literature | PSO-3 PSO-4 PSO-6 | C, Ap |

Teaching Plan

Total Hours: 90 hours (Incl. Seminar & Test)

| Unit | Module | Topics | Lecture Hours | Learning outcome | pedagogy | Assessment/ Evaluation |
|------------------|--------|------------------------------------------|---------------|--------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------|
| I Prose | | | | | | |
| | 1 | Self Reliance | 7 | Examine the various genres of literature and the different views of literature | Short videos, PPT | Multiple Choice Questions, Formative Assessment 1,2 |
| | 2 | Walden | 7 | Examines the concept of literary works as expression of individuals and their communal influence | Short Videos, PPT | |
| II Poetry | | | | | | |
| | 1 | O Captain My Captain | 2 | Understands the historical context related to the poem | Lecture Short Videos | Discussion |
| | 2 | Happiness | 2 | Able to critically analyse the concept in a different perspective. | Lecture Short Videos | Oration |
| | 3 | Stopping by the Woods on a Snowy Evening | 2 | Examine the various genres of literature and its techniques | Lecture | Multiple Choice Questions |
| | 4 | Daddy | 2 | Identifies the historical elements which influenced the writer | Lecture | Formative Assessment 1,2 |
| | 5 | A Bird came down the walk | 2 | Able to contrast and compare the other national and regional literatures | Lecture | Discussion Formative Assessment 2,3 |
| | 6 | The Raven | 2 | Understands the narrative style of each writer | Lecture | Multiple Choice Questions |

| III | Short Stories | | | | | |
|------------|----------------------|--------------------------------|---|-------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------|
| | 1 | Dry September | 3 | Understands the concept of racialism | Lecture with PPT | Discussion Assignments Formative assessments 1,2,3 |
| | 2 | The Purloined Letter | 3 | Able to analyse the Gothic elements | Lecture with short videos | |
| | 3 | The Gift of the Magi | 3 | Able to correlate the American literature with other national literatures. | Lecture with short videos | |
| | 4 | Everyday Use | 4 | Recognize the motifs of the writer | Lecture | |
| IV | Fiction | | | | | |
| | 1 | The Old Man and the Sea | 6 | Analyses the literary works as expressions of individuals and the communal periods | Lecture with short videos. | Formative assessments 1,2,3 Multiple Choice Questions Assignments |
| | 2 | The Grapes of Wrath | 9 | Understands the literary works as expressions of individuals and the historical context in the novel. | Lecture with short videos. | |
| | 3 | The Scarlet Letter | 9 | Correlate American literature with other national and regional literature. | Lecture with Short videos | |
| V | Drama | | | | | |
| | 1 | The Glass Menagerie | 9 | Understands the elements and strategies of various genres in the novel. | Lecture with videos | Multiple choice Questions Seminars Discussions Formative Assignments 2,3 |
| | 2 | Who's Afraid of Virginia Woolf | 9 | Examine the various elements and the different genres of literature. | Lecture with Short videos | |

Course Instructor: Ms. S. Fransta Darshana

HoD: Dr.Elizabeth Lucy

Semester : I
Canadian Literature
Sub. Code: PE1714

| No. of hours per week | Credit | Total no. of hours | Marks |
|-----------------------|--------|--------------------|-------|
| 6 | 4 | 90 | 100 |

Objectives:

1. To expose the students to the Canadian Literature
2. To give them a knowledge of various trends in literature
3. To expose Canada's ethnic and cultural diversity.
4. To know its most prominent writers focusing on ethnic minority identity, duality and cultural differences.
5. To give them the art form of Canadian culture.

Course Outcomes

| CO | Upon completion of this course the students will be able to : | PSO addressed | CL |
|-------|----------------------------------------------------------------|---------------|------|
| CO- 1 | understand the contribution of Canada to Literature in English | PSO-2 | U |
| CO- 2 | master the major literary trends in Canada | PSO-1,PSO-6 | U,Ap |
| CO- 3 | analyse Canada's ethnic and cultural diversity | PSO-1 | U |
| CO -4 | examine the art form of Canadian Literature | PSO-1 | U,An |

Teaching Plan

Total contact hours: 90 (Including lectures, assignments and texts)

| Unit | Module | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/ Evaluation |
|----------------|--------|---------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------|-------------------------------|-----------------------------------------------------|
| I Prose | | | | | | |
| | 1 | Introduction to Canadian Literature, Literary, cultural, ecological and historical backdrop | 3 | understand the background of Canadian literature | Discussion | Quiz Class test Formative Assessment 1 & 2 |
| | 2 | Reading the texts to develop literary nuances and epistemological violence | 4 | the students get exposed to the literary nuances | Discussion, PPT | Quiz Class test CIA I & II |
| | 3 | A comparative study made with the Indian authors who have handled similar themes | 4 | Students will be able to differentiate and analyse the two cultures | Discussion, seminar | Quiz Class test CIA I & II |
| | 4 | Literary merit of the chapters 1-6 | 4 | Students develop their critical insight | Group work video clippings | Quiz Class test Formative Assessment 1 & 2 |
| | 5 | An eco critical reading of the essays | 4 | Create an ecological | seminar | Quiz |

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| | | | | awareness | | Class test Formative Assessment 1 & 2 |
| II Poetry | | | | | | |
| | 1 | Introduction to Canadian poetry and poets | 2 | know the themes of Canadian poems | Interaction | Quiz Class test Formative assessment 1 & 2 |
| | 2 | Analysis of the poems “Indian Reservation”, “The Winter Lakes”, “A Prairie Water Colour” | 4 | will have a critical insight | Discussion | Quiz Class test Formative assessment 1 & 2 |
| | 3 | Analysis of the poems “Ode on the Death of William Butler Yeats”. “From Stone to Steel”, “Adolescence”, “Bushed” | 4 | the students get exposed to the various themes handled by the poets | Assignment, Discussion | Quiz Class test Formative assessment 1 & 2 |
| | 4 | Major themes in Canadian poetry | 2 | Able to analyse the themes | PPT, seminar | Quiz Class test Formative assessment 1 & 2 |
| III Short Stories | | | | | | |
| | 1 | Alice Munro “Too much of Happiness” and “Wenlock’s Edge” | 4 | know more about the author and her general themes | seminar | Quiz Class Test Formative Assessment 2&3 |
| | 2 | Robertson Davie’s “Offer of Immortality” and “The Night of the three Kings” | 4 | the students get exposed to the general characteristic of the writer and his works | Seminar , PPT | Quiz Class test Formative assessment 1 & 2 |
| | 3 | Leacock’s “The Beacon on the Hill” and “The Whirlwind Campaign of Mariposa” | 4 | know the social and political aspect of the period | Seminar. Discussion | Quiz Class test Formative assessment 1 & 2 |
| | 4 | Critical aspects of the writers | 2 | create a critical insight | Assignment, PPT | Quiz Class test Formative assessment 1 & 2 |
| IV Fiction | | | | | | |
| | 1 | Margaret Lawrence’s <i>The Diviners</i> - author | 2 | understand the author and the | seminar | Quiz Class Test |

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| | | introduction and her works | | significance of her writings | | Formative Assessment 2& 3 |
| | 2 | <i>The Diviners</i> -critical Analysis | 4 | create a critical insight | Discussion, seminar | Quiz Class test Formative assessment 1 & 2 |
| | 3 | Maria Campbel's <i>Half Breed</i> – introduction to the author and her works | 3 | understand the author and the significance of her writings | Seminar | Quiz Class test Formative assessment 1 & 2 |
| | 4 | <i>Half Breed</i> - critical Analysis | 4 | create a critical insight | Discussion, seminar | Quiz Class test Formative assessment 2&3 |
| | 5 | Comparison of the two authors | 2 | know more about the authors and their similarities | PPT | Quiz Class test Formative assessment 2&3 |

V Drama

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|--|---|------------------------------------------------------------|---|-----------------------------------|------------------------|------------------------------------------------|
| | 1 | Tomson Highway- The Rez Sisters –Introduction and analysis | 4 | expose the theme of the writer | Discussion and Seminar | Quiz, Class test Formative Assignment 3 |
| | 2 | Sharon Pollock Blood Relations -Introduction and Analysis | 4 | explore the theme of the writer | Discussion | Quiz, Class test Formative assessment 2 |
| | 3 | Ryga's The Ecstasy of Rita Joe | 4 | expose the socio-Political issues | Seminar | Quiz, Class test Formative assessment 1 & 3 |
| | 4 | Comparison of the three writers and their works | 3 | create a critical insight | PPT | Quiz, Class test Formative assessment 2 |

Course Instructor : Ms. Sadhana Rengaswamy R

HoD: Dr.Elizabeth Lucy

Semester : I

Course : (Elective – I (a)) Five Approaches to Literary criticism

Sub. Code : PE1715

Course Outcome

| CO No. | Upon Completion of this course, the students will be able to | PSO addressed | CL |
|--------|--------------------------------------------------------------------------------------------------------------------------|---------------|----|
| CO-1 | Understand how literary texts are multidisciplinary | PSO-5 | U |
| CO-2 | Become well equipped with a broad knowledge of the various critics who framed the different approaches to literary texts | PSO-3 | U |
| CO-3 | Have an analytical understanding of how a single text can be | PSO-3 | An |

| | | | |
|------|------------------------------------------------------------------------|-------|--------|
| | approached from different angles | | |
| CO-4 | Evaluate the different approaches to literature | PSO-3 | An |
| CO-5 | Apply the learned approaches to their academic writing and assignments | PSO-3 | C , An |

Teaching Plan

Credit: 4

Total Hours: 90 hrs (Incl. Seminar & Test)

| Unit | Module | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment /Evaluation |
|------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------|
| I | The Moral Approach | | | | | |
| | 1. | Introduction to Moral Approach | 2 | Understand the concept of moral approach | PPT | Evaluation through test |
| | 2. | Life history of Irving Babbit Irving Babbit - “Genius and Taste” | 4 | Able to apply oral approach in academic writing | Seminar | Assignment on analysis of literary works applying moral approach |
| | 3. | Biography of T.S Eliot T.S Eliot’s “Religion and Literature” | 4 | Understand the relationship between religion and literature | Group work | |
| | 4. | Edmund Fuller life history Edmund Fuller - The New Compassionate in the American novel | 4 | Able to apply moral approach in literary texts | PPT | |
| II | Psychological Approach | | | | | |
| | 1. | Introduction to Psychological Approach | 2 | Understand the concept of psychological approach | PPT | Evaluation through test |
| | 2. | Biography of Kenneth Burke Kenneth Burke - The Poetic Process | 4 | recognize the idea of poetic process | Group discussion | Assignment on analysis of literary works applying psychological approach |
| | 3. | Biography of Geoffrey Gorrer and the definition of myth Analysis of Jane Austen’s works Geoffrey Gorrer - The Myth in Jane Austen | 6 | Understand the wrings of Jane Austen and Able to apply psychological approach in academic writing | Group discussion | |
| | 4. | Life of Simon O. Lesser Simon O. Lesser - The Image of the Father | 4 | Gain knowledge about Oedipus complex and will be able to apply this concept in related literary texts | Seminar | |
| III | Sociological Approach | | | | | |

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|----|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------|--|
| | 1. | Introduction to Sociological Approach | 2 | Understand the concept of sociological approach | Group work | Evaluation through factual test | |
| | 2. | Biography of Joseph Wood Krutch Joseph Wood Krutch – “The Tragic Fallacy” | 4 | recognize the importance of tragic fallacy | PPT | Assignment on analysis of literary works applying sociological approach | |
| | 3. | Life sketch of Christopher Caldwell “George Bernard Shaw: The Study of the Bourgeois Superman” by Christopher Caldwell | 4 | Gain knowledge of the bourgeois qualities | PPT | | |
| | 4. | George Orwell’s life and history George Orwell’s “Rudyard Kipling” | 4 | Understand the writings and concept of Kipling | Seminar | | |
| IV | Formalistic Approach | | | | | | |
| | 1. | Introduction to Formalistic Approach Introduction to author James Smith | 2 | Understand the concept of formalistic approach | Seminar | Evaluation through test | |
| | 2. | Reading of Shakespeare’s play As You Like It James Smith - As You Like It | 5 | Understand how to analyse a work from formalistic perspective | Movie and PPT | Assignment on analysis of literary works applying formalistic approach | |
| | 3. | Elderly Olson’s life history Reading of the poem “Sailing to Byzantium” Elderly Olson - Sailing to Byzantium: Prolegomania to a Poetics of the Lyrics | 5 | Gain knowledge of applying formalistic approach in poems | Analysing any poem from formalistic approach | | |
| | 4. | Cleanth Brooks biography Analysis of Keat’s “Ode on a Grecian Urn” Poem Cleanth Brooks – Keats’s Sylvan Historian : History without Footnotes | 5 | Understands the forms and contents used in texts | Group work on analyzing the techniques used in the poem “Ode on a Grecian Urn” | Formative test | |
| V | | | | | | | |

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|----|-----------------------------------------------------------------------------------|---|--------------------------------------------------------------|------------------|------------------------------------------------------------------------|
| 1. | Introduction to Archetypal Approach | 2 | Understand the concept of Archetypal approach | Seminar | Evaluation through Quiz |
| 2. | Analysis of the plays Hamlet and Orestes Gilbert Murray – Hamlet and Orestes | 5 | Understand how to analyse a work from archetypal perspective | PPT | Assignment on analysis of literary works applying formalistic approach |
| 3. | Life of Robert Heilman Robert Heilman -The Turn of Screw as a Poem | 4 | Gain knowledge of applying archetypal approach in poems | Seminar | |
| 4. | Life of Leslie Fielder Leslie Fielder - Come Back to the Raft Again Huck Honey | 3 | Understands the forms and contents used in texts | Group discussion | Formative test |

Course Instructor : Ms. V Virgin Nithya Veena

HoD: Dr.Elizabeth Lucy

Semester : III

Name of the Course : Major Core IX - British Literature - II

Subject code : PE1731

Course Outcomes

| CO | Upon completion of this course the students will be able to : | PSO addressed | CL |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------|-------|
| CO- 1 | recognize the shifts and thoughts behind the romantic movement of the Victorian period | PSO-2 | U |
| CO- 2 | differentiate the mode of writing of each author | PSO-4 | An, E |
| CO- 3 | compare and contrast the customs and practices of the 18 th and 19 th centuries with those of the present century | PSO-2 | R, An |
| CO -4 | analyze the psyche of women which will lead to women empowerment | PSO-7 | An |
| CO- 5 | critique the political, social and cultural structures of a particular period | PSO-3, PSO-6 | Ap, A |

Teaching Plan

Total contact hours: 90 (Including lectures , assignments and Tests)

| Unit | Module | Topics | Lecture Hours | Learning out come | Pedagogy | Assessment |
|------|----------------------------------------------------------------------------------------|---------------------------|---------------------|-------------------|-------------|------------|
| I | Poetry - John Milton – Paradise Lost Book IX - William Blake – The Chimney Sweepers | | - 13 Hrs - 2 Hrs | Total 15 Hrs | | |
| I | 1 | Intro. to the complex and | 2 | Critical | Lectures on | Assessing |

| | | | | | | |
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| | | decisive Age of Milton Social milieu , Literary scenario. Intro to Paradise Lost - Epic grandeur other epics around the world. Outline story of Paradise Lost. Comparison with popular Epics | | understanding of traditional British Lit, cultural and historical context. To place the text in its wider intellectual and historical context | keythemes PPT Presentation by learners, Flipped learning | the communica tive and collaborati ve skills of the students |
| | 2 | Int. to P.L Book IX in depth analysis of 200 Lines. Explore the linguistic Resourcefulness. History of mankind Explored through the lenses of selfhood, Religion & spirituality | 2 | To knowhow the creation of a text is influenced by culture, religion etc. To grasp the standard critical terminology of Milton | Playing visuals and music. Student led Sessions | |
| | 3 | Detailed analysis of lines 200-450, exhaustive exploration of the Puritanic, Renaissance elements, Diction, Blank verse etc. | 2 | Widening of the cognitive skills. Analysis Identifying the figurative devices | Virtual Learning environment Produce & discuss your own Creative work | |

| Unit | Session | Topics | Lecture Hours | Learning outcome | Pedagogy | Assessment |
|---------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Unit I Continued | 4 | Detailed analysis of lines 450 to 800 Classical references allusions, grand style, sublimity of the theme subsumed in the study. | 3 | Critically evaluate the text and discuss the implicit and explicit meaning by using multiple methods of inquiry | Expose the learner to the different critical strategies through e- resources &lectures | Interactive sessions Panel discussion open book Quiz |
| | 5 | In depth analysis of lines 800-1185 Inter disciplinary Cross - disciplinary approach to the text exploring Milton's way of taking inspiration from different streams | 3 | To aesthetically enjoy the text and make conceptive efforts to arrive at the eternal centre of unity, Trigger the spark of existential intelligence | Tapping into the multiple intelligences of the earner, learner enacting passages, setting them to music, painting important scenes, making charts etc. | |
| | 6 | The Chimney Sweepers William Blake (2poems from Songs of Innocence &Songs of Experience analysed in detail) General topics discussed. | 3 | To understand the nuances of poetry, its swirl, flow and its capacity to inform and Transform | Student led sessions & lecture | Translate passages of choice, creative writing Recitation, |

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| | | | | | | Panel discussion |
| Unit II – Poetry -John Keats - Ode On A Grecian Urn 15 hours - T.S. Eliot - The Wasteland | | | | | | |
| II | 1 | John Keats’ Ode On a Grecian Urn Introduction, detailed analysis of the poem- and the Greek culture. Keatsian philosophy explained along with the ecological and psychological ramifications, Romanticism, rhyme scheme, metre rhythm, themes explained, application of eco theory & rasa theory | 3 | To apply the rasa-dhvani doctrine to the poem and see how it works | Visual audio learning through study.com | Quiz |
| | 2 | The Wasteland - T.S Eliot, Introduction to modern age, literary merits of Eliot ‘s <i>oeuvre</i> , philosophical bent of mind and blend of Indian philosophy Intro. to The Upanishads, other literary influences, an overview of Tradition and Individual talent, Intro. to the Wasteland | 2 | To understand the nuances of modern poetry | Giving some thought to the title Playing the Youtube video (T.S. Eliot Reading The Wasteland) | Class test |
| | 3 | Section .I Burial of the Dead, indepth analysis with all classical references – symbols, myths, explicit & implicit metaphors | 2 | To understand the mythical references | Arguing Debating Defending | Formative Assessment |
| | 4 | Section-II A Game of Chess - Detailed analysis, literary references, evocative imagery | 2 | To understand, apply, analyze and evaluate the poem | Discussion | Short test |
| | 5 | Section III The Fire Sermon – detailed study | 2 | To understand the Biblical allusions | Interactive session | Recitation |
| | 6 | Section IV Death by water Study the obtuse and the esoteric elements | 2 | To adapt the esoteric elements in our life | Reciting of interesting passages PPT presentation | Seminar |
| | 7 | Section V What the Thunder Said General topics discussion Revisiting the poem In-depth analysis | 2 | To compare the ideologies of western and Indian philosophies | Making use of Google Apps. | Formative Assessment |
| Unit III – Prose -Francis Bacon : Of marriage and single life, Of Revenge, Of Parents and Children, of Death 12 Hrs Charles Lamb : The Praise of Chimney Sweepers Valentine’s Day | | | | | | |
| Unit III | 1 | Francis Bacon - Of Marriage and | 3 | To understand the | Online | Seminar |

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| | | Single Life, Of Revenge, Intro to Bacon & an in-depth analysis | | concept of true love present in the families | resources along with in-person instruction | |
| | 2 | Bacon - Of Parents and Children, Of Death | 3 | To understand the ideal truth behind death. | Lecture | Test, seminar topics to be handled by the learners |
| | 3 | Charles Lamb- The Praise of Chimney Sweepers, Introduction to essays of Elia, Fact, Fiction, Humour, Wisdom & Pathos in the essays of Charles Lamb to be discussed | 3 | Critically analyse the problems of Chimney Sweepers | Lecture | Formative Assessment Assignments Quiz |
| | 4 | Charles Lamb –Valentine’s Day, Gist of other popular essays. | 3 | Cite illustrations from real life | Lecture | Unit Test |
| Unit IV - Fiction - Charles Dickens : David Copperfield 12 Hrs | | | | | | |
| Unit IV | 1 | Charles Dickens - David Copperfield - introduction to the age of Dickens-brief analysis of his <i>oeuvre</i> Novel as a social document ch 1-12 | 3 | To understand the socio-political scenario. | Playing the movie | MCQ |
| | 2 | Ch. 12-32 detailed summary to be given | 3 | Critically analyse the problems of the poor and needy | Lecture | Test |
| | 3 | Ch. 32-64 Discussion of important topics and the summary. | 6 | Understand the autobiographical elements | PPT | Formative assessment |
| Unit V - Drama - John Osborne : Look Back in Anger 12 Hrs | | | | | | |
| Unit V | 1 | John Osborne - Look Back in Anger - general introduction to theatre arts Exploring the differences between script and screen- Analysis of the complex grouping of characters Detailed analysis of the 3 Acts | 6 | To be introduced to the different types of plays. To understand and analyze the impact of print and the visual media. | Enacting interesting scenes, participatory sessions, quiz, dumb charades | Formative Test, Quiz, project based learning through presentations |
| | 2 | Look Back in Anger, Discussion of important topics | 6 | To compare and contrast the writings of angry young men group | Enactment of the character | MCQ |
| Recapitulation | | | | | | |
| | 1 | Recapitulation Test, Quiz, Creative writing, Translation, painting literary scenes, enacting scenes, exploring existential intelligence | 9 | - | Blended learning, making their presentations available to public | Formative Assessment MCQ |

Semester : III
Major Core X - Regional Literature in Translation
Subject code : PE1731

Course outcomes

| CO | Upon completion of this course the students will be able to : | PSOs addressed | CL |
|------|-------------------------------------------------------------------------|----------------|----|
| CO-1 | become masters of their regional contribution to Literature in English. | PSO-6 | U |
| CO-2 | Equip with skills of translation and also problems of translation | PSO-6 | An |
| CO-3 | Create awareness of the cultural issues from a global perspective. | PSO-1 | C |
| CO-4 | Enhance the knowledge about regional literature written in English | PSO-6 | Ev |

Teaching Plan

Total Hours: 90 (Including Seminar & Test)

| Unit | Module | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment / Evaluation |
|-----------|----------------------------|---------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------|
| I | Theory and Practice | | | | | |
| | 1 | Introduction to Translation Studies by Susan Bassnett- Chapter I Explanation Central Issues | 2 | understand the significance of the writer and her contribution to field of translation | PPT Discussion | Quiz Short Test |
| | 2 | Explanation of Language and Culture, Types of translation, Decoding and recoding | 2 | Gain a comprehensive knowledge of the text | PPT Explanation | Formative Assessment 1 |
| | 3 | Explanation of Loss and Gain, Untranslatability, Science and 'secondary activity'? | 2 | Understand the problems of translation | PPT Explanation | Formative Assessment 1 |
| | 4 | Application of the Theory in Sundara Ramaswamy's novel <i>Tale of a Tamarind Tree</i> | 6 | Learn to apply theory in text | Group Discussion | |
| II | Poetry | | | | | |
| | 1 | Explanation of "I am the Daughter of the land of Dravida" | 2 | understand the significance of the poet and his works | PPT Discussion | Assignment Short Test Formative Assessment 1, 2, 3 |
| | 2 | Analysis of "I am the Daughter of the land of Dravida" | 2 | will gain knowledge about the merits and demerits in translating a work of art | PPT and Group Discussion | Short test Formative Assessment |
| | 3 | Analysis of "I am the Daughter of | 2 | Enrich the understanding | Group | Short test |

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| | | the land of Dravida” | | of the linguistic elements | Discussion | Formative Assessment |
| | 4 | Explanation of “With Lots of Love” | 2 | understand the significance of the poet and his works | PPT Discussion | Short test Formative Assessment |
| | 5 | Analysis of “With Lots of Love” | 2 | will gain knowledge about the merits and demerits in translating a work of art | PPT and Group Discussion | Short test Formative Assessment |
| | 6 | Analysis of “With Lots of Love” | 2 | Enrich the understanding of the linguistic elements | Group Discussion | Short test Formative Assessment |
| | 7 | Explanation of “Self Confidence” | 2 | understand the significance of the poet and his works | PPT and Group Discussion | Short test Formative Assessment |
| | 8 | Analysis of “Self Confidence” | 2 | will gain knowledge about the merits and demerits in translating a work of art | Group Discussion | Seminar Quiz Short test Formative Assessment 1, 3 |
| | 9 | Analysis of “Self Confidence” | 2 | Enrich the understanding of the linguistic elements | PPT and Group Discussion | Short test Formative Assessment |
| | 10 | Explanation of “Gandhi” | 2 | understand the significance of the poet and his works | Group Discussion | Short test Formative Assessment |
| | 11 | Analysis of “Gandhi” | 2 | will gain knowledge about the merits and demerits in translating a work of art | PPT Discussion | Short test Formative Assessment |
| | 12 | Analysis of “Gandhi” | 2 | Enrich the understanding of the linguistic elements | PPT and Role Play | Short test Formative Assessment |
| | 13 | Explanation of “Ghazal” | 2 | understand the significance of the poet and his works | Group Discussion | Short test Formative Assessment |
| | 14 | Analysis on “Ghazal” | 2 | will gain knowledge about the merits and demerits in translating a work of art | PPT and Group Discussion | Short test Formative Assessment |
| | 15 | Analysis of “Ghazal” | 2 | Enrich the understanding of the linguistic elements | Group Discussion | Short test Formative Assessment |
| III | Short Stories and Short Fiction | | | | | |
| | 1 | Introduction to Ambai and his short stories | 2 | Will understand the significance of the writer and her works | PPT Explanation | Short test Formative Assessment |

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| | 2 | Explanation -Ambai's <i>A Kitchen in the Corner of the House</i> | 2 | Analyse the differences between SL and TL | Group Discussion | Quiz Short Test |
| | 3 | Explanation - Ambai's <i>A Kitchen in the Corner of the House</i> | 2 | will be able to analyze the writing style of the writer and the problem of untranslatability | Group Discussion | Formative Assessment 1, 2 |
| | 4 | Introduction to Premchand's <i>The Shroud</i> | 2 | understand the significance of the writer and his works | Group Discussion | Short test Formative Assessment |
| | 5 | Explanation - <i>The Shroud</i> | 2 | understand the linguistic activities involved in translation | PPT Explanation | Short test Formative Assessment |
| | 6 | Explanation - <i>The Shroud</i> | 2 | understand the cultural elements involved in translation | Group Discussion | Short test Formative Assessment |
| | 7 | Literary techniques - <i>The Shroud</i> | 2 | understand the significance of the translator and his creative process | PPT Discussion | Short test Formative Assessment |
| IV | Novel | | | | | |
| | 1 | Introduction to <i>The Wreck</i> | 2 | will gain knowledge about the merits and demerits in translating a work of art | PPT and Group Discussion | Seminar Quiz |
| | 2 | Explanation of the novel - <i>The Wreck</i> | 2 | Will be able to analyse the text as a translation | PPT Discussion | Short test Formative Assessment |
| | 3 | Explanation of the novel - <i>The Wreck</i> | 2 | develop insight into the difficulties of translation | PPT and Discussion | Short test Formative Assessment |
| | 4 | Introduction to <i>Nalukettu</i> | 2 | analyze the elements of translation | PPT Explanation | Short test Formative Assessment 1, 3 |
| | 5 | Explanation of the novel – <i>Nalukettu</i> | 2 | probe deep into the text for the linguistic elements | PPT Explanation | Short test Formative Assessment |
| | 6 | Explanation of the novel – <i>Nalukettu</i> | 2 | understand the significance of the writer and his works as translation | Group Discussion | Short test Formative Assessment |
| V | Drama | | | | | |
| | 1 | Introduction to Karnad's <i>Hayavadana</i> | 2 | Will be able to analyze the writing style of the writer | Group Discussion | Quiz MCQ |
| | 2 | Explanation of <i>Hayavadana</i> | 2 | gain an in depth knowledge of the different | PPT Explanation | Formative Assessment |

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| | | | | techniques employed by the writer | | 2,3 |
| | 3 | Analysis of <i>Hayavadana</i> | 2 | Understand the merit of the play as a translation | PPT Discussion | Short test Formative Assessment |
| | 4 | Introduction to Satish Alekar's <i>The Terrorist</i> | 2 | will be able to analyze the writing style of the writer | PPT Explanation | Short test Formative Assessment |
| | 5 | Explanation of the play – <i>The Terrorist</i> | 2 | gain an in depth knowledge of the different techniques employed by the writer | PPT Explanation | Short test Formative Assessment |
| | 6 | Explanation of the play – <i>The Terrorist</i> | 2 | understand the merit of the play as a translation | Group Discussion | Short test Formative Assessment |

Course Instructor: Ms Judes Jalaja . A

HOD: Ms. A. Esther Leema Rose

Semester : III
Core IX - English Language Teaching
Subject code : PE1733

Course outcomes

| CO | Upon completion of this course the students will be able to : | PSOs addressed | CL |
|------|--------------------------------------------------------------------------------------------------|----------------|-------|
| CO-1 | Gain mastery over the methods of teaching English | PSO-5 | U |
| CO-2 | Procure a broad understanding of the teaching of language | PSO-8 | U |
| CO-3 | Skillfully incorporate the educational technology and assess the different methods of evaluation | PSO-5 | U, C |
| CO-4 | Identify the role played by the teacher | PSO-7 | U, Ap |

Teaching Plan

| Unit | Module | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/ Evaluation |
|------|--------|----------------------------------|---------------|----------------------------------------------------------------------------------------------|----------------------------|------------------------------------|
| | 1 | English as a Second Language | 3 | Students will get exposed to the four core skills: reading, writing, speaking and listening. | Discussion, Seminar, Quiz | Formative Assessment Class Test |
| | 2 | English as a Foreign Language | 4 | Will understand the nuances of English language Teaching | Discussion, PPT, Seminar | Quiz Formative Assessment |
| | 3 | Significance of Teaching English | 4 | the students will develop new ideas and ethical standpoints, and | Discussion, Seminar, Group | Formative Assessment |

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| | | | | will be able to present themselves as educated members of society | Work | Quiz |
| | 4 | Problems in Teaching English as a Second Language | 4 | the students realize that English is now the world's most widely spoken second language, surpassing all others. | Group work, video clippings | Formative Assessment Class Test |
| Unit II | | | | | | |
| | 1 | Teaching of Prose | 2 | Prose is destined for learning a language. Students are taught the skill of reading and comprehend its content and language. | Interaction, Discussion, Group work | Formative Assessment Short test |
| | 2 | Teaching of Poetry | 4 | Students can reinforce their knowledge about the poetry form and meaning. It is a worthy expression of emotion, deep feelings and aesthetics | Discussion, Seminar | Quiz Formative Assessment |
| | 3 | Teaching of English Grammar and Drama | 4 | the students get exposed to the general rule applied to English language | Assignment, Group work Discussion | Formative assessment Class Test |
| | 4 | Teaching of Pronunciation | 2 | Students will know the Correct pronunciation and the effort given to the Word stress, sentence stress and intonation | PPT, seminar, Group work | Formative Assessment Quiz |
| Unit III | | | | | | |
| | 1 | Linguistics and the second Language Teacher | 4 | Able to convey the origins of words and languages and also their historical applications, and their modern day relevance. | Seminar, PPT | Formative Assessment Class test |
| | 2 | Teaching the Four Skills | 4 | Will create an insight that they are tools for achieving an effective written communication. | Seminar , Group work, PPT | Formative Assessment Class Test |

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| | 3 | How to teach Vocabulary | 4 | Students understand that words are the important part of communication. A healthy Vocabulary improves all areas of communication — listening, speaking, reading and writing. | Seminar. Discussion | Formative Assessment Quiz |
| | 4 | Classroom Procedures | 2 | create a more effective learning environment for students and to make it easier for students to learn and achieve more. | Assignment, PPT | Formative Assessment |
| Unit IV | | | | | | |
| | 1 | Teaching Aids | 3 | create a visual and interactive experience for the students. To help students improve reading and other skill. | Seminar, PPT, Group work | Formative Assessment Quiz |
| | 2 | The Use of Audio-Visual Aids | 4 | encourages the learning process and make it easy and interesting. To improve students' critical and analytical thinking. | Discussion, seminar | Formative Assessment Class test |
| | 3 | Teaching and Evaluation | 4 | Improve teaching by identifying students' strengths and weaknesses. | Seminar, Discussion | Formative Assessment |
| | 4 | Methods of Evaluation | 4 | improve the quality of learning in students through tests and feedback. | Discussion, seminar | Formative Assessment Class Test |
| Unit V | | | | | | |
| | 1 | Syllabus | 4 | Students will be able to meet their expectations by allowing them to plan time to be spent on each assignment. | Discussion and Seminar | Formative Assessment Quiz |
| | 2 | Curriculum Planning | 4 | provide a general freedom of communication, understanding, and proficiency for the use of thinking, socially. | Discussion | Quiz Formative Assessment |

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| | | | | | | |
| | 3 | Current Issues in Teaching English as a Second Language | 4 | give the students an overview of the key issues and trends so that they can be prepared. | Seminar | Formative Assessment Quiz |
| | 4 | Lesson Plan | 3 | elucidate the target or goal of the lesson and to classify the learning outcomes | Seminar, Group Work | Formative Assessment Class test |
| | 5 | Practice Teaching | 4 | achieve positive changes in student attitudes or academic behaviors. | PPT, Seminar | Formative Assessment Short test |

Course Instructor: Ms. J. Bhavani

HOD: Ms. A. Esther Leema Rose

Semester : III
Elective III (a) - Eco Literature
Sub Code : PE1734

Course Outcome

| | | | |
|--------|---------------------------------------------------------------|---------------|----|
| CO No. | Upon Completion of this course, the students will be able to | PSO addressed | CL |
| CO-1 | Develop connectivity between the environment and literature. | PSO-7 | U |
| CO-2 | Enhance knowledge about the environment and its resources. | PSO-7 | U |
| CO-3 | Construct a literary and critical context for eco literature. | PSO-7 | An |
| CO-4 | Understand the relationship between human beings and nature. | PSO-7 | An |

Teaching Plan

| Unit | Module | Description | Lecture Hours | Learning Outcome | Pedagogy | Assessment / Evaluation |
|------|--------|------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------|-----------|------------------------------------------------|
| I | 1 | Jamaica Kincaid Tourism in Antigua Ecological issues faced by Antigua because of tourism | 5 | Understanding of south American ecological concerns | E Sources | Group Discussion Formative Assessment 3 |
| | 2 | Background of the author Robert MacFarlane | 5 | Analysis of the text and understanding of contemporary search for wilderness | Lecture | Take Home Assignment Formative Assessment 1 |

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|-----|----|---------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------|
| II | 1. | Introduction to Eco-poetry Background of the poet Laura Gray Street | 5 | Critical insight on contemporary nature poetry and the politics of its contents | Lecture E Sources | Group Discussion Formative Assessment 3 |
| | 2. | An Introduction to the poet Tenzin Tsunde and the Tibetan literature. Summary of the poem “Horizon” | 2 | Implications of migrant issues and landscape Writing the images of land from collective memory | Lecture E Sources | Take Home Assignment Formative Assessment 2 |
| | 3. | Introduction of the poet Ann Fisher Wirth An Eco feministic Perspective of the poem | 5 | Understanding the gender environment issues in poetry | Lecture E Sources | Take Home Assignment Formative Assessment 3 |
| | 4. | Background of the poet Emily Dickinson | | An insight into writing that predates eco and feminist movements | Lecture E Sources | Group Discussion Formative Assessment 2 |
| III | 1. | Introduction of the author Lawrence Buell Summary of “Place, Space and Imagination” Pg: 62- 70 | 9 | Analytical understanding of Nature Writing | Analysis of text Lecture | Group Discussion Class Test Formative Assessment 3 |
| | 2. | Background of the author Ramachandra Guha Summary of Radical Environmentalism: Introduction | 8 | Critiquing the West from its attitude towards East Understanding the tenets of deep ecology | Analysis of text Lecture Class Discussion | Group Discussion Class Test Formative Assessment 1 |
| | 3. | An Introduction to the author Ursula K. Heise Summary of A Hitchhiker’s Guide to Ecocriticism: The Emergence of Ecocriticism | 10 | A precise overview of Ecocriticism | Analysis of text Lecture Class Discussion | Group Discussion Class Test Formative Assessment 1 |
| IV | 1. | Background of the author Hassam Blasim Summary of “Don’t Kill Me, I Beg You, This is my Tree” | 2 | Understanding short fiction as vehicle of eco consciousness | Class Discussion | Group Discussion Formative Assessment 1 |
| | 2. | Introduction of the author Barry Lopez Summary of the story “The Mappist” | 2 | Understanding short fiction as vehicle of eco consciousness | Lecture Analysis | Group Discussion Formative Assessment 1 |

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| V | 1. | Background of the author Nadine Gordimer Brief summary of the novel "The Conservationist" | 11 | Critical understanding of the modern novel and the eco, feminist issues therein | Lecture Analysis | Group Discussion Quiz Formative Assessment 2 |
| | 2. | Background of the author Indra Sinha Brief Summary of the novel "The Animal's People | 11 | Critical understanding of the modern novel and the eco, feminist issues therein | Lecture Analysis | Group Discussion Quiz Formative Assessment 2 |

Course Instructor: Dr. Subha Ganapathy

HOD: Ms. A. Esther Leema Rose