

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

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

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

		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 commu- cative 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,

						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

		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

		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

	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

				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

				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

	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

	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

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

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