

Holy Cross College (Autonomous), Nagercoil

M. A. English Literature (Aided)

Semester : I
Name of the Course : Core I: Chaucer to Milton
Course Code : PE2011

Hours per Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To give the introduction to the early modern British literature.
2. To provide an in-depth knowledge of the age and the authors of the age.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs addressed	CL
CO - 1	Trace the British literary tradition from the age of Chaucer to the Age of Milton	PSO - 2	U
CO - 2	Understand the thematic and stylistic aspects of the key literary texts with the knowledge of their socio-political context	PSO - 2	An
CO - 3	Analyse the literary merits of the early formative writers and their description of nature	PSO-2	E
CO - 4	Demonstrate critical thinking and creative felicity by reviewing	PSO - 2	E
CO - 5	Achieve expertise in language and literature and identify career potentials	PSO-1	C

Teaching Plan

Credit: 5

Total Hours: 90 (Incl. Seminar & Test)

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment / Evaluation
Unit I	History of English Literature					
	1	Age of Chaucer	3	Know the social, historical and literary background	Google Classroom, lecture,	CIA I, Assignment I Quiz I Class Test I

	2	From Chaucer to Spenser	3	Trace the British literary tradition	Google Classroom, lecture	CIA I Assignment I Quiz I Class Test I
	3	Age of Elizabeth	3	Analyse the literary merits of the Elizabethan writers	Google Classroom, lecture	CIA I Assignment I Quiz I Class Test I
	4	Age of Milton	3	Analyse the literary merits of the writers of the age	Google Classroom, lecture	CIA I Assignment I Quiz I Class Test I
	5	Discussion on the other writers of the prescribed ages	2	Knowledge about the literary merits of the writers of the age	Google Classroom, lecture	CIA I Assignment I Quiz I Class Test I
	Prose					
Unit II	1	Francis Bacon: Of Marriage and Single Life	2	Develop critical thinking	Google Classroom, PPT, lecture	CIA II Quiz III Classtest III Open Book test
	2	Francis Bacon: Of Truth	2	Grasp language and literary merit	Google Classroom, PPT, lecture	CIA II Quiz III Classtest III Open Book test
	3	Francis Bacon: Of Goodness and Goodness of Nature	2	Appreciate creative felicity	Google Classroom, PPT, lecture	CIA II Quiz III Classtest III Open Book test
	4	The Bible: Jonah	2	Imbibe values for life	Google Classroom, PPT, lecture Jamboard	CIA II Quiz IV Class Test IV Group Discussion
	Poetry					
Unit III	1	Geoffery Chaucer: Prologue to <i>The Canterbury</i>	5	Understand modern literary tradition and Chaucer's description of nature	Google Classroom, PPT, lecture	CIA I Assignment I Quiz I Class Test I

		<i>Tales</i> (lines 1-120) (Temptation of Eve)				
	2	Edmund Spenser: Prothalamion	5	Know the Elizabethan tradition and Spenser's description of nature	Google Classroom, PPT, lecture	CIA I Assignment I Quiz I Class Test I
	3	John Milton: <i>Paradise Lost</i> - Book IX (Lines 1-425)	5	Understand Milton's views on man and his description of nature	Google Classroom, PPT, lecture	CIA I Assignment II Quiz II Class Test II
	Poetry					
Unit IV	1	Andrew Marvell: To His Coy Mistress	3	Understand Marvell as metaphysical poet and the devices used in the poem	Google Classroom PPT, lecture	CIA II Quiz III Classtest III
	2	John Donne: A Valediction: Forbidding Mourning	3	Understand Donne as metaphysical poet and the devices used in the poem	Google Classroom PPT, lecture	CIA II Quiz III Classtest III
	3	Sir Walter Raleigh: Nature, that Washed her Hands in Milk	3	Analyse the literary merits of Raleigh	Google Classroom PPT, lecture	CIA II Quiz IV Class Test IV
	4	Christopher Marlowe: The Passionate Shepherd to his Love	3	Appreciate pastoral style of British poetry in the late Renaissance period	Google Classroom PPT, lecture	CIA II Quiz IV Class Test IV
	5	Richard Lovelace: To Althea, from Prison	3	Appreciate the poem for its socio-political inclination	Google Classroom PPT, lecture	CIA II Quiz IV Class Test IV

	6	Sir Thomas Wyatt: I Find no Peace	3	Appreciate the poem for its socio-political references	Google Classroom PPT, lecture	CIA II Quiz IV Class Test IV
Unit V	Drama					
	1	John Webster: The White Devil	2	Knowledge about Webster as a dramatist	Google Classroom PPT, lecture	CIA I Seminar Quiz II Class Test II
		John Webster: The White Devil	3	Understand the genre revenge tragedy	Google Classroom PPT, lecture	CIA I Seminar Quiz II Class Test II
		John Webster: The White Devil	3	Analyse plot construction	Google Classroom PPT, lecture	CIA I Seminar Quiz II Class Test II
		John Webster: The White Devil	2	Analyse the characters	Google Classroom PPT, lecture	CIA I Seminar Quiz II Class Test II Group Discussion
	2	Ben Jonson: <i>The Alchemist</i>	2	Knowledge about Jonson as a dramatist	Google Classroom PPT, lecture	CIA II Seminar Quiz IV Class Test IV
		Ben Jonson: <i>The Alchemist</i>	3	Understand the four humours	Google Classroom PPT, lecture	CIA II Seminar Quiz IV Class Test IV
		Ben Jonson: <i>The Alchemist</i>	3	Analyse plot construction	Google Classroom PPT, lecture	CIA II Seminar Quiz IV Class Test IV
		Ben Jonson: <i>The Alchemist</i>	2	Analyse the characters	Google Classroom PPT, lecture	CIA II Seminar Quiz IV Class Test IV Group Discussion

Course Instructor: : Dr. V. Virgin Nithya Veena

Head of the Department : Dr. Alby Grace

Semester : I
 Course : Indian Writing in English
 Course Code : PE2012

No. of Hours per Week	Credits	Total No. of Hours	Marks
6	4	90	100

Course Outcomes

CO No.	Upon Completion of this course, the students will be able to	PSO addressed	CL
CO-1	understand the Indianness in Indian Literature in English and be acquainted with the Indian way of perceiving the world	PSO – 2	U
CO-2	analyze the works and be familiar with the major Indian writers and their monumental works as an independent field of literature in English	PSO – 2	An
CO-3	apply the ideas embedded in the works of Indian writers and identity its significance and relevance	PSO – 2	Ap
CO-4	evaluate the literary, cultural, historical and political impact of the works of Indian writers in English and thereby their role in bringing about social awareness and transformation	PSO – 3	E
CO-5	create literary sensibility and emotional response to the literary texts and implant sense of appreciation of the text	PSO – 3	C
CO-6	remember the literary genre and enhance the linguistic competence	PSO – 1	R

Teaching Plan

Credit: 4

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

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment /Evaluation
I	Prose					
	1.	Shashi Tharoor's "A Myth and an Idea"	4	Understand the ecological, geographical and Indian civilization	PPT	Evaluation through test

	2.	Amitav Ghosh's "The Imam and the Indian"	4	Understand the relationship between religion and literature	PPT and discussion	Evaluation through test	
	3.	Arundhati Roy's "The End of Imagination"	4	Understand and analyze the scientific power of India	Group work	Assignment on the result of group work	
	4.	Yuvraj Singh's "The Test of my Life"	3	Understand and motivate the students	PPT	Evaluation through test	
II	Poetry						
	1.	Sarojini Naidu's "In the Bazaars of Hyderabad"	2	Understand the charm and enthusiasm of a traditional Indian bazaar of Hyderabad	PPT	Evaluation through test	
	2.	Nissim Ezekiel's "Jewish Wedding in Bombay"	2	Understand the Jewish culture	Group discussion	Formative test	
	3.	Jayanta Mahapatra's "Grandfather"	2	Understand and analyze Indian culture and tradition	PPT	Formative test	

	4.	A K Ramanujan's "Love Poem for Wife"	2	Analyze Indian culture and tradition	PPT	Assignment and Quiz	
	5.	Kamala Das' "The Old Playhouse"	2	Understand the dominance of patriarchy	Group discussion	Formative test	
	6.	Gieve Patel's "On Killing a Tree"	2	Understand and analyze the varying manners of human beings	PPT	Assignment and Quiz	
	7.	Meena Alexander's "Death of a Young Dalit"	2	Understand the caste discrimination in India	Group discussion	Assignment on analysis of literary works	
	8.	Shanta Acharya's "What you Don't Know"	1	Understand and apply the basic concepts of life and manners	Self Study		
III	Short Stories						
	1.	R K Narayan's "The Martyr's Corner"	3	Understand the writer's approach to simplicity and common life	Group work	Evaluation through factual test	
	2.	Anita Desai's "Diamond Dust"	3	Understand the role of women in society	PPT	Evaluation through test	

	3.	Ruskin Bond's "The Thief"	3	Gain knowledge of trust and betrayal	PPT	Evaluation through test	
	4.	Mahasweta Devi's "The Breast Giver"	3	Understand the writings and concept of Mahasweta Devi	Seminar	Seminar	
	5.	Jhumpa Lahiri's "The Interpreter of Maladies"	3	Understand the nation and its culture from the perspective of an emigrant	Narration	Evaluation through test	
IV	Fiction						
	1.	Mulk Raj Anand's <i>Untouchable</i>	5	Understand and analyze the caste system prevailed in India	PPT	Evaluation through test	
	2.	Amulya Maladi's <i>A Breath of Fresh Air</i>	5	Understand the common concepts of life	Movie and PPT	Assignment on given topics	
	3.	Manju Kapoor's <i>Brothers</i>	5	Highlights the lives of women in multiple locations	Self Study Seminar and PPT	Assignment on given topics	
V	Drama						

	1.	Vijay Tendulkar's <i>Silence the Court is in Session</i>	5	Understand the view of the writer on the evils in the society towards a particular sect of population	Group discussion	Evaluation through Quiz
	2.	Mahesh Dattani 's <i>Seven Steps around the Fire</i>	5	Understands the theme of marriage and the women's life after marriage	Video and PPT	Evaluation through test
	3.	Manjula Padmanabhan's <i>Harvest</i>	5	Analyzes the scientific technology and organ selling in India	Self Study Seminar and PPT	Assignment on given topics

Course Instructor: Dr. Alby Grace & Ms. A. R. Jemi

Head of the Department: Dr. Alby Grace

Semester I**Name of the Course: Core III: American Literature****Course Code: PE2013**

No. of Hours per Week	Credits	Total No. of Hours	Marks
6	4	90	100

Objectives:

1. To increase knowledge of the roots of American Literature.
2. To aid reading literature with discernment, from shorter texts to longer works.
3. To explore the American philosophy and the way of Life.
4. To cultivate ability to analyze the elements and strategies of various genres.
5. To foster ability to discuss literary, dramatic, and historical concepts.

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- 2	U
CO-2	analyse literary works as expressions of individual or communal values of the different literary periods	PSO-3	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-1	An
CO-5	write research-based critical papers using various critical approaches to literature	PSO-3	C, Ap

Teaching Plan

Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment /Evaluation
PROSE:					
1.	Introduction to Ralph Waldo Emerson and the text- "Self Reliance"	7	Gain knowledge about the author and the text	PPT	Evaluation through test and quiz/ Internal Test -I

2.	<i>The First Frontier</i> – Robert E Spiller	7	Gain insight on American political and literary history	PPT, Online Video	Oral Test, Quiz, Internal Test
Poetry:					
1.	Walt Whitman’s “On the Beach at Night.”	4	Understand the concept of the poem.	Lecture Method	Seminar/ Internal Test
2.	Emily Dickinson’s “I Heard a Fly Buzz When I Died”	3	Gain knowledge about the psychological perspective of the poet	PPT and Videos	Quiz/ Internal Assessment -I
3.	Edwin Arlington Robinson’s “Mr. Flood’s Party”	3	Understand the background of the poem.	Seminar	Internal Assessment -II
4.	Robert Frost’s “Two Tramps in the Mud Time”	4	Understand the themes and techniques used by the poet	PPT, Online Video	Oral Quiz, Internal Test
5.	Ezra Pound’s “Ballad for Gloom”	3	Understand the aspects of Modernist poetry	PPT Discussion	Oral Quiz, Internal Test
Short Stories:					
1.	Edgar Allan Poe’s “The Cask of Amontillado”	4	Understands the concept of racialism	Lecture with PPT	Discussion Assignments Internal Test
2.	O’ Henry’s “The Ransom of Red Chief”	4	Able to analyse the Gothic elements	Lecture with short videos	Discussion, Class Test. Internal Test

3.	Mark Twain's "Baker's Bluejay Yarn"	4	Be able to correlate the American literature with other national literatures.	Lecture with short videos	Discussion Assignments Internal Test
4.	Saul Bellow's "Looking for Mr. Green"	4	Recognize the motifs of the writer	Lecture Discussion	Oral Test, Discussion, Internal Test
Fiction:					
1.	Edith Wharton's <i>The House of Mirth</i>	7	Understand the concept of the novel.	Seminar-PPT	Student Seminar, Quiz. Internal Test
2.	Jonathan Franzen's <i>The Corrections</i>	7	Understands the literary works as expressions of individuals and the historical context in the novel.	Seminar, PPT	Class Test, Quiz, Internal test
Drama:					
1.	Neil Simon's <i>Barefoot in the Park</i>	7	Understand the themes and dramatic techniques used by the author	Seminar, Discussion Enactment	Class Test, Quiz, Internal test
2.	Eugene O'Neill's <i>Long Day's Journey into Night</i>	7	Understand the concept of the drama.	Seminar, Discussion Enactment	Quiz, Internal test

Course Instructors: Ms. Judes Jalaja, Dr. Bhavani & Ms. S. Fransta Darshana

Head of the Department: Dr. Alby Grace

Semester: I

Name of the Course: Core IV: Canadian Literature

Course Code: PE 2014

No. of Hours per Week	Credits	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-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

Unit	Modules	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment /Evaluation
I	Prose					
	1	Margret Atwood: The Survival (Chapter 1-6)	7	Understand the Historical backdrop of Canada and its Literature	PPT Flipped Classroom	Slip test Formative Assessment 1
II	Poetry					
	1	A.M.Klein : Indian	2	Students have a better understanding	PPT Analysis	Quiz Formative Assessment 1

		Reservation Caughnawaga		of the Native Americans		
	2	Wilfred Campbell : The Winter Lakes	2	Provides deep knowledge about Canadian Literature	PPT Analysis	Formative Assessment 1
	3	Duncan Campbell Scott : A Prairie Water Colour	2	Introduce Canadian writings down the ages to enhance themselves in Canadian Literature	PPT Prezi	Discussion Formative Assessment 1
	4	A.J.M.Smith : Ode on the Death of William Butler Yeats	2	Provides a deep knowledge to approach poetry in terms of larger scale	PPT	Class test Formative Assessment II
	5	E.J Pratt : From Stone to Steel	2	Gain insight into human history	PPT	Formative Assessment II
	6	P.K Page : Adolescence	1	Describes the transitional period of development between youth and maturity	Discussion Prezi	Formative Assessment II
	7	Earle Birney : Bushed	1	Identify the extremes of the and the solution	Analysis	Formative Assessment II
III	Short Stories					
	1.	Alice Munro : Too Much of Happiness, Wenlock's Edge	2	Comprehend the lives challenges	Flipped Classroom Discussion	Formative Assessment 1
	2	Robertson Davies : Offer of Immortality, The Night of the Three Kings	3	Consider how literature can be the vehicle of social and cultural transformation	Flipped Classroom Lecture	Formative Assessment 1

	3	Stephen Leacock : The Beacon on the Hill, The Whirlwind Campaign of Maripose	2	Gain insight into the classics of Canadian humorous literature.	Flipped Classroom PPT	Formative Assessment 1 I
IV	Fiction					
	1	Margaret Laurence : The Diviners	13	Learn to make simple observations on nature identity	Seminar Discussion PPT Video	Formative Assessment 1
	2	Maria Campbel : Half Breed	12	To understand the concept of search in life	Discussion	Formative Assessment II
V	Drama					
	1	Tomson Highway : The Rez Sisters	12	Understand the position Native Indian's reserve life	Seminar PPT Video	Formative Assessment I
	2	George Ryga : The Ecstasy of Rita Joe	12	white men's violence and attitudes towards First Nations	Discussion PPT Video	Formative Assessment II

Course Instructor: Dr. Jimsy Asha

Head of the Department: Dr. Alby Grace

Semester : I
 Course : Elective – I (a) Critical Approaches to Literature
 Course Code : PE2015

No. of Hours per Week	Credits	Total No. of Hours	Marks
6	4	90	100

Objectives:

1. To make the students understand how literary texts are multidisciplinary.
2. To provide knowledge about the critics who initiated various approaches to literary texts.
3. To show the students how a single text can be approached from different angles.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs addressed	CL
CO-1	Understand how literary texts are multidisciplinary	PSO- 2	U
CO-2	Become well equipped with a broad knowledge of the various critics who framed the different approaches to literary texts	PSO- 2	U
CO-3	Have an analytical understanding of how a single text can be approached from different angles	PSO- 2	An
CO-4	Evaluate the different approaches to literature	PSO-2	E
CO-5	Apply the learned approaches to their academic writing and assignments	PSO-2	Ap

Teaching Plan

Credit: 4

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

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment /Evaluation
I	The Moral Approach					
	1.	Introduction to Moral Approach	3	Understand the concept of moral approach	PPT	Evaluation through test
	2.	Biography of T.S Eliot T.S Eliot's "Religion and Literature"	4	Understand the relationship between religion and literature	Seminar	Assignment on analysis of literary works applying

	3.	Edmund Fuller life history Edmund Fuller - The New Compassionate in the American novel	5	Able to apply moral approach in academic writing	Group work	moral approach	
	4.	John Milton's "Paradise Lost"	2	Able to apply moral approach in literary texts	Self Study		
II	Psychological Approach						
	9.	Introduction to Psychological Approach	3	Understand the concept of psychological approach	PPT	Evaluation through test	
	10.	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	Formative test	
	11.	Life of Simon O. Lesser Simon O. Lesser - The Image of the Father	5	Gain knowledge about Oedipus complex and will be able to apply this concept in related literary texts	Group discussion	Assignment on analysis of literary works applying psychological approach	
	12.	Jane Austen's <i>Pride and Prejudice</i>	2	Able to apply psychological approach in literary texts	Self Study		

III	Sociological Approach					
	6.	Introduction to Sociological Approach	3	Understand the concept of sociological approach	Group work	Evaluation through factual test
	7.	Life sketch of Christopher Caldwell “George Bernard Shaw: The Study of the Bourgeois Superman” by Christopher Caldwell	5	Gain knowledge of the bourgeois qualities	PPT	Assignment on analysis of literary works applying sociological approach
	8.	George Orwell’s life and history George Orwell’s “Rudyard Kipling”	4	Understand the writings and concept of Kipling	Seminar	
	9.	George Bernard Shaw’s <i>Candida</i>	2	Able to apply sociological approach in literary texts	Self study	
IV	Formalistic Approach					
	4.	Introduction to Formalistic Approach Introduction to author James Smith	3	Understand the concept of formalistic approach	Seminar	Evaluation through test
	5.	Reading of Shakespeare’s play As You Like It James Smith - As You Like It	6	Understand how to analyse a work from formalistic perspective	Movie and PPT	Assignment on analysis of literary works applying formalistic approach

	6.	Cleanth Brooks biography Analysis of Keats' "Ode on a Grecian Urn" Poem Cleanth Brooks – Keats's Sylvan Historian : History without Footnotes	6	Gain knowledge of applying formalistic approach in poems	Analysing any poem from formalistic approach	Formative test	
	7.	John Keats' "Ode on a Grecian Urn"	2	Understands the forms and contents used in texts	Self Study		
V	Archetypal Approach						
	4.	Introduction to Archetypal Approach	3	Understand the concept of Archetypal approach	Group discussion	Evaluation through Quiz	
	5.	Life of Robert Heilman Robert Heilman -The Turn of Screw as a Poem	5	Gain knowledge of applying archetypal approach in poems	Seminar	Assignment on analysis of literary works applying formalistic approach	
	6.	Life of Leslie Fielder Leslie Fielder - Come Back to the Raft Again Huck Honey	4	Understand how to analyse a work from archetypal perspective	PPT		
	7.	Analysis of the plays Hamlet and Orestes Gilbert Murray – Hamlet and Orestes	2	Understands the forms and contents used in texts	Self Study		

Course Instructor: Dr. Anne Feril

Head of the Department: Dr. Alby Grace

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