

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 |

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| | 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 |

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|----------------|---------------|--|----------|--|--------------------------------------|--|
| | | <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 Class Test 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 Class Test 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 |

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| | 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 |

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| | 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 | |

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| | 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 | |

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| | 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 | | | | | | |

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|--|----|---|---|---|----------------------------|----------------------------|
| | 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 |

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|-----------------------|--|---|--|---------------------------|---|
| 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 |

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| 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 |

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|-----|---------------|---|---|---|------------------------------------|--|
| | | 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 |

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| | 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 |

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|-----------|-------------------------------|---|---|---|------------------|--|--|
| | 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 | | |

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| 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 |

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| | 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 II**Name of the Course: Core V: Dryden to Johnson****Course Code: PE2021**

| No. of Hours per Week | Credits | Total No. of Hours | Marks |
|------------------------------|----------------|---------------------------|--------------|
| 6 | 5 | 90 | 100 |

Objectives:

1. To lay foundation for the study of British Literature.
2. To help students understand the ideas of great masters of British Literature.
3. To gain an understanding of the process of literary development.
4. To explore the richness and variety of British Literature.

Course Outcomes

| CO | Upon completion of this course the students will be able to: | PSOs addressed | CL |
|--------------|---|-----------------------|-----------|
| CO -1 | recognize the variety of styles, genres and themes of British literature and history, primarily through the works of dominant figures | PSO 1 | U |
| CO- 2 | have a knowledge of the social conditions existing during the period of the prescribed writers | PSO 2 | U |
| CO- 3 | situate an author in his/her literary period. | PSO 2 | An |
| CO- 4 | prepare themselves for professional exams at the National level (SET, NET) and international level (subject GRE exam) | PSO 3 | Ap |

Teaching Plan

| Unit | Modules | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment / Evaluation |
|-------------|----------------|---|----------------------|--|--------------------------|--|
| I | Prose | | | | | |
| | 1 | Age of Dryden : 162-194 Age of Pope : 195- 235 Age of Transition : 236- 279 | 5 | Understand the Historical background of the age and its Literature | PPT Flipped Classroom | Slip test Formative Assessment 1&2 |
| II | Prose | | | | | |

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|------------|---------------|--|---|--|-----------------|---------------------------------------|
| | 1 | Richard Steele :Of the Spectator's Club The Club at the Trumpet | 3 | Consider how literature can be the vehicle of social and cultural transformation | | |
| | 2 | Joseph Addison: Sir Roger at home Sir Roger and the Widow | 2 | Literature explores lives and lifestyles | | |
| III | Poetry | | | | | |
| | 1 | Alexander Pope : The Essay on Man Epistle II (lines 1-52) Thomas Gray : | 5 | Students have a better understanding of the stages of life | PPT Analysis | Quiz Formative Assessment 1 |
| | 2 | Oliver Goldsmith : The Deserted Village | 5 | Provides deep knowledge about the village life | PPT Analysis | Formative Assessment 1 |
| | 3 | William Blake: The Lamb The Tyger | 2 | To learn binaries in nature | PPT Prezi | Discussion Formative Assessment 1 |
| | 4 | Elegy Written in a Country Churchyard William Cowper | 2 | Provides a deep knowledge to approach poetry in terms of larger scale | PPT | Class test Formative Assessment II |
| | 5 | On the Receipt of my Mother's Picture Robert Burns : To a Mountain Daisy | 3 | Gain insight into poetry and mortal human life | PPT | Formative Assessment II |

| IV Fiction | | | | | | |
|-------------------|---|--|----|---|---------------------------------------|-------------------------|
| | 1 | Jonathan Swift : <i>Gulliver's Travels: A Voyage to Brobdingnag</i> | 13 | Learn to make simple observations on culture consists of history, poetry, ethics, travel, life and nature | Seminar Discussion PPT Video | Formative Assessment 1 |
| | 2 | Henry Fielding : <i>Joseph Andrews</i> | 12 | Ability to understand the world through the human senses and to apply reason | Discussion | Formative Assessment II |
| V Drama | | | | | | |
| | 1 | William Congreve : <i>The Way of the World</i> | 12 | Able to understand restoration mannerism, and shortcomings of the privileged classes. | Seminar PPT Video | Formative Assessment I |
| | 2 | John Dryden : <i>All for Love</i> | 12 | Compare Shakespeare's work with Dryden | Discussion PPT Video | Formative Assessment II |

Course Instructor: Dr. Jimsy Asha

Head of the Department: Dr. Alby Grace

Semester II**Name of the Course: Core VI: World Literature in Translation****Course Code: PE2022**

| No. of Hours per Week | Credits | Total No. of Hours | Marks |
|-----------------------|---------|--------------------|-------|
| 6 | 5 | 90 | 100 |

Objectives:

1. To give a comprehensive knowledge of the great literary works produced all over the world in different languages and available in English translation
2. To promote intellectual growth by strengthening their abilities to read the text analytically.

Course Outcomes

| CO | Upon completion of this course the students will be able to : | PSOs addressed | CL |
|--------|---|----------------|----|
| CO – 1 | understand and appreciate the works in their cultural/historical context and of the enduring human values which unite the different literary traditions. | PSO - 2 | U |
| CO – 2 | apply the knowledge acquired by reading the transnational texts in handling intercultural encounters in academics, business, politics and community | PSO - 3 | Ap |
| CO – 3 | analyze and interpret the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions | PSO - 3 | An |
| CO – 4 | evaluate major developments in world history, the historical roots of contemporary global cultures and the literary, philosophical, religious contributions of world cultures | PSO - 2 | E |
| CO – 5 | create critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis | PSO - 2 | C |
| CO - 6 | remember the significant figures and works of world literature. | PSO - 3 | R |

Teaching Plan**Credit: 5****Total Hours: 90 (Incl. Seminar & Test)**

| Unit | Module | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment/ Evaluation |
|------|--------|--------------------------------------|---------------|---|--|--|
| I | 1. | Course Introduction | 1 | Outline and significance of the course | Discussion | Seminar, Assignment, Class Test, |
| | 2. | Stephen Mitchell: <i>Book of Job</i> | 8 | Gain knowledge of the Christian religion and The Holy Bible | Brainstorming, Presentation, Discussion, Q & A | Quiz, Online Test Exhibition Formative Assessment (1,2) |

| | | | | | | |
|-----|----|---|---|---|---|--|
| II | 1. | Edward Fitzgerald : Rubaiyat of Omar Khayyam (1-10 stanzas) | 7 | Difficulties encountered in translation and introduction to the nuances of Persian Literature. | Brainstorming, Lecture, Discussion, Q & A | Assignment, Class Test, Quiz, Online Test Exhibition Formative Assessment (1,2) |
| | 2. | Thiruvalluvar - G.U. Pope: <i>Thirukkural</i> (Chapters 1- Invocation (The Praise of God), 11- Gratitude & 20- Bearing No Envy) | 6 | Introducing G.U. Pope- assessing the limitations. Evaluating it with the original text Explication of the prescribed topics | Brainstorming, Presentation, Lecture, Discussion, Q & A | |
| | 3 | Pablo Neruda: If You Forget Me | 2 | Understand the nuances and the difficulties in translation | Brainstorming, Presentation, Discussion, Q & A | |
| III | 1. | Guy De Maupassant :Two Friends | 3 | Introduction to the historical backdrop and the milieu. Discussion on the story. | Brainstorming, Presentation, Lecture, Discussion, Q & A | Seminar, Assignment, Class Test, Quiz, Online Test Exhibition Formative Assessment (1, 2) |
| | 2. | Anton Chekhov: The Bet | 3 | Understand the concept of Man, moment and milieu | Brainstorming, Lecture, Debate, Discussion | |
| | 3 | Luigi Pirandello: The War | 3 | General introduction to war Literature, war poets etc. Causes and effects of war | Interactive session on how to stop wars and conflicts | |
| | 4 | Alexander Pushkin: The Undertaker | 3 | Author introduction & | | |

| | | | | | | |
|----|----|---|----|---|---|---|
| | | | | Subtleties and nuances in the story explained. The significance of death is analysed and the spiritual content explained. | | |
| IV | 1. | Han Kang : <i>The Vegetarian</i> | 12 | Gain a thorough knowledge of the work & understand the narrative art of the writer | Presentation, Seminar, Lecture | Seminar, Assignment, Class Test, Quiz, Online Test Exhibition Formative Assessment (1, 2) |
| | 2. | Leo Tolstoy : <i>Anna Karenina</i> | 18 | Introduction to Marxism , Russian Literature and author Section wise analysis of the 8 sections | Brainstorming, Presentation, Seminar, Lecture | |
| V | 1. | Bertold Brecht: <i>Mother Courage and her Children</i> | 12 | Introduction to the author Introduction to the text Explication of the title and the symbolic significance explained | Presentation, Seminar, Lecture | Assignment, Class Test, Quiz, Online Test Exhibition Formative Assessment (1, 2) |
| | 2 | Sophocles: <i>Oedipus Rex</i> | 12 | Explanation and analysis of lines Discussion on themes and dramatic techniques used | Presentation, Seminar, Lecture | |

Course Instructor: Ms. Anishya Dani

Head of the Department: Dr. Alby Grace

Semester II**Name of the Course: Core VII: Research Methodology****Course Code: PE2023**

| No. of Hours per Week | Credits | Total No. of Hours | Marks |
|------------------------------|----------------|---------------------------|--------------|
| 6 | 5 | 90 | 100 |

Objectives

1. To master the rudiments of research writing
2. To equip the students to become informed researchers
3. To enhance the students in developing the language skills for research writing
4. To sensitize the students to become morally and ethically responsible researchers

Course Outcomes

| CO | Upon completion of this course the students will be able to : | PSOs addressed | CL |
|-------------|---|-----------------------|-----------|
| CO-1 | understand the formal aspects of research. | PSO-3 | U |
| CO-2 | equip themselves in Research Methodology | PSO-1 | Ap |
| CO-3 | skilled at selecting and limiting the research topic. | PSO-2 | Ap |
| CO-4 | develop the ability to organize ideas and present them coherently with considerable degree of sophistication in keeping with the norms of scholarly research and writing. | PSO-2 | Ap |

Teaching Plan

| Unit | Topic | Lecture Hours | Learning Outcome | Pedagogy | Assessment/ Evaluation |
|---------------|---|----------------------|--|-----------------------|-------------------------------|
| Unit I | | | | | |
| 1. | Research and Writing | 2 | Get introduced to research | Lecture | Class Test Internal Test |
| 2. | The Research Paper as a Form of exploration | 2 | Explore the avenues of research | Lecture Discussion | Class Test Internal Test |
| 3. | Selecting a Topic | 2 | Gain confidence in choosing a research topic | Lecture Discussion | Class Test Internal Test |
| 4. | Taking Notes | 2 | Know how to take notes for research | Lecture Discussion | Class Test Internal Test |

| | | | | | |
|----|---|---|---|-------------------------|------------------------------------|
| 5. | Outlining | 2 | Know how to make an outline of the research | Lecture Discussion | Class Test Internal Test |
| 6. | Writing Drafts | 2 | Gain ability to write drafts | Lecture Discussion | Class Test Internal Test |
| | Unit II | | | | |
| 1. | Principles of MLA Style | 2 | Understand the principles of MLA Style | Lecture Discussion | Class Test Internal Test |
| 2. | Introduction | 2 | Get introduced to documentation | Lecture Discussion | Class Test Internal Test |
| 3. | Why Document Sources | 2 | Understand the need for documentation | Lecture Discussion | Class Test Internal Test |
| 4. | Plagiarism and Academic Dishonesty | 2 | Be cautious of plagiarism | Lecture Discussion | Class Test Internal Test |
| | Unit III | | | | |
| 1. | Think: Evaluating your Sources | 3 | Gain ability to evaluate primary sources | Lecture Discussion | Class Test Internal Test |
| 2. | Select: Gathering Information about your Sources | 3 | Easily gather information about sources | Lecture Discussion | Class Test Internal Test |
| 3. | Organize: Creating your Documentation | 3 | Ability to plan documentation | Lecture Discussion | Class Test Internal Test |
| 4. | The Format of the Research Paper (MLA Handbook – Seventh Edition) | 3 | Have a good knowledge of the format of a research paper | Ppt Discussion | Class Test Internal Test |
| | Unit IV | | | | |
| 1. | The Mechanics of Scholarly Prose | 4 | Understand the essential features of scholarly writing | Lecture Discussion | Class Test Internal Test |
| 2. | Works Cited | 8 | Get a thorough knowledge of | Discussion Exercises | Quiz, class test, Internal test |

| | | | | | |
|----|-------------------------------------|---|--|--------------------|---------------------------------|
| | | | works cited entries | | |
| | Unit V | | | | |
| 1. | In-text Citations | 8 | Able to avoid errors in in-text citation | Lecture Discussion | Quiz, class test, Internal test |
| 2. | Citations in forms other than Print | 6 | Be through of non-print citations | Lecture Discussion | Quiz, class test, Internal test |

Course Instructors: Ms. Judes Jalaja & Ms. Fransta DARshana

Head of the Department: Dr. Alby Grace

Semester: II

Name of the Course: Core VIII: Introduction to Literary Theories

Course Code: PE2024

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

Objectives:

1. To introduce key essays representing the contemporary Literary theories
2. To have an understanding of these theoretical texts
3. To expose the students to the prominent thinkers
4. To promote intellectual growth by strengthening their abilities to read the text analytically.

Course outcomes

| CO | Upon completion of this course the students will be able to : | PSOs Addressed | CL |
|------|---|----------------|----|
| CO-1 | Understand the ways of looking at literature | PSO-2 | U |
| CO-2 | Understand and analyse key concepts | PSO-2 | An |
| CO-3 | Apply the knowledge to research | PSO-3 | Ap |
| CO-4 | Generate new knowledge based on sound theoretical insight | PSO-2 | C |

Teaching Plan

Credit: 4

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

| Unit | Section | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment /Evaluation |
|------|----------------------|---|---------------|--|----------|-------------------------|
| I | Structuralism | | | | | |
| | 1. | Vladimir Propp – Morphology of the Folklore – Introduction of the author and folklore | 3 | Understand the concept of folklore | PPT | Evaluation through test |
| | 2. | Vladimir Propp – Morphology of the Folklore Introduction | 4 | Understand the concept of morphology of folklore | Seminar | |

| | | | | | | | |
|------------|---------------------------|--|---|---|------------------|--|--|
| | 3. | Biography of Levi Strauss and introduction to Structural Study of Myth | 5 | Understand Levi Strauss' view on Myth | Group work | Assignment on analysis of literary works applying Structuralism | |
| | 4. | Structural Study of Myth | 2 | Able to apply the concept of myth | Self Study | | |
| II | Post Structuralism | | | | | | |
| | 13. | Introduction to Post structuralism | 3 | Understand the concept of post structuralism | PPT | Evaluation through test | |
| | 14. | Biography of Roland Barthes and his essay From Work to Text | 6 | Understand the concept of Roland Bathes and gain knowledge about the difference between work and text | Group discussion | Formative test | |
| | 15. | Biography of Paul de Man and introduction to Resistance to Theory | 5 | Understand the concept of Paul de Man on theory | Group discussion | Assignment on analysis of literary works applying post structuralism | |
| | 16. | Post Structuralism | 2 | Able to apply the theory post structuralism | Self study | | |
| III | Postmodernism | | | | | | |
| | 10. | Introduction to postmodernism | 3 | Understand the concept of postmodernism | Group work | Evaluation through factual test | |

| | | | | | | | |
|-----------|---------------------------------|--|---|---|------------|---|--|
| | 11. | Life sketch of Jurgen Habermas and his text Modernity- An Incomplete Project | 5 | Gain knowledge of Modernism | PPT | Assignment on analysis of literary works applying postmodernism | |
| | 12. | Jean-François Lyotard's life and works and the essay "Defining the Postmodern" | 4 | Understand the real definition of postmodern | Seminar | | |
| | 13. | 'Post Modernism' | 2 | Able to comprehend more about postmodernism | Self study | | |
| IV | Gender and Queer Studies | | | | | | |
| | 8. | Introduction to Gender and queer studies | 3 | Understand the concept Gender studies | Seminar | Evaluation through test | |
| | 9. | Helene Cixous' The Laugh of the Medusa | 6 | Understand Helen Cixous' concept on queer studies | PPT | Assignment on analysis of literary works applying Queer theory | |
| | 10. | Judith Butler's <i>Gender Trouble</i> (Chapter-1) | 6 | Understand the trouble in using the term gender | PPT | Formative test | |

| | | | | | | | |
|---|-----------------------------|--|---|---|------------------|---|--|
| | 11.. | Gender and Queer Studies | 2 | Understands the feminist aspect | Self Study | | |
| V | Postcolonial Studies | | | | | | |
| | 8. | Introduction to postcolonial studies | 3 | Understand the concept of postcolonialism | Group discussion | Evaluation through Quiz | |
| | 9. | Edward Said's <i>Culture and Imperialism</i> (Chapter 1) | 5 | Gain knowledge of imperialism | Seminar | Assignment on analysis of literary works applying postcolonial theory | |
| | 10. | Achebe's An Image of Africa: Racism in Conrad's <i>Heart of Darkness</i> | 4 | Understand the use of racism in Conrad's work | PPT | | |
| | 11. | Race and Postcoloniality | 2 | Understands the concept of race and postcolonialism | Self Study | | |

Course Instructor: Dr. Anne Feril

Head of the Department: Dr. Alby Grace

Semester II

Name of the Course: Elective II (a): Feminist Writings

Course Code: PE202

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

Objectives:

1. To introduce the students to a different form of literary works by women.
2. To analyze and evaluate the empowerment of women.
3. To deconstruct traditional images of women.
4. To ascertain the patterns of women's self-discovery and self-assertion.
5. To identify how feminist literature aims to change the patriarchal society by pointing out its flaws

Course Outcomes

| 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 people during different period | PSO – 6 | An |
| CO- 3 | Analyze themes in different literary pieces | PSO – 6 PSO – 2 | U |
| CO -4 | Become aware of the ideas of great women writers of the Africa | PSO – 2 | U |
| CO- 5 | Demonstrate the social responsibility of women across the world in moments of crisis | PSO – 3 | An |

Teaching Plan

| Unit | Topic | Lecture Hours | Learning Outcome | Pedagogy | Assessment /Evaluation |
|-----------|--|---------------|--|-------------------------|------------------------|
| I Prose | | | | | |
| 1 | Simone de Beauvoir: The Second Sex (Introduction Chapter | 9 | Cite illustrations from real life and understand the uniqueness of different aspects of the female sex | Lecture | Slip Test |
| 2 | Mary Wollstone Craft: A Vindication of the Rights of Women | 9 | Critically analyze the problems of the poor and the needy and evaluate the significance of money | PPTs & Panel Discussion | Formative Assessment |
| II Poetry | | | | | |
| 1 | Gwendolyn Brooks: The Mother | 2 | Recall the crucial memories of a mother who had undergone abortions | Role Play | Assignment |
| 2 | Maya Angelou: Equality | 2 | Instill the values of equality | Panel Discussion | Formative Assessment |
| 3 | Kate Jennings: Keeping a Close Watch on this Heart of Mine | 3 | Assert the distinction between the needs of the soul and body | PPT | Quiz |
| 4 | Mallika Sengupta: Tell us Marx | 3 | Acknowledge the permanence of nature | Group Discussion | Formative Assessment |
| 5 | Bella Akhmadulina: Farewell | 2 | Relate the experience of moral reflections in a | Picture Comprehension | Objective Test |

| | | | | | |
|-------------------|---|---|--|-----------------------|----------------------|
| | | | different country | | |
| 6 | Eavan Boland : A Woman without a Country | 2 | Discriminate between individual likes and dislikes in an alien land | Debate | Unit Test |
| 7 | Sylvia Plath: Mirror | 2 | Understand the natural law of aging and the effects of time | PPT | Seminar |
| 8 | Anne Sexton: House Wife | 2 | Psychological repercussions of a home maker | Group Discussion | |
| III Short Stories | | | | | |
| 1 | Ambai: First Poems | 4 | Study that great expectations lead to disappointment | Picture Comprehension | Seminar |
| 2 | Ambai: Unpublished Manuscript | 5 | Extol pleasure and sensation | PPT | Assignment |
| 3 | Virginia Woolf: Lady in the Looking Glass: A Reflection | 4 | Learn to sacrifice | Panel Discussion | Assignment |
| 4 | Virginia Woolf: The New Dress | 5 | Understand the significance of little things that make great difference and Search for social identity | Group Discussion | Formative Assessment |
| IV Fiction | | | | | |
| 1 | Chimamamda Adichie: Purple Hibiscus | 9 | Realize that fate is arbitrary | Oral Presentation | Formative Assessment |
| 2 | Alice Walker: Possessing the Secret of Joy | 9 | Comprehend the human impulse | Group Discussion | Unit Test |

| | | | | | |
|---------|------------------------------------|---|---|-----------|-----------|
| | | | towards savagery | | |
| V Drama | | | | | |
| 1 | Sharon Pollock: Doc | 9 | Fragmented relationship that existed between the father and the daughter | Role Play | Unit Test |
| 2 | Alice Gurtersberg: Overtones | 9 | Highlighting Hypocritic society | Role Play | Unit Test |

Course Instructors: Dr. Abilasha & Dr. Sathya

Head of the Department: Dr. Alby Grace

Semester III

Name of the Course: Major Core IX: Wordsworth to Ruskin

Course Code: PE2031

| Hours / Week | Credits | Total Hours | Marks |
|--------------|---------|-------------|-------|
| 6 | 4 | 90 | 100 |

Objectives:

1. To lay foundation for the study of British Literature.
2. To help students understand the ideas of great masters of British Literature.
3. To gain an understanding of the process of literary development.

Course Outcomes

| CO | Upon completion of this course the students will be able to: | PSOs addressed | CL |
|-------|---|----------------|----|
| CO- 1 | recognize the shifts and thoughts behind the romantic movement of the Victorian period | 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 | U |
| CO- 3 | analyse the literary merits of the early formative writers and their description of nature | PSO – 2 | An |
| 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 | Ap |

Teaching Plan

| Unit I | Module s | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment/ Evaluation |
|-----------|-------------|---|------------------|---|------------------|---|
| | 1 | William Wordsworth & S.T. Coleridge | 5 | Understand the literary essence of the Romantic Age with reference to the biography of the writers | PPT, Seminar | Slip test Formative Assessment 1 Open Book Test |
| | 2 | Alfred Tennyson & Robert Browning | 5 | Understand the literary essence of the Victorian Age with reference to the biography of the writers | PPT, Seminar | Formative Assessment 1 Class Test |
| | 3 | John Ruskin | 5 | Understand the literary essence of the Victorian England with reference to the biography of the writer. | PPT, Seminars | Slip Test Formative Assessment 1 Formative Assessment 1 |
| II | | | | | | |

| | | | | | | |
|------------|---|--|---|---|-----------------------------------|---|
| | 1 | Charles Lamb's "Oxford in the Vacation" & "Detached thoughts on Books and Readings" | 5 | Understand the mastery of Charles Lamb and his contribution to English Prose | Lecture, Discussion | Slip test Formative Assessment 1 |
| | 2 | Thomas De Quincy's "Pleasures of Opium" & "Pains of Opium" | | Understand the aesthetic narrative style and techniques employed in English prose,0 | Lecture, Discussion | Open Book Test Formative Assessment II Class Test |
| | 3 | John Ruskin's "Sesame and Lilies" | | Understand the socio-cultural themes in English prose. | Lecture, Discussion | Slip test Formative Assessment 1 Open Book Test Formative Assessment II Class Test |
| III | | | | | | |
| | 1 | William Wordsworth - I Wandered Lonely as a Cloud S.T. Coleridge – Dejection: An Ode | 4 | Evaluate the ode and lyric forms Understand the texts in the period contedt | Lecture, Discussion PPT | Formative Assessment II Formative Assessment II |
| | 2 | P.B. Shelley – The Devil's Walk: A Ballad John Keats – <i>Endymion</i> | 5 | Assess the Ballad form | Discussion PPT | Formative Assessment II Formative |

| | | | | | | |
|---------------|---|---|---|--|---|--|
| | | | | Understand an overview of <i>Endymion</i> | | Assessment 1 |
| | 3 | Alfred Lord Tennyson– Tithonus Robert Browning – Andrea del Sarto Mathew Arnold – Dover Beach | 6 | Compare and contrast the dramatic monologue of Tennyson and Browning Evaluate Arnold as a representative writer | Lecture, Discussion PPT Discussion | Formative Assessment 1 Formative Assessment 1 |
| IV | | | | | | |
| | 1 | P.B. Shelley– <i>The Cenci</i> | 6 | Understand the over view and theme of the play | Discussion PPT Video | Formative Assessment 1 |
| | 2 | Oscar Wilde – <i>The Duchess of Padua</i> | 7 | Learn the main issues and themes in the play | D PPT Discussion | Formative Assessment 2 Assignment |
| | 3 | Shelley and Wilde | 2 | Critically analyze the dramatic techniques of the plays | | |
| Unit V | | | | | | |
| | 1 | Sir Walter Scott - <i>Ivanhoe</i> | 6 | Understand the overview of the novel and critical insight into it. | PPT Analysis | Quiz Formative Assessment 2 |
| | 2 | William Makepeace Thackeray – <i>Vanity Fair</i> | 6 | Summary and themes | Seminar | Formative Assessment 2 |

| | | | | | | |
|--|---|------------------------------------|---|--|-----|-----------------------------------|
| | | | | | | |
| | 3 | Walter Scott and William Thackeray | 3 | Evaluate the authors, and their narrative techniques | PPT | Seminar Formative Assessment 2 |

Course Instructors: Dr. Subha Ganapathy & Dr. Snow J Sharmilla

Head of the Department: Dr. Alby Grace

Semester : III

Name of the Course: Major Core X: Regional Literature in Translation

Course Code: PE2032

| Hours / Week | Credits | Total Hours | Marks |
|---------------------|----------------|--------------------|--------------|
| 6 | 5 | 90 | 100 |

Objectives:

1. To create new opportunities for social and cultural interaction.
2. To focus on the characters, dialect, topography, and other features particular to a specific region.
3. To give an opportunity to learn scrupulously the concepts of translation.

Course Outcomes

| CO | Upon completion of this course the students will be able to: | PSOs addressed | Cognitive Level |
|---------------|---|-----------------------|------------------------|
| CO - 1 | become masters of the regional contribution to Literature in English. | PSO - 2 | U |
| CO - 2 | equip with skills of translation and also problems of translation | PSO - 1 | An |
| CO - 3 | create awareness of the cultural issues from a global perspective. | PSO - 4 | C |
| CO - 4 | enhance the knowledge about regional literature written in English | PSO - 2 | E |

Teaching Plan

Credit: 5

Total Hours: 90 (Incl. Seminar & Test)

| Unit | Module | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment/ Evaluation |
|-------------|---------------|--|----------------------|--|-----------------|-------------------------------|
| I | 1. | Regional Literature in Translation - Intro | 1 | Outline and significance of the course | Discussion | Seminar, |

| | | | | | | |
|----|--|---|---|---|--|--|
| | 2. | Amrita Pritam : I am the Daughter of the Land of Dravida | 2 | Discussion on the various roles played by women | Brainstorming, Presentation, Discussion, Q & A | Assignment, Class Test, Quiz, Online Test Exhibition Formative Assessment (1,2) |
| | 3. | Kumari Aathavan: With Lots of Love | 2 | Throws light upon the lives of modern children and their old-age parents | Brainstorming, Presentation, Discussion, Q & A | |
| | 4 | Subhadra Kumari Chauhan:The Kadamba Tree | 2 | gain in depth knowledge of the different techniques employed by the poet | Brainstorming, Presentation, Discussion, Q & A | |
| | 5 | Ramdhari Singh: Gandhi | 2 | understand the significance of the poet and his works | Brainstorming, Presentation, Discussion, Q & A | |
| | 6 | Balachandran Chullikkad: Ghazal | 4 | probe deep into the text for the linguistic elements | Brainstorming, Presentation, Discussion, Q & A | |
| | II | 1. | Gyan Ranjan : The Flunkey | 2 | Exposes the trauma undergone by the low caste people | |
| 2. | Damaodar Mauzo : Waiting for Death | 2 | Discusses the life of people waiting for death in the form of a fable | Brainstorming, Presentation, Lecture, Discussion, Q & A | | |
| 3 | Ishwar Chander: The Riding Fate | 2 | Deals with the dreams of a father about | Brainstorming, Presentation, Discussion, | | |

| | | | | | | |
|-----|----|--|----|--|---|--|
| | | | | his son's future | Q & A | Formative Assessment (1,2) |
| | 4 | Hari Kishan Kaul: <i>Sunshine</i> | 2 | Showcases the issues in filial and familial ties | Brainstorming, Presentation, Discussion, Q & A | |
| | 5 | Y.Iromcha: Water | 2 | Creates awareness on the need to preserve water | Brainstorming, Presentation, Discussion, Q & A | |
| III | 1. | Sundara Ramaswamy: <i>Tale of a Tamarind Tree</i> | 15 | Focuses on the characters, dialect, topography, and other features particular to a specific region. | Brainstorming, Presentation, Lecture, Discussion, Q & A | Seminar, Assignment, Class Test, Quiz, Online Test Exhibition Formative Assessment (1, 2) |
| | 2. | M. T. Vasudevan Nair: <i>Naalukettu</i> | 14 | Discusses the social evils- caste and gender discrimination, prevalent in the society | Brainstorming, Lecture, Debate, Discussion | |
| IV | 1. | Vijay Tendulkar: <i>Kanyadaan</i> | 15 | showcases the political play within a family and its devastating effects | Presentation, Seminar, Lecture | Seminar, Assignment, Class Test, Quiz, Online Test Exhibition Formative Assessment (1, 2) |
| | 2. | Mohan Rakesh: <i>Halfway House</i> | 15 | Gives deep insights into the lives of the members of a falling family, where gender roles are reversed | Brainstorming, Presentation, Seminar, Lecture | |

| | | | | | | |
|---|----|---|---|---|--------------------------------|---|
| V | 1. | Susan Bassnett: <i>Introduction to Translation Studies</i> | 6 | Exposes the author's observations on translation and its barriers | Presentation, Seminar, Lecture | Assignment, Class Test, Quiz, Online Test Exhibition Formative Assessment (1, 2) |
|---|----|---|---|---|--------------------------------|---|

Course Instructors: Ms. Anishya Dani & Ms. KB Steffi

Head of the Department: Dr. Alby Grace

Semester: III

Name of the Course: Major Core XI: English Language Teaching

Course Code: PE2033

| No. of Hours / Week | Credits | Total Hours | Marks |
|----------------------------|----------------|--------------------|--------------|
| 6 | 4 | 90 | 100 |

Objectives:

1. To acquaint students with the nuances of language teaching
2. To familiarize them with various theories of language learning and acquisition

Course Outcomes

| CO | Upon completion of this course the students will be able to: | PSOs addressed | Cognitive Level |
|---------------|--|-----------------------|------------------------|
| CO - 1 | familiarize with the learning theories and enabling them to understand the application of these theories in the current scenario | PSO - 2 | U |
| CO - 2 | distinguish between the theories of learning and SLA so as to enable them to have a practical view of the real 'classroom climate' | PSO - 2 | An |
| CO - 3 | discover the different types of materials used for language teaching | PSO - 3 | U |
| CO - 4 | distinguish between syllabus and curriculum development | PSO - 1 | U |
| CO - 5 | comprehend the different methods used for testing and evaluation | PSO - 4 | Ap |

Teaching Plan

| Theme | Sessions | Learning Outcome | Teaching/Learning Strategy | Assessment |
|------------------------------|-----------------|---|-----------------------------------|-----------------------------------|
| Unit I | | | | |
| Introduction to ELT | 2 | The learners will be introduced to ELT, history of ELT and ELT in India | Interaction | Formative Assessment & Class Test |
| English as a Second language | 3 | The learners will get exposed to the teaching of English as a second language | Discussion, PPT, Seminar | |

| | | | | |
|---|---|---|-------------------------------------|-----------------------------------|
| English as a Foreign Language | 3 | The learners will get exposed to the teaching of English as a foreign language | Discussion, PPT, Seminar | |
| Significance of Teaching English | 3 | The learners will understand the significance of teaching English | PPT & interaction | |
| Problems in Teaching English as a Second Language | 3 | The learners will be exposed to the problems of teaching English as a second language | PPT & Interaction | |
| Unit II | | | | |
| Teaching of Prose | 2 | The learners will be exposed the ways and methods of teaching prose | Interaction, Discussion, Assignment | Formative Assessment & Short test |
| Teaching of Poetry | 2 | The learners will be exposed the ways and methods of teaching poetry | Discussion, Assignment | |
| Teaching English Grammar and Drama | 3 | The learners will be exposed the ways and methods of teaching grammar and drama | Assignment, Discussion | |
| Teaching Pronunciation | 2 | The learners will be exposed the ways and methods of teaching pronunciation | PPT, Assignment seminar, | |
| Unit III | | | | |
| Linguistics and the Second Language Teacher | 4 | The learners will be exposed to the basics of the study of language and the role of the second language teacher | Seminar, PPT | Formative Assessment & Class test |
| Teaching the Four Skills | 4 | The learners will get exposed to the teaching of the four skills – Listening, Speaking, Reading and Writing | Seminar , Group work, PPT | |
| How to Teach Vocabulary | 2 | The learners will be exposed the ways and methods of teaching vocabulary | Seminar. Discussion | |
| Classroom Procedures | 2 | The learners will be exposed to the classroom procedures and will be trained on the same. | Seminar, PPT | |
| Unit IV | | | | |

| | | | | |
|---|---|--|--------------------------|-----------------------------|
| Teaching Aids | 2 | The learners will be exposed to the different teaching aids | Seminar, PPT, Group work | Formative Assessment Quiz |
| The Use of Audio-Visual Aids | 2 | The learners will be exposed to the use of audio – visual aids | Discussion, seminar | |
| Testing and Evaluation | 2 | The learners will be introduced to testing and evaluation | Discussion, seminar | |
| Methods of Evaluation | 2 | The learners will be exposed to the various methods of testing and evaluation | Discussion, seminar | |
| Unit V | | | | |
| Syllabus | 3 | The learners will be introduced to syllabus and the different types of syllabi | Discussion and Seminar | Formative Assessment & Quiz |
| Curriculum Planning | 3 | The learners will be introduced to curriculum planning | Discussion | |
| Current Issues in Teaching English as a Second Language | 3 | The learners will be exposed to current issues in teaching of English as a second language | Seminar | |
| Lesson Plan | 4 | The learners will be trained in writing lesson plans with learning outcomes | Seminar, Group Work | |
| Practice Teaching | 5 | The learners will be trained to practice teaching | PPT, Seminar | |

Course Instructors: Dr. Abilasha & Dr. Sathya

Head of the Department: Dr. Alby Grace

Semester : III

Name of the Course: Elective III (a): Green Studies

Course Code: PE2034

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

Objectives:

1. To analyze literary texts with environmental concerns in order to approach social issues eco-critically.
2. To examine the various ways in which literature treat the subject of nature.

Course Outcomes

| CO | Course Outcomes Upon Completion of this course, the students will be able to: | PSO addressed | Cognitive Level |
|-------------|--|----------------------|------------------------|
| CO-1 | understand the relationship between human beings and nature. | PSO - 4 | U |
| CO-2 | know the issues connected with environment, its resources and native practices | PSO - 4 | U |
| CO-3 | analyze the current environmental issues from a literary perspective | PSO - 4 | An |
| CO-4 | construct literary and critical ideas for eco-awareness. | PSO - 3 | Ap |

Teaching Plan

Credit: 4

Total Hours: 90 (Incl. Seminar & Test)

| Unit | Module | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment/ Evaluation |
|-------------|---------------|-------------------------------------|----------------------|--------------------------------|------------------------------|--|
| I | 1. | Green Studies - Intro | 1 | Outline skeleton of the course | Discussion | Seminar, Assignment, Class Test, Quiz, Online Test |
| | 2. | Carson Rachel: A Fable for Tomorrow | 6 | Understand the condition of | Brainstorming, Presentation, | |

| | | | | | | |
|----|----|---|---|--|---|---|
| | | | | the people in America and the usage of pesticides | Discussion, Q & A | Open Book Test Exhibition |
| | 3. | Ramachandra Guha: Radical Environmentalism | 8 | Expose the truth of philosophical and cultural revolution in human attitude towards nature | Brainstorming, Presentation, Discussion, Q & A | Formative Assessment (1, 2, 3) |
| | 4. | Ursula Heise: The Hitchhiker's Guide to Ecocriticism | 8 | understand the increasing environmental problems around the globe | Brainstorming, Presentation, Discussion, Q & A | |
| II | 1. | Palai, Thankal Mudakottranar: Akananuru 355 - Spring has come | 6 | illustrate the bliss of nature and the pain undergone by the characters | Brainstorming, Lecture, Discussion, Q & A | Seminar, Assignment, Class Test, Quiz, Online Test Exhibition |
| | 2. | Alathur Kilar on Killivalavan, the Chola king: Purananuru 36 - The Sound of Falling Trees | 6 | Trace the background of the Chola Kingdom, the ruler and their bravery | Brainstorming, Presentation, Lecture, Discussion, Q & A | Formative Assessment (1, 2, 3) |
| | 3. | Philip Larkin: Going, Going | 6 | Expose the loss of nature due to industrialization and its impact on human beings and the Universe | Brainstorming, Presentation, Discussion, Q & A | |
| | 4. | George Sterling: Night on the Mountain | 6 | Explain the roar of the wind against water – an | Brainstorming, Presentation, Discussion, | |

| | | | | | | |
|-----|----|---|----|--|---|---|
| | | | | expose to imagine hearing all types of sounds, bringing peace to one's mind. | Q & A | |
| | 5. | Seamus Heaney: Sunlight | 6 | Trace the author's childhood and his loving relationship with his Aunt Mary on the family farm | Brainstorming, Presentation, Discussion, Q & A | |
| III | 1. | Ruskin Bond: Tiger, Tiger, Burning Bright | 9 | Examine the existence of evil in the world | Brainstorming, Presentation, Lecture, Discussion, Q & A | Seminar, Assignment, Class Test, Quiz, Online Test Exhibition |
| | 2. | Vandana Singh: Ambiguity Machines: An Examination | 10 | Demonstrate the impossible in an age of greed and climate change | Brainstorming, Lecture, Debate, Discussion | Formative Assessment (1, 2, 3) |
| | 3. | Barry Lopez: The Mappist | 10 | Describes the narrator's lifelong quest to find a recluse mapmaker | Brainstorming, Presentation, Discussion, Q & A | |
| | 4. | Isabel Allende : And of Clay Are We Created | 10 | Exposure to author's real event of a young victim of the earthquake in Colombia. | Brainstorming, Presentation, Discussion, Q & A | |
| IV | 1. | Easterine Kire : <i>When the River Sleeps</i> | 10 | Acquire the background on river and its wilderness | Presentation, Seminar, Lecture | Seminar, Assignment, Class Test, Quiz, |

| | | | | | | |
|---|----|--|----|--|---|---|
| | 2. | Linda Hogan : <i>Power</i> | 10 | Know more about tribal culture | Brainstorming, Presentation, Seminar, Lecture | Online Test Exhibition Formative Assessment (1, 2, 3) |
| V | 1. | Girish Karnard: <i>Fire and the Rain</i> | 6 | Discover the meaning behind the fire sacrifice | Presentation, Seminar, Lecture | Seminar, Assignment, Class Test, Quiz, Online Test Exhibition |
| | 2. | Vinodhini: <i>Thirst</i> | 6 | Exposure to the Dalit culture | Brainstorming, Presentation, Seminar, Lecture | Formative Assessment (1, 2, 3) |

Course Instructors: Dr. Selva Mary Gokila & Ms. Nesavathy

Head of the Department: Dr. Alby Grace

Semester : IV
 Name of the Course : Core XII: Modern Age
 Course code : PE2041

| Hours / Week | Credits | Total Hours | Marks |
|--------------|---------|-------------|-------|
| 6 | 5 | 90 | 100 |

Objectives

1. To provide an in-depth study of writers during Modern Age
2. To investigate the richness and variety of British literature

Course Outcomes

| CO | Upon Completion of this course, the students will be able to | PSO addressed | Cognitive Level |
|------|--|---------------|-----------------|
| CO-1 | gain judicious outlook on the famous writers of the Modern Age | PSO 1 | U |
| CO-2 | will be exposed to Modern Age and its impact on literature | PSO 2 | U |
| CO-3 | acquire mastery in the works of Modern Age | PSO 2 | C |
| CO-4 | expand the knowledge about war poets and social life of Modern Age | PSO 3 | An |

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 | The Age of Hardy | 3 | Know the social, historical and literary background | PPT, Google Classroom, lecture, | CIA I, Assignment I Quiz I Class Test I |
| | 2 | Inter-War Years | 3 | Trace the effect of war in literature | PPT, Google Classroom, lecture | CIA I Assignment I Quiz I Class Test I |
| | 3 | Mid-Twentieth Century | 4 | Analyse the literary contributions of the time | PPT, Google Classroom, lecture | CIA I Assignment I Quiz I Class Test I |

| | | | | | | |
|-----------------|---------------|---|---|---|--|---|
| | 4 | Discussion on the other writers of the prescribed ages | 4 | Knowledge about the literary merits of the writers of the age | PPT, Google Classroom, lecture | CIA I Assignment I Quiz I Class Test I |
| Unit II | Prose | | | | | |
| | 1 | Joseph Conrad: The Lagoon | 3 | Imbibe Human Values and the impact of environment in human life | Google Classroom, PPT, lecture | CIA II Quiz II Classtest II Open Book test |
| | 2 | Virginia Woolf: Mr. Bennett and Mrs. Brown | 5 | Grasp the language and the arrival of modernism | Google Classroom, PPT, lecture | CIA II Quiz II Classtest II Open Book test |
| | 3 | E.V. Lucas: Bores | 3 | Appreciate creative felicity of the writer | Google Classroom, PPT, lecture | CIA II Quiz II Classtest II Open Book test |
| | 4 | W.B Yeats: The Autumn of the Body | 4 | Imbibe values for life | Google Classroom, PPT, lecture Jam board | CIA II Quiz II Class Test II Group Discussion |
| Unit III | Poetry | | | | | |
| | 1 | T.S Eliot: The Waste Land | 5 | Understand modernism and its literary tradition | Google Classroom, PPT, lecture | CIA I Assignment I Quiz I Class Test I |
| | 2 | William Henry Davis: A Greeting (Temptation of Eve) | 2 | Appreciate the ideas in the poem | Google Classroom, PPT, lecture | CIA I Assignment I Quiz I Class Test I |
| | 3 | Samuel Butler: A Psalm of Montreal | 5 | Understand the cultural changes | Google Classroom, PPT, lecture | CIA I Assignment II Quiz II Class Test II |
| | | Rupert Brooke: The Soldier | | Instils the importance of patriotism | Google Classroom, PPT, lecture | CIA I Assignment II Quiz II Class Test II |
| | | Ted Hughes: Thought Fox | | | Google Classroom, PPT, lecture | CIA I Assignment II Quiz II Class Test II |

| | | | | | | |
|----------------|---------------------------------|---|---------------------------|---|---|--|
| | | W.H. Auden: Funeral Blues: Stop all the Clocks | | | Google Classroom, PPT, lecture | CIA I Assignment II Quiz II Class Test II |
| Unit IV | Fiction | | | | | |
| | 1 | Anita Brookner: Hotel du Lac | 1 | Know the writer and age | Google Classroom PPT, lecture | CIA II Quiz II Classtest II |
| | 2 | Anita Brookner: Hotel du Lac | 5 | Analysis | Google Classroom PPT, lecture | CIA II Quiz II Classtest II |
| | 3 | Anita Brookner: Hotel du Lac | 3 | Discussion | Google Classroom PPT, lecture | CIA II Quiz II Class Test II |
| | 4 | Henry James: The Portrait of a Lady | 3 | Know the writer and age | Google Classroom PPT, lecture | CIA I Quiz I Class Test I |
| | 5 | Henry James: The Portrait of a Lady | 3 | Analysis | Google Classroom PPT, lecture | CIA I Quiz I Class Test I |
| | 6 | Henry James: The Portrait of a Lady | 3 | Discussion | Google Classroom PPT, lecture | CIA I Quiz I Class Test I |
| Unit V | Drama | | | | | |
| | 1 | George Bernard Shaw: Candida John Galsworthy: The Silver Box | 2 | Knowledge about Shaw as a dramatist | Google Classroom PPT, lecture | CIA I Seminar Quiz II Class Test II |
| | | George Bernard Shaw: Candida | 3 | Understand the genre | Google Classroom PPT, lecture | CIA I Seminar Quiz II Class Test II |
| | | George Bernard Shaw: Candida | 3 | Analyse plot construction | Google Classroom PPT, lecture | CIA I Seminar Quiz I Class Test II |
| | George Bernard Shaw: Candida | 2 | Analyse the characters | Google Classroom PPT, lecture | CIA I Seminar Quiz I Class Test II Group Discussion | |

| | | | | | | |
|-------------------|---|---------------------------------|---|---|-------------------------------|---|
| | 2 | John Galsworthy: The Silver Box | 2 | Knowledge about Galsworthy as a dramatist | Google Classroom PPT, lecture | CIA II Seminar Quiz II Class Test II |
| | | John Galsworthy: The Silver Box | 3 | Understand the themes | Google Classroom PPT, lecture | CIA II Seminar Quiz II Class Test II |
| | | John Galsworthy: The Silver Box | 3 | Analyse plot construction | Google Classroom PPT, lecture | CIA II Seminar Quiz II Class Test II |
| | | John Galsworthy: The Silver Box | 2 | Analyse the characters | Google Classroom PPT, lecture | CIA II Seminar Quiz II Class Test II Group Discussion |
| Self Study | | | | | | |
| | 1 | E.M.Foster: A Passage to India | | | | Online Home Assignment |
| | 2 | H.G.Wells : Invisible Man | | | | Online Home Assignment |

Course Teacher : Dr. V. Virgin Nithya Veena

Head of the Department : Dr. Alby Grace

Semester: IV

Name of the Course: Major Core XIII: Shakespeare

Course Code: PE2042

| Hours / Week | Credits | Total Hours | Marks |
|---------------------|----------------|--------------------|--------------|
| 6 | 5 | 90 | 100 |

Objectives:

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

Course Outcomes

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

Teaching Plan

| Unit | Modules | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment / Evaluation |
|-----------|---------|--|---------------|---|----------------------|--|
| I | | | | | | |
| | 1 | Sonnets: 14, 18 | 3 | Understand the background of sonnets | PPT | Slip test Formative Assessment 1 |
| | 2 | Sonnets: 27, 60 | 3 | Acquire knowledge about Shakespearean sonnet form | Interactive Teaching | Open Book Test Formative Assessment 1 |
| | 3 | Sonnets: 65, 73 | 3 | Understand the poet's choice of imagery and diction | | Class Test |
| | 4 | Sonnets: 91,104 | | To do a close reading of sonnets | | Slip Test Formative Assessment 1 |
| | 5 | Sonnets: 116, 130 | | Identify a Shakespearean Sonnet and assess the same | | Formative Assessment 1 |
| | | | | Acquire knowledge about the different methods in Word Formation | | |
| II | | | | | | |
| | 1 | <i>As You Like It</i> | 3 | To understand the romantic comedies of Shakespeare | Lecture | Formative Assessment 2 |
| | 2 | <i>As You Like It</i> <i>As You Like It</i> | 3 | Remember the plot overview and theme of the play | Video | Factual Test |

| | | | | | | |
|------------|---|------------------------|---|--|----------------------------|---|
| | 3 | <i>As You Like It</i> | 3 | Analyze the characterization and other dramatic techniques | Group Work | Create an album on the techniques Assignment |
| | 4 | <i>As You Like It</i> | 3 | Understand the genre of Romantic comedy in English | PPT | Seminar |
| | 5 | | | apply the techniques used in this play to another work | Group Work | |
| III | | | | | | |
| | 1 | <i>King Lear</i> | 5 | Understand the features of Shakespearean tragedy | PPT Analysis | Quiz Formative Assessment 2 |
| | 2 | <i>King Lear</i> | 5 | Summary and themes | Seminar | Formative Assessment 2 |
| | 3 | <i>King Lear</i> | 5 | Critically analyze the tragedy | PPT | Creating audio Formative Assessment 2 |
| IV | | | | | | |
| | 1 | <i>Henry IV Part I</i> | 5 | Understand the over view and theme of the play | Discussion PPT Video | Formative Assessment 1 |

| | | | | | | |
|--------|---|---|---|--|-----------------------------|--------------------------------------|
| | 2 | <i>Henry IV Part I</i> | 5 | Learn the source of the history play and the techniques | Discussion | Formative Assessment 2 Assignment |
| | 3 | <i>Henry IV Part I</i> | 5 | Critically analyze the history plays of Shakespeare | | |
| Unit V | 1 | Harold Jenkins- “As You Like It” | 5 | Understand the critical insight provided by Jenkins | Group Discussion | Formative Assessment 2 |
| | 2 | C. L. Barber “From Ritual to Comedy: An Examination of Henry IV” Stampfer | 5 | Comprehend the function of critical enquiry | Seminar Group Discussion | Quiz Formative Assessment 2 |
| | 3 | “The Catharsis of King Lear” | 5 | Understand the process of catharsis in Shakespeare tragedies | Flipped Classroom | Formative Assessment 2 |

Course Instructors: Dr. Subha Ganapathy & Dr. Selva Mary Gokila

Head of the Department: Dr. Alby Grace

Semester : IV

Name of the Course: Comparative Literature

Course Code: PE2043

| Hours / Week | Credits | Total Hours | Marks |
|---------------------|----------------|--------------------|--------------|
| 6 | 5 | 90 | 100 |

Objectives:

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

Course Outcomes

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

Teaching Plan

Credit: 5

Total Hours: 90(Incl. Seminar& test)

| Unit | Module | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment/ Evaluation |
|-------------|---------------|--|----------------------|---|--------------------------------|---|
| I | 1. | Definition and History of Comparative Literature | 4 | Understand the origin and history of comparative literature | Presentation , Lecture | Seminar, Assignment, Class Test, Quiz, Open Book Test Formative Assessment (1,2,3) |
| | 2. | National Literature | 4 | Expose the background of Literature in different nations | Lecture, Discussion, Q&A | |
| | 3. | General Literature | 4 | Understand literature from | Presentation, Lecture, | |

| | | | | | | |
|-----|----|--|---|---|---|---|
| | | | | one or more genres, cultures and traditions | Discussion, Q&A | |
| | 4. | World Literature | 5 | Analyse and understand the circulation of works into the world beyond their country of origin | Brainstorming, Lecture, Discussion, | |
| | 5. | Comparative Literature in India | 6 | Compare and contrast the literary works produced in India | Lecture, Discussion, Q&A | |
| II | 1. | Schools of Comparative Literature: American and French Schools | 6 | Study the influences and practices of French and American school | Brainstorming, Lecture, Discussion, | Seminar, Assignment, Class Test, Quiz, Open Book Test |
| | 2. | Reception and Influence | 5 | Make meaning from a literary text and analysis of communication models | Lecture, Discussion, Q&A | Formative Assessment (1,2,3) |
| | 3. | Influence and Imitation | 4 | Study the originality of the source, author's reaction, opinion and critique | Lecture, Discussion, Q&A | |
| III | 1. | Thematology | 8 | Explain the themes, motifs and genre study | PPT, Brainstorming, Lecture, Discussion, | Seminar, Assignment, Class Test, Quiz, Open Book Test |
| | 2. | Literature and society | 6 | Understand the socio cultural challenges across the borders | PPT, Videos, Brainstorming, Lecture, Discussion | Formative Assessment (1,2,3) |

| | | | | | | |
|----|----|---|----|---|----------------------------------|---|
| | 3. | Literature and philosophy | 6 | Analyse the literary treatment of different philosophical themes | Lecture and Group Discussion | |
| | 4. | Literature and Psychology | 6 | Understand the relation between human beings and their perceptions of the world | Lecture, Discussion, Q&A | |
| IV | 1. | Amiya Dev: Comparative Literature in India | 8 | Compare the themes and characters in the literary works produced in India | Q&A, Discussion, Seminar | Seminar, Assignment, Class Test, Quiz, Open Book Test |
| | 2. | Comparative Literature in India: An overview of its History | 8 | Trace the origin and development of comparative literature in India | Brainstorming, Lecture, PPT | Formative Assessment (1,2,3) |
| V | 1. | K.Chellappan's "Shakespeare and Ilango as tragedians" | 10 | Compare the themes, characters and narrative style in the works of Shakespeare and Ilango | Seminar, PPT, Videos, Discussion | Seminar, Assignment, Class Test, Quiz, Open Book Test Formative Assessment (1,2,3) |

Course Instructors: Dr. Subha Ganapathy & Ms. Nesavathy

Head of the Department: Dr. Alby Grace

Semester: IV

Name of the Course: Major Core XV: The Study of English Language

Course Code: PE2044

| Hours / Week | Credits | Total Hours | Marks |
|--------------|---------|-------------|-------|
| 6 | 5 | 90 | 100 |

Objectives

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

Course Outcomes

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

Teaching Plan

| Unit | Modules | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment / Evaluation |
|------|---------|---------------------------------------|---------------|--|----------------------|--|
| I | | | | | | |
| | 1 | The Origin of Language | 3 | Understand the historical background of language | PPT | Slip test Formative Assessment 1 |
| | 2 | Theories of Language- Bow-Wow Theory, | 3 | Acquire knowledge about | Interactive Teaching | |

| | | | | | | |
|-----------|---|--|---|---|-------------------|---|
| | 3 | Ding Dong Theory, Pooh Pooh Theory The Properties of Language | 3 | the different linguistic theories Understand better about the different components of language | Seminar | Open Book Test Formative Assessment 1 Slip Test Formative Assessment 1 |
| | 4 | Animals and Human Language | 3 | Understand the similarities and dissimilarities between Human and Animal language | Discussion | Formative Assessment 1 |
| | 5 | Word and Word Formation Process | 3 | Acquire knowledge about the different methods in Word Formation | Practical session | Slip Test Formative Assessment 1 |
| II | | | | | | |
| | 1 | Language and the Brain | 3 | Understand the function of brain in language acquisition | Practical session | Formative Assessment 2 |
| | 2 | Language and Machines | 3 | Learn how machines influence language study | Video | Factual Test |
| | 3 | First Language Acquisition | 3 | Comprehend the significance of mother tongue | Group Work | Create a video on first |

| | | | | | | |
|------------|---|---|---|--|----------------------------|--|
| | 4 | Second language Acquisition/ Learning | 3 | Acquire knowledge about the process of second language learning | PPT | language acquisition Assignment |
| III | | | | | | |
| | 1 | Language History: | 5 | Students have a better understanding of the history of language | PPT Analysis | Quiz Formative Assessment 2 |
| | 2 | Language Change | 5 | Provides deep knowledge about language change | Seminar | Formative Assessment 2 |
| | 3 | Sound, Syntactic, lexical Changes | 5 | Learn the different components of language | PPT | Creating audio Formative Assessment 2 |
| IV | | | | | | |
| | 1 | Language Varieties- Dialects and Idiolects, Registers | 7 | Understand the various accents and language styles peculiar to a place | Discussion PPT Video | Formative Assessment 1 |
| | 2 | British, American English and Indian English | 8 | Learn the differences between American, British and Indian English | Discussion | Formative Assessment 2 Assignment |
| Unit V | 1 | Language, Society and Culture | 5 | Understand the societal influence in language learning | Group Discussion | Formative Assessment 2 |
| | 2 | | | | | |

| | | | | | | |
|---|--|--|---|--|--------------------------------|--|
| | | Sociolinguistics, Social Class and Education, Language and Culture | 5 | Learn how society, education and culture are interconnected in language learning | Seminar Group Discussion | Quiz Formative Assessment 2 |
| 3 | | Diglossia, The Sapir-Whorf Culture | 5 | Provide better understanding of bilingual influence and Sapir- Whorf Culture | Video | Creating a Video Formative Assessment 2 |

Course Instructors: Dr. Bhavani & Ms. Jemi

Head of the Department: Dr. Alby Grace

Semester: IV

Name of the Course: Major Elective IV (a): South Asian Literature

Course Code: PE2045

| No. of Hours / Week | Credits | Total Hours | Marks |
|----------------------------|----------------|--------------------|--------------|
| 6 | 4 | 90 | 100 |

Objectives:

1. To have an advanced knowledge of the distinctive literary strategies and devices deployed in South Asian literature in English.
2. To have a critical understanding of South Asian literary texts in their appropriate historical and cultural contexts.

Course Outcomes

| CO | Upon completion of this course the students will be able to: | PSOs addressed | Cognitive Level |
|-----------|--|-----------------------|------------------------|
| CO-1 | understand the writings of South Asian writers offering a substantial contribution to world literature | PSO - 2 | U |
| CO-2 | gain knowledge about the numerous South Asian writers who have emerged on the global literary scene since the end of the colonial era | PSO - 2 | E |
| CO-3 | understand the plural traditions and value system of South Asian countries | PSO - 2 | U |
| CO-4 | analyse how South Asian writers use European techniques such as modernism and postmodernism, and modify or inflect them in unique ways | PSO - 2 | An |

Teaching Plan

| Unit | Module | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment/ Evaluation |
|-------------|---------------|---------------------------------------|----------------------|---|-----------------|--------------------------------|
| I Prose | 1. | Malala Lamb Yousafzai's Nobel Lecture | 5 | Understand the need of education for girl children in under | Video & PPT | Formative Assessment 1 Quiz |

| | | | | | | |
|--------------|----|---|---|---|----------------------|--|
| | | | | developed countries | | Formative Assessment 1 |
| | 2. | Salman Rushdie: Imaginary Homelands (Title Essay) | 7 | Analyze the diasporic situations of the diasporas | Lecture & PPT | Quiz |
| II Poetry | 1. | Edwin Thumboo : Words | 3 | Analyze the importance of words | Video & Lecture | Formative Assessment 1 Quiz |
| | 2. | Yasmine Gooneratne: There was a Country | 3 | Appreciate the writer's ability in portraying the Srilankan nation as a whole | Lecture & Discussion | |
| | 3. | Kamala Wijeratne : To a student | 3 | Understand the psychological feel of the students in a war prone nation like Srilanka | Lecture Discussion | Formative Assessment 1 Quiz Assignment |
| | 4. | Razia Khan : The Monstrous Biped | 3 | Analyse the writer's knowledge in hardships and exploitation | Lecture Discussion | Formative Assessment 1 Quiz Assignment |
| | 5. | Mohan Koirala : I Remember | 4 | Understand the poet's nature | Lecture | Formative Assessment 1 Quiz |

| | | | | | | |
|-------------------------|----|---|----|--|--------------------------|---|
| | 6. | Faiz Ahmad Faiz: Loneliness | 3 | Analyse the socio-psychological insights of people who are alone | Lecture Discussion | Formative Assessment 1 Quiz |
| III Short Stories | 1. | Gobinda Shoundo: On Water and On Shore | 4 | Understand the hardships and exploitation experienced by the fisher-folk | Lecture Discussion | Formative Assessment 1 Quiz Assignment |
| | 2. | Anil Gharai: The Sky of Drought | 4 | Understand the poor living conditions of the downtrodden | Lecture | |
| | 3 | Nakul Mallick: The Son of a Peasant | 4 | Understand the cruel realities of caste system and also the struggle of the lower class people to come up in their lives | Lecture Debate | |
| | 4 | Shyamal Kumar Pramanik: Survival | 4 | Understand the pathetic plight of the under privileged and their quest for existence | Lecture | |
| IV Fiction | 1. | Michael Ondatjee's <i>Anil's Ghost</i> | 8 | Understand the horrors of political genocide and the genre of horror fiction | PPT Videos Lecture | Formative Assessment 2 Quiz Seminar |
| | 2 | Tahmima Amam's <i>The Bones of Grace</i> | 10 | Understand the double mindedness of people and an insight into the psyche of people | Lecture | |

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| V Drama | 1. | Mahesh Dattani: <i>Thirty Days in September</i> | 10 | Psychoanalysis of a newly wedded woman and her feelings | Videos Lecture | Formative Assessment 2 Quiz Seminar |
| | 2. | Hanif Kureshi : <i>My Beautiful Laundrette</i> | 10 | Understand the female psychology and the people who are surrounded by her | PPT Videos Lecture | Formative Assessment 2 Quiz Seminar |

Course Instructors: Dr. Alby Grace & Ms. K B Steffi

Head of the Department: Dr. Alby Grace

