COURSE PROFILE

(M.A. ENGLISH)

From 2023 batch onwards

Sem.	Course Code	Course Title	Course Type	Hrs./Wk.		Credits	New / Revised course	% of revision	Passed in Academic Council	Offered to	Offered by
				TH	LA						
I	**PGE1401CM**	**ACADEMIC WRITING**	**TH**	**5**		**4**				**APENG**	**ENG**
	PGE1402CM	**A STUDY OF THE ENGLISH LANGUAGE**	**TH**	**5**		**4**				**APENG**	**ENG**
	PGE1503CM	**AMERICAN LITERATURE**	**TH**	**6**		**5**				**APENG**	**ENG**
	PGE1504CM	**SHAKESPEARE**	**TH**	**6**		**5**				**APENG**	**ENG**
	PGE1505CM	**BRITISH FICTION**	**TH**	**6**		**5**				**APENG**	**ENG**
	PGV1001PV/ PGV1002PV/ PIV1001PI	FOUNDATION COURSE ON WOMEN'S STUDIES / PERSPECTIVES ON GENDER / THE BIBLE AND SCIENCE	TH	2		-				LDC ALLM	Centre for VE
		TOTAL		**30**		**23**					

PGE1401CM ACADEMIC WRITING

(THEORY)

Class: I M.A. English	**Semester: I**	**Credits:4**	**Hours per week: 5 hrs.**

COs	**COURSE OUTCOMES**	**COGNITIVE LEVEL**
On successful completion of the course, the student will be able to		
CO1	identify different patterns in writing	K1 Remember
CO2	use vocabulary effectively	K3 Apply
CO3	apply appropriate grammatical structures	K3 Apply
CO4	examine the nuances of writing a paragraph	K4 Analyse
CO5	formulate academic essays	K6 Create

COURSE CONTENT:

UNIT I: **15 hrs.**

- Academic Writing – Definition
- Order, Logic and Mode in Writing: How to begin & end, Design of the middle – Discourse types

- Basic patterns in Writing – TRIAC (Theme, Thesis, Topic, Restatement, Reinforcement, Illustration, Analysis, Closure, Consequences, Culmination, Conclusion) & SELD (Scene, Setting, Summary, Episode, Likeness, Difference, Discrimination)

UNIT II: **15 hrs.**

- Academic Word list – AWL– 570 words
- Vocabulary Journal Entry: Synonyms (denotated meaning/connotated meaning), Sentence, Pronunciation, Related Word, Word form, Association, Collocation
- Effective word choice (Diction) – Slang / Clichés / Wordiness / Pretentious words

UNIT III: **15 hrs.**

- Periodic & Cumulative Sentences
- Fragments / Run-on / Comma Splices
- Coordination / Subordination / Correlative Conjunctions
- Relative Pronoun / Pronoun Agreement / Point of view
- Balance & Parallelism
- Inversion & Interrupted Movement
- Misplaced & Dangling Modifiers

UNIT IV: **15 hrs.**

- Developing paragraph – Dozen suggestions (*HOLT GUIDE*)
- Writing process of a paragraph; Prewriting, Organising (Topic sentence / Supporting sentence / Conclusion / Coherence), Writing, Revising & Editing
- Types of Paragraphs

UNIT V: **15 hrs.**

- Parts of an essay – Introduction/ Body/Conclusion
- Transition between paragraphs
- Essay outlining – Planning of an essay: Prewriting, Organising, Grouping ideas logically, Coherence, Outlining an essay
- Types of Essays

TEXTBOOK(S):

Bailey, Stephen. *Academic Writing: A Handbook for International Students (second edition).* New York: Routledge, 2007.

REFERENCES BOOK(S):

Gibaldi, Joseph. *MLA Handbook*. 8th Edition. Chicago: Modern Language Association of America, 2016.

Irmscher, F. William. *The Holt Guide to English (third edition).* New York: Holt, Rhinehart and Winston,1981.

Longman, John. *Sentence Skills: A Workbook for Writers (sixth edition).* USA: McGraw – Hill College,1999.

Oshima, Alice & Ann Hogue. *Introduction to Academic Writing (third edition).* New York: Pearson Education, 2007.

MAPPING: COs Consistency with POSs

PGE1401CM ACADEMIC WRITING						
CO/PSO	**PSO**					
	1	**2**	**3**	**4**	**5**	**6**
CO1	3	3	3	2	1	2
CO2	3	2	3	2	1	2
CO3	3	3	2	1	1	1
CO4	3	2	1	3	3	1
CO5	3	2	1	1	3	3

Strongly Correlated (3) Moderately Correlated (2) Weakly Correlated (1)

PGE1402CM A STUDY OF THE ENGLISH LANGUAGE

(THEORY)

Class: I M.A. English	**Semester: I**	**Credits: 4**	**Hours per week: 5 hrs.**

COs	**COURSE OUTCOMES**	**COGNITIVE LEVEL**
On successful completion of the course, the student will be able to		
CO1	recognise the origin and growth of the English Language	K1 Remember
CO2	identify the etymological development of words	K3 Apply
CO3	categorise the influence of foreign elements in the old, middle and modern English	K4 Analyse
CO4	examine the contribution of the makers of English	K4 Analyse
CO5	compare the varieties of English language	K5 Evaluate

COURSE CONTENT:

UNIT I: **15 hrs.**

Language Families / Convergent and Divergent development

UNIT II: **15 hrs.**

Indo – European family of languages and its various branches – Germanic family of language Grimm's Law, Verner's law – i-j Mutation

UNIT III: **15 hrs.**

Spelling, Vocabulary (Foreign Elements)

UNIT IV: **15 hrs.**

Makers of English / Development of Standard English

UNIT V: **15 hrs.**

Varieties of Modern English – American – Indian – Australian

REFERENCE BOOK(S):

Baugh, Albert C**.** *A History of the English Language.* New York: Appleton-Century-Crofts, Inc., 1957.

Bragg, Melvyn. *The Adventures of English: 500 AD to 2000: The Biography of a Language.* India: Hachette Publishing, 2007.

Crystal, David. *English as a Global Language.* Cambridge: Cambridge University Press, 2003.

Jesperson, Otto. *Language.* London: George Allen and Unwin Ltd., 1959.

McCrum, Robert, William Cran and Robery McNeil. *The Story of English.* UK: Fabre and Fabre, 2002

Robinson, Orrin W. *Old English and Its Closest Relatives: A Survey of the Earliest Germanic Languages.* rpt., Routledge: Stanford University Press, 1994.

Wood, F.T. *Outline History of the English Language.* Glasgow: The University Press. 2008.

MAPPING: COs Consistency with POSs

PGE1402CM A STUDY OF THE ENGLISH LANGUAGE						
CO/ PSO	**PSO**					
	1	**2**	**3**	**4**	**5**	**6**
CO1	3	3	2	3	2	2
CO2	2	3	1	3	2	2
CO3	3	3	2	3	2	1
CO4	3	2	1	3	3	2
CO5	3	3	1	3	3	3

Strongly Correlated (3) Moderately Correlated (2) Weakly Correlated (1)

PGE1503CM AMERICAN LITERATURE

(THEORY)

Class: I M.A. English	**Semester: I**	**Credits: 5**	**Hours per week: 6 hrs.**
COs	**COURSE OUTCOMES**		**COGNITIVE LEVEL**
On successful completion of the course, the student will be able to			
CO1	demonstrate knowledge of the various literary techniques and nuances in American poetry		K2 Understand
CO2	examine and interpret prose texts		K4 Analyse
CO3	identify the various dramatic techniques and be sensitized to the American way of life		K3 Apply
CO4	analyse literary works as expressions of individual or communal values within the social, political purview of literary periods		K4 Analyse
CO5	interpret the American mores		K5 Evaluate

COURSE CONTENT:

UNIT I: **18 hrs.**

Walt Whitman - "Crossing Brooklyn Ferry"

Robert Frost - "Home Burial"

Edgar Allan Poe - "The Raven"

Emily Dickinson - "My Life Closed Twice before its Close"

Library Hour

Gwendolyn Brooks - "Kitchenette Building"

UNIT II: **18 hrs.**

Edgar Allan Poe - "The Philosophy of Composition"

Zora Neale Hurston - "How it feels to be Colored Me"

Library Hour

Edgar Allan Poe - "The Philosophy of Composition"

UNIT III: **18 hrs.**

Arthur Miller - *All My Sons*

Lorraine Hansberry - *Raisin in the Sun*

Library Hour

Arthur Miller - *All My Sons*

UNIT IV: **18 hrs.**

Maxine Hong Kinston - *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*

Toni Morrison - *Sula*

Library Hour

Mark Twain - *Huckleberry Finn*

UNIT V: **18 hrs.**

Octavia Butler - "Blood Child"

John Steinbeck - "The Chrysanthemums"

Nathaniel Hawthorne - "Young Goodman Brown"

Scott Fitzgerald - "Babylon Revisited"

Library Hour

Octavia Butler - "Blood Child"

REFERENCE BOOK(S):

Akhtar, Jaleel. *Dismemberment in the Fiction of Toni Morrison*. Cambridge Scholars Publisher, 2014.

Beach, Christopher. *The Cambridge Introduction to Twentieth-Century American Poetry*. Cambridge University Press, 2003.

Gabbin, Joanne Veal. *Shaping Memories - Reflections of African American Women Writers*. University Press of Mississippi,2009.

Magistrale, Tony. *Student Companion to Edgar Allan Poe*. Greenwood Publishing Group, Incorporated, 2001.

Quinn, Justin ed. *Lectures on American Literature*. Karolinum Press, 2011.

Quirk, Tom. *Mark Twain and Human Nature*. University of Missouri Press, 2007.

MAPPING: COs Consistency with POSs

PGE1503CM AMERICAN LITERATURE						
CO/PSO	**PSO**					
	1	**2**	**3**	**4**	**5**	**6**
CO1	3	3	3	3	3	3
CO2	3	3	3	3	1	3
CO3	3	3	3	3	2	3

CO4	3	3	3	3	1	3
CO5	3	3	3	3	1	3

Strongly Correlated (3) Moderately Correlated (2) Weakly Correlated (1)

PGE1504CM SHAKESPEARE

(THEORY)

Class: I M.A. English	**Semester: I**	**Credits: 5**	**Hours per week: 6 hrs.**

COs	**COURSE OUTCOMES**	**COGNITIVE LEVEL**
On successful completion of the course, the student will be able to		
CO1	recognise the creative genius of Shakespeare	K1 Remember
CO2	interpret Shakespearean insight into life	K2 Understand
CO3	infer the moral and philosophical significance of history plays	K2 Understand
CO4	distinguish between fantasy and reality	K4 Analyse
CO5	create works of their own modelling on Shakespearean sonnets	K6 Create

COURSE CONTENT:

UNIT I: CRITICAL INTRODUCTION **18 hrs.**

Patricia Parker's "Transfigurations: Shakespeare and Rhetoric"

MadelonGohlke's "I Wooed Thee with My Sword"

A.C. Bradley "Shakespearean Tragedy" - Hamlet

UNIT II: TRAGEDY **18 hrs.**

Hamlet

UNIT III: HISTORICAL PLAY **18 hrs.**

Henry V

UNIT IV: COMEDY **18 hrs.**

Twelfth Night

UNIT V: SONNETS **18 hrs.**

Sonnets: IX, XV, LXXVI, XCIX, CXVI, CXXX, CXLIV

TEXTBOOK(S):

Shakespeare, William. *Hamlet.* Fingerprint! Publishing, 2018.

Shakespeare, William. *Twelfth Night.* Fingerprint! Publishing, 2017.

REFERENCE BOOK(S):

Barkan, Leonard. *Reading Shakespeare Reading Me*. Fordham University Press, 2022.

Bradley A.C. *Shakespearean Tragedy*. Atlantic Publishers, 2010.

McDonald, Russ. *Shakespeare: An Anthology of Criticism and Theory.* 1945-2000. Blackwell Publishing 2012.

Oser, Lee. *Christian Humanism in Shakespeare: A Study in Religion and Literature*. Catholic University of America Press, 2022.

Ryan, Kiernan. *Shakespeare's Comedies*. Palgrave Macmillan, 2009.

WEBLINK(S):

Video:

Hamlet by Shakespeare. *YouTube*, Behlol vlog,9 March 2021, https://www.youtube.com/watch?v=AgsjEO2Z_vU. CC BY License.

Twelfth Night video essay. *YouTube*, Victoria Kraj, October 21, 2017, https://www.youtube.com/watch?v=qGTW-e0crt8. CC BY License.

MAPPING: COs consistency with PSOs

PGE1504CM SHAKESPEARE						
CO/PSO	**PSO**					
	1	**2**	**3**	**4**	**5**	**6**
CO1	3	3	3	1	3	1
CO2	3	3	1	3	3	3
CO3	3	3	3	2	3	3
CO4	3	3	3	3	3	3
CO5	3	3	1	1	2	3

Strongly Correlated (3) Moderately Correlated (2) Weakly Correlated (1)

PGE1505CM BRITISH FICTION

(THEORY)

Class: I M.A. English	**Semester: I**	**Credits:5**	**Hours per week: 6 hrs.**

COs	**COURSE OUTCOMES**	**COGNITIVE LEVEL**
On successful completion of the course, the student will be able to		
CO1	recognize the mechanics of fiction	K2 Understand
CO2	inspect the masterpieces critically	K4 Analyse
CO3	analyse the nuances of autobiographical and allegorical fiction	K 4 Analyse
CO4	identify the literary aspects of the different kinds of novels	K3 Apply
CO5	examine the techniques and trends in short stories	K4 Analyse

COURSE CONTENT:

UNIT I: **18 hrs.**

Mechanics of Fiction

UNIT II: **18 hrs.**

Thomas Hardy – *Tess of the D'Urbervilles*

George Eliot – *Middlemarch*

UNIT III: **18 hrs.**

D. H. Lawrence – *Sons and Lovers*

George Orwell – *Animal Farm*

UNIT IV: **18 hrs.**

H. G. Wells – *Time Machine*

James Joyce – *Portrait of an Artist as a Young Man*

UNIT V: **18 hrs.**

Anthony Trollope	–	"Malachi's Cove"
Somerset Maugham	–	"The Verger"
E. M. Forster	–	"The Celestial Omnibus"
Virginia Woolf	–	"The Haunted House"
Zadie Smith	–	"Two Men Arrive in a Village"

TEXTBOOK(S):

Eliot, George. *Middlemarch.* Penguin Classics, 2003.

Hardy, Thomas. *Tess of the D'Urbervilles.* Penguin Classics, 2003.

Joyce, James. *A Portrait of the Artist as a Young Man.* Fingerprint!, 2015.

Lawrence, D.H. *Sons and Lovers.* Fingerprint! Publishing, 2015.

Orwell, George. *Animal Farm.* Rupa, 2010.

Wells, H.G. *The Time Machine.* Fingerprint! Publishing, 2015.

REFERENCE BOOK(S):

Cross. L. Wilbur.*The Development of the English Novel.* Lyall Bool Depot, 2016.

Draper, R.P. Hardy. *The Tragic Novels*. Macmillan, 1987.

Hunter, Adrian. *The Cambridge Companion to the Short Story in English*. Cambridge, 2007.

Killick, Tim. *British Short Story Fiction in the Early NineteenthCentury: The Rise of the Tale.*Ashgate Publishing Company, 2008.

Malcom, David. *The British and Irish Short Story Handbook.* Willey Blackwell, 2012.

WEBLINK(S):

Friedman Susan Stanford. (2014) "(Self) Censorship and the Making of Joyce's Modernism." Joyce: The Return of the Repressed. Retrieved from http://www.jstor.org/stable/10.7591/j.ctt207g6p1.6. CC BY-NC-ND license.

Kuzmic Tatiana. (2016) "Middlemarch: The English Heroine and the Polish Rebel (Lions)." Adulterous Nations: Family Politics and National Anxiety in the European Novel, Retrieved from http://www.jstor.org/stable/j.ctt22727pw.6. CC BY-NC-ND license.

MAPPING: COs mapping with PSOs:

PGE1505CM BRITISH FICTION						
CO/PSO	**PSO**					
	1	2	3	4	5	6
CO1	3	1	3	1	3	1
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

Strongly Correlated (3) Moderately Correlated (2) Weakly Correlated (1)

2022 BATCH

Sem.	Course Code	Course Title	Course Type	Hrs./Wk.		Credits	New / Revised course	% of revision	Passed in Academic Council	Offered to	Offered by
				TH	LA						
III	PGE3501CM	BRITISH DRAMA	TH	6		5			BG 2020	APENG	ENG
	PGE3502CM	CONTEMPORARY LITERATURE	TH	6		5			BG 2020	APENG	ENG
	PGE3401CM	HUMAN RIGHTS AND LITERATURE	TH	5		4			BG 2020	APENG	ENG
	PGE3401MO	TRANSLATION STUDIES	TH	5		4			BG 2020	APENG	ENG
	PGE3202CP	**ICT FOR ENGLISH TEACHING AND LEARNING**	**LAB**		**3**	**2**	**Rev.**	**66%**	**BK2022**	**APENG**	**ENG**
	ELECTIVE COURSE		TH	4		2			BG 2020		
	PGV3001PV/ PGV3002PV/ PGV3003PV/ PIV3001PI	BASIC TENETS OF MAJOR RELIGIONS/ CULTURAL HERITAGE AND VALUES IN INDIA / PROFESSIONAL ETHICS / BIBLICAL ETHICS	TH	1		-			BE 2020	ALLM	Centre for VE
		TOTAL		**30**		**22**					

PGE3501CM BRITISH DRAMA

(THEORY)

COURSE OUTCOMES: **6 hrs./wk.**

On successful completion of the course, the graduate will be able to

CO1: identify different types of drama

CO2: review various dramatic patterns

CO3: interpret social underpinnings of plays

CO4: validate the contemporariness of theatre

CO5: compose socially conscious plays with modern theatrical tools

COURSE CONTENT:

UNIT I: **18 hrs**.

Origin of drama: morality, miracle, and mystery plays; University Wits

John Milton - *Samson Agonistes*

(Lines 1- 700)

UNIT II: **18 hrs.**

John Milton - *Samson Agonistes*

(Lines 701 – 1758)

UNIT III: **18 hrs.**

T.S. Eliot - *Murder in the Cathedral*
Part I and Interlude

UNIT IV: **18 hrs.**

T.S. Eliot - *Murder in the Cathedral*
Part II

UNIT V: **18 hrs.**

Samuel Beckett - *Endgame*

John Osborne - *Look Back in Anger* (Non-detailed)

TEXTBOOK(S):

Beckett, Samuel. *Endgame*. Faber and Faber, 2009.

Eliot, T.S. *Murder in the Cathedral*. Books Way, 2016.

Milton, John. *Samson Agonistes.* Bottom of the Hill, 2011.

Osborne, John. *Look Back in Anger.* Pearson Education, 2011.

REFERENCE BOOK(S):

Bair, D., *Samuel Beckett.* Vintage, 1990.

Bradbook, M.C. *Themes and Conventions of Elizabethan Literature*. OUP, 1935.

Browne, E. Martin. *The Making of T.S. Eliot's Plays: The Critic*. Cambridge UP, 1969.

Brown, John Russell. *The Oxford Illustrated History of Theatre.* OUP, 2001.

Esslin, Martin.*The Theatre of the Absurd.* Bloomsbury, 2014.

Long, William J. *English Literature: Its History and Its Significance for the English-Speaking World.* Rupa, 2015.

Watson, G.J. *Drama*. Macmillan Education, 1983.

OPEN EDUCATIONAL RESOURCES (OER):

Yale University, English retrieved from https://oyc.yale.edu/english/engl-220/lecture-23, licensed under a Creative Commons license.

Yale University, English retrieved from https://oyc.yale.edu/english/engl-220/lecture-24 licensed under a Creative Commons license.

Britannica, Literature retrieved from https://www.britannica.com/topic/Endgame-by-Beckett for use under educational use of intellectual content.

PGE3501CM BRITISH DRAMA		
Class	**II M.A. ENGLISH**	**Semester: III**
Cognitive Level	K – 1 Remember	
	K – 2 Understand	
	K – 3 Apply	
	K – 5 Evaluate	
	K – 6 Create	

MAPPING: COs consistency with PSOs:

PGE3501CM BRITISH DRAMA						
CO/PSO	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**
CO 1	3	3	2	3	1	3
CO 2	3	3	2	3	3	3
CO 3	3	3	2	3	3	3
CO 4	3	3	3	3	3	3
CO 5	3	3	2	3	3	3

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1)

PGE3502CM CONTEMPORARY LITERATURE

(THEORY)

COURSE OUTCOMES: **6 hrs. / wk.**

On successful completion of the course, the students will be able to

CO1: trace the autobiographical elements and lessons of resilience

CO2: identify the various poetic devices employed in modern poetry

CO3: expound the theme of human relationship and human predicament

CO4: examine the postmodernist perspectives of contemporary literature

CO5: analyse the socio-political problems of the third world countries

COURSE CONTENT:

UNIT I: POETRY **18 hrs.**

Yevgeny Yevtushenko	-	'Babi Yar'
Judith Wright	-	'South of my Days'
Charles Bukowski	-	'So you want to be a writer?'
Ogagalfowodo	-	'Homeland'
Meena Kandaswamy	-	'We Will Rebuild Worlds'
Robert Lowell	-	'The Ruins of Time'
Kamala Wijeratne	-	'A Soldier's Wife Weeps'

UNIT II: PROSE **18 hrs.**

Joseph Brodsky	-	'A Room and a Half'

UNIT III: DRAMA **18 hrs.**

Neil Simon	-	*Chapter Two*

UNIT IV: NOVEL **18 hrs.**

Khaled Hosseini	-	*The Kite Runner*
Chimamanda Ngozi Adichie	-	*Purple Hibiscus*

UNIT V: SHORT STORY **18 hrs.**

Kazuo Ishiguro	-	A Village After Dark
Haruki Murakami	-	Hanalei Bay
Nadine Gordimer	-	Six Feet of the Country

TEXT BOOK(S):

Adichie, Ngozi Chimamanda. *The Purple Hibiscus.* Algonquin, 2003.

Brodsky, Joseph. *In a Room and a Half.* Kottezebue, 06 January, 2010. https://www.scribd.com/document/24831034/Joseph-Brodsky-A-Room-_and-a-Half.

Hosseini, Khaled. *The Kite Runner.* Riverhead, 2000.

Simon, Neil. *Chapter Two*. Samuel French, 1996.

Veronica, Brady. *A Biography of Judith Wright's South of my Days.* Angus & Robertson, 1998.

REFERENCE BOOK(S):

Adeoti, Gbesmisola A. *African Literature and the Future*. Codesria, 2015.

Ashcroft, Bill, Griffiths Gareth and Helen Tiffin, editors. *The Colonial Studies Reader*. Routledge, 1995.

Boehmer, Elleke. *Colonial and Post-Colonial Literature*. OUP, 1995.

Bouvier, Nicholas. *The Way of the World*. NYRB Classics, 2009.

Dabydeen, David. *The Black Presence in English Literature*. Manchester UP, 1985.

Dupree, Louis. *Afghanistan*. OUP, 2002.

Greenblatt, Stephen. *Marvelous Possessions: The Wonder of the New World*. University of Chicago, 1991.

Hunt, Douglas, editor. *The Riverside Anthology of Literature*. Houghton Mifflin, 1988.

Thieme, John, editor. *The Arnold Anthology of Post-Colonial Literatures in English*. OUP, 1996.

Whitlock, Gillian and Gaster, David, editors. *Images of Australia: An Introductory Reader in Australian Studies*. University Queensland, 1992.

OPEN EDUCATIONAL RESOURCES (OER):

'Frailties of the flesh:observing the body' in Chimmanda Ngozi Adichie's Purple Hibiscus :Research in Africanliterature,2016,vol.47(1),95

108:https://cacclpositas.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_lrcgauss_A445607267&context=PC&vid=01CACCL_POSITAS:POSITAS&lang=en&search_scope=CentralIndex&adaptor=Primo%20Central&tab=CentralIndex&query=any,contains,purple%20hibiscus&offset=0: Indiana UP.

PGE3502CM CONTEMPORARY LITERATURE		
Class	**II M. A. ENGLISH**	**Semester: III**
Cognitive Level	K-2 Understand	
	K-3 Apply	
	K-4 Analyze	
	K-5 Evaluate	
	K-6 Create	

MAPPING: COs consistency with PSOs

PGE3502CM CONTEMPORARY LITERATURE						
CO/PSO	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**

CO1	1	2	3	1	4	3
CO2	2	3	3	3	3	1
CO3	2	2	4	2	4	3
CO4	3	2	3	3	4	4
CO5	3	1	3	3	4	3

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1)

PGE3401CM HUMAN RIGHTS AND LITERATURE

(THEORY)

COURSE OUTCOMES: **5 hrs./wk.**

On successful completion of the course, the student will be able to

CO1: appraise the prevalent human rights' policies

CO2: identify the prescribed patterns of social behaviour that deprives rights

CO3: relate elements of human rights and literature

CO4: develop a sensitive awareness of the human predicament and of human rights

CO5: demonstrate an interest to drive change

COURSE CONTENT:

UNIT I: **15 hrs.**

Ambedkar - 'Outside the Fold' from *Dr. Babasaheb Ambedkar's Writings and Speeches,* Vol.5, Book I, Part I, Chapter IV

UNIT II: **15 hrs.**

Mahasweta Devi - Draupadi

K.R. Meera - *Gospel of Yudas*

UNIT III: **15 hrs.**

Pinki Virani - *Bitter Chocolate*

UNIT IV: **15 hrs.**

Revathy - *The Truth About Me: A Hijra Life Story*

UNIT V: **15 hrs.**

James Baldwin - Going to Meet the Man

Solomon Northup - 12 Years a Slave

TEXT BOOK(S):

Baldwin, James. *Going to Meet the Man*. Knopf Doubleday, 2013.

Meera, K.R. *The Gospel of Yudas*. Penguin, 2017.

Northup, Solomon. *12 Years a Slave*. Book Caps, 2013.

Revathi, A. *The Truth about Me: a Hijra Life Story*. Translated by V. Geetha, Penguin, 2010.

Virani, Pinki. *Bitter Chocolate: Child Sexual Abuse in India*. Penguin, 2000.

REFERNCE BOOK(S):

Goldberg, Elizabeth Swanson, and Alexandra Schultheis Moore, eds. *Theoretical Perspectives on Human Rights and Literature*. Routledge, 2011.

Jung, Anees. *Breaking the Silence: Voices of Women from Around the World*. Viking, 1997.

Nabar, Vrinda. *Caste as Woman*. Penguin Books, 1995.

Nayar, Pramod K. *Human Rights and Literature: Writing Rights*. Macmillan, 2016.

Shah, GhanShyam, ed. *Dalit Identity and Politics*. Sage Publications, 2001.

Tennis, Diane. *Is God the Only Reliable Father?* Westminster Press, 1985.

OPEN EDUCATIONAL RESOURCES (OER):

Subalternity. Prof. Gayatri Spivak https://www.youtube.com/watch?v=iPCEvZ8dzhI uploaded by Makerere Institute of Social Research MISR July 13, 2020. Creative Commons Attribution license (reuse allowed)

The Life and Times Of B.R.Ambedkar. Uploaded by People Process Technology. https://www.youtube.com/watch?v=GN80FTixaBQ May 7, 2017. Creative Commons Attribution license (reuse allowed).

PGE3401CM HUMAN RIGHTS AND LITERATURE		
Class	**II M. A. ENGLISH**	**Semester: III**
Cognitive Level	K-1 Evaluate	
	K-2 Understand	
	K-3 Apply	

Mapping: COs consistency with PSOs

PGE3401CM HUMAN RIGHTS AND LITERATURE						
CO/ PSO	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**
CO1	3	1	2	2	1	2
CO2	3	3	1	2	1	3
CO3	3	3	3	2	3	2
CO4	3	3	2	2	3	3
CO5	2	2	1	3	1	3

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1)

PGE3401MO TRANSLATION STUDIES

(THEORY)

COURSE OUTCOMES: **5 hrs./ wk.**

On successful completion of the course, the student will be able to

CO1: create the origin and the different types of translation

CO2: identify the challenges and constraints of translation

CO3: appraise the various methods of translation

CO4: distinguish the differences in translating different genres

CO5: apply the various theories and treatises in translation

COURSE CONTENT:

UNIT I: 15 hrs.

Introduction: Language and Culture – Literature and Literary Study (Wellek and Warren's *Theory of Literature* -Chapter 1) – Types of Translation – scientific, technical and business translations

UNIT II: 15 hrs.

History of Translation Theory:

Bible Translation	-	From Cicero to Tyler
J.C. Catford	-	A Linguistic Theory of Translation
Eugene A Nida	-	Socio-linguistic Approach
Peter Newmark	-	Semantic Translation

UNIT III: 15 hrs.

Central Issues: Decoding and Recoding – Problems of Equivalence – Untranslatability

UNIT IV: 15 hrs.

Translating Different Genres: Structures – Poetry and Translation – Translating Prose – Translating dramatic texts

UNIT V: 15 hrs.

Translation in Practice: Translating from Tamil to English – English to Tamil – translating different Genres – Types of Translation – scientific, technical and business translations

TEXT BOOK:

Mcquire, Susan Bassnett. *Translation Studies*. Routledge, 2002.

REFERENCE BOOK(S):

Anderman, Gunilla and Margaret Rogers. *Translation Today*. Viva Books, 2010.

Das, Bijay Kumar. *A Handbook of Translation Studies*. Atlantic Publishing Distributors, 2008.

Kuhiwczak, Piotr and Karin Littau. *A Companion to Translation Studies*. Orient Black Swan, 2011.

Mukherjee, Sujit. *Translation Discovery.* Orient Longman Ltd., 2006.

Munday, Jeremy. *Introducing Translation Studies*. Routledge, 2008.

Munday, Jeremy, ed. *The Routledge Companion to Translation studies*. Routledge, 2008.

Nida, Eugene A. and Charles R. Taber. *The Theory and Practice of Translation.*The United Bible Societies, 1974.

Shastri, Pratima Dave. *Fundamental Aspects of Translation*. PHI Learning, 2012.

Wellek, Rene, and Austin Warren. *Theory of Literature.* Nova, 2019.

OPEN EDUCATIONAL RESOURCES (OER):

Arpita Karwa. How to choose Research Topic | Crack the Secret Code https://www.youtube.com/watch?v=KJfNqad_zWw. Apr 11, 2019 Creative Commons Attribution license (reuse allowed)

The University of Newcastle, Australia. Jun 18, 2020 https://libguides.newcastle.edu.au/researchmethods

How to Write a Research Paper: Write a Bibliography. February 28, 2017. Infoplease https://www.infoplease.com/homework-help/writing-grammar/how-write-research-paper-6

Learning Skills and Strategies. RDC Library. Sep 30, 2020 https://rdc.libguides.com/learningskills/notetaking

English Language and Usage. Stack Exchange Network. https://english.stackexchange.com/questions/2802/what-is-the-name-of-this-system-of-proof-correction-marks

PGE3401MO TRANSLATION STUDIES		
Class	**II M.A. ENGLISH**	**Semester: III**
Cognitive Level	K-2 Understand	
	K-3 Apply	
	K-4 Analyze	
	K-5 Evaluate	

MAPPING: COs consistency with POs & PSO

PGE3401MO TRANSLATION STUDIES						
CO/ PSO	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**
CO1	1	3	2	3	1	3
CO2	2	1	2	2	3	2
CO3	3	1	3	1	2	2
CO4	2	2	3	1	3	2
CO5	3	1	3	2	3	2

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1)

PGE3202CP ICT FOR ENGLISH TEACHING AND LEARNING

(LAB)

Class: II M.A. English	**Semester: III**	**Credits: 2**	**Hours per week: 3hrs.**
COs	**COURSE OUTCOMES**		**COGNITIVE LEVEL**
On successful completion of the course, the student will be able to			
CO1	identify appropriate and feasible online tools for teaching English		K2 Understand
CO2	develop skills for blended teaching-learning experience		K3 Apply
CO3	formulate content to integrate curriculum and technology		K3 Apply
CO4	use technology for assessment		K6 Create
CO5	create engaging e-content		K6 Create

COURSE CONTENT:

UNIT I: TECHNOLOGY ENHANCED TEACHING METHODS AND CONCEPTS **9 hrs.**

Computer Assisted Language Learning – Augmented Reality and Virtual Reality – Blended Learning – Flipped Classroom – Transmedia Storytelling – Digital Bloom's Taxonomy – Backward Design – Infographics – Gamification – Creative Commons

UNIT II: CREATING E-CONTENT **9 hrs.**

Google Slides – Prezi – Emaze – EdPuzzle – Be My Eyes

UNIT III: VIRTUAL INTERACTION **9 hrs.**

Mentimeter – Jamboard –LMS – MOODLE, Google Classroom – OLabs and Virtual Labs

UNIT IV: ASSESSING LEARNERS **9 hrs.**

Rubrics – Kahoot – Quizizz – Google Forms – Exam.net

UNIT V: PUBLISHING E-CONTENT **9 hrs.**

Google Sites – Blogger – WordPress – YouTube

TEXTBOOK:

Walker, Aisha and Goodith White. *Technology Enhanced Language Learning: Connecting Theory and Practice.* Oxford University Press, 2013.

REFERENCE BOOK(S):

Adams, Anthony and Sue Brindely. *Teaching Secondary English with ICT*. Open University Press, 2007.

Lewis, Gordon. *Bringing Technology into the Classroom.* Oxford University Press, 2009.

WEBLINK(S):

"Top Speaking Games/ Activities- ESL". YouTube. Uploaded by Tasnim Salah. 25 January 2020.https://youtu.be/YYfDFfmAufY. CC by license.

"Using Technology in the Classroom". YouTube. Uploaded by simpleshow foundation. 19 May 2018.https://youtu.be/ug_LK98NcVk. CC by license.

MAPPING: COs consistency with PSOs

PGE3202CP ICT FOR ENGLISH TEACHING AND LEARNING						
CO/PSO	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**
CO1	1	1	1	3	3	2
CO2	2	3	2	3	3	1
CO3	2	1	2	3	2	1
CO4	2	1	2	3	2	1
CO5	2	3	2	3	2	2

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1)

PGE3201EI LIFE WRITING

(THEORY)

COURSE OUTCOMES: **4 hrs./ wk.**

On successful completion of the course, the student will be able to

CO1: outline the origin and evolution of life writing

CO2: identify the element of testimony in autobiographical narratives

CO3: appraise the position of genre-defying autobiographies

CO4: apply historical, socio-political and cultural perspectives to autobiographical writings

CO5: interpret illness narratives

COURSE CONTENT:

UNIT I: **12 hrs.**

Saint Augustine of Hippo - *The Confessions of St. Augustine* (Books I & II)

Simon Wiesenthal - *The Sunflower* (Book I)

UNIT II: **12 hrs.**

Bama - *Karukku*

UNIT III: **12 hrs.**

Maya Angelou - *I Know Why the Caged Bird Sings*

UNIT IV: **12 hrs.**

AudreLorde - "A Burst of Light: Living with Cancer" (from *A Burst of Light: Essays*)

UNIT V: **12 hrs.**

Paul Monette - *Borrowed Time: An AIDS Memoir* (Chapters 1, 2, 3, 4, 11 & 12)

TEXT BOOK(S):

Angelou, Maya. *I Know Why the Caged Bird Sings*. Virago, 2007.

Augustine, and J. G. Pilkington. *The Confessions of St. Augustine*. Leopold Classic Library, 2017.

Bama. *Karukku*. Translated by Lakshmi Holmström. Oxford India Paperbacks, 2014.

Lorde, Audre. *A Burst of Light*. Firebrand Books, 1988.

Monette, Paul. *Borrowed Time: an AIDS Memoir*. Harcourt, 2006.

Wiesenthal, Simon. *The Sunflower*. 2nd ed., Schocken, 1998.

REFERENCE BOOK(S):

Couser, G. Thomas. *Recovering Bodies: Illness, Disability, and Life Writing*. Univ. of Wisconsin Press, 1997.

Frank, Arthur W. *At the Will of the Body: Reflections on Illness*. Houghton Mifflin Harcourt, 2002.

The Wounded Storyteller: Body, Illness, and Ethics. University of Chicago Press, 2013.

Kadar, Marlene. *Essays on Life Writing: From Genre to Critical Practice*. 11 Vol. University of Toronto Press, 1992.

Mickle, Mildred R. *I Know Why the Caged Bird Sings*, by Maya Angelou. Pasadena, Salem Press, 2009. Critical Insights

Sontag, Susan. *Illness as Metaphor and AIDS and its Metaphors*. Penguin, 2001.

Young, Iris Marion. *On Female Body Experience: "Throwing Like a Girl" and Other Essays*. OUP, 2005.

OPEN EDUCATIONAL RESOURCES (OER):

Manora, Yolanda M. ""What you looking at me for? I didn't come to stay": Displacement, Disruption and Black Female Subjectivity in Maya Angelou's *I Know Why the Caged Bird Sings*." *Women's Studies* 34.5 (2005): 359-375, DOI: 10.1080/00497870590964011.

Nayar, Pramod K. "Bama's *Karukku*: Dalit autobiography as testimonio." *The Journal of Commonwealth Literature* 41.2 (2006): 83-100, DOI: 10.1177/0021989406065773.

United States Holocaust Memorial Museum. "Introduction to the Holocaust." Holocaust Encyclopedia. https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust. Accessed on 15 Oct. 2020.

PGE3201EI LIFE WRITING		
Class	**II M.A. ENGLISH**	**Semester: III**
Cognitive Level	K-2 Understand	
	K-3 Apply	
	K-4 Analyse	
	K-5 Evaluate	