

**E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI – 625 014.**

*(An Autonomous Institution – Affiliated to Madurai Kamaraj University)*

Re-accredited (**3<sup>rd</sup> Cycle**) with Grade **A+ & CGPA 3.51** by NAAC

## **DEPARTMENT OF ENGLISH**



**CBCS with OBE**

**MASTER OF ARTS**

**PROGRAMME CODE - OPE**

**COURSE STRUCTURE**

(w.e.f. 2022 – 2023 Batch onwards)



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## **CRITERION - I**

### ***1.2.2 Details of Programmes offered through Choice Based Credit System (CBCS) / Elective Course System***

**Syllabus copies with highlights of contents focusing on  
Elective Course System**



#### **To be Noted:**

<b>HIGHLIGHTED</b>	<b>COURSE</b>
	<b>Elective</b>

# **E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI-14.**

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**CBCS and OBE**

**DEPARTMENT OF ENGLISH - M.A**

(W.e.f.2022– 2023 Batch onwards)

## **VISION**

To forge and build even the average young minds into the Multitasking, exemplarily communicative, creative and critically vital students and also imparting essential digital intelligence to meet up the crucial requisites of this era.

## **MISSION**

1. To provide language-oriented skill enhancing activities to meet the international standards.
2. To make them inject all the virtues, values and integrity of copious and assorted literature of mixed nationality so as to have a pragmatic and aesthetic outlook of life.
3. To create a competitive, pioneering and fun filled and progressive learning environment where students could embrace 'study' as 'excitement'.

## **Programme Educational Outcomes (PEOs)**

**M.A.,**

<b>Sl.NO.</b>	<b>On successful completion of the Programme, students will be able to</b>
<b>PEO1</b>	Identify themselves to varied area of career prospects including Public and Private Sectors either nationally or internationally.
<b>PEO2</b>	Indicate eligibility to become competent enough to further pursue Higher Studies and Research accomplishments.
<b>PEO3</b>	Modify themselves as proficient and equipped in encountering Competitive Examinations of national and international standards
<b>PEO4</b>	Focus, Inculcate and cultivate the digital and technological advancements reinforced through the curriculum.
<b>PEO5</b>	Evaluate entrepreneurial education focusing on the improvement of skills, mindset, knowledge, tools, attributes and various other leadership skills augmented during the degree, so as to become self-reliant in the competitive society.
<b>PEO6</b>	Improve themselves as strong and stable by supplementing their young minds on the importance of educating themselves on ethics, teamwork, social and emotional intelligence through the academic activities.

### Programme Outcomes (POs) with Graduate Attributes

SLN O.	Graduate Attributes	On successful completion of the Programme, students will be able to
PO1	Knowledge Base	Identify their brilliance and evolve as a creative personality with phenomenal acquisition of language through literature.
PO2	Problem Analysis and Investigation	Represent themselves with leadership and managerial skills where students have possibilities in various career and entrepreneurial options nationally and internationally.
PO3	Communication Skills & Design	Build Oral and Written communicative competencies to pass competitive examinations of National and International standards where English is a mandatory component
PO4	Individual/ Team Work	Device themselves into aiming for higher educative platforms through their peer group and collaborative learning strategies.
PO5	Professionalism/ Ethics and Equity	Mark essential skills of Researching, Teaching, Professional Writing adhering to the ethics to evolve in academic and personal development.
PO6	Life Long Learning	Develop themselves with insightful understanding of moral values in various literary texts through cultural, socio-political and emotional study of the English Society and the Colonized English Societies so as to get a globalized view of life.

### Programme Specific Outcomes (PSOs) with Graduate Attributes

S.NO	Graduate Attributes	On successful completion of the programme, students will be able to
PSO1	Knowledge Base	Recognize their competency in Listening, Speaking, Reading and Writing skills in English language through literature.
PSO2	Problem Analysis and Investigation	Associate themselves with higher level of understanding, analyzing and interpreting the societal and individual emotions to bring out the accuracy of expressions through writing and making Writing as a career option such as Linguists, Translators, Proofreaders, School/College Teachers, Novelists, Poets and Authors in various genres, Report Writers in Media, Online and Offline Content Writers, Reviewers & Editors in Journals and Secondary Source Writers for works of English Literature.
PSO3	Communication Skills & Design	Prepare themselves competently for the National Competitive Examinations such as UPSC, TNPSC, and so on as 'General English' Plays a major passing criteria; the International Competitive Examinations like IELTS, TOEFL, TESOL, TEFL, DELTA, CELTA as English and English Language Teaching are their core criteria;
PSO4	Individual/ Team Work	Discover their leadership and managerial skills cultivating various Entrepreneurial prospects such as Theatre Company, Communication Training Company, Digital Content Creating Company, Online Learning Platform, Publishing House, E-Journal for Arts and Humanities.
PSO5	Professionalism/ Ethics and Equity	Prioritize proficient, ethically and morally standardized personalities in themselves through holistic professional development amplified in studying various forms of global literature.
PSO6	Life Long Learning	Organize their life and life's experience in a more aesthetic and positive way.

**Eligibility for Admission**

Candidates who have pursued a BA in English or equivalent degree with a minimum overall aggregate of 50% are eligible.

**Duration of the Course**

The students shall undergo prescribed course of study for the period of two academic years under CBCS semester pattern with Outcome-Based Education.

**Medium of Instruction:** English

**System:** Choice Based Credit System with Outcome Based Education.

**Courses of Study with Credit Distribution**

Category	No of Courses	No of Credits
Core	16	64
Elective	4	16
Non Major Elective	2	4
Project	1	6
Total	23	90

**Nature of the course**

Courses are classified according to the following nature

1. Knowledge & skill
2. Employability Oriented
3. Entrepreneurship Oriented

**Outcome Based Education (OBE) & Assessment**

Students understanding must be built on and assessed for wide range of learning activities, which includes different approaches and are classified along several bases, such as

**1. Based on purpose:**

- Formative (internal tests, Assignment, seminar, quiz, Documentation, Case lets, ICT based Assignment, Mini projects administered during the learning process)
- Summative(Evaluation of students' learning at the end of instructional unit)

**2. Based on Domain Knowledge: (Post Graduate Up to K4 levels)**

Assessment through K1, K2,K3 & K4

**Evaluation**

Continuous Internal Assessment	:	25 marks
Summative (External)	:	75 marks
Total	:	100 marks

**(CIA- Continuous Internal Assessment) : 25 marks**

Components	Marks
Test (Average of three tests) (conduct for 150 marks and convert into 15 marks)	15
Assignment	5
Seminar	5
Total	25

- ✓ Centralized system of Internal Assessment Tests
- ✓ There will be Three Internal Assessment Tests
- ✓ Duration of Internal assessment test will be 1 ¼ hours for Test I and 2 ½ hours for TestII and III
- ✓ Students shall write retest on the genuine grounds if they are absent in either Test I orTest II and Test III with the approval of HOD.

**Question Paper Pattern for Continuous Internal Assessment Test I**

Section	Marks
A-Multiple Choice Question (4x1 mark)	4
B-Short Answer (3x3 marks)	6
C-Either Or type (2/4 x 5 marks)	10
D-Open choice type (1/2 x 10 marks)	10
Total	30

**Question Paper Pattern for Continuous Internal Assessment Test II and III**

Multiple choice for Section	Marks
A- Multiple Choice Question (8x1 mark)	8
B-Short Answer (6x2 marks)	12
C-Either Or Type (4/8 x5 marks)	20
D-Open Choice Type (2/4 x 10 marks)	20
Total	60

Conducted for 150 marks and converted into 15 marks

**Question Paper Pattern for Summative Examination**

Section	Marks
A- Multiple choice Questions without Choice (10x1 mark)	10
B-Short Answer without choice (5x2 marks)	10
C-Either Or type (5 x5 marks)	25
D-Open Choice type (3out of 5x10 marks)	30
Total	75

In respect of Summative Examinations passing minimum is 45 % for Post Graduate.

Latest amendments and revision as per UGC and TANSCHÉ norms is taken intoconsideration in curriculum preparation.

## Distribution of Marks in % with K levels CIAI, II, III &amp; External Assessment

Blooms Taxonomy	Internal Assessment			External Assessment
	I	II	III	
Knowledge(K1)	8%	8%	8%	5%
Understanding(K2)	28%	12%	8%	14%
Apply(K3)	44%	40%	24%	27%
Analyze(K4)	20%	40%	40%	27%
Evaluate(K5)	+	-	20%	27%

Latest amendments and revision as per **UGC** and **TANSCH** norms is taken into consideration in curriculum preparation.

**BLUE PRINT FOR INTERNAL ASSESSMENT - I**  
**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)**

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open Choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Up to K 4	2 2	K1 K2	1 1 1	K1 K2 K3	2 (K2) 2(K3) (Each set of questions must be in the same level)	1(K3) 1(K4)	
No. of Questions to be asked			4		3		4	2	13
No. of Questions to be answered			4		3		2	1	10
Marks for each question			1		2		5	10	
Total Marks for each section			4		6		20	20	50

**BLUE PRINT FOR INTERNAL ASSESSMENT – II & III**  
**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)**

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open Choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 2	Up to K 4	2 2	K1 K2	1 2	K1 K2	1(K3) 1(K4)	1(K3) 1( K4)	
2	CLO 3	Up to K 4	2 2	K1 K2	1 2	K1 K2	1(K3) 1(K4) (Each set of questions must be in the same level)	1( K3) 1(K4)	
No. of Questions to be asked			8		6		8	4	26
No. of Questions to be answered			8		6		4	2	20
Marks for each question			1		2		5	10	
Total Marks for each section			8		12		40	40	100

**BLUE PRINT FOR INTERNAL ASSESSMENT – III**  
**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)**

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open Choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 4	Up to K 5	2 2	K1 K2	1 1 1	K1 K2 K3	1(K3) 1(K4)	1(K4) 1( K5)	
2	CLO 5	Up to	2	K1	1	K1	1(K3)	1(K4)	



		K 5	2	K2	1 1	K2 K3	1(K4)  (Each set of questions must be in the same level)	1( K5)	
No. of Questions to be asked			8		6		8	4	26
No. of Questions to be answered			8		6		4	2	20
Marks for each question			1		2		5	10	
Total Marks for each section			8		12		40	40	100

## Distribution of Marks with choice K Levels CIA I, CIA II and CIA III

CIA	K Levels	Section- A MCQ (No choice)	Section -B Short Answer (No choice)	Section- C (Either or Type)	Section-D (Open Choice)	Total Marks	% of Marks
<b>I</b>	K1	2	2			4	<b>8</b>
	K2	2	2	10	-	14	<b>28</b>
	K3		2	10	10	22	<b>44</b>
	K4				10	10	<b>20</b>
	<b>Marks</b>	<b>4</b>	<b>6</b>	<b>20</b>	<b>20</b>	<b>50</b>	<b>100</b>
<b>II</b>	K1	4	4			8	<b>8</b>
	K2	4	8			12	<b>12</b>
	K3			20	20	40	<b>40</b>
	K4			20	20	40	<b>40</b>
	<b>Marks</b>	<b>8</b>	<b>12</b>	<b>40</b>	<b>40</b>	<b>100</b>	<b>100</b>
<b>III</b>	K1	4	4			8	<b>8</b>
	K2	4	4			8	<b>8</b>
	K3		4	20		24	<b>24</b>
	K4			20	20	40	<b>40</b>
	K5				20	20	<b>20</b>
	<b>Marks</b>	<b>8</b>	<b>12</b>	<b>40</b>	<b>40</b>	<b>100</b>	<b>100</b>

**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs) for External Assessment**

Sr	CLO	K - Level	Section A		Section B		Section C		
			MCQs (No choice)		Short Answers (No choice)		(Either/or Type)	Section D (open choice)	Total
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Up to K4	2	K1&K2	1	K1	2 (K2 & K2)	1(K3)	
2	CLO 2	Up to K4	2	K1&K2	1	K2	2(K3 & K3)	1(K4)	
3	CLO 3	Up to K4	2	K1&K2	1	K3	2 (K3 & K3)	1(K4)	
4	CLO 4	Up to K 4	2	K1&K2	1	K4	2 (K4 & K4)	1(K5)	
5	CLO 5	Up to K 4	2	K1&K2	1	K5	2 (K4 & K4)	1(K5)	
No. of Questions to be asked			10		5		10	5	30
No. of Questions to be answered			10		5		5	3	23
Marks for each question			1		2		5	10	
Total Marks for each section			10		10		25	30	75 (Marks)

**Distribution of Section-wise Marks with K Levels for External Assessment**

K Levels	Section A (MCQ'S) (No choice)	Section B (Short Answer) (No choice)	Section C (Either or Type)	Section D (Open Choice)	Total Marks	% of Marks
K1	5	2	-	-	7	5
K2	5	2	10	-	17	14
K3	-	2	20	10	32	27
K4	-	2	10	20	32	27
K5	-	2	10	20	32	27
<b>Total Marks</b>	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>

K1- Remembering and recalling facts with specific answers.

K2- Basic understanding of facts and stating main ideas with general answers.

K3- Application oriented- Solving Problems, Justifying the statement and deriving Inferences.

K4- Examining, analyzing, presentation and make inferences with evidences. K5- Evaluate

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CBCS and OBE

DEPARTMENT OF ENGLISH-PG

(W.e.f.2022–2023 batch onwards)

**COURSE STRUCTURE- SEMESTER WISE**

Sem	Category	Course Code	Course Title	Teaching (hrs per Week)	Exam Duration (Hrs)	Marks Allotted			Credits
						CIA	S.E	Total	
I	Core	22OPEN11	Language and Linguistics	6	3	25	75	100	4
	Core	22OPEN12	British Literature	6	3	25	75	100	4
	Core	22OPEN13	Indian Writing in English	5	3	25	75	100	4
	Core	22OPEN14	ELT & ICT	6	3	25	75	100	4
	Core		<b>Elective–I</b>	5	3	25	75	100	4
	NME	22OPENID1	Grammar for Communication	2	3	25	75	100	2
II	Core	22OPEN21	American Literature	6	3	25	75	100	4
	Core	22OPEN22	Literary Theory and Criticism	6	3	25	75	100	4
	Core	22OPEN23	Shakespeare	6	3	25	75	100	4
	Core	22OPEN24	Comparative Literature: Theory and Practice	5	3	25	75	100	4
	Core		<b>Elective– II</b>	5	3	25	75	100	4
	NME	22OPENID2	Mass Communication and Journalism	2	3	25	75	100	2
III	Core	22OPEN31	Research Methodology	6	3	25	75	100	4
	Core	22OPEN32	English Literature for Competitive Examinations –I	6	3	25	75	100	4
	Core	22OPEN33	Canadian Literature	6	3	25	75	100	4
	Core	22OPEN34	Green Studies	6	3	25	75	100	4
	Core		<b>Elective– III</b>	6	3	25	75	100	4
IV	Core	22OPEN41	New Literatures in English	6	3	25	75	100	4
	Core	22OPEN42	English Literature for Competitive Examinations–II	6	3	25	75	100	4
	Core	22OPEN43	Subaltern Studies	6	3	25	75	100	4
	Core	22OPEN44	Study of Genres: Autobiography and Biography	6	3	25	75	100	4

	Core		Elective-IV	6	3	25	Annexure 6		
							75	100	4
	Core	22OPENPR4	Project	-	-	20	80	100	6
			Total	120					90

### ELECTIVE PAPERS

**Elective-I has to be chosen in Semester I from the following:**

1. World Short Stories -22OPENDSE1A
2. African-American Literature -22OPENDSE1B

**Elective-II has to be chosen in Semester II from the following:**

1. Translation Studies - 22OPENDSE2A
2. Human Rights in Literature -22OPENDSE2B

**Elective-III has to be chosen in Semester III from the following:**

1. Literature and Society -22OPENDSE3A
2. Women Studies -22OPENDSE3B

**Elective-IV has to be chosen in Semester IV from the following:**

1. Indian Diasporic Literature - 22OPENDSE4A
2. Classical Literature -22OPENDSE4B

DEPARTMENT OF ENGLISH				I M.A ENGLISH				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	22OPENDSE1A	World Short Stories	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

**Course Objectives:**

1. To recognize the foundation to the study of World English Short Stories.
2. To discuss the elements of the short story in American short stories.
3. To find the characterization of short story in commonwealth literature.
4. To analyze the coherence in the plots, sub plots, themes of the short stories.
5. To create a short story of their own imagination and creativity.

Units	Course Content	Hours (75)	K - Level	CLO
I	<b>Introduction to Short stories</b> :Introduction Evolution of Short Story Types of Short Stories	15	Up to K3	<b>CLO-1</b>
II	<b>American Literature</b> : Elements of Short Story Edgar Allan Poe – The Fall Of House of Usher John Updike- Gesturing Ambrose Bierce- An Occurance at Owl Creek Bridge	15	Up to K3	<b>CLO-2</b>
III	<b>Common wealth Literature</b> : Art of Characterization Doris Lessing – To Room 19 Margaret Atwood- BlueBeard’s Egg Ngugi Wa Thiongo- The Return	15	Up to K3	<b>CLO-3</b>
IV	<b>British Literature</b> : 1. Constructing Coherence 2. D.H.Lawrence – Odour of Chrysanthomums 3. E.M.Froster- The Celestial Omnibus 4.Agatha Christie- The Blue Geranium	15	Up to K4	<b>CLO-4</b>
V	<b>Practical Application</b> : 1. Twist the Tale, Chain Story , Blogging a story, Vlog. 2. Life Experience Stories 3. Developing a Story from the Hints.	15	Up to K4	<b>CLO-5</b>

**Books for study:**

1. Gill, Patrick and Florian Klager, Eds. *Constructing Coherence In The British Short Story Cycle*. Routledge, 2018.
2. Updike, John *The Best American Short Stories of the Century*. "GESTURING" Houghton Mifflin Company, Boston, 2000.
3. Shaw, Valerie. *The Short Story A Critical Introduction*. Routledge, 2013.
4. McCarthy, Tara. *Teaching Literary Elements With Short Stories*. Scholastic, USA, 2000.
5. Poe, Edgar Allen. *The Fall Of House Of Usher And Other Tales*. Penguin, USA, 2006.

**Books for references:**

1. Bierce, Ambrose. *An Occurrence At Owl Creek Bridge*. Notion Press. 2019
2. Lawrence, D.H. *Odour of Chrysanthemums*. Harper Collins Publishers Ltd. Canada, 2013
3. Forster, E.M. *The Celestial Omnibus and other stories*. Delhi Open Books. 2020
4. Christie, Agatha. *The Thirteen Problems*. "The Blue Germanium". Signet, 2000
5. Atwood, Margaret. *Bluebeard's Egg And other stories*. Houghton Mifflin Company, Boston, 1986.

**Web-Resources:**

1. [https://en.wikipedia.org/wiki/Short\\_story](https://en.wikipedia.org/wiki/Short_story)
2. <https://www.britannica.com/art/short-story>
3. <https://www.encyclopedia.com/arts/encyclopedias-almanacs-transcripts-and-maps/room-nineteen-doris-lessing-1963>

**Ebooks:**

1. <https://theshortstory.co.uk/devsitegkl/wp-content/uploads/2015/06/Short-stories-D-H-Lawrence-Odour-of-Chrysanthemums.pdf>
2. <https://www.ibiblio.org/ebooks/Poe/Usher.pdf>

**Pedagogy:**

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, Nearpod and ICT enabled teaching.

**Rationale for Nature of the course:**

To explore the ancient and modern communities across the world that promotes the indigenization of the world through narrative forms and to examine the cultural practices of the age that reflects in the writings.

**Activities to be given:**

1. Seminar and classroom Presentations skills to have a practical knowledge.
2. PPT preparation, to have theoretical and practical knowledge on presentation skills.
3. Group discussion to enhance persuasive, communicative and negotiation skills.
4. Critical analysis and evaluation on theoretical concepts
5. Internships to publishing house so as to get placement as a writer.
6. Activities and discussion on how to write a Short Story.

### Course Learning Outcomes(CLOs)

On completion of this course the students will be able to

<b>CLO</b>	<b>Course Learning Outcomes</b>	<b>Knowledge Level (According to Blooms Taxnomy)</b>
<b>CLO-1</b>	Describe the origin of short story and the types of short stories	K3
<b>CLO-2</b>	Express the elements of short story in American writings.	K3
<b>CLO-3</b>	Apply the knowledge of western ideas.	K3
<b>CLO-4</b>	Analyzing the coherence of the British short story and their culture that are explained through the writers.	K4
<b>CLO-5</b>	Agree the above mentioned techniques and create a short story	K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	1	2	2	2	2
<b>CLO2</b>	2	3	3	1	2	2
<b>CLO3</b>	3	2	2	2	2	2
<b>CLO4</b>	2	3	2	1	2	2
<b>CLO5</b>	2	3	3	2	3	2

**1. Basic level      2. Intermediate level      3. Advanced Level**

## Lesson Plan

UNITS	Course Content	HOURS (75)	MODE OF TEACHING
I	Introduction of Short Story- Definition of Short Story	15	Lecture/ Seminar/Collaborative Activities in classroom
	Origin of Short Story - Evolution of Short story		
	Types of short story- Novelette- Flash Fiction- Anecdote- Drabble- Fable- Feghoot- Frame Story- Mini Saga- Vignette.		
II	Elements of Short story- Plot- Characterization- Conflicts- Patterns- Theme- Word Play- Style of Writing- Point of View.	15	Lecture/Seminar & Presentations for students.
	Author Introduction- Character Analysis- Theme of the story- Point of View- Style of writing- Message from the story- Relating the Title with Story.		
	Conflicts- Climax- Resolution		
III	Characterization Of Short story- Explaining about the character details in a story- Feelings shown through dialogue – Reactions for the dialogue.	15	Lecture/ sample evaluation practice Activities in collaborative classroom
	Author Introduction- Protagonist- Antagonist- Dynamic characters who change in the story- qualities that stand out - symbolize		
IV	Construction of Coherence in short story- genre strategies- creating coherence in short story	15	Lecture/ Sample Examination Practice Activities in Collaborative Classroom
	Author Introduction- Coherence in short story - Transformation of literary studies and cognitive aspects- exploration of British age .		
V	Understanding the rules for short story and its types- using elements to create a story- analyzing the character emotions and symbolizing the coherence of the story.	15	Practice Activities in Collaborative Classroom
	Practice to write a short story for developing writing skill.		
	Twist the Tale, Chain Story , Blogging a story, Vlog. Life Experience Stories, Developing a Story from the Hints.		



DEPARTMENT OF ENGLISH				<i>I M.A. English</i>				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	22OPENDES E1B	African- American Literature	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

**Course Objectives:**

1. To recognize the role of African Americans within the larger American society.
2. To summarize the African American culture, racism, slavery and social inequality.
3. To utilize the post colonial themes in the literature of minority community writers.
4. To analyze the distinction between the literature of freed slaves and the literature of free blacks.
5. To measure the political and social autonomy in the face of resistance from the white public through literature.

**Course Content:**

Units	Course Content	Hours (75)	K- Level	CLO
I	<b>Poetry</b> Paul Laurence Dunbar - Sympathy Langston Hughes - The Negro Speaks of Rivers Jean Toomer - Georgia Dusk Countee Cullen. - Yet Do I Marvel	15	Upto K3	CLO-1
II	<b>Prose</b> Booker T. Washington - Up from Slavery- Chapter-I W.E.B.Dubois - The Souls of Black Folk- Chapter- I James Baldwin - Notes of a Native Son (Stranger in the Village)	15	Upto K3	CLO-2
III	<b>Short Stories:</b> Charles W. Chesnutt - The Goophered Grapevine Po' Sandy Toni Cade Bambara - Gorilla, My Love	15	Upto K3	CLO-3
IV	<b>Drama:</b> Lorraine Hansberry - A Raisin in the sun	15	Upto K4	CLO-4
V	<b>Fiction:</b> Ralph Ellison - Invisible Man	15	Upto K4	CLO-5

**Books for study:**

1. Baldwin, James. Notes of a Native Son. USA: Beacon Press Books, 2012.
2. Chesnutt, Charles W. The Conjure Woman. USA: SMK Books, 2011.
3. Ellison, Ralph. Invisible Man. The United Kingdom: Penguin Books Ltd., 2004.

**Reference Books:**

1. Hansberry, Lorraine. Raisin in the sun. New York: Vintage books, 1988.
2. Sherman, Joan R., ed., African American Poetry: An Anthology, 1713- 1927. USA: Dover Thrift Editions, 1997.
3. Washington, Booker T., et al., Three African- American Classics. USA: Dover Edition, 2007.

**Web Sources:**

1. <https://bookriot.com/short-stories-by-black-authors/>
2. <https://www.britannica.com/topic/Invisible-Man>
3. <https://www.britannica.com/topic/The-Conjure-Woman>

**EBooks:**

1. [https://khdzamlit.weebly.com/uploads/1/1/2/6/11261956/a\\_raisin\\_in\\_the\\_sun\\_-\\_lorraine\\_hansberry.pdf](https://khdzamlit.weebly.com/uploads/1/1/2/6/11261956/a_raisin_in_the_sun_-_lorraine_hansberry.pdf)
2. <https://indianpdf.com/the-invisible-man-book-pdf/>

**Pedagogy:**

Chalk And Talk, PPT, Group Discussion, Seminar, Screening Of Educational Videos, Quiz, PeerTeaching And Learning, ICT Enabled Teaching.

**Rationale for Nature of the course**

This paper emphasizes on the varied view, significance, traditions, theories, historic racism, discrimination, social segregation of African American ideologies that attempts to refute the dominate culture's literature and power.

**Activities to be given:**

1. Classroom presentations which are ICT enabled
2. Group discussions to enhance the critical, social and political thinking of the students.
3. Peer Team Teaching and Learning on the post colonial theories and themes
4. Role plays depicting cultural distinctions

**Course Learning Outcomes (CLOs):**

On completion of this course the students will be able to

<b>CLO</b>	<b>Course Learning Outcomes</b>	<b>Knowledge Level (According to Blooms Taxonomy)</b>
<b>CLO-1</b>	Identify the racial discrimination and social segregation encountered by African American people.	Up to k3
<b>CLO-2</b>	Discover role of spirituality and the role of tradition upon African American Literature	Up to K3
<b>CLO-3</b>	Construct and gain awareness about African contemporary thought and forms of literary expression.	Up to K3
<b>CLO-4</b>	Focus on the unique literary voice of African American Writers	Up to K4
<b>CLO-5</b>	Prioritize on developing the students own research questions and hypotheses based on diasporic culture.	Up to K4

K1 – Remembering facts with specific answers

K2 – Basic Understanding of facts

K3 – Apply oriented

K4 – Analyzing, examining, presentation and make inference with evidences

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	2	2	3	2	3
<b>CLO2</b>	3	3	2	2	2	2
<b>CLO3</b>	2	3	2	2	2	3
<b>CLO4</b>	2	2	3	3	3	2
<b>CLO5</b>	3	3	2	2	2	2

1. Basic level      2. Intermediate level      3. Advanced Level

## Lesson Plan

Units	Course Content	Hours (75)	Mode Of Teaching
I	<b>Poetry</b> Paul Laurence Dunbar - Sympathy Langston Hughes - The Negro Speaks of RiversJean Toomer - Georgia Dusk Countee Cullen. - Yet Do I Marvel	15	Lecture/ Seminar/ Collaborative Activities in classroom/ Language Laboratory visits and activities
II	<b>Prose</b> Booker T.Washington - Up from Slavery- Chapter-I W.E.B.Dubois - The Souls of Black Folk- Chapter- I James Baldwin - Notes of a Native Son (Stranger inthe Village)	15	
III	<b>Short Stories:</b> Charles W. Chesnutt - The Goophered Grapevine Po' SandyToni Cade Bambara - Gorilla, My Love	15	
IV	<b>Drama:</b> Lorraine Hansberry - A Raisin in the sun	15	
V	<b>Fiction:</b> Ralph Ellison - Invisible Man	15	

Department of English				I M.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Core	22OPENDSE2A	Translation Studies	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

### Course Objectives

1. To identify an awareness among the students to treat translation as part of being a social being
2. To explain the students the scientific processes in the making of a translated work, a creative work
3. To develop the complete evaluation of Tamil literature through with English literature
4. To analyze the sociological and political perspectives of interpretation of Tamil literature.
5. To prioritize awareness on how to evaluate personal language skills.

Units	Course Content	Hours (75)	K-Level	CLO
I	<b>Introduction &amp; Specific problems in Literary Translation</b> :Translation and its Uses - History of Translation in Europe - Translation Theories in India - Bible Translation, Problems in Translating prose - Problems of Translating poetry - Drama	15	K3	<b>CLO-1</b>
II	<b>Translation procedures, General Aspects of Translation &amp;Types of Translation:</b> Difference between Translation methods and Translationprocedures - Transliteration - Transference - Transcreation - Transposition Intralingual Translation - Interlingual Translation - Intersemiotic Translation – Untranslatability, The Limitations of Translation - The .correlate the sociological and political perspectives of interpretation of Tamil literatureRole of the Translator - Translation in the Twenty First Century : The Global Context - Translation as Creative Writing.	15	K3	<b>CLO-2</b>
III	<b>SHORT STORIES</b> : Konangi : The Shadow Game ( Translated into English by Vasantha Surya) S.A Kandasamy : Our Town ( Translated into English by S.Krishnan) R. Chudamani : Strands of Void ( Translated into English by S. Ramaswami)	15	K3	<b>CLO-3</b>
IV	<b>Historical Novel</b> Kalki Krishnamurthy : Ponniy in Selvan Part I A Fresh Floods ( Chapters 1-30) (translated into English by Pavithra Srinivasan)	15	K4	<b>CLO-4</b>
V	<b>Translation in Practice</b> : Translations of Literary, Scientific, Religious and Legal Texts	15	K4	<b>CLO-5</b>

**Books for study:**

1. S.Kanagaraj and Samuel Kirubakar-The Anatomy of Translation, Madurai Prem Publishers, 1995
2. Anderman, Gunilla and Margaret Rogers. *Translation Today Trends and Perspectives*. Viva Books, 2011.
3. Mukundan, Monisha. Trans, The Namaste Book of Indian Short Stories Vol I. Publishers. 1995
4. Srinivasan, Pavithra. Trans., Ponniy in Selvan: Book I Fresh Floods.

**Reference Books:**

1. Bassnett, Susan. *Translation Studies*. Routledge, 1969.
2. Kanakaraj .S and N. Kalaidasan. *Translatology*. Prem Publishers, 2003.
3. Kumar Das, Bijay. *A Handbook of Translation Studies*. Atlantic Publishers, 2008.

**Web Resources:**

1. [www.logos.net](http://www.logos.net)
2. [www.cattranslation.org](http://www.cattranslation.org)
3. <http://www.lai.com/campanion.html>
4. <http://www.translatum.gr/trjournals.htm>

**Ebooks:**

[http://162.241.27.72/siteAdmin/dde-admin/uploads/2/PG\\_M.A.English\\_320%2024%20%20Comparative%20Literature%20and%20Translation%20\\_%20MA\[Eng\].pdf](http://162.241.27.72/siteAdmin/dde-admin/uploads/2/PG_M.A.English_320%2024%20%20Comparative%20Literature%20and%20Translation%20_%20MA[Eng].pdf)

**Pedagogy:**

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, ICT enabled teaching.

**Rationale for Nature of the course**

This course will expose the students pertaining to the study of the English language from its origins to the growth of vocabulary, phonetics, phonology, and grammar with modern perspectives.

**Activities to be given:**

1. Critical thinking and analysis on the language and sentence structure.
2. Seminar with PPT preparation
3. Group discussion
4. Field visit-training will be given to impart the students to comprise the focus on cultivating the essential capability for the usage of the subtle aspect of language.

### Course learning Outcomes (CLOs)

On completion of the course, behind the students would be able to:

CLOs	Course learning Outcomes	Knowledge Level (According to Blooms Taxnomy)
CO1	Recall the theory, application and description of translation so as to interpret and localize any piece of literary work all over the world.	Up to K3
CO2	Explain the sociolinguistic, communicative, hermeneutic, linguistic, literary and semiotic approaches of translating a literary work.	Up to K3
CO3	Identify information of sociological study of Tamil folklore such as Ballads, songs etc, thereby gravitating them towards the Tamil Culture.	Up to K3
CO4	Examine into the political set up of Tamil region and its influence in the literary productions.	Up to K4
CO5	Appraise themselves with diversified and colossal use of words, phrases, clauses and sentences in different languages.	Up to K4

K1- Remembering facts with specific answers

K2- Basic understanding of facts.

K3- Application oriented

K4- Analyzing, examining, presentation and make inference with evidences.

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	2	3	2
CLO2	2	2	3	3	3	3
CLO3	2	3	2	2	2	3
CLO4	2	2	2	2	3	3
CLO5	1	2	2	1	3	2

1. Basic level

2. Intermediate level

3. Advance Level

### Lesson Plan

Unit	Course Content	Hours (75)	Mode Of Teaching
I	Introduction-Translation Uses-History of Translation in Europe- Classical antiquity- Bible translation in Europe-Livius Andronicus- Odyssey and Homer-Translation Theories in India-Four most Common types of theory-Bible Translation-Art and Practice-both Old and New Testament -Brief treatment of Biblical Translation	15	Chalk& Talk
II	Translation procedures &Types of Translation- -Problems of Translating prose-Sound -based , syntactic or structural or pragmatic nature- strategies of translation poetry- Methods-Rhyme- Rhythm and Meter- Metaphors —Translating Prose Problems& solutions – Prose Drama	15	Chalk & Talk & Discussion
III	Author introduction of each work and interaction among students. Outline story, characters Narration by students Analysis and interpretation of plot and characterization	15	PPT , Lecture & Discussion
IV	Ponniyin Selvan-part I (Chapters 1-30)-Author introduction and historical background of the novel Characters -Short summary of the novel- Loud read of the chapters by students- Asking the perspectives of students about the novel and the author- Discuss about the author's intension to write historical novel-	15	Lecture & Group Discussion
V	Translations of Literary, Scientific, Religious and Legal Texts	15	PPT & Discussion



DEPARTMENT OF ENGLISH				<i>I M.A. English</i>				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Core	22OPENDSE2B	Human Rights in Literature	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	✓

**Course Objectives:**

1. To relate the values and virtues promoting human rights domestically as well as internationally.
2. To associate, contextualize and use information about human rights situation in a given country
3. To utilize the legal, political and other debates involving human rights in a knowledgeable and constructive way
4. To analyze ways of pursuing academic career in human rights
5. To recommend interdisciplinary approaches and contributions to topics such as gender, race, poverty, violence and post colonialism within a human rights framework..

**Course Content:**

Units	Course Content	Hours (75)	K-Level	CLO
I	<b>Poetry</b> <ol style="list-style-type: none"> <li>1. Edwine Thumboo - A Boy Drowns</li> <li>2. Judith Wright - Nigger's Leap, New England</li> <li>3. Kamala Wijeratne - On Seeing a White Flag across a By- Road</li> <li>4. James Maculey - From the True Discovery of Australia</li> </ol>	15	Upto K3	CLO-1
II	<b>Auto Biography</b> <ol style="list-style-type: none"> <li>1. Malala Yousafzai - I Am Malala</li> </ol>	15	Upto K3	CLO-2
III	<b>Drama</b> <ol style="list-style-type: none"> <li>1. John Galsworthy - Justice</li> </ol>	15	Upto K3	CLO-3
IV	<b>Short Story</b> <ol style="list-style-type: none"> <li>1. Khushwant Singh - Karma</li> <li>2. C.Rajagopalachari - Ardhanari</li> <li>3. Prem Chand - Resignation</li> </ol>	15	Upto K4	CLO-4
V	<b>Fiction:</b> Rohinton Mistry - A Fine Balance	15	Upto K4	CLO-5

**Books for study:**

1. Chelliah.S.F.N.Under the Tamarind Tree. Chennai: Emerald, 2010.
2. Galsworthy, John. Justice. Madras: Macmillan Publication, 1991.
3. Yousafai, Malala. I Am Malala:The Girl Stood Up For Education and Was Shot by the
4. Taliban.Backbay Books,2015.

**Books for Reference:**

1. Mistry, Rohinton. A Fine Balance.London: Faber, 2006.
2. Narasimhalah.C.D. An Anthology of Common Wealth Poetry. India: Macmillan
3. Publication, 1990.
4. Seshadri, K.G. Twelve Tales. Chennai: Anuradha publication, 2013.

**Web Sources:**

5. <https://www.thebalancecareers.com/information-and-communications-technology-skills-4580324>
6. <https://www.computertechreviews.com/definition/ict/>
7. <https://www.ebcteflcourse.com/blog/english-language-teaching-skills-tefl/>
8. <https://www.henryharvin.com/blog/different-methods-of-teaching-english/>

**EBooks:**

1. [http://vnsgulibrary.org.in/Free\\_Ebooks/0330%20Justice.pdf](http://vnsgulibrary.org.in/Free_Ebooks/0330%20Justice.pdf)
2. [https://libcom.org/files/Rohinton\\_Mistry\\_A\\_Fine\\_Balance.pdf](https://libcom.org/files/Rohinton_Mistry_A_Fine_Balance.pdf)

**Pedagogy:**

Chalk And Talk, PPT, Group Discussion, Seminar, Screening Of Educational Videos, Quiz, PeerTeaching And Learning, ICT Enabled Teaching.

**Rationale for Nature of the course**

This paper emphasizes on engaging the students to participate on human rights practices through high impact learning experiences evaluating historical, political, philosophical and cultural developments

**Activities to be given:**

1. Classroom presentations which are ICT enabled
2. Group discussions to enhance the critical, social and political thinking of the students.
3. Peer Team Teaching and Learning and interactions with local, national and cultural practices.
4. Role plays depicting cultural distinctions

**Course Learning Outcomes (CLOs):**

On completion of this course the students will be able to

<b>CLO</b>	<b>Course Learning Outcomes</b>	<b>Knowledge Level (According to Blooms Taxonomy)</b>
<b>CLO-1</b>	Recognize and interpret the nature and need for human rights to respond to moral violations.	Up to k3
<b>CLO-2</b>	Discover, compare and appraise diverse cultural and theoretical representations of human rights .	Up to K3
<b>CLO-3</b>	Develop and critically assess multidisciplinary connections to human rights both across the institution and their own educational programmes	Up to K3
<b>CLO-4</b>	Focus and illustrate the effectiveness of human rights practice on local, national and international humanitarian efforts.	Up to K4
<b>CLO-5</b>	Measure the opportunities of professional and entrepreneurial engagements in NGOs, Ministries, State Agencies and international organizations.	Up to K4

K1 – Remembering facts with specific answers

K2 – Basic Understanding of facts

K3 – Apply oriented

K4 – Analyzing, examining, presentation and make inference with evidences

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	3	3	3	2	3
<b>CLO2</b>	3	3	3	1	2	3
<b>CLO3</b>	1	2	1	1	1	3
<b>CLO4</b>	3	2	2	3	2	2
<b>CLO5</b>	3	3	2	2	1	2

**1. Basic level      2. Intermediate level      3. Advanced Level**

## Lesson Plan

Units	Course Content	Hours (75)	Mode Of Teaching
I	<b>Poetry</b> <ol style="list-style-type: none"> <li>1. Edwine Thumboo - A Boy Drowns</li> <li>2. Judith Wright - Nigger's Leap, New England</li> <li>3. Kamala Wijeratne - On Seeing a White Flag across a By- Road</li> <li>4. James McAuley - From the True Discovery of Australia</li> </ol>	15	Lecture/ Seminar/ Collaborative Activities in classroom/ Language Laboratory visits and activities
II	<b>Auto Biography</b> <ol style="list-style-type: none"> <li>1. Malala Yousafzai - I Am Malala</li> </ol>	15	
III	<b>Drama</b> <ol style="list-style-type: none"> <li>1. John Galsworthy - Justice</li> </ol>	15	
IV	<b>Short Story</b> <ol style="list-style-type: none"> <li>1. Khushwant Singh - Karma</li> <li>2. C.Rajagopalachari - Ardhanari</li> <li>3. Prem Chand - Resignation</li> </ol>	15	
V	<b>Fiction:</b> <ol style="list-style-type: none"> <li>1. Rohinton Mistry - A Fine Balance</li> </ol>	15	