SACRED HEART COLLEGE (AUTONOMOUS), THEVARA

KOCHI, KERALA, 682013

CURRICULUM AND SYLLABUS

FOR

BA ENGLISH

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

INTRODUCED FROM 2023 ADMISSIONS ONWARDS

Prepared by

Board of Studies in English

Sacred Heart College Thevara, Kochi.

BOARD OF STUDIES IN ENGLISH
SACRED HEART COLLEGE (AUTONOMOUS), THEVARA, KOCHI, KERALA

Sl. No	Name and Designation	Official Address
1	Dr. Rajesh James, Chairman , Head of the Department	Department of English, Sacred Heart College (Autonomous), Thevara
2	Dr. Sathyaraj Venkatesan Professor	Department of Humanities, NIT Trichy
3	Mr. Gouridasan Nair, Industry Expert	The Hindu
4	Dr. Saji Mathew , External Expert	School of Letters, MGU
5	Dr. Preeti Kumar, External Expert	St. Teresa's College, Ernakulam
6	Dr. C. S. Francis, Prof(Retd.), Member	Vice principal, East Campus, Sacred Heart College (Autonomous), Thevara
7	Dr. Tom C. Thomas, Asst. Professor, Member	Department of English, Sacred Heart College, Thevara
8	Sri. Bijo N. Mathew, Asst. Professor, Member	Department of English, Sacred Heart College, Thevara
9	Dr. Aravind R. Nair, Asst. Professor, Member	Department of English, Sacred Heart College, Thevara
10	Sri. Sunil K.V., Asst. Professor, Member	Department of English, Sacred Heart College, Thevara
11	Rev. Fr. Sabu Thomas, Asst. Professor, Member	Department of English, Sacred Heart College, Thevara
12	Sri. Shijo Varghese, Asst. Professor, Member	Department of English, Sacred Heart College, Thevara
13	Rev. Dr. Joseph Varghese Kusumalayam, Asst. Professor, Member	Department of English, Sacred Heart College, Thevara
14	Dr. Rajesh M., Asst. Professor, Member	Department of English, Sacred Heart College, Thevara
15	Rev. Dr. Sebastian John, Asst. Professor, Member	Department of English, Sacred Heart College, Thevara
16	Smt. Neenu Mary Francis, Asst. Professor, Member	Department of English, Sacred Heart College, Thevara

CONTENTS

1. Introduction

2. Regulations

3. Syllabi

3.1 Syllabi of Common courses

3.2 Syllabi of courses for BA English Literature (Model I)

3.3 Syllabi of courses for BA English Language and Literature Model II – Copy Editor

3.4 Open Courses offered

1. INTRODUCTION

Sacred Heart College, Thevara, has been offering an undergraduate programme titled BA English (Model II Copy Editor) as an affiliated course under the MG University, Kottayam, since 1998 and has been following the Curriculum and the Syllabus prepared by the Board of Studies in English, MG University.

Originally conceived as a vocational programme, the B.A. English Copy Editor has, since then, undergone significant modifications with the inclusion of more courses in literature in the programme and has been renamed B.A. English Language and Literature (Model II Copy Editor). The Board of Studies for English of Sacred Heart College (Autonomous) has taken cognizance of the fact that the majority of the students who graduate in English (Model II - Copy Editor) pursue postgraduate programme in English Literature, and hence has decided to retain the Literature courses in the curriculum. The Board was also of the view that in spite of the semi-vocational nature of the programme there was a serious inadequacy in its practical/applied components and hence it was decided that 20% weight should be given to the practical components in the question papers of vocational courses.

Based on the recommendations from various bodies, the board has also recommended the award of 1 additional credit on the successful completion of the on-the- job training, based on the report submitted to the college at the end of the 5th semester.

General:

1. B. A. English Language and Literature (Model II Vocational – Copy Editor) is a three-year undergraduate programme spread over six semesters.

2. There are five courses in each semester, one project work during the entire programme, and a 21-day on-the job training programme.

3. The programme consists of 15 Core courses, 6 Common courses, 4 Complementary

courses, 4 Vocational Courses, 1 Open course, a project work and a 21-day on-the-job training. While Common Course - I is compulsory, Common Course II (second language) is elective. All the Core, Complementary and Vocational courses are also compulsory for all the students. Of the 15 core courses, one is chosen from the given electives in semester 6. Similarly, Open Course can be from any discipline other than English.

4.   The grading shall be indirect. That is, the marks obtained will be converted into grades.

5.   Evaluation of core/elective components and the dissertation will be done in two parts, that is, through Continuous Internal Assessment and the end-semester examination.

6.   All courses have been divided into 3-6 modules based on certain thematic unity.

7.   The project work can be of 3 types. A dissertation, a work of creative writing or a magazine of prescribed length.

Sacred Heart College (Autonomous), Kochi has also been offering an undergraduate programme titled BA English Literature (Model I) as an affiliated programme under the Mahatma Gandhi University, Kottayam, since 2020 and has been following the Curriculum and the Syllabus prepared by the Board of Studies in English, MG University.

The Board of Studies for English of Sacred Heart College (Autonomous) has recommended relevant upgradation of the existing syllabus and the rearrangement of the core courses that suit the needs of the hitherto uninitiated students to the study of literature. With this in view, two core courses have been introduced. In semester 1, a course titled, "Introduction to Reading Literature" is introduced to initiate to them the practice of reading and in semester 3 a course titled, "Literature in Vogue: The Canon and Beyond" is introduced to familiarize them with the notion of canon besides giving them an opportunity to explore "popular" forms. In semester 6, the students are offered a basket of choices as electives out of which the students can choose one course according to their taste and interest.

The Board has taken cognizance of the fact that the students move to diversified fields after their undergraduate programme and in order to suit their taste and interest the ambit of the project in semester 6 has been extended to include a creative work or a translation work in prescribed format besides a research project. For those who pursue a postgraduate programme in English Literature, the curriculum provides a rich background to literary history, literary genres, literary criticism and theory.

General:

1. B. A. English Literature (Model I) is a three-year undergraduate programme spread over six semesters.

2. There are five courses in each semester and one project work during the entire programme.

3. The programme consists of 15 Core courses (including 1 course on Environment and Sustainability and 1 Core Elective), 6 Common courses, 4 Common Course II, 4 Complementary courses, 1 Open course, and a project work. While Common Course - I is compulsory, Common Course II (second language) is elective. All the Core, Complementary and Common courses are also compulsory for all the students. Of the 15 core courses, one is chosen from the given electives in semester 6. Similarly, Open Course can be from any discipline other than English.

4. The grading shall be indirect. That is, the marks obtained will be converted into grades.

5. Evaluation of core/elective components and the dissertation will be done in two parts, that is, through Continuous Internal Assessment and the end-semester examination.

6. All courses have been divided into 3-6 modules based on certain thematic unity.

7. The project work can be any one of 3 types. Type 1: A dissertation on a topic pertaining to literary/cultural studies. Type 2: A piece of creative writing. Type 3: Translation work (of not less than 12 pages).

1.1 **Outcome Based Education (OBE)**

Undergraduate Programme in English follows the Outcome-based Education (OBE) framework. OBE is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. Outcome-based education affirms teachers as facilitators, rather than lecturers. In this model, teachers guide the students and encourage them to develop their knowledge and skills. The undergraduate programme at the Department of English, Sacred Heart College (Autonomous), Thevara provides a learning approach in which students develop analytical ability and critical thinking and research acumen over different situations

1.2 **Programme Outcome (PO)**

The syllabus is framed in the Outcome Based Education (OBE) framework and the

Programme Outcomes (POs) are given in the table below:

PO 1	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO 2	Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the word by connecting people, ideas, books, media and technology.
PO 3	Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act an informed awareness of issues and participate in civic life through volunteering.

PO 4	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
PO 5	Ethics: Recognise different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO 6	Global Perspective: Understand the economic, social and ecological connections that link the world's nations and people

.

1.3 Eligibility for Admission

Candidates who have passed the 10+2 level examination are eligible to apply for UG programmes. Academic eligibility should be satisfied as on the last date of submission of academic data. In the case of candidates who have passed examinations of other Boards/ Institutes/Governments, except CBSE/CISCE, they shall be admitted only if these examinations have been declared equivalent to the qualifying examinations of MG University.

If an applicant for admission is found to have indulged in ragging in the past or if it is noticed later that he/she had indulged in ragging, admissions shall be denied or he/she shall be expelled from the educational institution.

No candidate shall be admitted to a degree programme unless he/she possesses the qualifications and minimum requirements thereof. There is no age limit for applying to various UG programmes conducted in colleges affiliated to the University

1.4 Acknowledgement

There are many personalities whose relentless support and guidance made this syllabus restructuring 2022 a success. The Department of English expresses sincere appreciations to all those who were part of this endeavor. Our sincere gratitude to all the members of the Board of

Studies, including the faculty members of the Department and the external academicians who did a marvelous work in course restructuring and the syllabus revision process.

2. REGULATIONS FOR CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) FOR UNDER GRADUATE PROGRAMMES -2023

Preamble

Sacred Heart College, Thevara became an autonomous college under Mahatma University Kottayam in 2014. Since then, academic programmes of the college are being conducted as per the curriculum and syllabus approved by the various Boards of studies and the academic council of the college. The college revised the syllabi of the undergraduate (UG) programmes in 2015-16 and 2019-20. The curriculum and syllabus under the choice based credit and semester system (CBCSS) for the undergraduate programmes effective from 2019-20 admissions offer Outcome Based Education (OBE). The new 'REGULATIONS FOR CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) FOR UNDER GRADUATE PROGRAMMES -2023' is a continuation of the effort of the college for providing best education to the UG students of the college.

2.1 Title

These regulations shall be called **"SACRED HEART COLLEGE THEVARA REGULATIONS FOR CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) FOR UNDER GRADUATE PROGRAMMES -2023**

2.2 Scope

Applicable to all undergraduate (UG) programmes of the college with effect from 2023 admissions onwards, except otherwise approved by the Academic Council of the College

2.3. Definitions

'**Programme**' means the entire course of study and examinations.

'Duration **of Programme'** means the period of time required for the conduct of the programme. The duration of undergraduate programmes shall be 6 semesters, post-graduate programme shall be of 4 semesters and M Phil programmes shall be 2 semesters.

'Semester' means a term consisting of a minimum of 90 working days, inclusive of

examination, distributed over a minimum of 18 weeks of 5 working days, each with 5 contact hours of one hour duration

i. **'Course'** means a segment of subject matter to be covered in a semester. Each Course is to be designed variously under lectures / tutorials / laboratory or fieldwork / study tour /seminar / project / practical training / assignments/evaluation etc., to meet effective teaching and learning needs.

ii. '**Common Course I'** means a course that comes under the category of courses for English and '**Common Course II**' means additional language, a selection of both is compulsory for all students undergoing undergraduate programmes(Model I)

iii. '**Core course'** means a course in the subject of specialisation within a degree programme.

iv. '**Complementary Course**' means a course which would enrich the study of core courses.

v. '**Open course'** means a course outside the field of his/her specialisation, which can be opted by a student.

vi. '**Additional core course**' means a compulsory course for all undergraduate students (as per the UGC directive) to enrich their general awareness.

vii. The U.G. programmes shall include (a) Common courses (b) Core courses (c) Complementary Courses (d) Open Course (e) Study tour and (f) Internship for selected programmes.

viii. '**Additional Course'** is a course registered by a student over and above the minimum required courses.

ix. **'Credit' (Cr)** of a course is the numerical value assigned to a course according to the relative importance of the content of the syllabus of the programme.

x. '**Extra credits**' are additional credits awarded to a student over and above the minimum credits required for a programme for achievements in co-curricular activities carried out outside the regular class hours OR curricular activities/courses completed for value addition, as directed by the College/ department. It is the numerical value assigned to Club activities, Social service,

Internship, add on courses etc. which is not added with the total academic credits of the students. Additional credit components

(a)   Talent & career club activity (optional)

(b)   Social service (mandatory)

(c)   Internship for Commerce, Communication and Computer applications (mandatory).

(d)   Internship (desirable for other programmes).

(e)   Add on courses (optional)

xi.‘**Programme Credit'** means the total credits of the UG Programme.

xii.‘**Programme Elective course'** Programme Elective course means a course, which can be chosen from a list of electives and a minimum number of courses is required to complete the programme.

xiii.‘**Programme Project'** Programme Project means a regular project work with stated credits on which the student undergoes a project under the supervision of a teacher in the parent department / any appropriate Institute in order to submit a dissertation on the project work as specified.

xiv.‘**Internship**' is on-the-job training for professional careers.

xv.‘**Plagiarism**' Plagiarism is the unreferenced use of other authors' material in dissertations and is a serious academic offence.

xvi.‘**Tutorial'** Tutorial means a class to provide an opportunity to interact with students at their individual level to identify the strengths and weaknesses of individual students.

xvii.‘**Seminar'**means a lecture by a student expected to train the student in self-study, collection of relevant matters from the books and Internet resources, editing, document writing, typing and presentation.

xviii.‘**Evaluation'** means every course shall be evaluated by 25% continuous (internal) assessment and 75% end course/end semester (external) assessment.

xix. **'Repeat course'** is a course that is repeated by a student for having failed in that course in an earlier registration.

xx. **'Audit Course'** is a course for which no credits are awarded.

xxi. **'Department'** means any teaching Department offering a course of study approved by the college / Institute as per the Act or Statute of the University.

xxii. **'Parent Department'** means the Department which offers a particular UG/PG programme.

xxiii. **'Department Council'** means the body of all teachers of a Department in a College.

xxiv. **'Faculty Advisor'** is a teacher nominated by a Department Council to coordinate the continuous evaluation and other academic activities undertaken in the Department.

xxv. **'College Co-ordinator** means a teacher from the college nominated by the College Council to look into the matters relating to CBCSS

xxvi. **'Letter Grade'** or simply '**Grade**' in a course is a letter symbol (O, A, B, C, D, etc.) which indicates the broad level of performance of a student in a course.

xxvii. Each letter grade is assigned a **'Grade point'** (GP) which is an integer indicating the numerical equivalent of the broad level of performance of a student in a course.

xxviii. **'Credit point'** (CP) of a course is the value obtained by multiplying the grade point (GP) by the Credit (Cr) of the course CP=GP x Cr.

xxix. **'Semester Grade point average'** (SGPA) is the value obtained by dividing the sum of credit points (CP) obtained by a student in the various courses taken in a semester by the total number of credits taken by him/her in that semester . The grade points shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.

xxx. **Cumulative Grade point average'** (CGPA) is the value obtained by dividing the sum of credit points in all the courses taken by the student for the entire programme by the total number of credits and shall be rounded off to two decimal places.

xxxi. **'Grace Marks'** means marks awarded to course/s, as per the orders issued by the college from

time to time, in recognition of meritorious achievements in NCC/NSS/Sports/Arts and cultural activities.

2.4   ATTENDANCE

Being a regular college, physical presence in the regular activities, especially, classes and exams, is mandatory for the students. However, if a student secures 75% of attendance s/he is eligible to appear for the exams, provided there are no other impediments like disciplinary proceedings, malpractice record etc.

i.A maximum of 5 marks (5%) for a course is given for attendance

ii.**Absence:** A student found absent for one hour in the forenoon or afternoon session is deprived of the attendance for the entire session as far as eligibility for final exam is concerned.

iii.The hour related calculation in a course is meant for awarding marks for the course concerned.

iv.**Late entry**: A student is supposed to be on time in the class. Late arrival related treatment is left to the discretion of the individual teacher. However, as a norm, a late arriving student may be permitted to the class, if it is not inconvenient or a distraction to the class as such; though attendance MAY NOT BE GIVEN. Late arrival beyond 5 minutes is treated as ABSENCE; though the teacher may consider permitting the student to sit in the class.

v.**Leave**: A student has to formally report his/her absence with reasons either in advance, or immediately after the absence for obtaining an approved leave. This applies to all sorts of leave – medical, on duty or other.

vi.The student is supposed to report in prescribed format on the very next day of the absence; however, up to a week's time is permitted. Afterwards, the leave applications will not be considered.

vii.The student has to retain a copy/section of the approved leave form and produce the same as proof, in case there is any confusion regarding the leave sanctioning. In the absence of such proof, the claims will not be entertained.

viii.**Duty Leave**: A student representing the college in sports, arts, social service or academic matters, has to get sanction from the class teacher concerned and submit the leave application form duly endorsed by the teacher concerned & the class teacher, and submit it to the faculty Dean (or Vice Principal). The same will be forwarded by the Dean/Vice Principal for attendance entry.

ix.**SPORTS**: The approval of the Department of Physical Education and the class teacher is required. The time limit for submission mentioned above is applicable in the case of duty leave as well.

x.**CONDONATION**: A student may have the privilege of condonation of attendance shortage (up to a maximum of 10 days) on the basis of genuineness of the grounds of absence (medical reasons or college duty), duly recommended by the department. This is not a matter of right. It is a matter of privilege based on the Principal's discretion and the good conduct of the student on the campus. A student of UG programme may have a maximum of two such opportunities.

xi.**RE-ADMISSION** – a student whose attendance is inadequate will have to discontinue the studies. Such students, whose conduct is good, may be readmitted with the approval of the Governing Body, on the basis of recommendation from the department, and assurance from the student and the guardian regarding good conduct and compliance in academic and discipline matters. For this the prescribed re-admission fee has to be paid.

As a condition for re-admission, the student should have cleared all academic arrears, or should have appeared for the exams in which he/she is having an arrear (if the results are not out), and should have fulfilled all academic assignments prescribed by the department for compensating for his lack of attendance.

xii.**UNAUTHORISED ABSENCE & REMOVAL FROM ROLLS**: A student absent from the classes continuously for 10 consequent days without intimation or permission, shall be removed from the rolls, and the matter intimated to the student concerned. On the basis of

recommendation of the department concerned, re-admission process may be permitted by the Principal.

2.5 PROGRAMME REGISTRATION

i. A student shall be permitted to register for the programme at the time of admission.

ii. A UG student who registered for the programme shall complete the same within a period of 12 continuous semesters from the date of commencement of the programme.

2.6 PROMOTION: A student who registers for the end semester examination shall be promoted to the next semester. However, in extreme circumstances, a student having sufficient attendance who could not register for the end semester examination may be allowed to register notionally by the Principal with the recommendation of the Head of the department concerned and , by paying the prescribed fee.

2.7 UNDER GRADUATE PROGRAMME STRUCTURE

Model I BA/B.Sc.

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	22
d	Credits required from Common Course II	16
e	Credits required from Core course and Complementary courses including Project	79
f	Open Course	3
g	Minimum attendance required	75%

Model I/II B.Com

a	Programme Duration	6 Semesters

b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	14
d	Credits required from Common Course II	8
e	Credits required from Core and Complementary/ Vocational courses including Project	95
f	Open Course	3
g	Minimum attendance required	75%

Model II BA/B.Sc.

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	16
d	Credits required from Common Course II	8
e	Credits required from Core + Complementary + Vocational Courses including Project	93
f	Open Course	3
g	Minimum attendance required	75%

Model III BA/B.Sc./B.Com

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120

c	Credits required from Common Course I	8
d	Credits required from Core + Complementary + Vocational Courses including Project	109
e	Open Course	3
f	Minimum attendance required	75%

2.8   EXAMINATIONS

All the End Semester Examinations of the college will be conducted by the Controller of Examination. The Principal will be the Chief Controller of Examinations. An Examination committee consisting of the Chief Controller of Examinations, Controller of Examinations, Additional Chief Superintendent, Deans, IQAC Coordinator and other faculty members nominated by the Principal will act as an advisory body of the matters relating to the conduct of examinations.

2.9. EVALUATION AND GRADING

The evaluation scheme for each course shall contain two parts;

a.   Continuous Internal Evaluation (CIA) and

b.   End Semester Examination (ESE).

The internal to external assessment ratio shall be 1:3, for both courses with or without practical exception for (i) BA Animation and Graphics (ii) BA Animation and Visual effects and (iii) BBA. For courses without practical, there shall be a maximum of 75 marks for external evaluation and maximum of 25 marks for internal evaluation. For courses with practical, generally external evaluation shall be for a maximum of 60 marks and internal evaluation for 20 marks. Both internal and external evaluation shall be carried out in the mark system and the marks are to be rounded to the nearest integer.

The internal to external assessment ratio for BA Animation and Graphics, BA Animation and Visual effects and BBA shall be decided by the respective Board of studies subject to a minimum of 60 marks for external examinations.

2.9.1. Continuous Internal Assessment (CIA)/ Continuous Assessment: The internal evaluation shall be based on predetermined transparent system involving periodic written tests, assignments, seminars/viva/field survey and attendance in respect of theory courses and based on written tests, lab skill/records/viva and attendance in respect of practical courses. The marks assigned to various components for internal evaluation as follows.

Components of Internal Evaluation (for theory without practical)

	Components	**Marks**
i.	Assignments	5
ii	Seminar/Quiz/Field survey /Viva etc.	5
iii	Attendance	5
iv	Two Test papers(2x5)	10
	Total	25

i.   **Assignments**: Every student shall submit one assignment as an internal component for every course.

Components	**Marks**
Punctuality	1
Content	2
Conclusion	1
Reference/Review	1
Total	**5**

ii.   **Seminar**: The seminar lecture is expected to train the student in self-study, collection of relevant matters from the books and Internet resources, editing, document writing, typing and presentation.

Components	Marks
Content	2
Presentation	2
Reference/Review	1
Total	**5**

iii.   Evaluation of Attendance

The attendance of students for each course shall be another component of internal assessment.

% of attendance	Mark
Above 90%	5
Between 85 and below 90	4
Between 80 and below 85	3
Between 76 and below 80	2
Between 75 and below 76	1

Components of Internal Evaluation (for theory with practical)

Components of Theory – Internal Evaluation	Marks
Attendance	5
Seminar/ Assignment (Written assignments, preparation of models,	5

charts, posters etc., field survey, field work)	
Test paper(s)	10
Total	20

Components of Practical- Continuous internal assessment

Components	Marks
Attendance and Lab involvement	2
Record	2
Viva/Model Exam	1
Total	5

iv.   Class Tests: Every student shall undergo **two class tests** as an internal component for every course.

2.9.2 End Semester Examination (ESE): The End Semester Examination in theory courses shall be conducted by the college with question papers set by external experts/ question bank. The evaluation of the answer scripts shall be done by the examiners based on a well-defined scheme of evaluation given by the question paper setters/Prepared as per the direction of the Chairman, Board of Examiners. The evaluation of the End Semester Examinations shall be done immediately after the examination preferably through the centralised valuation.

2.9.3 Project

Project work is a part of the syllabus of most of the programmes offered by the college. The guidelines for doing projects are as follows:

• Project work shall be completed by working outside the regular teaching hours.

• Project work shall be carried out under the supervision of a teacher in the concerned

department or an external supervisor.

- A candidate may, however, in certain cases be permitted to work on the project in an industrial / Research Organization/ Institute on the recommendation of the Supervisor.

- There should be an internal assessment and external assessment for the project work in the ratio 1:3

- The external evaluation of the project work consists of valuation of the dissertation (project report) followed by presentation of the work and viva voce.

- The mark and credit with grade awarded for the program project should be entered in the grade card issued by the college.

Components of Internal Evaluation for Projects

Components	Marks
Topic/Area selected	2
Experimentation/Data collection	5
Punctuality-Regularity	3
Compilation	5
Content	5
Presentation	5
Total	**25**

2.9.4 Comprehensive Viva-voce

Comprehensive Viva-voce shall be conducted at the end of the programme, which covers questions from all courses in the programme as per the syllabus.

2.10. Grade and Grade Points

For all courses (theory & practical), Letter grades and grade point are given on a 10-point scale based on the total percentage of marks, (CIA+ESE) as given below:-

Percentage of Marks	Grade	Grade Point (GP)
95 and above	S Outstanding	10
85 to below 95	A$^+$ Excellent	9
75 to below 85	A Very Good	8
65 to below 75	B$^+$ Good	7
55 to below 65	B Above Average	6
45 to below 55	C Average	5
35 to below 45	D Pass	4
Below 35	F Fail	0
	Ab Absent	0

Grades for the different semesters and overall programme are given based on the corresponding SGPA/CGPA as shown below:

SGPA/CGPA	Grade
Equal to 9.5 and above	*S Outstanding*
Equal to 8.5 and below 9.5	*A+ Excellent*
Equal to 7.5 and below 8.5	*A Very Good*
Equal to 6.5 and below 7.5	*B+ Good*
Equal to 5.5 and below 6.5	*B Above Average*
Equal to 4.5 and below 5.5	*C Average*
Equal to 4.0 and below 4.5	*D Pass*

Below 4.0	F	Failure

A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% are required for a pass for a course. A candidate who has not secured minimum marks/credits in internal examinations can re-do the same registering along with the end semester examination for the same semester, subsequently. A student who fails to secure a minimum marks/grade for a pass in a course can be permitted to write the examination along with the next batch.

After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below. For the successful completion of a semester, a student should pass all courses and score at least the minimum CGPA grade **'D'**. However, a student is permitted to move to the next semester irrespective of her/his SGPA.

Credit Point (CP) of a course is calculated using the formula

CP = Cr x GP, where Cr = Credit; GP = Grade point

Semester Grade Point Average (SGPA) of a Semester is calculated using the formula

SGPA = TCP/TCr, where

TCP = Total Credit Point of that semester $= \sum_1^n CP_i$**;**

TCr = Total Credit of that semester $= \sum_1^n Cr_i$

Where n is the number of courses in that semester

Cumulative Grade Point Average (CGPA) of a Programme is calculated using the formula

$$\textbf{CGPA} = \frac{\sum (SGPA \times TCr)}{\sum TCr}$$

$$SGPA/CGPA \ shall \ be \ round \ off \ to \ two \ decimal \ places$$

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be published on the notice board/website at least one

week before the commencement of external examination. There shall not be any chance for improvement for internal mark.

The course teacher and the faculty advisor shall maintain the academic record of each student registered for the course which shall be forwarded to the controller of examinations through the Head of the Department and a copy should be kept in the department for at least two years for verification.

2.11. Registration for the examination

a.   All students admitted in a programme with remittance of prescribed fee are eligible for the forthcoming semester examinations.

b.   Online application for registration to the various End Semester Examinations shall be forwarded to the CE along with prescribed fee for each course in prescribed format.

c.   The eligible candidates who secure the prescribed minimum attendance of the total duration of the course and possess other minimum qualification prescribed in the regulations for each course shall be issued the hall tickets. The hall ticket shall be downloaded by the students from the college website.

d.   The mode of fee remittance shall be through the prescribed bank.

2.12. Supplementary Examinations

Candidates who failed in an examination can write the supplementary examination conducted by the College along with regular examinations.

2.13. Improvement of Examination

A candidate can improve his/her marks once by appearing again for the examination with the subsequent batch with the remittance of prescribed fee. In such cases the better of the two marks shall be taken as the marks awarded to him.

Internal assessment marks shall be carried over to the subsequent semester examination.

There shall not be any provision for improving internal assessment marks.

2.14. Promotion to the Next Higher Semester

A candidate shall be eligible for promotion from one semester to the next higher semester if,

a. He / she secures a minimum 75 % attendance and registered for the End Semester Examination of the programme for which he/she is studying.

b. His / her progress of study and conduct are satisfactory during the semester completed, as per the assessments recorded by the course teachers and the Head of the Department concerned.

2.15 Certificates

1. Degree certificates are issued by the Mahatma Gandhi University, Kottayam as per the act and statues of the University on the submission of the consolidated mark / score cards of the students by the College.

2. A consolidated mark / scored card shall be issued to the candidates after the publication of the results of the final semester examination taken by the candidate.

3. A Course Completion Certificate with classification shall be issued to students till the provisional certificate is issued by the university.

2.16. Award of Degree

The successful completion of all the courses with 'D' grade shall be the minimum requirement for the award of the degree.

2.17. Monitoring

There shall be a Monitoring Committee constituted by the principal consisting of faculty advisors, HoD, a member from teaching learning evaluation committee (TLE) and the Deans to monitor the internal evaluations conducted by college. The Course teacher, Class teacher and the Deans should keep all the records of the internal evaluation, for at least a period of two years, for verification.

Every Programme conducted under Choice Based Credit System shall be monitored by the College Council under the guidance of IQAC Coordinator, Controller of Exams, academic deans and HoDs.

2.18. Grievance Redressal Mechanism

In order to address the grievance of students regarding Continuous internal assessment (CIA) a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

Level 1: At the level of the concerned course teacher

Level 2: At the level of a department committee consisting of the Head of the Department, a coordinator of internal assessment for each programme nominated by the HoD and the course teacher concerned.

Level 3: A committee with the Principal as Chairman, Dean of the Faculty concerned, HOD of the department concerned and one member of the Academic council nominated by the principal every year as members.

3. SYLLABI

3.1 SYLLABI OF COMMON COURSES

COMMON COURSE DISTRIBUTION CHART

Programme	Semester	Name of the course	No. hours/ week	Credits
Model I BA/BSc	1	Homo Loquens: Effective Listening and Speaking	5	4
		Pearls from the Deep	4	3
	2	Text and Context: A Guide to Effective Reading and Writing	5	4
		Savouring the Classics	4	3
	3	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	5	4
	4	Illuminations	5	4
Model II BA/BSc	1	Homo Loquens: Effective Listening and Speaking	5	4
	2	Text and Context: A Guide to Effective Reading and Writing	5	4
	3	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	5	4
	4	Illuminations	5	4
Model I & II B.Com	1	Homo Loquens: Effective Listening and Speaking	5	4
	2	Text and Context: A Guide to Effective Reading and Writing	5	4
	3	India Retold: Readings on Indian Polity, Secularism and Sustainability	3	3
	4	Ruminations	3	3
Model III BBA, BCA & BSc. Computer Applications	1	Homo Loquens: Effective Listening and Speaking	5	4
	2	Text and Context: A Guide to Effective Reading and Writing	5	4
Model III BAAGD & BAAVE	1	Conversational English	5	4
	2	Language and Life Skills	5	4

COURSE 1: HOMO LOQUENS: EFFECTIVE LISTENING AND SPEAKING

(Common for Model I BA/ BSc, Model II BA/BSc, Model I B.Com, Model II B.Com and Model III BBA, BCA & BSc. Computer Applications)

Course Code	23U1CCENG01
Title of the course	Homo Loquens: Effective Listening and Speaking
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	90

1.   COURSE DESCRIPTION

The course is designed as a practical guide to help the students acquire higher levels of listening and speaking skills. The listening part consists of audio recordings of various kinds of speeches which are graded from basic comprehension involving information gathering to advanced listening skills involving deductive comprehension. Each listening unit comprises a series of exercises intended to help the learners improve their vocabulary and sense of grammar. Since the course is designed as a student-centred series of activities, the role of the teacher here is that of a coach. The exercises recommended in the course are intended to be practised in the class.

2.   AIM OF THE COURSE

The course is intended to enable the students to acquire higher level of listening comprehension skills and to help them acquire the ability and confidence to use English language in their oral communication.

3. COURSE OUTCOMES

	At the end of the programme a student should be able to:
CO 1	Comprehend the meaning of various levels of spoken English.
CO 2	Analyse the mechanics of English language including stress and tone, and recognise the various registers of speech.
CO 3	Use English language for various communication purposes (including formal and informal).
CO 4	Prepare lecture notes using the appropriate format.
CO 5	Critically evaluate the contents of presentations, narrations and speeches and respond to them appropriately.
CO 6	Use English for various communication purposes including presentations, speeches, group discussions, everyday conversations etc.

4. COURSE OUTLINE

Module 1: Listening Comprehension: Information Gathering   (18 Hours)

Skills in focus: Recognising key words and key ideas and extracting specific information

from announcements, conversations, presentations and short narrations.

Vocabulary in focus: Diction, Collocations, Synonyms, Antonyms.

Grammar in focus: Content words - Nouns, Adjectives, Verbs, Adverbs; Grammatical words –

Articles, Pronouns, Prepositions, Conjunctions, Auxiliaries.

Module 2: Academic Listening and Note taking   (18 Hours)

Skills in focus: Drawing inferences related to themes, events, characters, actions etc. from

announcements, conversations, presentations and short narrations; Identifying attitudes and

emotions of the speaker; Distinguishing between fact and opinion; Identifying the sequence

of events, turning points, and the type of discourse; Making predictions based on available

information; Making notes based on lectures.

<u>Vocabulary in focus</u>: Phrasal verbs, Transition words, Idiomatic expressions, Metaphorical use of language

<u>Grammar in focus</u>: Phrases, Clauses, Sentences, Subject verb agreement, Tenses, Active and Passive sentences, Reported speech.

Module 3: **Language in Everyday Use**   **(18 Hours)**

<u>Skills in focus</u>: Using language to perform various functions in formal and informal contexts:

Appropriate expressions for greeting, agreeing, disagreeing, expressing sympathy, expressing gratitude, giving opinions, making suggestions, asking for information, complimenting, expressing obligation or necessity. Asking questions, making requests, asking for permission, refusing permission, accepting invitation, declining invitation, asking for directions, giving directions, expressions of time, making complaints, offering thanks, apologizing.

Using language confidently and effectively on formal occasions; Using stress and intonation accurately; Engaging in small talk (chat show); Initiating and participating in telephone conversations; Conducting/Attending interviews; Speaking on ceremonial occasions (welcome speech, presenting someone, felicitations, vote of thanks); Speaking to persuade: Making presentations and participating in debates.

Module 4: Formal and Business English   **(18 Hours)**

<u>Skills in focus</u>: Able to use the appropriate register for formal meetings and presentations; make public speeches for various occasions; Effective participation in Group discussions and interviews. Develop confidence to respond to various situations through a series of group activities; Engaging in problem solving through short presentations (group); Performing role plays.

Module 5: Language as Performance   **(18 Hours)**

Skills in Focus: Enable the students to communicate effectively the adoption of stress, rhythm and intonation. Use drama as a medium for effective oral communication.

Core Text: *Homo Loquens: A Guide to Effective Listening and Speaking*

Common Course I: Listening and Speaking Oral Test

The end-semester examination of Homo Loquens consists of 75 marks of which 60 marks will be from the theory examination and the remaining 15 marks will be for listening and oral tests. The listening comprehension test constitutes 8 marks and speaking component 7 marks. While listening comprehension can be tested in groups of 20, accuracy and fluency must be tested individually.

The end-semester oral test will be conducted by two external examiners appointed by the College. The College must provide essential facilities for the oral test.

1. **Listening Comprehension**

Listening Comprehension (5 Marks)
Listen to a dialogue/speech and identify the referential and inferential meaning.
OR
Listen to a short lecture and prepare notes based on the same

2. Oral Communication

Fluency Test: Task - 1 (5 Marks)
Introduce yourself to the interviewer and answer questions by the interlocutor

OR
Speak on a simple personal topic or a given topic for not less than 3 minutes
Fluency Test: Task - 2 (5 Marks)
Make a conversation on a given topic

COURSE 2: PEARLS FROM THE DEEP

(Common for Model I BA/ BSc)

Course Code	23U1CCENG02
Title of the course	Pearls from the Deep
Semester	1
No. of credits	3
No. of contact hours	72

1.   AIM OF THE COURSE

To introduce students to the different genres of literature and to the niceties of literary

expression.

2.   COURSE OUTCOME

On completion of the course, the students should be able to:	
CO 1	Explain the nuances of English Language through literature
CO 2	Compare the varied parameters of English language
CO 3	Discover comprehensive ability
CO 4	Connect the efficiency of the students with realities of life
CO 5	Evaluate the beauty of literary expressions

3.   COURSE OUTLINE

MODULE I: Fiction   (18 hours)
Ernest Hemingway: The Old Man and the Sea

MODULE II: One-act Play   (18 hours)
Susan Glaspell: Trifles
Asif Currimbhoy: The Refugee
A. A. Milne: The Boy Comes Home

MODULE III: Short Stories   (18 hours)
Guy De Maupassant: Two Friends
O. Henry: The Gift of the Magi
K. A. Abbas: Sparrows

Flora Annie Steel: Valiant Vicky, the Brave Weaver

MODULE IV: Poetry   (18 hours)

Rumi: The Chance of Humming

Walter Scott: Lochinvar

John Keats: La Belle Dame sans Mercy

Robert Frost: After Apple Picking

Chinua Achebe: Refugee Mother and Child

Kamala Das: My Grandmother's House

Ted Hughes: Jaguar

Pablo Neruda: Tonight I can write the Saddest Lines

P. P. Ramachandran: How Simple!

CORE TEXT

Pearls from the Deep. **Cambridge University Press and Mahatma Gandhi University.**

COURSE 3: TEXT AND CONTEXT: A GUIDE TO EFFECTIVE READING AND WRITING

(Common for Model I BA/ BSc, Model II BA/BSc, Model I B.Com, Model II B.Com and Model III BBA, BCA & BSc. Computer Applications)

Course Code	23U2CCENG03
Title of the course	Text and Context: A Guide to Effective Reading and Writing
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

1. COURSE DESCRIPTION

The course is conceived as a practice-oriented guide to the development of harder language skills namely, reading and writing. The reading exercises are designed in such a way that it helps slow learners as well to acquire adequate skills to go to the higher levels where the students are expected not only to comprehend factual and implied information, but also to discern the mechanics with which authors infuse affective elements into writing. Writing tasks are also graded from simple compositions to attempting sophisticated literary pieces towards the end of the course. Instead of the conventional lecture method, the course is to be delivered as guided sessions involving composition writing and one-to-one mentoring sessions and hence the course material is prepared as a pair of books consisting of a textbook and a workbook.

2. AIM OF THE COURSE

The course is intended to hone the reading and writing skills of the students through a series of exercises and composition work.

3. COURSE OUTCOMES

At the end of the programme a student should be able to:	
CO 1	Perform different reading strategies such as skimming and scanning.
CO 2	Demonstrate an understanding of the implicit and explicit meaning of written materials
CO 3	Demonstrate an understanding of the different registers of language.
CO 4	Analyse the use of various writing strategies adopted by writers through close reading.
CO 5	Synthesize information from various written sources and present them in the form of summaries.
CO 6	Write original literary creations in different genres as directed, with/without using prompts.

4. COURSE OUTLINE

Module 1: Reading Strategies 1: Skimming and Scanning   (18 Hours)

Reading for general and specific information

Skimming the given passages and answer comprehension questions based on the text.

Vocabulary work: words, phrases, phrasal verbs, idioms, plural forms, synonyms, antonyms

Grammar work: cue words, conjunctions, intensity words, compound words, sequence of tense.

Module 2: Reading Strategies 2: Reading for Specific Purposes   (18 Hours)

Skills in focus: Answering factual, inferential, evaluative and extrapolative questions based on the given text. Inferring the meaning of unfamiliar words from context:

Writing précis

Writing integrated summaries

Module 3: Dynamics of Writing   (18 Hours)

Skills in focus: Employing strategies to read literary passages identifying effective components in literary texts; Recognising literary devices (Metaphors, similes, personification, synecdoche, understatement, hyperbole, paradox, imagery, transferred epithet, allusions, and acoustic

effects). Writing critical commentaries on literary passages, bringing out the strategies adopted by the author to create the effective content.

Module 4: Business and Academic Writing **(18 Hours)**

Skills in focus: Employing writing strategies; writing letters, biodata, brochures, reviews and essays

Module 5: Writing Creatively: Directed Writing **(18 Hours)**

Skills in focus: Writing descriptions, narrations, conversations, plays, advertisements, brochures, dramatic sequences, poems, etc. based on a given text or prompt

Core Text: *Text and Context: A Guide to Effective Reading and Writing*

<div align="center">

COURSE 4: SAVOURING THE CLASSICS

(Common for Model I BA/ BSc)

</div>

Course Code	23U2CCENG04
Title of the Course	Savouring the Classics
Semester	2
No. of credits	3
No. of contact hours	72

1.   AIM OF COURSE

To introduce the students to the taste of time tested world classics.

2.   COURSE OUTCOME

On completion of the course, the students should be able to:	
CO 1	Demonstrate familiarity with the classics from various lands.
CO 2	Demonstrate an understanding of the features that go into the making of a classic.

3.   COURSE OUTLINE

MODULE 1: POEMS   (18 hours)

Homer: The Odyssey
Kalidasa: Lovely is Youth
Omar Khayyam: Rubaiyat
Dante Alighiri: The Divine Comedy – Inferno
John Milton: On His Blindness

MODULE 2: SHAKESPEAREEXCERPTS   (18 hours)
                         Romeo and Juliet
                         The Merchant of Venice

MODULE 3: NOVEL EXCERPTS   (18 hours)

Miguel Cervantes: Don Quixote
Victor Hugo: Les Miserables
Jane Austen: Pride and Prejudice

MODULE 4: SHORT FICTION   (18 hours)

Rabindranath Tagore: Kabuliwala
Leo Tolstoy: How Much Land Does a Man Need?
Charles Dicken: The Black Veil
Jorge Louis Borges: The Shape of the Sword

Core Text: *Savouring the Classics*

Common Course 5: SCRIPTING THE NATION: READINGS ON INDIAN POLITY,

SECULARISM AND SUSTAINABILITY

(Common for Model I BA/ BSc and Model II BA/BSc)

Course Code	23U3CCENG05
Title of the Course	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability
Semester	3
No. of credits	4
No. of contact hours	90

1.   COURSE DESCRIPTION

The course is conceived as an essential reader for the undergraduate students to become more informed citizens through a close reading of some of the fundamental assumptions of Indian polity and secularism by examining the praxis of Gandhian thought and reflecting on sustainable environment. The course is divided into four modules incorporating multiple genres such as essay, speech, interview, story and poetry. Module one focuses on the salient aspects of Indian polity that includes constitution, democracy, federalism etc. Module two comprises readings on secularism and module three is on the praxis of Gandhian thought.

Module four chiefly addresses issues of sustainable environment.

2.   AIM OF THE COURSE

The course aims at empowering the learners' understanding of the vital aspects of Indian polity, ideas of secularism and sustainable environment as well as reinforcing English language skills by familiarising them with a variety of styles.

3.   COURSE OUTCOME

On completion of the course, the students should be able to:	
CO 1	Communicate effectively in English.
CO 2	Understand the vital aspects of Indian polity viz. democracy, federalism and secularism.
CO 3	Respond critically to the questions of sustainable development.
CO 4	Assimilate and creatively respond to Gandhian thoughts.
CO 5	Compare and contrast scholarly texts (both content and style).
CO 6	Appreciate the literary and the aesthetic dimensions of select texts.

4. **COURSE OUTLINE**

Module One: Indian Polity   (18 Hours)
Rabindranath Tagore   : Heaven of Freedom
B.R. Ambedkar   : On the Constitution of India

Jawaharlal Nehru   : The Choice before Us

S. Viswanathan   : Signs of Change

Amarlal Hingorani   : Brother Abdul Rahman

Module Two: Secularism   (18 Hours)
Dr. S. Radhakrishnan   : The Spirit of Universality
J.B. Kripalini   : Deep Roots

Shashi Tharoor   : The Idea of India

Kumar Vikal   : Can You Make Out

Ismat Chugtai   :Roots

Module Three: The Praxis of Gandhian Thought   (18 Hours)
M.K. Gandhi   : The Condition of India
Ramachandra Guha   : Gandhi from All Angles
Mohinder Singh Sarna   : The Smaller Gandhis
Saadat Hasan Manto   : Toba Tek Singh

Module Four: Sustainability   (18 Hours)
Fritjof Capra   : The Nature of Life
Medha   Patkar   : A Different Kind of Development

Yuval Noah Harai   :The Anthropocene

K. Satchidanandan   : What the Elements have Taught Me

Thakazhi Sivasankara Pillai : In the Flood

Core Text: *Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability*

COURSE 6: ILLUMINATIONS: VIGNETTES FROM INSPIRATIONAL

LITERATURES

(Common for Model I BA/ BSc and Model II BA/BSc)

Course Code	23U4CCENGC06
Title of the Course	ILLUMINATIONS
Semester	4
No. of credits	4
No. of contact hours	90

1. **AIM OF THE COURSE**

   To acquaint the learners with different forms of inspiring and motivating literature.

2. **COURSE OUTCOME**

On completion of the course, the students should be able to:	
CO 1	Appreciate inspirational literatures of various literary genres across cultures
CO 2	Engage with literary texts written in different languages
CO 3	Analyse biographical sketches of the authors and familiarise their personality, oeuvre and style.
CO 4	Develop a creative and insightful perspective towards life
CO 5	Apply the unfathomable power of literature in their writings and creative endeavours.

3. **OUTLINE OF THE COURSE**

Module 1: Life Writings   (18 Hours)
 Helen Keller   Three Days to See
Jesse Owens   My Greatest Olympic Prize
Living Smile Vidya   "Nirvana".I'mVidya.

Module 2: Essays   (18 Hours)
Stephen Leacock   Are the Rich Happy?
A G Gardiner   On Courage

Module 3: Speeches   (18 Hours)

S Radhakrishnan	Education and Society
J K Rowling	The Fringe Benefits of Failure and the Importance of Imagination
Chimamanda Ngozi Adichie	An Ode to Make-up

Module 4: Short Stories   (18 Hours)

Oscar Wilde	The Nightingale and the Rose
George Orwell	Roucolle, The Miser
John Galsworthy	Quality
Alice Walker	Everyday Use

Module 5: Poems   (18 Hours)

William Earnest Henley	Invictus
Robert Frost	The Road not Taken
Khalil Gibran	Good and Evil
Maya Angelou	Still I Rise

Core Text: Illuminations

COMMON COURSE 3 FOR BCOM: INDIA RETOLD: READINGS ON INDIAN

POLITY, SECULARISM AND GANDHIAN THOUGHT

(Common for Model I B.Com and Model II B.Com)

Couse Code	23U3CCENGC3
Title of the Course	India Retold: Readings on Indian Polity, Secularism and Gandhian Thought
Semester	3
No. of credits	3
No. of contact hours	54

1.   COURSE DESCRIPTION

The course is conceived as an essential reader for the undergraduate students to become more informed citizens of the world through a close reading of some of the fundamental assumptions of Indian polity and secularism by examining the praxis of Gandhian thought and reflecting on sustainable environment. The course is divided into four modules incorporating multiple genres such as essay, speech, interview, story and poetry. Module one focuses on the salient aspects of Indian polity that includes constitution, democracy, federalism etc. Module two comprises readings on secularism and module three is on the praxis of Gandhian thought.

2.   AIM OF THE COURSE

The course aims at illuminating the learner's understanding of the vital aspects of Indian polity, ideas of secularism and Gandhian ideals as well as reinforcing English language skills by familiarizing them with a variety of styles.

3.   COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Communicate effectively in English.
CO 2	Understand the vital aspects of Indian polity viz. democracy, federalism and secularism
CO 3	Assimilate and creatively respond to Gandhian thoughts.

CO 4	Appreciate the literary and the aesthetic dimensions of select texts.
CO 5	Assimilate and critically estimate certain fundamental notions on Indian polity, secularism and Gandhian thought
CO 6	Respond critically, creatively and aesthetically

4. COURSE OUTLINE

Module One: Indian Polity (18 Hours)

Rabindranath Tagore	: Heaven of Freedom
B.R. Ambedkar	: On the Constitution of India
Jawaharlal Nehru	: The Choice before Us
S. Viswanathan	: Signs of Change
AmarlalHingorani	: Brother Abdul Rahman

Module Two: Secularism (18 Hours)

Dr. S. Radhakrishnan	: The Spirit of Universality
J.B. Kripalini	: Deep Roots
Shashi Tharoor	: The Idea of India
Kumar Vikal	: Can You Make Out
IsmatChugtai	:Roots

Module Three: The Praxis of Gandhian Thought (18 Hours)

M.K. Gandhi	: The Condition of India
Ramachandra Guha	: Gandhi from All Angles
Mohinder Singh Sarna	: The Smaller Gandhis
Saadat Hasan Manto	: Toba Tek Singh

Core Text: *Scripting the Nation*

COMMON COURSE 4 FOR B.COM: RUMINATIONS

(Common for Model I B.Com and Model II B.Com)

Course Code	23U4CCENGC4
Title of The Course	Ruminations
Semester in which the Course is to be Taught	4
No. Of Credits	3
No. Of Contact Hours	54

1. AIM OF THE COURSE

To acquaint the learners with different forms of inspiring and motivating literature.

2. COURSE OUTCOME

On completion of the course, the students should be able to:	
CO 1	Appreciate inspirational literatures of various literary genres across cultures
CO 2	Critically engage with literary texts written in different languages and later translated into English.
CO 3	Critically engage with biographical sketch of the authors and familiarize their personality, oeuvre and style.
CO 4	Develop a creative and insightful perspective towards life
CO 5	Apply the unfathomable power of literatures in their writings and creative endeavors.

3. COURSE OUTLINE

Module 1: Life Writings   (18 Hours)
 Helen Keller   Three Days to See
Jesse Owens   My Greatest Oympic Prize
Living Smile Vidya   "Nirvana".I'mVidya.

Module 2: Speeches   (18 Hours)
S Radhakrishnan   Education and Society
J K Rowling   The Fringe Benefits of Failure and the Importance
                               of Imagination
CimamandaNgoziAdichie   An Ode to Make-up

Module 3: Short Stories   (18 Hours)
Oscar Wilde   The Nightingale and the Rose
George Orwell   Roucolle, The Miser
 John Galsworthy   Quality
Alice Walker   Everyday Use

Core Text: Illuminations

Common Course I - 23U1CCAGD1: CONVERSATIONAL ENGLISH

(Common for Model III BAAGD and BAAVE)

Course Code	23U1CCAGD1
Title of the course	Conversational English
Semester	1
No. of credits	4
No. of contact hours	90

1. **COURSE OBJECTIVE**

This course aims at attaining conversational skills for formal occasions such as club meetings, social gatherings, formal discussions at professional meetings and interviews. Creative writing helps students to express and interpret creatively their feelings, ideas and information.

2. **COURSE OUTCOMES**

On completion of the course, the students should be able to:	
CO 1	Read, write and speak English confidently
CO 2	Express themselves creatively- through writing and storyboards
CO 3	Analyse why and how we need to take care of our planet
CO 4	Evaluate social issues like gender inequality, environmental unsustainability etc. and assess the need for select movements that are socially and culturally important
CO 5	Apply the knowledge and effect work-life balance

MODULE 1   **(18 hours)**

Introducing Yourself: formal & informal – Stock phrases and patterns involved –

Introduction in classroom – At meetings – At interviews (corporate, managerial, executive

level, customized for specific purpose)

Introducing others: formal & informal

Inviting people: formal & informal – to an event – to a formal event – to a family event.

MODULE 2   **(18 hours)**

Making request: formal & informal – Key phrases – Asking for help and Refusing politely – Asking for directions – Giving directions

Giving suggestions: formal & informal – Key phrases – to a friend – to a colleague – to the employer.

MODULE 3   (18 hours)

Initiate a conversation: Casual & professional – with a stranger – with a colleague – with employer

Registering complaint: formal & informal

Saying goodbye: formal & informal

MODULE 4   (18 hours)
Reading & Comprehension: Newspaper – short stories – non fiction

MODULE 5   (18 hours)
Book Reviews & Movie Critique

REFERENCE
1.   Basic Review of English   :   Alger, Ralph K.
2.   Writing   :   Hedge, Tricia
3.   Written Communication   :   Freeman, Sarah
4.   Success with English   :   Broughton, Geofferey
5.   English Conversation Practice   :   Taylot, Grant
6.   English in Situations   :   O'Neil, R.

Common Course II - 23U2CCAGD2: LANGUAGE AND LIFE SKILLS

(Common for Model III BAAGD and BAAVE)

Course Code	23U2CCAGD2
Title of the course	Language and Life Skills
Semester	2
No. of credits	4
No. of contact hours	90

1. **COURSE OUTCOMES**

On completion of the course, the students should be able to:	
CO 1	Understand gender-related issues
CO 2	Analyse zero tolerance policy at workplace
CO 3	Talk and write about international gender movements such as #metoo
CO 4	Evaluate India's sexual harassment laws.
CO 5	Analyze the psychological effects of sexual abuse

3. **COURSE OUTLINE**

MODULE 1   **(18 hours)**

Being Independent with : A. Leadership, B. Negotiations, C. Organisation, D. Grooming, E. Rights and Laws, F. Spirituality, G. Scientific Temper, H. Values, I. Politics and governance

MODULE 2   **(18 hours)**

Relationship Dynamics – Self, Family, Work place and Society: A. Understanding the Self B. Equality/ Equity C. Gender and sexualities D. Violence

MODULE 3   **(18 hours)**

Employability - A. Language, B. Proactive responses, C. Understanding others, D. Coping with Stress and strain, E. Workplace behavior, F. Authority, power and subordination.

MODULE 4   **(18 hours)**

Conversational skills- Communicating for various purposes in live situations such as How to initiate a conversation with a total stranger, How to complain effectively, How to make suggestions at different instances, How to introduce oneself and one's friendsto others, How to invite someone to an important event, How to make a request, Howto ask for help and how to refuse help politely.

MODULE 5   **(18 hours)**

Book Reading: Short Stories, Book Reviews, Movie Critique

REFERENCE

1.   Alger, Ralph K*., Basic Review of English*, Cambridge Book Company, 1959

2.   Hedge, Tricia, Writing, OUP, 1988

3.   Freeman, Sarah, *Written Communication in English*, Orient Longman, 1979

4.   Broughton, Geoffry, *Success With English*, Penguin, 1970

5.   Taylor, Grant, *English Conversation Practice*, MacGraw Hill Education, 2005

6.   O' Neill, R. *English in Situations*, OUP, 1980

3.2 SYLLABUS FOR B A ENGLISH LITERATURE (MODEL I)

Programme Specific Outcome

At the end of the programme a student should be able to:	
PSO 1	Demonstrate knowledge about the socio-historical and cultural context of the literary works in English and demonstrate in-depth knowledge about the select texts.
PSO 2	Identify and describe the thematic and literary features of select works in English and align them with the socio-political and cultural milieu.
PSO 3	Articulate knowledge in oral, written or performative means, using appropriate style and register.
PSO 4	Demonstrate an understanding of various critical theories and reading strategies and engage with texts - literary, performance, visual etc… from the point of view of the various critical approaches and to draw from them the dynamic relationship between nature and culture.
PSO 5	Apply the various reading strategies on various forms of literary and cultural texts.
PSO 6	Conduct independent research in the area of literary and cultural studies and produce new and critical knowledge.

COURSES SEMESTER-WISE

SEMESTER 1

Course Code	Title of Course	Hours/Week	Credits
23U1CCENG01	Homo Loquens: Effective Listening and Speaking	5	4
23U1CCMAL1A/ HIN1A/FRN1A	Common-Second Language 1	4	4
23U1CRENL01	Introduction to Reading Literature	6	4
(23U1CPSOC1)/ (23U1CPPSY1)	Introduction to Sociology/ Understanding Psychology	6	4
23U1CCENG02	Pearls from the Deep	4	3

SEMESTER 2

Course Code	Title of Course	Hours/Week	Credits
23U2CCENG03	Text and Context: A Guide to Effective Reading and Writing	5	4
23U2CCMAL2A/ HIN2A/FRN2A	Common- Second Language 2	4	4
23U2CRENG02	Methodology of Humanities and Literature	6	4
(23U2CPSOC2)/ (23U2CPPSY2)	Sociology/Psychology	6	4
23U2CCENG04	Savouring the Classics	4	3

SEMESTER 3

Course Code	Title of Course	Hours/Week	Credits
23U3CCENG05	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	5	4

Course Code	Title of Course	Hours/Week	Credits
23U3CCMAL3A /HIN3A/FRN3A	Common Second Language - 3	5	4
23U3CRENG04	Reading Prose	5	4
23U3CPENG03	English Literature in Context: A Historical Perspective – Part 1	6	4
23U3CRENL02	Literature in Vogue: The Canon and Beyond	5	5

SEMESTER 4

Course Code	Title of Course	Hours/Week	Credits
23U4CCENG06	Illuminations	5	4
23U4CRENG05	Reading Poetry	5	4
23U4CRENG06	Reading Fiction	5	4
23U4CPENG04	English Literature in Context: A Literary Perspective – Part 2	6	4
23U4CCMAL4A/ HIN4A/FRN4A	Common Second Language - 4	5	4

SEMESTER 5

Course Code	Title of Course	Hours / Week	Credits
23U5CRENG07	Reading Drama	5	4
23U5CRENG08	Language and Linguistics	5	4
23U5CRENG09	Literary Criticism: Theory and Practice	6	4
23U5CRENG10	Environmental Science and Human Rights	5	4
23U5OCENG01	English for Careers - Open Course (General)	4	3

Course Code	Title of Course	Hours/Week	Credits
23U5OCENG02	Film Studies - Open Course (General)	4	3

SEMESTER 6

Course Code	Title of Course	Hours/Week	Credits
23U6CRENG11	Postcolonial Literatures	5	4
23U6CRENG12	Women's Literature	5	4
23U6CRENG13	Indian Writing in English	5	4
23U6CRENG14	American Literature	5	4
23U6CRENGEL1	Regional Literatures in Translation (Core Elective 1)	4	4
23U6CRENGEL2	Voices from the Margins (Core Elective 2)	"	"
23U6CRENGEL3	Comparative Literature (Core Elective 3)	"	"
23U6CRENGEL4	Modern World Literature (Core Elective 4)	"	"
23U6PJENG01	Project Work & Viva	1	2

Total credits for core and complementary   :   93

Open course   :   3

       96

Total credits for English and second language   :   24

Total   120

COURSE 1: HOMO LOQUENS: EFFECTIVE LISTENING AND SPEAKING

Course Code	23U1CCENG01
Title of the course	Homo Loquens: Effective Listening And Speaking
Semester	1
No. of credits	4
No. of contact hours	90

COURSE DESCRIPTION

The course is designed as a practical guide to help the students acquire higher levels of listening and speaking skills. The listening part consists of audio recordings of various kinds of speeches which are graded from basic comprehension involving information gathering to advanced listening skills involving deductive comprehension. Each listening unit comprises a series of exercises intended to help the learners improve their vocabulary and sense of grammar. Since the course is designed as a student-centred series of activities, the role of the teacher here is that of a coach. The exercises recommended in the course are intended to be practised in the class.

AIM OF THE COURSE

The course is intended to enable the students to acquire higher level of listening comprehension skills and to help them acquire the ability and confidence to use English language in their oral communication.

COURSE OUTCOMES

On completion of the course, the students should be able to:	
CO 1	Comprehend the meaning of various levels of spoken English.

CO 2	Analyse the mechanics of English language including stress and tone, and recognise the various registers of speech.
CO 3	Use English language for various communication purposes (including formal and informal).
CO 4	Prepare lecture notes using the appropriate format.
CO 5	Critically evaluate the contents of presentations, narrations and speeches and respond to them appropriately.
CO 6	Use English for various communication purposes including presentations, speeches, group discussions, everyday conversations etc.

COURSE OUTLINE

Module 1: Listening Comprehension: Information Gathering (18 Hours)

Skills in focus: Recognising key words and key ideas and extracting specific information from announcements, conversations, presentations and short narrations.

Vocabulary in focus: Diction, Collocations, Synonyms, Antonyms.

Grammar in focus: Content words - Nouns, Adjectives, Verbs, Adverbs; Grammatical words – Articles, Pronouns, Prepositions, Conjunctions, Auxiliaries.

Module 2: Academic Listening and Note taking (18 Hours)

Skills in focus: Drawing inferences related to themes, events, characters, actions etc. from announcements, conversations, presentations and short narrations; Identifying attitudes and emotions of the speaker; Distinguishing between fact and opinion; Identifying the sequence of events, turning points, and the type of discourse; Making predictions based on available information; Making notes based on lectures.

Vocabulary in focus: Phrasal verbs, Transition words, Idiomatic expressions, Metaphorical use of language

Grammar in focus: Phrases, Clauses, Sentences, Subject verb agreement, Tenses, Active and Passive sentences, Reported speech.

Module 3: **Language in Everyday Use**   **(18 Hours)**

Skills in focus: Using language to perform various functions in formal and informal contexts:

Appropriate expressions for greeting, agreeing, disagreeing, expressing sympathy, expressing gratitude, giving opinions, making suggestions, asking for information, complimenting, expressing obligation or necessity. Asking questions, making requests, asking for permission, refusing permission, accepting invitation, declining invitation, asking for directions, giving directions, expressions of time, making complaints, offering thanks, apologizing.

Using language confidently and effectively on formal occasions; Using stress and intonation accurately; Engaging in small talk (chat show); Initiating and participating in telephone conversations; Conducting/Attending interviews; Speaking on ceremonial occasions (welcome speech, presenting someone, felicitations, vote of thanks); Speaking to persuade: Making presentations and participating in debates.

Module 4: Formal and Business English   **(18 Hours)**

Skills in focus: Able to use the appropriate register for formal meetings and presentations; make public speeches for various occasions; Effective participation in Group discussions and interviews. Develop confidence to respond to various situations through a series of group activities; Engaging in problem solving through short presentations (group); Performing role plays.

Module 5: Language as Performance   **(18 Hours)**

Skills in Focus: Enable the students to communicate effectively the adoption of stress, rhythm and intonation. Use drama as a medium for effective oral communication.

Core Text: *Homo Loquens: A Guide to Effective Listening and Speaking*

Common Course I: Listening and Speaking Oral Test

The end-semester examination of Homo Loquens consists of 75 marks of which 60 marks will be from the theory examination and the remaining 15 marks will be for listening and oral tests. The listening comprehension test constitutes 8 marks and speaking component 7 marks. While

listening comprehension can be tested in groups of 20, accuracy and fluency must be tested individually.

The end-semester oral test will be conducted by two external examiners appointed by the College. The College must provide essential facilities for the oral test.

2. **Listening Comprehension**

Listening Comprehension (5 Marks)
Listen to a dialogue/speech and identify the referential and inferential meaning.
OR
Listen to a short lecture and prepare notes based on the same

2. Oral Communication

Fluency Test: Task - 1 (5 Marks)
Introduce yourself to the interviewer and answer questions by the interlocutor
OR
Speak on a simple personal topic or a given topic for not less than 3 minutes
Fluency Test: Task - 2 (5 Marks)
Make a conversation on a given topic

COURSE 2: COMMON COURSE I

Course Code	23U2CCMAL2B/23U2CCHIN2B 23U2CCFRN2B
Title of the course	Malayalam/ Hindi/ French
Semester	1
No. of credits	4
No. of contact hours	90

CORE COURSE 3: INTRODUCTION TO READING LITERATURE

Course Code	23U1CRENL01
Title of the course	Introduction to Reading Literature
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

The course aims at enlightening students on the numerous facets of reading a text. It is meant to empower the student with tools to become better readers and evaluators of Literature. The course intends to provide an exhaustive overview of the elements governing prose works, short-stories, novellas, poems, and plays. Along with this, the course will also provide students with original works to exercise their knowledge. Towards the end of the course a student will become proficient in reading and evaluating a text and will be ready to be initiated into ventures of deeper theoretical analysis of literary texts.

COURSE OUTCOMES

On completion of the course, the student should be aware of:
CO 1: The basic elements governing a prose work, short-story, novella, poem, and a play.
CO 2: The process of reading and critically evaluating literary texts.
CO 3: The relevance of literature in the contemporary socio-political milieu.

COURSE OUTLINE

Module 1: Uses of Literature   **(18 Hours)**

J. Hillis Miller   : What then is Literature? ; Open Sesame

Christina Vischer Bruns   : Why Read Literature?

Module 2: Reading Short Stories and Fiction   **(18 Hours)**

Elements of Fiction: Plot; Style; Characters; Setting; Theme; Language; Point of View;

Oscar Wilde   : The Happy Prince

Washington Irving   : The Legend of Sleepy Hollow

Anton Chekhov   : The Lottery Ticket

Module 3: Reading Poetry   (18 Hours)

Elements of Poetry: Structure and Form; Diction; Imagery; Tone and Atmosphere; Rhythm; Voice; Poetic Devices: Simile, Metaphor, Metre, Alliteration, Assonance, Personification.

William Wordsworth : Upon Westminster Bridge

Seamus Heaney   : A Constable Calls

Mervin Morris   : The Little Boy Crying

Module 4: Reading Drama   (18 Hours)

Elements of Drama: Act; Scene; Characters; Dialogue; Mise-en-scene; Plot Elements: Exposition, Dramatic incitement, Complication, Crisis, Resolution.

Suzan-Lori Parks   : Topdog/Underdog

Eugene Ionesco   : The Lesson

Module 5: Reading Prose   (18 Hours)

Elements of Prose: Kinds of Prose other than Novel and Short Story - Essays; Biographies; Travel Narratives; News Articles – their basic features - Theme; Motif; Symbols; Metaphors.

Essay - Francis Bacon: Of Studies

Personal Narrative - George Orwell: How the Poor Die

Book Review - "Jaunted by their Nightmares" - Margaret Atwood's review of Toni Morrison's *Beloved*

News Event - COVID19 - "WHO Names Deadly Viral Disease from China as COVID19." The Hindu, 17 Feb 2020.

Biographical Narrative: Vincent Van Gogh

Module 6: Writing Commentary   (18 Hours)

Elements of Commentary: Content; Structure; Point of View; Diction; Theme; Vocabulary; Imagery; Narrative Techniques

Robert Frost   : Fire and Ice

Ganriel Okara   : Once Upon a Time

Ruskin Bond   : The Kitemaker

Tennessee Williams : The Glass Menagerie (excerpt)

Kazuo Ishiguro : Never Let Me Go (excerpt)

Background reading:

1. *How to Read a Book* by Mortimer J. Adler and Charles Van Doren

2. *Studying the Novel* by Jeremy Hawthorn

3. *The Art & Craft of the Short Story* by Rick DeMarinis

4. *Handbook for Literary Analysis: How to Evaluate Prose Fiction, Drama, and Poetry* by James P. Stobaugh

5. *The Poem: Lyric, Sign, Meter* by Don Paterson

6. *How to Read a Poem* by Terry Eagleton

7. *The Art of Poetry: How to Read a Poem* by Shira Wolosky

8. *Theatre Studies: The Basics* by Robert Leach

9. *How Fiction Works* by James Wood

10. *Prose Fiction: An Introduction to the Semiotics of Narrative* by Ignasi Ribó

11. *What to read and Why* by Francine Prose

12. *Reading like a Writer* by Francine Prose

13. *The Uses of Literature* by Italo Calvino

14. *The Art of Fiction* by David Lodge

15. *The Art of the Novel* by Milan Kundera

COURSE 4: SOCIOLOGY (COMPLEMENTARY - 1)

Course code	23U1CPSOC1
Title of the course	Introduction to Sociology
Semester in which the course is to be taught	1
No. Of credits	4
No. Of contact hours	108

COURSE OUTCOMES

Upon completion of this course, the students will be able to:	
CO 1	An ability to understand the sociological importance behind social phenomena and analyze a current social issue by applying sociological concepts
CO 2	Develop an ability to conceptualize and differentiate social Phenomena
CO 3	Evaluate the relevance of socialisation and social control in social order
CO 4	Discuss the various dimensions of social dynamics and its Consequence

COURSE OUTLINE

Module 1: Introducing Sociology (24 hours)

Origin of Sociology, Intellectual roots of sociology, Historical roots of sociology, Nature of sociology, Importance and scope of sociology, Development of sociology in India, Relevance of sociology in contemporary society

Module 2: Basic Concepts – 1 (18 hours)

Society: definition, characteristics

Types of Society

Community: definition, characteristics, Association: definition, characteristics, Social, Groups: definition, characteristics, Social Groups: types-primary and secondary, Social Institutions: meaning, Types: family, definitions, characteristics, Marriage: definition, characteristics.

Module 3: Basic Concepts – 2   (24 hours)

Social interaction: nature, Social interaction: elements, Social structure: meaning and definition, Status and role: meaning and definition, Social stratification: definition, characteristics, Caste: definition, characteristics, Class: definition, characteristics, Culture: definition, characteristics, Material and non-material culture, Cultural lag.

Module 4: Socialization and Social Control   (18 hours)

Socialization: definition, functions, Stages of socialization, Types of socialization, Sigmund Freud's theory of self, C.H Cooley theory of looking glass self, G.H. Mead's play stage and game stage, Social Control: definition and meaning, Types of social control: formal and informal, Social Deviance: definition and meaning, Robert K Merton's theory of deviance.

Module 5: Social Change   (24 hours)

Social Change: meaning and definition, Factors of social change, Social Evolution: L H Morgan, Social progress: meaning and definition, Social development: meaning and definition, Modernization: meaning and definition, Globalization: definition and socio-cultural Impact,

Additional Reading

1. Atal, Y. (2012). Sociology: A study of the Socal Sphere. Delhi: Pearson Education.
2. Dasgupta, S., & Saha, P. (2012). An Introduction to Sociology. Delhi: Pearson Education.
3. Giddens, A. (2006). Sociology. UK: Polity Press.
4. Gisbert, P. (2010). Fundamentals of Sociology. New Delhi: Orient Black Swan.
5. Kennedy, P., Cohen, R., & Perrier, M. (2000). Global Sociology. New York University Press: March.
6. Macionis, J. J. & Plummer, K. (2011). Sociology A Global Introduction. New Delhi: Pearson Publication.
7. Nagla, B. K. (2008). Indian Sociological Thought. New Delhi: Rawat Publication.
8. Rao, C. (2008). Sociology: Principles of Sociology with an Introduction to Social Thought. Mumbai: Schand.
9. Rawat, H.K. (2013). Contemporary Sociology. New Delhi: Rawat Publication.
10. Schaefer, R. T. (2011). Sociology: A brief Introduction. New Delhi: McGraw Hill.

COURSE 5: UNDERSTANDING PSYCHOLOGY (COMPLEMENTARY - 1)

Course Code	23U1VCENG1
Title of the course	Understanding Psychology
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	108

COURSE OBJECTIVES

Upon completion of this course, the students will be able to:	
CO 1:	Gain understanding regarding the basics of Psychology as a scientific discipline.
CO 2:	Understand the chief applications of the field of Psychology in social and clinical settings.

COURSE OUTLINE

Module 1   **(18 hours)**

Introducing Psychology Definition of Psychology, The science of Psychology and pseudo-psychology, Origin of Psychology, Contribution from Ancient Indian and Greek philosophies, Biological basis- heredity and genetics, Brief history of scientific psychology-Structuralism, Functionalism, Gestalt, Behaviourism, Humanism, Existentialism, and Cognitive perspectives.

References: Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 1 Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch1.

Module 2   **(18 hours)**

Scope of Psychology Branches of Psychology-Developmental Psychology, Social Psychology, Clinical Psychology, Human Resource Development, Positive Psychology, Sports Psychology etc.Professionals in PsychologyDistinction between Psychiatrist, Clinical psychologist,

Psychologist, Counselling psychologist, Social worker and corresponding professional qualifications.

Reference: Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.1.

Module 3	(18 hours)

Methods of psychological research Descriptive methods– Introspection, Observation (Naturalistic and Controlled), Interview (Structured and unstructured), Surveys, Questionnaire, Psychological tests. Correlational method, Experimental method-Lab and field experiments, Variables (Independent and dependent), Experimental and control groups, placebo effect.

References: Baron, R.A., &Misra, G. (2014). Psychology, 5th ed. New Delhi: Pearson Education, Ch. 1 Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 1.

Module 4	(18 hours)

Psychology in social settings Forms of Social influence-Conformity, compliance and obedience, social facilitation and social loafing, groupthink and group polarization, Impression formation, Pro-social behavior.

Reference: Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 13.

Module 5	(18 hours)

Psychological disorders Concept of normality-statistical definition, social norm deviance, subjective discomfort, inability to function normally. Resilience and sources of resilience. The concept of stress, cognitive factors in stress: Lazarus's cognitive appraisal approach, Coping with stress- Problem-focused and emotion-focused, Enhancing wellness. Key symptoms of personality disorders, anxiety disorders, mood disorders, schizophrenia.

Reference: Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 14.

COURSE 6: PEARLS FROM THE DEEP

Course Code	23U1CCENG02
Title of the course	Pearls from the Deep
Semester	1
No. of credits	3
No. of contact hours	72

COURSE OUTCOME

On completion of the course, the students should be able to:	
CO 1	Explain the nuances of English language through literature
CO 2	Compare the varied parameters of English language
CO 3	Discover comprehensive ability
CO 4	Connect the efficiency of the students with realities of life
CO 5	Evaluate the beauty of literary expressions

COURSE OUTLINE

Module 1: Fiction **(18 hours)**

Ernest Hemingway : The Old Man and the Sea

Module 2: One-act Play **(18 hours)**

Susan Glaspell : Trifles

Asif Currimbhoy : The Refugee

A. A. Milne : The Boy Comes Home

68

Module 3: Short Stories   (18 hours)

Guy De Maupassant	:	Two Friends
O. Henry	:	The Gift of the Magi
K. A. Abbas	:	Sparrows
Flora Annie Steel	:	Valiant Vicky, the Brave Weaver

Module 4: Poetry   (18 hours)

Rumi	:	The Chance of Humming
Walter Scott	:	Lochinvar
John Keats	:	La Belle Dame sans Mercy
Robert Frost	:	After Apple Picking
Chinua Achebe	:	Refugee Mother and Child
Kamala Das	:	My Grandmother's House
Ted Hughes	:	Jaguar
Pablo Neruda	:	Tonight I can Write the Saddest Lines
P. P. Ramachandran	:	How Simple!

Core Text: *Pearls from the Deep*. Cambridge University Press and Mahatma Gandhi University.

COURSE 7: TEXT AND CONTEXT - A GUIDE TO EFFECTIVE READING AND WRITING

Course Code	23U2CCENG03
Title of the course	Text And Context: A Guide To Effective Reading And Writing
Semester	2
No. of credits	4
No. of contact hours	90

COURSE OBJECTIVE

The course is conceived as a practice-oriented guide to the development of harder language skills namely, reading and writing. The reading exercises are designed in such a way that it helps slow learners as well to acquire adequate skills to go to the higher levels where the students are expected not only to comprehend factual and implied information, but also to discern the mechanics with which authors infuse affective elements into writing. Writing tasks are also graded from simple compositions to attempting sophisticated literary pieces towards the end of the course. Instead of the conventional lecture method, the course is to be delivered as guided sessions involving composition writing and one-to-one mentoring sessions and hence the course material is prepared as a pair of books consisting of a textbook and a workbook.

COURSE OUTCOMES

On completion of the course, students should be able to	
CO 1	Perform different reading strategies such as skimming and scanning.
CO 2	Demonstrate an understanding of the implicit and explicit meaning of written materials
CO 3	Demonstrate an understanding of the different registers of language.
CO 4	Analyse the use of various writing strategies adopted by writers through close reading.
CO 5	Synthesize information from various written sources and present them in the form of summaries.

CO6	Write original literary creations in different genres as directed, with/without using prompts.

COURSE OUTLINE

Module 1:   **(18 Hours)**

Reading Strategies 1: Skimming and Scanning

Reading for general and specific information

Skimming the given passages and answer comprehension questions based on the text.

Vocabulary work: words, phrases, phrasal verbs, idioms, plural forms, synonyms, antonyms

Grammar work: cue words, conjunctions, intensity words, compound words, sequence of tense.

Module 2   **(18 Hours)**

Strategies of Reading 2: Reading for Specific Purposes

Skills in focus: Answering factual, inferential, evaluative and extrapolative questions based on the given text. Inferring the meaning of unfamiliar words from context:

Writing précis

Writing integrated summaries

Module 3   **(18 Hours)**

Dynamics of Writing

Skills in focus: Employing strategies to read literary passages identifying affective components in literary texts; Recognising literary devices (Metaphors, similes, personification, synecdoche, understatement, hyperbole, paradox, imagery, transferred epithet, allusions, and acoustic effects). Writing critical commentaries on literary passages bringing out the strategies adopted by the author to create the affective content.

Module 4   **(18 Hours)**

Academic Writing

Skills in focus: Employing writing strategies; writing letters, biodata, brochures, reviews and essays

Module 5 (18 Hours)

Writing Creatively: Directed Writing

Skills in focus: Writing descriptions, narrations, conversations, plays, poems, advertisements, brochures, dramatic sequences, poems, etc. based on a given text or prompt

Core Text: *Text and Context: A Guide to Effective Reading and Writing*

COURSE 8: COMMON COURSE II

Course Code	23U2CCMAL2B/23U2CCHIN2B/ 23U2CCFRN2B
Title of the course	Malayalam/ Hindi/ French
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

COURSE 9: METHODOLOGY OF HUMANITIES AND LITERATURE

Course Code	23U2CRENG02
Title of the course	Methodology Of Humanities And Literature
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

The course seeks to introduce the student to the major signposts in the historical evolution of literary studies from its inception to the current postcolonial realm.

COURSE OUTCOMES

On completion of the course, the student should be able to discern the following:	
CO1	The emergence of literature as a specific discipline within the humanities
CO2	The tenets of what is now known as traditional approaches and also that of formalism
CO3	The shift towards contextual-political critiques of literary studies.
CO4	The questions raised by Cultural Studies and Feminism(s)
CO5	The issues of subalternity and regionality in the literary domain.

COURSE OUTLINE

Module 1   **(18 hours)**

Part A - W. H. Hudson   : Some Ways of Studying Literature [from An Introduction to the Study of Literature].

Part B - William Shakespeare : Sonnet 116 – Let Me Not to the Marriage of True Minds

Module 2   **(18 hours)**

74

Part A - Cleanth Brookes   : The Formalist Critics‖ from the My Credo series: The
Kenyon Review

Part B - Emily Dickinson   : Because I could not stop for Death‖ (poem 479)

Module 3   (18 hours)

Part A - Terry Eagleton   : What is Literature? [from *Literary Theory: An
Introduction]*.

Part B - Mahasweta Devi   : Kunti and the Nishadin

Module 4   (18 hours)

Part A - Lois Tyson   : Feminist Criticism

Part B - Sara Joseph   : Inside Every Woman Writer

Module 5   (18 hours)

Part A -Peter Barry   : Postcolonial Criticism

Part B – (2 Poems in tandem)

Mahmoud Darwish: Identity Card and S. Joseph: Identity Card

Approaching the Course: Ideally this paper should have a consistent linearity from Module
1 to 5; such a step-by-step progression will help trace the following trajectory effectively:
Traditional to Formalist to Political-Contextual to Feminist to Postcolonial methodologies.

Core Text*: Nuances: Methodology of Literary Studies*. Macmillan and Mahatma Gandhi
University

COURSE 10: DEVELOPMENTAL SOCIOLOGICAL THOUGHT
(COMPLEMENTARY - 2)

Course Code	23U2CPSOC2
Title of the course	Sociology
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	108

COURSE OUTCOMES

	Upon completion of this course, the students will be able to:
CO1	Develop an ability to discuss the functions of theories and to understand the relation between theory and research
CO2	The ability to identify the theological features like superstitious belief still existing in the contemporary society
CO3	Ability to analyze and compare a tribal society with a modern society
CO4	Equip to assess the cause- effect relation of increasing suicide rate in Kerala society
CO5	Ability to identify the unique characteristics of bureaucracy and its positive and negative consequences

COURSE OUTLINE

Module I: Development of Sociological Thought **(24 Hours)**

Historical background of the development of sociological theories, Social thought- definition and characteristics, Social philosophy- definition and characteristics, Sociological Theories-definition and characteristics, Need of theorization: Functions of Theory, Relation between theory and research: deductive and inductive.

Module II: Positivism- Auguste Comte **(24 Hours)**

Biographical sketch Method of study – Positivism, Law of three stages, Hierarchy of sciences, Social statics and social dynamics.

Module III: Social Evolution-Herbert Spencer (18 Hours)

Biographical sketch, Social evolution, Social Darwinism, Organic analogy, Theory of state

Module IV: Scientific Sociology -Emile Durkheim (18 Hours)

Biographical sketch, Social facts, Social solidarity, Suicide, Religion

Module V: Individualistic Methodology-Max Weber (24 Hours)

Biographical sketch, Method of study: Verstehen, Method of study: Ideal type, Social Action - definition, characteristics, types, Protestant ethics and spirit of capitalism, Theory of bureaucracy.

Reference
1. Abraham, F. & Morgan, J. H. (1987). *Sociological Thought.* Delhi: McMillan India Limited.

2. Barnes, H. E. (1967). *Introduction to the History of Sociology.* Chicago: The University of Chicago Press.

3. Coser, L. A. (1996). *Masters of Sociological Thought (2ⁿᵈ ed.).* Jaipur: Rawat Publications.

4. Ashley, D. & Orenstein, D. M. (2007). *Sociological Theory – Classical statements.* New Delhi: Dorling Kindersley.

5. Ian, C. (1997). *Classical Social Theory.* New Delhi: Oxford University Press.

6. Judge, P. (2010). *Foundations of Classical Sociological Theory: Functionalism, Conflict, Action.* Delhi: Pearson Education Inc.

7. Kikhi, Kedilezo et.al. (2010). *Foundations of Sociological Thought.* Dimapur: Heritage Publishing House.

8. Kon, I. (1989). *A History of Classical Sociology (Ed.).* Moscow: Progressive publishers.

9. Morrison, K. (2006). *Marx, Durkheim, Weber.* New Delhi: Sage Publications.

10.   Ransom, P. (2010). *Social Theory for Beginners.* UK: Polity Press.

11. Ritzer, G. & Stepnisky, J. (2008). *Classical Sociological Theory (7th ed.).* New Delhi: Sage.

Text Books For Enrichment

1.   Cheal, D. (2005). *Dimensions of Social Theory*. London: Palgrave.

2.   Kundu, A. (2012). *Sociological Theory*. Delhi: Pearson.

3.   Wallace, A.R. & Wolf A. (2005). *Contemporary Sociological Theory: Expanding the Classical Tradition*. London: Pearson.

COURSE 11: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Course Code	23U2CPPSY2
Title of the course	Psychology of Individual Differences
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

AIMS OF THE COURSE

- To generate understanding about the key psychological processes.
- To generate interest to know more about the concept of personality and the theories underlying it.

COUTSE OUTLINE

Module 1:   **(18 Hours)**

Psychological Processes Attention: definition, factors affecting attention, set in attention. Perception: definition, Gestalt laws, subliminal perception, ESP Memory: definition, Atkinson-Shiffrin model of memory, Memory enhancement methods. Cognition: definition, problem solving & creativity: stages, strategies (algorithms & heuristics) and barriers, mental set & functional fixedness.

Reference Ciccarelli, S.K., & Meyer, G. E. (2008).Psychology, South Asian ed. New Delhi: Pearson, Ch. 3., Ch. 6, Ch. 8.

Module 2:   **(18 Hours)**

Intelligence Nature and nurture controversy, IQ and tests of intelligence, Theories of intelligence; Gardner, Sternberg, Thurston. Emotional intelligence: definition and components. Giftedness, mental retardation: types and causes. Reference Ciccarelli, S. K., & Meyer, G. E. (2008). Psychology, South Asian ed. New Delhi: Pearson, Ch.8

Module 3:   **(18 Hours)**

Emotion & motivation Physiological correlates of emotion, facial feedback hypothesis, two factor theory, cognitive appraisal theory, opponent process theory. Motivational concepts: need, drive, homeostasis. Types of motives: intrinsic & extrinsic, Primary and secondary.

Maslow's hierarchy, Murray: Need for achievement, affiliation and power. Reference Ciccarelli, S. K., & Meyer, G. E. (2008). Psychology, South Asian ed. New Delhi: Pearson, Ch.9.

Module 4:	(18 Hours)

Perspectives and concepts of personality Definition of personality. Psychodynamic perspective-Freud's Psychoanalysis (Levels of Consciousness, structure of mind, Anxiety and defense mechanisms), Jung: Collective unconscious, Adler: Striving for superiority, Karen Horney: basic anxiety, Behavioursim Classical, operant and observational learning, Trait approach: types of traits: Allport, Cattell, Big Five, Humanistic perspective: Maslow hierarchy of needs and self-actualization, Rogers: phenomenological perspective, Reference Ciccarelli, S. K., & Meyer, G. E. (2008).Psychology, South Asian ed. New Delhi: Pearson, Ch.12.

Module 5:	(18 Hours)

Theories of psychological development: Psychosexual development (Freud), Psychosocial development (Erikson), Cognitive development (Piaget), Social learning theory (Bandura) References Baron, R. A. & Misra, G. (2014). Psychology (Indian Subcontinent Edition), Ch. 12. Ciccarelli, S. K., & Meyer, G. E. (2008). Psychology, South Asian ed. New Delhi: Pearson, Ch.12.

COURSE 12: SAVOURING THE CLASSICS

Course Code	23U2CCENG04
Title of the Course	Savouring the Classics
Semester in which the course is to be taught	2
No. of credits	3
No. of contact hours	72

AIM OF COURSE

To introduce the students to the taste of time-tested world classics.

COURSE OUTCOMES

	On completion of the course, the students should be able to:
CO1	Demonstrate familiarity with the classics from various lands
CO2	Demonstrate an understanding of the features that go into the making of a classic.

COURSE OUTLINE

MODULE 1: POEMS   (18 hours)

Homer: The Odyssey

Kalidasa: Lovely is Youth

Omar Khayyam: Rubaiyat

Dante Alighiri: The Divine Comedy – Inferno

John Milton: On His Blindness

MODULE 2: SHAKESPEAREEXCERPTS   (18 hours)

81

Romeo and Juliet

The Merchant of Venice

MODULE 3: NOVEL EXCERPTS   (18 hours)

Miguel Cervantes: Don Quixote

Victor Hugo: Les Miserables

Jane Austen: Pride and Prejudice

MODULE 4: SHORT FICTION   (18 hours)

Rabindranath Tagore: Kabuliwala

Leo Tolstoy: How Much Land Does a Man Need?

Charles Dicken: The Black Veil

Jorge Louis Borges: The Shape of the Sword

Core Text: *Savouring the Classics*

COURSE 13 (COMMON COURSE 3): SCRIPTING THE NATION: READINGS ON INDIAN POLITY, SECULARISM AND SUSTAINABILITY

Course Code	23U3CCENG06
Title of the Course	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability
Semester in which the course is taught	3
No. of credits	4
No. of contact hours	90

COURSE DESCRIPTION

The course is conceived as an essential reader for the undergraduate students to become more informed citizens through a close reading of some of the fundamental assumptions of Indian polity and secularism by examining the praxis of Gandhian thought and reflecting on sustainable environment. The course is divided into four modules incorporating multiple genres such as essay, speech, interview, story and poetry. Module one focuses on the salient aspects of Indian polity that includes constitution, democracy, federalism etc. Module two comprises readings on secularism and module three is on the praxis of Gandhian thought.

Module four chiefly addresses issues of sustainable environment.

AIM OF THE COURSE

The course aims at empowering the learners' understanding of the vital aspects of Indian polity, ideas of secularism and sustainable environment as well as reinforcing English language skills by familiarising them with a variety of styles.

COURSE OUTCOMES

On completion of the course, the students should be able to:	
CO 1	Communicate effectively in English.
CO 2	Understand the vital aspects of Indian polity viz. democracy, federalism and secularism.
CO 3	Respond critically to the questions of sustainable development.
CO 4	Assimilate and creatively respond to Gandhian thoughts.
CO 5	Compare and contrast scholarly texts (both content and style).

CO 6	Appreciate the literary and the aesthetic dimensions of select texts.

COURSE OUTLINE

Module 1: Indian Polity   **(18 Hours)**

Rabindranath Tagore : Heaven of Freedom

B.R. Ambedkar   : On the Constitution of India

Jawaharlal Nehru   : The Choice before Us

S. Viswanathan   : Signs of Change

Amarlal Hingorani   : Brother Abdul Rahman

Module 2: Secularism   **(18 Hours)**

Dr. S. Radhakrishnan : The Spirit of Universality

J.B. Kripalini   : Deep Roots

Shashi Tharoor   : The Idea of India

Kumar Vikal   : Can You Make Out

Ismat Chugtai   : Roots

Module 3: The Praxis of Gandhian Thought   **(18 Hours)**

M.K. Gandhi   : The Condition of India

Ramachandra Guha   : Gandhi from All Angles

Mohinder Singh Sarna   : The Smaller Gandhis

Saadat Hasan Manto   : Toba Tek Singh

Module 4: Sustainability   **(18 Hours)**

Fritjof Capra   : The Nature of Life

Medha Patkar   : A Different Kind of Development

Yuval Noah Harai   : The Anthropocene

K. Satchidanandan   : What the Elements have Taught Me

Thakazhi Sivasankara Pillai : In the Flood

Core Text: *Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability*

COURSE 14: COMMON COURSE II (SECOND LANGUAGE)

COURSE CODE	23U3CCMAL3A/ 23U3CCHIN3A/ 23U3CCFRN3A
Title of the course	Malayalam/Hindi/French
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	90

COURSE 15: READING PROSE

Course Code	23U3CRENG04
Title of the Course	Reading Prose
Semester in which the course is taught	3
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To enhance the level of critical thinking of students to enable them to critically interact with prose writings from different contexts

COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Explore the evolution of English prose writing.
CO 2	Understand the range and variety of prose writings across literature.
CO 3	Explore various global literary themes that appear in prose writings.
CO 4	Compare and contrast the issues, conflicts and preoccupations of writers across the globe.
CO 5	Evaluate and analyse historical contexts of various ideologies across the world.
CO 6	Critically engage with the complex nature of writing around the world.
CO 7	Critically appreciate the diversity prose in the light of a rational and logical temperament.

COURSE OUTLINE

Module 1: Different Types of Prose   (36 hours)

Prose   : An Introduction (from The Word and the World. pp. 9 - 15)

Philip Larkin   : The Pleasure Principle

Charles Lamb   : Dream Children: A Reverie

Susan Sontag   : Against Interpretation

Francis Bacon   : Of Studies

Oscar Wilde   : "Preface" to The Picture of Dorian Gray

Kurt Vonnegut   : Dispatch from a Man without a Country

Module 2: Perspectives on Current Issues   (36 hours)

James Baldwin   : Stranger in the Village

George Orwell   : Politics and the English Language

Sigmund Freud   : Thoughts for the Times on War and Death

Bertrand Russell   : An Ideal Individual

George Steiner   : Human Literacy

John Updike   : The Bankrupt Man

Christopher Hitchens : Assassins of the Mind

Core text: John Gross: *The Oxford Book of Essays*

COURSE 16: ENGLISH LITERATURE IN CONTEXT: A HISTORICAL PESPECTIVE - PART 1

Course Code	23U3CPENG03
Title of the Course	English Literature in Context: A Historical Perspective – Part 1
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	108

COURSE DESCRIPTION

This course is intended to familiarize the students with the social and historical context of English Literature. This includes a detailed chronology giving a quick reference guide to each period. The course provides thorough historical and literary overviews. In depth readings of key literary texts and structured and annotated suggestions for further reading and research are also incorporated in the course. Module I focus on the Background of the medieval period; Module 2 focuses on the significance of Renaissance; Module 3 gives a historical and literary overview of the Restoration and Eighteenth-century literature; Module 4 discusses the Romantic age.

AIM OF THE COURSE

The course aims at providing the students with the necessary historical and social sense to understand and appreciate English literary works of various ages.

COURSE OUTCOMES

At the end of the programme a student should be able to:	
CO 1	Recall key historical and cultural contexts of English literature from the Medieval period to the Romantic Age.
CO 2	Assimilate social, political and literary trends, movements and concepts.
CO 3	Interpret representative texts and movements of a specific age.
CO 4	Compare individual authors and their significant literary contributions.
CO 5	Evaluate critically the inter connections between texts and contexts.

COURSE OUTLINE

Module1: Medieval English, 500-1500: **(24 Hours)**

Historical Overview: Introduction, the Backdrop

Module2: The Renaissance, 1485-1660   **(24 Hours)**

Historical Overview

Literary Overview Text and Issues

Module 3: The Restoration and Eighteenth Century, 1660-1780   **(24 Hours)**

Historical Overview: Social and Cultural History

Module 4: The Romantic Period, 1780-1832   **(36 Hours)**

Historical Overview

Literary Overview

Text and Issues

<div align="center">

Course 17: LITERATURE IN VOGUE: THE CANON AND BEYOND

</div>

Course Code	23U3CRENL02
Title of the course	Literature in Vogue: The Canon and Beyond
Semester in which the course is to be taught	3
No. of credits	5
No. of contact hours	90

AIM OF THE COURSE

Introduce the concepts of canon and non-canon in literature and enable the students to form their own perceptions/opinions about the relative value of these forms.

COURSE OUTCOMES

At the end of the programme a student should be able to:	
CO 1	Distinguish between canonical and non-canonical works in literature and explain the relative significance of each of these forms.
CO 2	Analyse the critical and cultural contexts that create taxonomic categories such as 'canonical', 'non-canonical', 'popular', 'pulp' literature etc.
CO 3	Evaluate the relative relevance of works belonging especially to the expanding scope of non-canonical categories.
CO 4	Attempt at creating works belonging to categories such as popular fiction, comics, graphic narratives and adaptations in various forms.

COURSE OUTLINE

Module 1: Canon and Non- Canon   **(24 hours)**

Matthew Arnold   : Touchstone method (Study of Poetry)

Dominic Rainsford   : Studying Literature in English: An Introduction (Chapter 3)

David Glover and   : The Cambridge Companion to Popular Fiction (Introduction)

Scott McCracken

Louis Menand   : Pulp's Big Moment: How Emily Brontë met Mickey Spillane. (The New Yorker. 2014.)

Module 2: Canonical Texts   **(18 hours)**

Fiction- Emily Brontë   : Wuthering Heights (Chapter 1 & 2)

Play-   William Shakespeare   : As You Like It (Act 2)

Poetry- P.B.Shelley   : Ozymandias

Poems- Robert Browning   : Porphyria's Lover

Module 3: Popular Fiction   **(18 hours)**

Sir Arthur Conan Doyle   : The Adventure of the Six Napoleons

RK Narayan   : Iswaran

Jeff Kinney   : The Diary of a Wimpy Kid (Book 1)

Amish   : Immortals of Meluha (excerpts)

Ruskin Bond   : A Flight of Pigeons (excerpts)

Saadat Hasan Manto   : Dog of Tithwal

Philip K Dick   : We Can Remember it for You Wholesale

Module 4: Comics, Graphic Narratives   **(18 hours)**

Hergé   : Tintin in Tibet

Amruta Patil   : Kari

Bill Waterson   : *Calvin and Hobbes* - (Select works)

Marjane Satrapi   : *Persepolis Part 1*- (Excerpts)

Module 5: Adaptations and alternative forms of popular literary expressions (12 hours)

Song/Lyric- K'naan   : Wavin' Flag

Song/Lyric-Neeraj Madhav : Jungle Speaks

Article-Manu S Pillai   : The Woman Who Cut Off Her Breasts ('The Hindu',

18/2/2017)

Movie- Nathan Greno and : Tangled

Byron Howard

Movie- Frank Darabont : The Shawshank Redemption

Movie- David Fincher   : Gone Girl

Movie-Abhishek Verman : 2 States

Recommended reading:

The True Story of the Novel - Tom Shippey and Margaret Anne Doody.

Popular Imagination, Essays on Fantasy and Cultural Practice by Sven-Erik Klinkmann

Cultural Studies Reader - edited by Simon During (Editions 1 and 2)

COURSE 18: ILLUMINATIONS: VIGNETTES FROM INSPIRATIONAL LITERATURES

Course Code	23U4CCENG06
Title of the Course	Illuminations
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	90

COURSE OBJECTIVE

To acquaint the learners with different forms of inspiring and motivating literature.

COURSE OUTCOMES

On completion of the course, the students should be able to:	
CO 1	Appreciate inspirational literatures of various literary genres across cultures
CO 2	Critically engage with literary texts written in different languages and later translated into English.
CO 3	Critically engage with biographical sketch of the authors and familiarize their personality, oeuvre and style.
CO 4	Develop a creative and insightful perspective towards life
CO 5	Apply the unfathomable power of literatures in their writings and creative endeavours.

COURSE OUTLINE

Module 1: Life Writings   **(18 Hours)**

Helen Keller   : Three Days to See

Jesse Owens   : My Greatest Oympic Prize

Living Smile Vidya   : "Nirvana".I'm Vidya.

Module 2: Essays   (18 Hours)

Stephen Leacock   : Are the Rich Happy?

A G Gardiner   : On Courage

Module 3: Speeches   (18 Hours)

S Radhakrishnan   : Education and Society

: The Fringe Benefits of Failure and the Importance of Imagination

Cimamanda Ngozi Adichie   : An Ode to Make-up

Module 4: Short Stories   (18 Hours)

Oscar Wilde   : The Nightingale and the Rose

George Orwell   : Roucolle, The Miser

John Galsworthy   : Quality

Alice Walker   : Everyday Use

Module 5: Poems   (18 Hours)

William Earnest Henley   : Invictus

Robert Frost   : The Road not Taken

Khalil Gibran   : Good and Evil

Maya Angelou   : Still I Rise

Core Text: *Illuminations*

COURSE 19: READING POETRY

Course Code	23U4CRENG05
Title of the Course	Reading Poetry
Semester in which the Course is to be taught	4
No. of Credits	4
No. of Contact Hours	90

COURSE OBJECTIVES

- Enjoy the experience of reading literature

- Understand and respond to literary texts in different forms and from different periods and cultures

- Experience literature's contribution to aesthetic, imaginative and intellectual growth

- To introduce the students to the basic elements of poetry and to enrich the students through various perspectives or readings in poetry.

- To enhance the level of critical thinking and appreciation of poems from different contexts and genres

COURSE OUTCOMES

At the end of the programme a student should be able to:	
CO 1	Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them.
CO 2	Demonstrate an understanding of the ways in which cultural values are expressed in literature.
CO 3	Identify the significance of the context in which a work is written and received.
CO 4	Analyse language, structure, techniques and style and evaluate their effects on the reader as well as the connections between style and meaning
CO 5	Engage in independent literary criticism on both familiar and unfamiliar literary texts.
CO 6	Write a sustained literary commentary using an effective choice of register and style using the terminology and concepts appropriate to the study of literature

COURSE OUTLINE

Module 1: Nature and Elements of Poetry (18 hours)

The Mantra: Aurobindo

The Poet

Poetry: Its Nature and Function

Forms of Poetry

Poetic Genres

Figures of Speech

Stanzas

Rhythm and Metre

Rhyme and Sound

How to Read a Poem – (Compulsory Component)

Theory

Practical Component – Analysis of an Unknown Poem

Module 2: Reading British Poets (36 Hours)

William Shakespeare : Sonnet 18

John Donne : The Sunne Rising

William Wordsworth : Ode – Intimations of Immortality from Recollections of Early Childhood

P.B. Shelly : To a Skylark

Robert Browning : My Last Duchess

T.S. Eliot : Journey of the Magi

Dylan Thomas	: Do Not Go Gentle Into That Goodnight
Stephen Spender	: What I Expected was….

Module-3 Other Perspectives in Poetry (36 Hours)

W.B. Yeats	: A Prayer for My Daughter
Mervyn Morris	: Little Boy Crying
Pablo Neruda	: Tonight I Can Write…
Robert Frost	: Mending Wall
Robert Kroetsch	: I'm Getting Old Now
Sylvia Plath	: Tulips
Dilip Chitre	: Father Returning Home
Gabriel Okara	: The Mystic Drum
Pablo Neruda	: A Dog has Died

Core Text: C A Varghese Ed. *Spring Rhythms: Poetic Selections*. DC Books.

Anthology of Poems recommended by the Board.

COURSE 20: READING FICTION

Course Code	23U4CRENG06
Title of the Course	Reading Fiction
Semester in which the course is to be taught	4
No. of Credits	4
No. of Contact Hours	90

COURSE OBJECTIVE

To introduce the students to various forms of fiction and to help them appreciate and critically evaluate works of fiction.

COURSE OUTCOMES

At the end of the programme a student should be able to:	
CO 1	Understand the range and variety of prose writings across literature.
CO 2	Assess and analyse various global literary themes that appear in prose writings.
CO 3	Compare and contrast the issues, conflicts and preoccupations of writers across the globe.
CO 4	Evaluate and analyse historical contexts of various ideologies across the world.
CO 5	Critically engage with the complex nature of writing around the world.
CO 6	Critically appreciate the diversity of prose in the light of a rational and logical temperament.

COURSE OUTLINE

Module 1: Novel   **(18 Hours)**

Mulk Raj Anand   : Untouchable

Module 2: Short Fiction		**(18 Hours)**
Anton Chekhov	: The Bet	
James Thurber	: The Night the Ghost Got in	
H G Wells	: The Flying Man	

Module 3: Short Fiction		**(18 Hours)**
Leo Tolstoy	: Too Dear	
Somerset Maugham	: The Verger	
Guy de Maupassant	: The Terror	

Module 4: Short Fiction		**(18 Hours)**
D H Lawrence	: The Rocking Horse Winner	
Satyajit Ray	: Ananth Babu's Terror	
George Louis Borges	: The Shape of the Sword	

Module 5: Short Fiction		**(18 Hours)**
Chinua Achebe	: The Sacrificial Egg	
Katherine Mansfield	: The Garden Party	
V S Naipaul	: Love, Love, Love Alone	

Background Reading

Dr. Leesa Sadasivan (editor): *Tales to Remember: An Anthology of Short Stories*. Oxford University Press, 2010

Satyajit Ray: *Indigo*, 2020

Mulk Raj Anand: *Untouchable*, 1970

COURSE 21: ENGLISH LITERATURE IN CONTEXT: A HISTORICAL PERSPECTIVE - PART II

Course Code	23U4CPENG4
Title of the Course	English Literature in Context: A Historical Perspective - Part II
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	108

COURSE DESCRIPTION

This course is intended to familiarize the students with the social and historical context of English Literature. This includes a detailed chronology giving a quick reference guide to each period. The course provides thorough historical and literary overviews. In depth readings of key literary texts and structured and annotated suggestions for further reading and research are also incorporated in the course. Module I focus on the background of Victorian period; Module 2 provides an understanding of the historical and social contexts of the Twentieth century; Module 3 gives an overview of the new trends in literature focusing on Twentieth and Twenty First century; Module 4 gives an awareness of the emergence of the New Literatures/Postcolonial writings.

AIM OF THE COURSE

The course aims at providing the students with the necessary historical, social and literary sense to understand and appreciate English literary works of various ages.

COURSE OUTCOMES

At the end of the programme a student should be able to:	
CO 1	Define the major historical processes, literary concepts and cultural movement from the Victorian age to the emergence of New Literatures.
CO 2	Understand the interconnections between history and literature.
CO 3	Interpret select texts and authors by contextualizing them

| CO 4 | Analyse texts to establish the processes of the textual construction of history |
| CO 5 | Critique the evolution of ideas and their potential import on subsequent ages |

COURSE OUTLINE

Module1: The Victorian Age, 1832-1901 (24 Hours)

Historical Overview

Literary Overview

Text and Issues

Module2: The Twentieth Century, 1901-1939 (24 Hours)

Historical Overview

Literary Over view

Text and Issues

Module 3: The Twentieth and Twenty- First Centuries- 1939-2019 (24 Hours)

Historical Overview:

Britain and the Post -War World

Belief and thought

Module 4: Postcolonial Literature in English (36 Hours)

Historical Overview

The Compass of the British Empire

Some Origins of Empire

Core Text: *English Literature in Context*, Edited by Paul Poplawski

COURSE 22: COMMON COURSE II (SECOND LANGUAGE)

COURSE CODE	23U4CCMAL4A/ 23U4CCHIN4A/ 23U4CCFRN4A
Title of the course	Common Course II (Second Language)
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	90

Course Code	23U5CRENG07
Title of the Course	Reading Drama
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	90

AIM OF THE COURSE

To develop in the students a taste for reading drama with practical knowledge of theatrical performances.

COURSE OUTCOMES

At the end of the programme a student should be able to:	
CO 1	Identify the aspects and features of theatre.
CO 2	Describe the development of dramatic techniques in different drama traditions.
CO 3	Demonstrate familiarity with the plays of master dramatists.
CO 4	Analyse dramatic texts on the basis of structure, characterisation, staging etc.
CO 5	Apply a variety of dramatic techniques in performing one act plays.
CO 6	Critique theatrical productions and evaluate directorial styles and acting. Write and perform short plays.

COURSE OUTLINE

Module 1 (18 hours)

William Shakespeare - Biography and Historical Overview of Elizabethan Age

Shakespeare's Macbeth - Introduction, Origins, Dramatis Personae and Structure

Act I of Macbeth

Module 2   **(18 hours)**

Act II of Macbeth

Act III of Macbeth

Adaptations of Macbeth in various Media

Module 3   **(18 hours)**

Act IV of Macbeth

Act V of Macbeth

Select Critical readings of Macbeth

Module 4   **(36 hours)**

Anton Chekhov   : The Swan Song

George Bernard Shaw   : How He Lied to Her Husband

Eugene O'Neil   : Before Breakfast

Serafin and Joaquin Alvarez Quintero   : A Sunny Morning

Erisa Kironde   : The Trick

Core Text

Dr K Sujatha Ed. *On the Stage: One-Act Plays*. Orient Black Swan.

COURSE 24: LANGUAGE AND LINGUISTICS

Course Code	23U5CRENG08
Title of the Course	Language and Linguistics
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	90

AIM OF THE COURSE

The course imparts knowledge about the origin, nature and evolution of language. It also incorporates the fundamental concepts of linguistics together with the basic facts about speech mechanism, phonetics and other major aspects of articulation.

COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Understand the origin, nature and evolution of language.
CO 2	Analyze the key concepts of linguistics.
CO 3	Recognize the structure and various parts of language.
CO 4	Apply various phonetic rules.
CO 5	Examine English language at phonemic, morphemic and syntactic levels.
CO 6	Distinguish various dialectical aspects of English.

COURSE OUTLINE

Module 1 (18 hours)

Origin of language – various theories; Language families; Indo-European Language Family-

Human language - characteristics: Arbitrariness – Interchangeability – Cultural

transmission; Dialect – Sociolect – Idiolect - Register – Pidgin – Creole

Module 2 (18 hours)

Basic concepts in linguistics - Langue and Parole - Language as a system of signs – Signifier

and signified - Competence and Performance - Synchronic and Diachronic linguistics -

Branches of linguistics: Phonology – Morphology-Syntax- Morphemes and allomorphs –

Lexical and grammatical words - Simple, complex, compound Words - Word Formation -

Inflexion - Affixation - Parts of Speech

Module 3	(18 hours)

Definition of Phonetics- Branches of Phonetics- Airstream Mechanism- Respiratory,

Phonatory and Articulatory Systems- Organs of speech - Function of vocal cords – Active

and passive articulators

Module 4	(18 hours)

Phonemes-Classification of Speech Sounds-Consonants and Vowels - Criteria for

Classification of Consonants - The Consonants of English RP- Place of Articulation:

Bilabial, Labio-Dental, Dental, Alveolar, Post-Alveolar, Palato-Alveolar, Palatal & Velar

Sounds- Manner of Articulation: Plosives, Affricates, Fricatives, Nasals, Laterals,

Approximants - Voiced and Voiceless Sounds- Vowels in R P- Classification of Vowels:

Tongue height: Close Vowels, Open Vowels, Half-Close Vowels, Half-Open Vowels -Part

of the Tongue Raised: Front Vowels, Back Vowels, and Central Vowels- Position of Lips:

Rounded Vowels, Unrounded Vowels - Diphthongs – Triphthongs

Module 5	(18 hours)

Allophones -Syllable- Suprasegmentals - Stress and Rhythm – Weak forms and Strong

forms – Sentence stress - Basic intonation - Juncture - Elision – Assimilation- R P –

Mother tongue influence- Language Acquisition and Learning - Uniformity and

Intelligibility-Transcription Practice

RECOMMENDED TEXTS:

Krishnaswamy and Sivaraman: An Introduction to Linguistics. New Delhi: MacMillan

John Lyons. Language and Linguistics

S. K. Verma& N. Krishnaswamy. Modern Linguistics: An Introduction. New Delhi: OUP,

1989.

H.A.Gleason. Linguistics and English Grammar. NY: Holt, Rinehart &. Winston, Inc.,

1965.

Daniel Jones. The Pronunciation of English. New Delhi: Blackie and Sons, 1976.

A.C Gimson. An Introduction to the Pronunciation of English. London: Methuen, 1980.

J. D. O'Conner. Better English Pronunciation. New Delhi: CUP, 2008.

T. Balasubramaniam. A Textbook of English Phonetics for Indian Students. Macmillan,

1981.

T. Balasubramaniam. English Phonetics for Indian Students: A Workbook. Macmillan

COURSE 25: LITERARY CRITICISM: THEORY AND PRACTICE

Course Code	23U5CRENG09
Title of the Course	Literary Criticism: Theory and Practice
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	108

AIM OF THE COURSE

This course is intended to familiarize the students with the major streams of literary criticism, literary theory and literary terms (both Western and Indian). It also aims to make them aware of the interdisciplinary nature of critical approaches to the study of literature and to enable them to appreciate literary/non-literary texts from different perspectives. From a practical point of view, the course should enable the students to write critical reviews/appreciations/analysis for scholarly journals and media.

COURSE OUTCOMES

At the end of the programme a student should be able to:	
CO 1	Understand the fundamental literary and critical concepts and underlying distinctions among them.
CO 2	Understand the theoretical and critical concepts in their contexts
CO 3	Explore the various writing strategies and techniques of textual analysis.
CO 4	Apply the various theoretical framework and concepts to literary and cultural texts.
CO 5	Develop a coherent, synoptic view of the discipline of criticism.

COURSE OUTLINE

Module 1: Classical Criticism   **(18 Hours)**

Plato   : Theory of Imitation

Aristotle   : Theory of Imitation, Tragedy, Comedy, Unities, Catharsis, Peripetia

Longinus : Sublime

Module 2: Neo- classical and Romantic Criticism (18 Hours)

Dryden Wordsworth Coleridge

Module 3: Modern Criticism (18 Hours)

T S Eliot

I A Richards

Module 4 (18 Hours)

Indian Aesthetics Theory of Rasa Theory of Dhvani

Module 5 (18 Hours)

Contemporary Literary Theoretical Approaches Psychoanalytic Studies: Hamlet: The Oedipus Complex

Gender and Feminist Studies: The Marble Vault: The Mistress in "To His Coy Mistress" Cultural Studies: "Cultures in Conflict: A Story Looks at Cultural Change"

Poststructuralist Studies: Dylan Thomas's poem 'A refusal to mourn the death, by fire, of a child in London'.

Module 6: Practical Criticism (18 Hours)

Analysis of an unknown poem

Analysis of an unknown prose passage

Recommended Books:
Nagarajan M S., English Literary Criticism and Theory: An Introductory History. Hyderabad: Orient Blackswan, 2011. Pages 1-19; 23 -29; 50 – 60; 78-90; 105 -133;
Guerin, Wilfred L. et. al., A Handbook of Critical Approaches to Literature. New York: Oxford UP, 1999. Pages 125 -136; 196 – 202; 215 -217; 239-245; 292 -297
Barry Peter. Beginning Theory. 49-60
Sethuraman V S. ed. Indian Aesthetics. Ch. 4 . The Theory of Rasa, S N Dasgupta, Ch. 12 Theory of Dhvani, Kunjunni Raja.

COURSE 26: ENVIRONMENTAL SCIENCE AND HUMAN RIGHTS

Course Code	23U6CRENG13
Title of the Course	Environmental Science and Human Rights
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	90

1.   AIM OF THE COURSE

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janerio in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months' compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India

2.   COURSE OBJECTIVES

Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers. It encourages character building, and develops positive attitudes and values.

3.   COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	understand how our decisions and actions affect the environment
CO 2	develop the sense of awareness about the environments issues
CO 3	Create an awareness of the inter-relationship between man and environment
CO 4	Develop a constructive attitude about environment.
CO 5	build knowledge and skills necessary to address complex environmental issues

4.   COURSE OUTLINE

. MODULE 1: REGIONAL

A Requiem for Earth	: ONV Kurup
The Inheritors of the Earth	: Vaikom Muhammed Basheer
The Plachimada Struggle:A David-and-Goliath Story	: Swarnalatha Rangarajan and Sreejith Varma

MODULE 2: NATIONAL

An Island of Trees	: Ruskin Bond
Loss of Land and Livelihood	: Indra Munshi
Our Casuarina Tree	: Toru Dutt
Load Shedding	: Aashish Kaul

MODULE 3: GLOBAL

Give me the Splendid, Silent Sun   : Walt Whitman

Unfinished Continent   : K R Srinivasa Iyengar

Swampspeak   : Swarnalatha Rangarajan

MODULE 4: ENVIRONMENTAL SCIENCE

Global Warming   : Erach Bharucha

Environmental Values   : Erach Bharucha

Types of Ecosystems   : Aloka Debi

Waste Management   : Aloka Debi

Core Text: *Nature Anthem*

COURSE 27: POSTCOLONIAL LITERATURES

Course Code	23U6CRENG11
Title of the Course	Postcolonial Literatures
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

AIM OF THE COURSE

● The course is intended to familiarize the students with the

basic tenets of Postcolonial theory and literature

● To inculcate in the student an awareness of diverse cultures and literatures.

COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Understand the social-historical-political- economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
CO 2	Understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
CO 3	See through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
CO 4	Appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
CO 5	Critically engage with issues of racism and imperialism during and after colonial occupation
CO 5	Critically engage with issues of racism and imperialism during and after colonial occupation.

COURSE OUTLINE

MODULE 1: Essay   (36 Hours)

1.   John McLeod: From 'Commonwealth' to 'postcolonial' (Beginning Postcolonialism pp 6-36)

2.   "Introduction" to The Routledge Companion to Postcolonial Studies

MODULE 2: Poetry   (18 hours)

1.   Wole Soyinka   : 'Procession 1 - A Hanging Day'

2.   Mahmoud Darwish   : 'Identity Card'

3.   Derek Walcott   : 'A Far Cry from Africa'

4.   Claude McKay   : 'The Enslaved'

5.   Jean Arasanayagam   : 'Family Photographs'

6.   Sujata Bhat   : "Search for My Tongue"

MODULE 3: Fiction   (18 hours)

Amitav Ghosh   : The Shadow Lines

MODULE 4: Drama   (18 hours)

Mahasweta Devi   : Mother of 1084

COURSE 28: WOMEN'S LITERATURE

Course Code	23U6CRENG12
Title of the Course	Women's Literature
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

AIM OF THE COURSE

To introduce students to the development of women's writing in various countries.

● To familiarize them with the diverse concerns addressed by feminism.

● To sensitize them to issues like marginalization and subjugation of women

● To motivate them to rethink and redefine literary canons

● To understand the way in which women use literature as a catalyst for political and social change.

● To encourage them to critically analyse literary works from a feminist perspective.

COURSE OUTCOMES

At the end of the programme a student should be able to:	
CO 1	Understand and appreciate the representation of the experience of woman in literature.
CO 2	Understand the theoretical concepts of feminism in British, American and Indian contexts.
CO 3	Familiarise with the rich repertoire of the literary creativity of women.
CO 4	Link the status of woman to social discrimination and social change.
CO 5	Recognize and redefine the gender-based constructs in one's own social and cultural milieu.
CO 6	Imbibe the values of gender justice and mutual respect. Stimulate the potential for creative and critical analysis.

COURSE OUTLINE

MODULE 1: ESSAYS   **(18 hours)**

Betty Friedan   : The Problem that has no Name

Elaine Showalter   : Towards a Feminist Poetics

: Indian Feminisms: The Nature of Questioning and the Search for Space in Indian Women's writing (from *Writing Women across Cultures*)

MODULE 2: POETRY   **(18 hours)**

Kamala Das   : An Introduction

Marianne Moore   : Poetry

Adrienne Rich   : Aunt Jennifer's Tigers

Sylvia Plath   : Lady Lazarus

Margaret Atwood   : Spelling

Kishwar Naheed   : I am not That Woman

Marge Piercy   : Rape Poem

Nikki Giovanni   : Woman

MODULE 3: NOVEL   **(36 Hours)**

K.R. Meera   : Hang Woman

MODULE 4: DRAMA   **(18 hours)**

Sheila Walsh   : Molly and James

M. Sajitha   : Matsyagandhi

Core Texts

1.   Dr Sobhana Kurien, Ed. Breaking the Silence: An Anthology of
Women's Literature. ANE Books.

2.   K.R Meera. Hangwoman. Penguin Books.

Reading List

a)   General Reading

i.   Kate Millett. Sexual Politics. New York: Equinox-Avon, 1971.

ii.   Maggie Humm Ed. Feminisms: A Reader. New York: Wheat Sheaf, 1992.

iii.   Elaine Showalter. A Literature of their Own.

b)   Further Reading

i.   Virginia Woolf. A Room of One's Own. London: Hogarth, 1929.

ii.   Patricia Mayor Spacks. The Female Imagination. New York: Avon, 1976.

iii.   Jasbir Jain Ed. Women in Patriarchy: Cross Cultural Readings.

New Delhi: Rawat Publications, 2005

iv.   Susie Tharu & K Lalitha. Women Writing in India Vol I & II. New Delhi: OUP, 1991.

v.   Gayle Green & Copelia Kahn. Making a Difference: Feminist

Literary Criticism. New York: Routledge.

vi.   Sandra Gilbert & Susan Gubar. The Mad Woman in the Attic: The

Woman Writer. Yale University Press, 1978.

vii.   Simone de Beauvoir. The Second Sex. UK: Hammond Worth, 1972.

viii.   Angela Davis. Women, Race and Class. New York: Random House, 1981.

ix.   Alice Walker. In Search of our Mothes' Gardens. New York:

Harcourt Brace Jovanovich, 1983.

x.   Leos S. Roudiex Ed. Desire in Language. New York: Columbia University Press,

1975.

xi.   Lisbeth Goodman Ed. Literature and Gender. New York: Routledge, 1996.

xii.   Adrienne Rich. Of Woman Born. New York: Norton.

xiii.   Mahasweta Devi. Breast Stories. Calcutta: Seagull, 1998.

<h1>COURSE 29: INDIAN WRITING IN ENGLISH</h1>

Course Code	23U6CRENG13
Title of the Course	Indian Writing in English
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

AIM OF THE COURSE

● To inspire students to read and appreciate Indian literature in English, and to explore its uniqueness and its place among the literatures in English.

● To motivate students for a critical and comparative study of other literatures in English and to examine the similarities and differences in attitudes, vision and style.

COURSE OUTCOMES

At the end of the programme a student should be able to:	
CO 1	Demonstrate an understanding of the various phases of the evolution of Indian writing in English.
CO 2	Demonstrate familiarity with the thematic concerns, genres and trends of Indian writing in English.
CO 3	critically engage with Indian literary texts written in English in terms of colonialism/post colonialism, regionalism, and nationalism
CO 4	Demonstrate an understanding of the pluralistic aspects of Indian culture and identity.
CO 5	Critically appreciate the creative use of the English language in Indian English Literature
CO 6	Approach Indian English Literature from multiple positions based on historical and social locations

COURSE OUTLINE

MODULE I: PROSE   (18 Hours)

M. K. Gandhi   : The Need for Religion

C. V. Raman	: Water, the Elixir of Life
Nirad C. Chaudhuri	: Money and the Englishmen
Arundhati Roy	: The End of Imagination

MODULE II - POETRY   (18 Hours)

Rabindranath Tagore : Gitanjali Poems 1- 4

Nissim Ezekiel	: Night of the Scorpion
K. Ramanujan	: The Striders
Jayanta Mahapatra	: An October Morning
Kamala Das	: An Introduction
Meena Alexander	: Her Garden
K.Satchidanandan	: Stammer

MODULE III: SHORT STORIES   (18 Hours)

Mahasweta Devi	: Arjun
Anita Desai	: Circus Cat, Alley Cat
Rabindranath Tagore	: The Home Coming
Abhuri Chaya Devi	: The Woodrose

MODULE IV: DRAMA   (18 Hours)

Badal Sirkar   : Evam Indrajith

MODULE V: FICTION   (18 Hours)

Khushwant Singh   : Train to Pakistan

COURSE 30: AMERICAN LITERATURE

Course Code	23U6CRENG14
Title of the Course	American Literature
Semester in which the course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

AIM OF THE COURSE

● To introduce students to select vignettes of American literature and familiarize them with its unique flavour, style, form and themes.

● To motivate students to attempt an intelligent appreciation and critical evaluation of American civilization and culture as revealed in the works.

● To inspire them to make further explorations into American literature.

COURSE OUTCOMES

	At the end of the programme a student should be able to:
CO 1	Understand the trends and movements in American Literature.
CO 2	Evaluate the distinctive generic and literary features of American prose, poetry and theatre.
CO 3	Situate a text or author with reference to their specific American historical milieu.
CO 4	Compare texts and authors across the spectrum of American literature.
CO 5	Appreciate critically the literary merits of individual American writers.
CO 6	Locate works from the American canon vis-à-vis their counterparts from other regional literatures.

COURSE OUTLINE

Module 1: ESSAYS   (18 hours)

Ralph Waldo Emerson   : Self Reliance

Henry David Thoreau   : The Battle of the Ants

Jane Churchon   : The Dead Book

Excerpts from Martin Luther King's : The Birth of a New Nation

Module 2: POETRY   (18 hours)

Walt Whitman   : Oh Captain, My Captain

Emily Dickinson   : A Bird Came Down the Walk

E A Robinson   : Miniver Cheevy

Robert Frost   : After Apple Picking

Wallace Stevens   : The Ultimate Poem is Abstract

Theodore Roethke   : The Waking

John Berryman   : The Ball Poem

Langston Hughes   : I too, sing, America

Module 3: FICTION I   (18 hours)

Nathaniel Hawthorne   : The Wives of the Dead

Edgar Allan Poe   : The Tell-Tale Heart

Mark Twain   : Baker's Bluejay Yarn

Ambrose Bierce   : A Horseman in the Sky

Module 4: FICTION II   **(18 hours)**

Kate Chopin   : The Story of an Hour

O Henry   : Mammon and the Archer

Ernest Hemingway   : A Clean, Well-Lighted Place

Issac Asimov   : The Fun They Had

Module 5: DRAMA   **(18 hours)**

Tennessee Williams   : The Case of the Crushed Petunias

Lucille Fletcher   : Sorry, Wrong Number

Reference:

Sadasivan, Leesa, Dr., ed. Blooming Lilacs: An Anthology of American Literature. Thrissur: Current, 2011. Print.

COURSE 31: REGIONAL LITERATURES IN TRANSLATION (CORE ELECTIVE 1)

Course Code	23U6CRENGEL1
Title of the Course	Regional Literatures in Translation
Semester	6
No. of Credits	4
No. of Contact Hours	72

AIM OF THE COURSE

This course aims at introducing the students to the priceless regional literary assemblage of India so as to enable them to have a better understanding of the unique nature of Indian culture.

COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Get familiarized with the cultural heterogeneity and linguistic plurality of our country through its literature written in regional languages.
CO 2	Engage with various theoretical positions in translation.
CO 3	Assess, compare and review translations.
CO 4	Critically appreciate the process of translation.
CO 5	Reflect on the politics of translation.
CO 6	Translate literary and non-literary texts.

COURSE OUTLINE

Module 1:	**Essay**	**(12 Hours)**

Jeremy Munday : Introducing Translation Studies (Chapter 1)

Module 2:	**Poems**	**(12 Hours)**

Dhoomil : "A City, An Evening and an Old Man" (Oriya)

Temsula Ao : "Bonsai God" (Naga)

Rajathi Salma : "A Midnight Tale" (Tamil)

Sachidanandhan	: "The Mad" (Malayalam)
Arun Kamal	: "Amarphal" (Hindi)

Module 3:   Drama   (18 Hours)

G. Sankarapillai   : Wings Flapping Somewhere

Module 4: Short Fiction   (24 Hours)

Vaikom Muhammad Basheer	: "Pathumma's Goat (Malayalam)
Tharasankar Banerjee	: "Boatman Tarini" (Bengali)
Abburi Chaya Devi	: "The Touch" (Telugu)
Mahaswetha Devi	: "The Breast Giver" (bengali)
O. V Vijayan	: The Infinity of Grace (Malayalam)
U. R Ananthamoorthy	: "Apoorva" (Kannada)

Module 5   (6 Hours)

Tasks in Translation

COURSE 32: VOICES FROM THE MARGINS (CORE ELECTIVE 2)

Course Code	23U6CRENGEL2
Title of the course	Voices from the Margins
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	72

AIM OF THE COURSE

To introduce voices from the margins to the students, as an attempt to understand suppressed histories and discourses.

COURSE OUTCOMES

On completion of the course, the student should be able to:

CO1   stand the premise and purpose of Dalit Literature

CO2   Analyse the marginalisation in the name of caste, creed, region, religion, class as posited through the works of different Dalit writers

CO3   Evaluate how different forms of literature contribute to the project of Dalit emancipation

COURSE OUTLINE

Module 1	**(18 Hours)**
A Vindication of Caste	: Mahatma Gandhi
Dr. B.R. Ambedkar	: A Reply to the Mahatma
Gopal Guru	: How Egalitarian are the Social Sciences in India

Module 2	**(18 Hours)**
Gail Omvedt	: A Proposal for Dalit Studies
Limbale	: Dalit Literature, Form and Purpose
Smita Patil	: Transcending Orbits of Dalit Women's Minor Literature's

Module 3	**(18 Hours)**
Hira Bansode	: Yasodhara
Shankarrao	: A Corpse in the Well
Vemula Yellaiah	: Kakka
Boyi Bhimaanna	: The Farmhand

Velayudhan Panikkasseri   : Ayyankali

C.Ayyappan   : Madness

Module 4   **(18 Hours)**

Bama   : Sangathi

Core Text: *Voices from the Margins*

COURSE 33: COMPARATIVE LITERATURE (CORE ELECTIVE 3)

Course Code	23U6CRENGEL3
Title of the course	Comparative Literature
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	72

AIM OF THE COURSE

To introduce the student to the various concepts relating to comparative study of literature and to promote an international approach to the study of literature.

COURSE OUTCOMES

On completion of the course, the student should be able to:

CO1   Develop strategies and methodologies in the study of literatures in comparison.

CO2   Undertake a methodological investigation of problems involving more than one literature so that she/he may acquire a broader sense of literary history and tradition.

CO3   Critically analyze literary texts in the broader perspective of World Literature.

COURSE OUTLINE

Module 1   **(18 Hours)**

K. M. Krishnan   : Introduction in the anthology 'Between the Lines'

Susan Bassnett   : "What is Comparative Literature Today" (from *Comparative Literature*: *An Introduction*)

Module 2   **(18 Hours)**

Part A: Writing

Ted Hughes   : The Thought Fox

Seamus Heaney   : Personal Helicon

Part B: Death Wish

Sylvia Plath   : Tulips Dorothy

Parker   : Resume

Part C: Hamlets

Anna Akhmatova   : Reading Hamlet

C. P. Cavafy   : King Claudius

Module 3: Myth   **(18 Hours)**

Rabindranath Tagore : Karna Kunti Samvad

G. Sankarapilla   : Wings Flapping, Somewhere

Module 4: Sleuthing   **(18 Hours)**

Arthur Conan Doyle   : The Adventure of the Blue Carbuncle

V. K. N.   : Sherlock Holmes

Module 3: Myth   **(18 Hours)**

COURSE 34: MODERN WORLD LITERATURE (CORE ELECTIVE 4)

Course Code	23U6CRENGEL4
Title of the course	Modern World Literature
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To make the students aware of the stupendous variety that resides in Literatures the world over.

COURSE OUTCOMES

On completion of the course, the students should be able to discern the following:

CO1 Understand the relationship between literary works and the reality of their production.

CO2 Analyse how World literature defy canonical assumptions of Major and Minor, Central and Peripheral literatures to emerge as platforms for multifarious voices.

CO3 Evaluate how various literary forms reflect and represent the different social, cultural and political milieu.

COURSE OUTLINE

Module 1: Poetry	(18 hours)

Marina Tsvetaeva   : Meeting

Federico Garcia Lorca   : New Heart

Leopold Sedar Senghor   : Black Woman

Wizlawa Szymborska   : The Terrorist, He's Watching

Bei Dao   : The Answer

Pablo Neruda	: I am Explaining a few Things	

Module 2: Short Stories: European		**(18 hours)**
Leo Tolstoy	: God Sees the Truth, but Waits	
Bjornstjerne Bjornson	: The Father	
Franz Kafka	: Before the Law	
Albert Camus	: The Guest	

Module 3: Short Stories: Non-European		**(18 hours)**
Ryunosuke Akutagawa	: In a Grove	
Jorge Luis Borges	: The Garden of Forking Paths	
Naguib Mahfouz	: Half of a Day	
Julio Cortazar	: Continuity of Parks	

Module 4: Novel		**(18 hours)**
Gabriel Garcia Marquez	: Chronicle of a Death Foretold	

Module 5 [Drama]		**(18 hours)**
Eugene Ionesco	: Chairs	

Core Text: *Modern World Literature*

COURSE 35: Project Work & Viva

Course Code	23U6PJENG01
Title of the course	Project Work & Viva
Semester in which the course is to be taught	6
No. of credits	2
No. of contact hours	18

Guidelines for Project Work

Taking cognizance of the semi-vocational nature of the programme, the Board of Studies proposes certain changes in the nature of the project to be undertaken by the students as a part of the curricular requirements.

1. The project can be of three types:

   Type 1. A dissertation on a topic pertaining to literary/cultural studies

   Type 2. A piece of creative writing

   Type 3. A work of translation (of not less than 12 pages)

2. There shall be a faculty member in charge of the entire class. One teaching hour is to be allotted to that teacher to familiarize the students with research methodology and project writing.

3. A faculty member of the department shall supervise a group of three or four students in the project work. Students should identify their topics in consultation with the supervising teacher.

4. Credit shall be given to original contributions. Plagiarism is proscribed.

5. The award of the internal marks for the project shall be on the basis of the documentation of the process recorded in the project journal.

6. In the case of type 2, if the proposed work belongs to genres of short length, it should be an anthology consisting of not less than 3-4 pieces.

7. Project types 2 and 3 shall be accompanied by a report documenting the processes involved in the making of the work.

8. There shall be an end-semester evaluation of the project by external examiner/s. This includes a presentation of the reports. The evaluation shall be on the basis of the quality of the work as well as the documentation of the research carried out by the candidate.

9. The length of the project report shall be between 20-30 pages (A4 size). The methodology of research must be followed while writing the project. The candidates shall follow the guidelines

given in MLA Handbook (latest edition).

10. The project report shall be submitted as a bound volume.

11. The last date for submitting the project is February 28 (tentatively).

12. End semester evaluation of the project shall be done by March 31 (tentatively).

Project Work Submission

1. The candidates shall submit two copies of their Project. The evaluation of projects shall be done by external examiners.

2. Plagiarism of any kind will be penalized.

3. The marks for project evaluation are distributed in the following manner:

Total Marks	:	100
Internal	:	25
Presentation of the project and on-the job report	:	25
End semester evaluation	:	50

3.3 SYLLABUS FOR B A ENGLISH LANGUAGE AND LITERATURE (MODEL II – COPY EDITOR)

Programme Specific Outcome

At the end of the programme a student should be able to:	
PSO 1	Demonstrate knowledge about the socio-historical and cultural context of the literary works in English and demonstrate in-depth knowledge about the select texts.
PSO 2	Identify and describe the thematic and literary features of select works in English and align them with the socio-political and cultural milieu.
PSO 3	Articulate knowledge in oral, written or performative means, using appropriate style and register.
PSO 4	Edit text, set the lay out, create illustrations and publish articles, journals and books.
PSO 5	Demonstrate an understanding of various critical theories and reading strategies and engage with texts - literary, performance, visual etc. – from the point of view of the various critical approaches and to draw from them the dynamics relationship between nature and culture.
PSO 6	Conduct independent research in the area of literary and cultural studies and produce new and critical knowledge.

PROGRAMME STRUCTURE

COURSES SEMESTER-WISE
SEMESTER 1

Course Code	Title of Course	Contact Hours/Week	Credit
23U1CCENG01	Homo Loquens: Effective Listening and Speaking End-semester Oral Test	5	3
	Common-Second Language 1	5	4
23U1CRENG01	Introduction to the Study of English Literature	5	4
23U1CPENG01	Complementary 1: English for Copy-editing 1	5	4
23U1VCENG01	Vocational 1: Information Technology and Computer Applications	5	4

SEMESTER 2

Course Code	Title of Course	Contact Hours / Week	Credit
23U2CCENG03	Text and Context: A Guide to Effective Reading and Writing	5	4
	Common- Second Language 2	5	4
23U2CRENG02	Methodology of Humanities and Literature	5	4
23U2CPENG02	Complementary 2: English for Copy-editing 2	5	4
23U2VCENG02	Vocational 2: Computer Applications and DTP (Practical)	5	4

SEMESTER 3

Course Code	Title of Course	Contact Hours /Week	Credit
23U3CCENG05	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	5	4
23U3CRENG03	Literature and Informatics	5	4
23U3CRENG04	Reading Prose	5	4
23U3CPENG03	English Literature in Context: A Historical Perspective	5	4
23U3VCENG03	Vocational 3: Copy-editing: An Overview	5	4

SEMESTER 4

Course Code	Title of Course	Contact Hours / Week	Credit
23U4CCENG06	Illuminations	5	4
23U4CRENG05	Reading Poetry	5	4
23U4CRENG06	Reading Fiction	5	4
23U4CPENG04	English Literature in Context: A Literary Perspective	5	4
23U4VCENG04	Vocational 4: The Technique of Copy-editing	5	4

SEMESTER 5

Course Code	Title of Course	Contact Hours /Week	Credit
23U5CRENG07	Reading Drama	5	4
23U5CRENG08	Language and Linguistics	5	4

Course Code	Title of Course	Contact Hours /Week	Credit
23U5CRENG09	Literary Criticism: Theory and Practice	6	5
23U5CRENG10	Environmental Science and Human Rights	5	4
23U5OCENG01	English for Careers - Open Course 1 (General)	4	3
23U5OCENG02	Film Studies- Open Course 2 (General)	4	3
23U5OCENG03	Theatre Studies- Open Course 3 (General)	4	3

SEMESTER 6

Course Code	Title of Course	Contact Hours /Week	Credit
23U6CRENG11	Postcolonial Literatures	5	4
23U6CRENG12	Women's Literature	5	4
23U6CRENG13	Indian Writing in English	5	4
23U6CRENG14	American Literature	5	4
23U6CRENGEL1	Regional Literatures in Translation (Core Elective 1)	4	3
23U6CRENGEL2	Voices from the Margins (Core Elective 2)	4	3
23U6CRENGEL3	Comparative Literature (Core Elective 3)	4	3
23U6PJENG01	Project Report & On-the-job Training	1	1

Total credits for core and complementary   :   93

Open course   :   3

      96

Total credits for English and second language   :   24

Total   120

COURSE 1: HOMO LOQUENS: EFFECTIVE LISTENING AND SPEAKING

Course Code	23U1CCENG01
Title of the course	Homo Loquens: Effective Listening and Speaking
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	90

1. COURSE DESCRIPTION

The course is designed as a practical guide to help the students acquire higher levels of listening and speaking skills. The listening part consists of audio recordings of various kinds of speeches which are graded from basic comprehension involving information gathering to advanced listening skills involving deductive comprehension. Each listening unit comprises a series of exercises intended to help the learners improve their vocabulary and sense of grammar. Since the course is designed as a student-centred series of activities, the role of the teacher here is that of a coach. The exercises recommended in the course are intended to be practised in the class.

2. AIM OF THE COURSE

The course is intended to enable the students to acquire higher level of listening comprehension skills and to help them acquire the ability and confidence to use English language in their oral communication.

3. COURSE OUTCOMES

	At the end of the programme a student should be able to:
CO 1	Comprehend the meaning of various levels of spoken English.
CO 2	Analyse the mechanics of English language including stress and tone, and recognise the various registers of speech.
CO 3	Use English language for various communication purposes (including formal and informal).
CO 4	Prepare lecture notes using the appropriate format.
CO 5	Critically evaluate the contents of presentations, narrations and speeches and respond to them appropriately.
CO 6	Use English for various communication purposes including presentations, speeches, group discussions, everyday conversations etc.

4. **COURSE OUTLINE**

Module 1: Listening Comprehension: Information Gathering   (**18 Hours**)

Skills in focus: Recognising key words and key ideas and extracting specific

information from announcements, conversations, presentations and short narrations.

Vocabulary in focus: Diction, Collocations, Synonyms, Antonyms.

Grammar in focus: Content words - Nouns, Adjectives, Verbs, Adverbs; Grammatical words –

Articles, Pronouns, Prepositions, Conjunctions, Auxiliaries.

Module 2: Academic Listening and Note taking   (**18 Hours**)

Skills in focus: Drawing inferences related to themes, events, characters, actions etc. from

announcements, conversations, presentations and short narrations; Identifying attitudes and

emotions of the speaker; Distinguishing between fact and opinion; Identifying the sequence

of events, turning points, and the type of discourse; Making predictions based on available

information; Making notes based on lectures.

<u>Vocabulary in focus</u>: Phrasal verbs, Transition words, Idiomatic expressions, Metaphorical use of language

<u>Grammar in focus</u>: Phrases, Clauses, Sentences, Subject verb agreement, Tenses, Active and Passive sentences, Reported speech.

Module 3: **Language in Everyday Use**   (18 Hours)

<u>Skills in focus</u>: Using language to perform various functions in formal and informal contexts:

Appropriate expressions for greeting, agreeing, disagreeing, expressing sympathy, expressing gratitude, giving opinions, making suggestions, asking for information, complimenting, expressing obligation or necessity. Asking questions, making requests, asking for permission, refusing permission, accepting invitation, declining invitation, asking for directions, giving directions, expressions of time, making complaints, offering thanks, apologizing.

Using language confidently and effectively on formal occasions; Using stress and intonation accurately; Engaging in small talk (chat show); Initiating and participating in telephone conversations; Conducting/Attending interviews; Speaking on ceremonial occasions (welcome speech, presenting someone, felicitations, vote of thanks); Speaking to persuade: Making presentations and participating in debates.

Module 4: Formal and Business English   (18 Hours)

<u>Skills in focus</u>: Able to use the appropriate register for formal meetings and presentations; make public speeches for various occasions; Effective participation in Group discussions and interviews. Develop confidence to respond to various situations through a series of group activities; Engaging in problem solving through short presentations (group); Performing role plays.

Skills in Focus: Enable the students to communicate effectively the adoption of stress, rhythm and intonation. Use drama as a medium for effective oral communication.

Core Text: *Homo Loquens: A Guide to Effective Listening and Speaking*

Common Course I: Listening and Speaking Oral Test

The end-semester examination of Homo Loquens consists of 75 marks of which 60 marks will be from the theory examination and the remaining 15 marks will be for listening and oral tests. The listening comprehension test constitutes 8 marks and speaking component 7 marks. While listening comprehension can be tested in groups of 20, accuracy and fluency must be tested individually.

The end-semester oral test will be conducted by two external examiners appointed by the College. The College must provide essential facilities for the oral test.

3. **Listening Comprehension**

Listening Comprehension (5 Marks)
Listen to a dialogue/speech and identify the referential and inferential meaning.
OR
Listen to a short lecture and prepare notes based on the same

2. **Oral Communication**

Fluency Test: Task - 1 (5 Marks)
Introduce yourself to the interviewer and answer questions by the interlocutor

OR
Speak on a simple personal topic or a given topic for not less than 3 minutes
Fluency Test: Task - 2 (5 Marks)
Make a conversation on a given topic

COURSE 2: COMMON COURSE II

COURSE CODE	23U1CCMAL1B/ 23U1CCHIN1B/ 23U1CCSAN1B/ 23U1CCFRN1B
TITLE OF THE COURSE	
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

COURSE 3: INTRODUCTION TO THE STUDY OF ENGLISH LITERATURE

Course Code	23U1CRENG01
Title of the Course	Introduction to the Study of English Literature
Semester in which the Course is to be Taught	1
No. of Credits	4
No. of Contact Hours	90

1.   AIMS OF THE COURSE:

The course aims at introducing the students to English Literature; its major genres and movements. It is also intended to familiarize the students with the main writers of English Literature, their texts and their relation to various literary movements.

At the end of the course the students are expected to develop the capacity to understand and appreciate different forms of literary writing, develop familiarity with major writers and their forms of writing.

2.   COURSE OUTCOME:

At the end of the programme a student should be able to:	
CO 1	Understand what constitutes literature as a discipline.
CO 2	Familiarise with the main writers, various genres and movements of English literature.
CO 3	Outline major literary trends and theoretical developments.
CO 4	Appreciate different forms of literary writing.
CO 5	Evaluate literary texts in relation to their genres and periods.
CO 6	Illustrate ideas with relevant examples.

3. COURSE OUTLINE

Module I (18 hours)

Eagleton, Terry. "What is Literature" Literary Theory: An Introduction. Minneapolis:

Minnesota, UP, 008. 1-14

Module II (18 hours)

Fiction and Non- Fiction Writing: Epistolary – Picaresque - Historical Novel - Gothic Fiction

- Realistic Fiction – Bildungsroman - Stream of Consciousness novel - Science Fiction -

Fantasy Fiction – Metafiction.

Core Text: Mario Klarer. "Major Genres in Textual Studies." An Introduction to

Literary Studies.

Module III (18 hours)

The Essay: polemical – personal – expository - narrative and descriptive. The Short Story,

Biography and Autobiography, Travelogue.

Core Text: Mario Klarer. "Major Genres in Textual Studies." An Introduction to

Literary Studies.

Module IV (18 Hours)

Drama and Film Major Genres

Core Text: Mario Klarer. "Major Genres in Textual Studies." An Introduction to

Literary Studies.

Module V (18 Hours)

Poetry: Schools and Movements: The metaphysical school of poets - The classical movement

- The romantic revival - The Pre-Raphaelites - The fin –de- siècle movement - The Georgian

poets.

Poetic types and trends 1900 to 1922 - The war poets - The high modernist mode - Poetry of the thirties - Poets of the second world war – Postmodernism - Postmodern poetry.

Core Text: Prasad, B. A Background to the Study of English Literature.

Suggested Readings:

1   Pramod K. Nayar. A Short History of English Literature. Cambridge University Press.

2   Andrew Sanders. The Short Oxford History of English Literature. Oxford University Press.

COURSE 4: ENGLISH FOR COPY EDITING – I

Course Code	23U1CPENG01
Title of the course	English for Copy Editing – I
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	90

1. **AIMS OF THE COURSE:**

This syllabus is designed to give a general introduction to the learners to the concept of Copy Editing and its role in effective communication in English. Learning in this Semester would focus on refreshing some of the basic concepts of English grammar that the learners have already studied and explain how they apply to Copy Editing. The learners will also be taught how to edit graduate level sample prose pieces and develop well-edited oral and written communication pieces.

2. **COURSE OUTCOME:**

At the end of the programme a student should be able to:	
CO 1	Gain general understanding about Copy Editing
CO 2	Understand the essential mechanics of English grammar as they apply to Copy Editing
CO 3	Apply punctuations correctly
CO 4	Create different sentence structures in English
CO 5	Edit prose pieces
CO 6	Develop standard oral and written communication and evaluate various levels of language proficiency

3. **COURSE OUTLINE**

Module 1: Introduction to Basic Grammar and its role in Copy Editing   (28 Hours)

What is English Copy Editing? – Types of Copy Editing – Importance of English

Grammar in Copy Editing – Mechanics of Grammar: Subject-Verb Agreement --

Regular and Irregular Verbs – Tenses – Adjectives - Adverbs - Functional Words –

Modals -- Spellings -- Vocabulary

Module 2:   **(24 Hours)**

Sentence structures: Simple, Compound and Complex Sentences – Active and Passive

Structures - Direct and Indirect Speeches -- Hyphenations – Capitalization –

Punctuation

Module 3:   **(16 hours)**

Use of Dictionary and Thesaurus - Slangs and clichés – Numerical elements --

Quotations -- Abbreviations – Acronyms

Module 4:   **(22 hours)**

Editing unseen passages

Texts for reference:

Langan, John. College Writing Skills with Readings. New York: Mc Graw Hill,

2008.

Thomson A.J., A.V. Martinet. A Practical English Grammar. New Delhi: OUP,

2014

Butcher, Judith et.al: Butcher's Copy Editing, Cambridge   University Press, 2011.

COURSE 5: INFORMATION TECHNOLOGY AND COMPUTER APPLICATIONS

Course Code	23U1VCENG01
Title of the course	Information Technology and Computer Applications
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	90

1. AIM OF THE COURSE

- To introduce students to the various relevant aspects of Information Technology.

- To equip the students to make use of ICT to supplement classroom instruction.

2. COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Understand the history of computing and internet.
CO 2	Be familiar with emerging trends and technologies in computing such as 3D printing, virtual reality and artificial intelligence.
CO 3	Identify, evaluate and utilize online information sources.
CO 4	Demonstrate the awareness of emerging web technologies and applications.
CO 5	Demonstrate proficiency in day-to- day computing skills including the use of software such as web browsers, word processors and media players and editors.
CO 6	Use information technology in creative applications such as blogging, online book reviews and constructive use of social networking

3. COURSE OUTLINE

MODULE I (18 hours)

A brief history of Computing - Hardware, Software- Data, Information and Knowledge -

Internet basics : A brief history of the Internet- How does the internet work?- What is a

website? - Hyperlinks and Hypertext. Web 2.0,Web 3.0 - Web Browsers and how to use

them

MODULE II (18 HOURS)

Communicating online: Using Email - Using forums and bulletin boards - Netiquette -

Precautions to prevent identity theft, ensure privacy and avoid software piracy - Social

Networking and Blogs. Microblogging, Podcasts - Instant Messaging, Video conferencing.

MODULE III (18 HOURS)

Finding Information Online : Using Search Engines - Advanced Search using Search

Engines - Metasearch Engines - Image and Video search

Using Wikis, Web Directories and Archives - Online Repositories, Web libraries, E-

Journals - Academic Databases and Journals - MOOCs, Moodle - Dark Web/Deep Web

- Intellectual Property, Intellectual Property Rights Online - Plagiarism: What it is and

how to avoid it.

MODULE IV (18 HOURS)

Web Applications: Machine Translation, Transliteration - Cloud computing,

Crowdsourcing, crowdfunding - 3D Printing, Augmented Reality, Virtual Reality,

Navigation and Mapping, Speech recognition - The Internet of Things.

MODULE V (18 HOURS)

Using a Word Processor: MS Word. - Creating various kinds of documents including

letters, notices, brochures, business cards.

Using footnotes, references, collecting and formatting citations according to the MLA

guidelines.

Using MS PowerPoint. Each student has to make a brief PowerPoint presentation based on

a topic assigned.

Creating and maintaining a personal webpage/blog.

Contributing to Wikis, Web forums, websites etc.

Content creation for an online journal. Each student will contribute one original article towards an online journal to be edited and published during the second semester.

References

The course material consists of articles sourced mainly from the internet. A compilation of the same will be prepared and used as reference.

COURSE 6: TEXT AND CONTEXT: A GUIDE TO EFFECTIVE READING

AND WRITING

Course Code	23U2CCENG03
Title of the course	Text and Context: A Guide to Effective Reading and Writing
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

1. **COURSE DESCRIPTION**

The course is conceived as a practice-oriented guide to the development of harder language skills namely, reading and writing. The reading exercises are designed in such a way that it helps slow learners as well to acquire adequate skills to go to the higher levels where the students are expected not only to comprehend factual and implied information, but also to discern the mechanics with which authors infuse affective elements into writing. Writing tasks are also graded from simple compositions to attempting sophisticated literary pieces towards the end of the course. Instead of the conventional lecture method, the course is to be delivered as guided sessions involving composition writing and one-to-one mentoring sessions and hence the course material is prepared as a pair of books consisting of a textbook and a workbook.

2. **AIM OF THE COURSE**

The course is intended to hone the reading and writing skills of the students through a series of exercises and composition work.

3. **COURSE OUTCOMES**

At the end of the programme a student should be able to:	
CO 1	Perform different reading strategies such as skimming and scanning.

152

CO 2	Demonstrate an understanding of the implicit and explicit meaning of written materials
CO 3	Demonstrate an understanding of the different registers of language.
CO 4	Analyse the use of various writing strategies adopted by writers through close reading.
CO 5	Synthesize information from various written sources and present them in the form of summaries.
CO 6	Write original literary creations in different genres as directed, with/without using prompts.

4.   COURSE OUTLINE

Module 1: Reading Strategies 1: Skimming and Scanning   (18 Hours)

Reading for general and specific information

Skimming the given passages and answer comprehension questions based on the text.

Vocabulary work: words, phrases, phrasal verbs, idioms, plural forms, synonyms, antonyms

Grammar work: cue words, conjunctions, intensity words, compound words, sequence of tense.

Module 2: Reading Strategies 2: Reading for Specific Purposes   (18 Hours)

Skills in focus: Answering factual, inferential, evaluative and extrapolative questions based on the given text. Inferring the meaning of unfamiliar words from context:

Writing précis

Writing integrated summaries

Module 3: Dynamics of Writing   (18 Hours)

Skills in focus: Employing strategies to read literary passages identifying effective components in literary texts; Recognising literary devices (Metaphors, similes, personification, synecdoche, understatement, hyperbole, paradox, imagery, transferred epithet, allusions, and acoustic effects). Writing critical commentaries on literary passages, bringing out the strategies adopted by the author to create the effective content.

Module 4: Business and Academic Writing   (18 Hours)

Skills in focus: Employing writing strategies; writing letters, biodata, brochures, reviews and essays

Module 5: Writing Creatively: Directed Writing   (18   Hours)

Skills in focus: Writing descriptions, narrations, conversations, plays, advertisements,

brochures, dramatic sequences, poems, etc. based on a given text or prompt

Core Text: *Text and Context: A Guide to Effective Reading and Writing*

COURSE 7: COMMON COURSE II

Course Code	23U2CCMAL2B 23U2CCHIN2B 23U2CCFRN2B
Title of the course	MALAYALAM/HINDI /FRENCH
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

COURSE 8: METHODOLOGY OF HUMANITIES AND LITERATURE

Course Code	23U2CRENG02
Title of the course	Methodology Of Humanities And Literature
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

1.   AIM OF THE COURSE:

This course is designed d to introduce the students to the methodology of humanities in general and literature in particular. The course will introduce them to the distinctive characteristics of humanities and literature, i.e., how they differ from natural sciences and social sciences, the main pre-occupations, the subject matter, the artifices of representation and finally the contemporary theories and techniques to analysis literary texts

2.   COURSE OUTCOME:

At the end of the programme a student should be able to:	
CO 1	Familiarize with the methodology of humanities in general and literature in particular**.**
CO 2	Analyse the main pre-occupations of literature, its subject matter, and the artifices of representation.
CO 3	Illustrate major issues of literary studies drawing on textual excerpts.
CO 4	Familiarise with the major theoretical approaches to literature.
CO 5	Examine larger questions such as culture, gender, marginality etc.
CO 6	Interpret literary texts from various theoretical perspectives.

3. COURSE OUTLINE

Module I   (18 Hours)

Understanding the humanities - the scientific method – how humanities explore reality – the natural and social sciences – facts and interpretation –study of natural and subjective world - tastes, values and belief systems

Module II   (18 Hours)

Language, culture and identity- language in history- language in relation to caste, class, race and gender- language and colonialism.

Module III   (18 Hours)

Narration and representation - what is narration - narrative modes of thinking - narration in literature, philosophy and history – reading.

Module IV   (18 Hours)

Peter Barry: "Theory before 'theory' – liberal humanism". Beginning Theory: An Introduction to Literary and Cultural Theory. New York, Manchester. 1995. 11-38

Module V   (18 Hours)

Mario Klarer. "Theoretical Approaches to the Study of Literature" An Introduction to Literary Studies. Delhi: Routledge, P. 63-96.

Recommended Text:

Kundu, Abhijit. The Humanities: Methodology and Perspectives. Delhi: Pearson, 2009.

COURSE 9: ENGLISH FOR COPY EDITING II

Course Code	23U2CPENG02
Title of the course	English for Copy Editing II
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

1. AIM OF THE COURSE

This syllabus is designed to introduce to the learner the rudiments of graduate level writing,

editing and the criteria for evaluating such writings. The syllabus acquaints the learner with

the   major patterns of essay development with sufficient items for practice.

2. COURSE OUTCOME

At the end of the programme a student should be able	
CO 1	Understand the salient aspects of essay development
CO 2	Apply various English grammar rules effectively in different language compositions.
CO 3	Develop essays employing different patterns of essay writing
CO 4	Demonstrate skill to express ideas clearly in oral and written expressions
CO 5	Edit prose passages to make them worthy of publication

3. COURSE OUTLINE

Module 1:   15 hours

Basic principles:

Four steps of writing Essays: Outlining – Revising – Editing - Proof-reading

Module 2   15 hours

Four bases for evaluating essays:

Unity – Support – Coherence – Sentence Skills Practice

in using the four bases

Module 3   30 hours

Patterns of essay development:

Description – Narration – Exemplification – Process - Cause and effect - Comparison and

contrast – Definition - Division and classification - Argument

Module 4   30 hours

Writing practice for essay development

Core Text: Langan, John. College Writing Skills with Readings. New York: Mc Graw Hill,

2008.

Recommended Reading:

Seely, John. Ed. Oxford Guide to Effective Writing and Speaking. New Delhi: OUP, 2007

Writing Tools: 50 Essential Strategies for Every Writer, Roy Peter Clark, Little, Brown Spark

COURSE 10: COMPUTER APPLICATIONS AND DTP

Course Code	23U1VCENG02
Title of the course	Computer Applications and DTP
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

1. AIM OF THE COURSE

Demonstrate a comprehensive understanding of printing and publishing technology

2. COURSE OUTCOME

At the end of the programme a student should be able	
CO 1	Demonstrate a comprehensive understanding of printing and publishing technology.
CO 2	Apply the methods and procedures of online publication.
CO 3	Operate desktop printing applications such as CorelDraw, Photoshop and InDesign.
CO 4	Be able to successfully complete simple typesetting works.
CO 5	Acquire proficiency in graphic design and image manipulation.
CO 6	Gain experience in editing, typesetting and publishing a student newsletter and magazine.

3. COURSE OUTLINE

MODULE 1: Introduction to DTP

▪ Introduction to Publishing and editing software :

▪ Basics of Graphic design, illustrations, content editing and page setting.

▪ Common page sizes and document formats

▪ Working with photographs, documents and softcopies

▪ Digitizing physical documents and photographs

▪ Working with digital texts

MODULE 2: CorelDRAW X5

▪ CorelDRAW - How to use the Artistic Media Tool in creating

Text Effect

▪ Creating 3D Effect Using Drop Shadow in CorelDraw X6

▪ How to design curves

▪ Creating logos and trademarks using CorelDRAW

▪ Creating flyers for academic events

▪ Designing menu cards, invitations and advertisements

▪ Creating Text Effects in CorelDraw

MODULE 3: Adobe InDesign

▪ Software Overview

▪ Create a new document

▪ Add text and art in frames

▪ Apply colour to an object

▪ Add pages to your document

▪ Create a PDF for print

▪ How to make a brochure

▪ How to create and print business cards

▪ Wrap text around objects

▪ Bulleted and numbered lists

- How to create a visiting card

- Designing book covers and cover pages for reports

- How to make a flyer

MODULE 4: Photoshop

- Remove a person from the background with masking

- Combine photos in group shots

- How to correct colour and tone

- Improving tonal quality with Levels

- Fix flaws and repair photos

- Crop a photo

- Align objects with guides

- Vector shape tools

- Use filters to create various photo effects

- How to edit a photo in PS?

- How to sharpen photos in PS

Evaluation

Internal   : 25 Marks

Attendance   : 5 marks

Assignments will comprise of design projects and works made by the students during

practical lab sessions   : 5 marks

Seminar Presentation   : 5 marks

Internal Exam   : 10 marks

External Exam (Practical)   : 75 marks.

References:

Learning resources of the software included in the syllabus is available online at

o   Discovery Center: Graphics at http://learn.corel.com

o   Adobe InDesign and Adobe Photoshop resources are

available at http://helpx.adobe.com

Course 11: SCRIPTING THE NATION: READINGS ON INDIAN POLITY, SECULARISM AND SUSTAINABILITY

Couse Code	23U3CCENG06
Title of the Course	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability
Semester in which the course is taught	3
No. of credits	4
No. of contact hours	90

1. **COURSE DESCRIPTION**

The course is conceived as an essential reader for the undergraduate students to become more informed citizens through a close reading of some of the fundamental assumptions of Indian polity and secularism by examining the praxis of Gandhian thought and reflecting on sustainable environment. The course is divided into four modules incorporating multiple genres such as essay, speech, interview, story and poetry. Module one focuses on the salient aspects of Indian polity that includes constitution, democracy, federalism etc. Module two comprises readings on secularism and module three is on the praxis of Gandhian thought.

Module four chiefly addresses issues of sustainable environment.

2. **AIM OF THE COURSE**

The course aims at empowering the learners' understanding of the vital aspects of Indian polity, ideas of secularism and sustainable environment as well as reinforcing English language skills by familiarising them with a variety of styles.

3. **COURSE OUTCOME**

On completion of the course, the students should be able to:	
CO 1	Communicate effectively in English.
CO 2	Understand the vital aspects of Indian polity viz. democracy, federalism and secularism.
CO 3	Respond critically to the questions of sustainable development.
CO 4	Assimilate and creatively respond to Gandhian thoughts.
CO 5	Compare and contrast scholarly texts (both content and style).
CO 6	Appreciate the literary and the aesthetic dimensions of select texts.

4. **COURSE OUTLINE**

Module One: Indian Polity   (18 Hours)

Rabindranath Tagore   : Heaven of Freedom

B.R. Ambedkar   : On the Constitution of India

Jawaharlal Nehru   : The Choice before Us

. Viswanathan   : Signs of Change

 AmarlalHingorani   : Brother Abdul Rahman

Module Two: Secularism   (18 Hours)

 Dr. S. Radhakrishnan   : The Spirit of Universality

 J.B. Kripalini   : Deep Roots

 Shashi Tharoor   : The Idea of India

 Kumar Vikal   : Can You Make Out

 IsmatChugtai   :Roots

Module Three: The Praxis of Gandhian Thought   (18 Hours)

 M.K. Gandhi   : The Condition of India

Ramachandra Guha	: Gandhi from All Angles
Mohinder Singh Sarna	: The Smaller Gandhis
Saadat Hasan Manto	: Toba Tek Singh

Module Four: Sustainability   (18 Hours)

Fritjof Capra	: The Nature of Life
MedhaPatkar	: A Different Kind of Development
Yuval Noah Harai	:The Anthropocene
K. Satchidanandan	: What the Elements have Taught Me
ThakazhiSivasankara Pillai	: In the Flood

Core Text: Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability

COURSE 12: LITERATURE AND INFORMATICS

Couse Code	23U3CRENG03
Title of the Course	Literature and Informatics
Semester in which the course is taught	3
No. of credits	4
No. of contact hours	90

1.   AIMS OF THE COURSE

● To introduce students to major areas of the application of Information Technology

● To develop in students the ability to engage in close, detailed analysis of implications of

   Information Technology in everyday life.

● To encourage, to critically evaluate impact of Information Technology on society, culture and

   ecosystem.

2.   COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Understand the relationship between technology and literature
CO 2	Analyze how technology is transforming important aspects of life
CO 3	Examine the various activities of life from the point of view of the long term implications of technology
CO 4	Explore the possibilities of information technology in enriching human activities.
CO 5	Use technology ethically
CO 6	Apply the concepts learnt from the course in evaluating in critiquing literary and cultural texts.

3. COURSE OUTLINE

Module I   (18 Hours)

1. Mayers, Norman. "Creating the Future"

2. Khan, S. Ahmed. "Application of Telecommunication Technologies in Distance Learning"

Module II   (18 Hours)

3. R. Scott Bakker. "The Future of Literature in the Age of Information"

4. Morello, John. "Human Face of War"

Module III   (18 Hours)

5. Warzel, Charlie. "Believable: The Terrifying Future Of Fake News." BuzzFeed.

6. Alcorn, Paul. "The Relationship Between Ethics and Technology"

Module IV   (18 Hours)

7. Eichler, A. Barbara, ed., "Earth's Carrying Capacity: Not So Easy When Applied to Humans"

8. Lisa Gitelman, Always Already: New Media, History and the Data of Culture

Module V   (18 Hours)

9. Bernie Hogan & Barry Wellman. "The Relational Self-Portrait: Selfies Meet Social Networks", from *Society and the Internet: How Networks of Information and Communication are Changing Our Lives,* OUP, 2014.

10. Blanton, Thomas and Balch C. David, "Telemedicine: Health System of Tomorrow"

    Core text: Collection of Essays Edited by the Board of Studies

Couse Code	23U3CRENG04
Title of the Course	Reading Prose
Semester in which the course is taught	3
No. of credits	4
No. of contact hours	90

1.   AIM OF THE COURSE

●   To enhance the level of critical thinking of students to enable them to critically interact

with prose writings from different contexts

2.   COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Explore the evolution of English prose writing.
CO 2	Understand the range and variety of prose writings across literature.
CO 3	Explore various global literary themes that appear in prose writings.
CO 4	Compare and contrast the issues, conflicts and preoccupations of writers across the globe.
CO 5	Evaluate and analyse historical contexts of various ideologies across the world.
CO 6	Engage with the complex nature of writing around the world.
CO 7	Appreciate the diversity prose in the light of a rational and logical temperament.

3.   COURSE OUTLINE

Module 1: Different Types of Prose   (36 hours)

    1   Prose   : An Introduction (from The Word and the World. pp. 9 - 15)

    2   Philip Larkin   : "The Pleasure Principle"

    3   Charles Lamb   : "Dream Children: A Reverie"

4   Susan Sontag   : "Against Interpretation"

5   Francis Bacon   : "Of Studies"

6   Oscar Wilde   : "Preface" to *The Picture of Dorian Gray*

7   Kurt Vonnegut   : "Dispatch from a Man without a Country"

Module 2: Perspectives on Current Issues (36 hours)

1   James Baldwin   : "Stranger in the Village"

2   George Orwell   : "Politics and the English Language"

3   Sigmund Freud   : "Thoughts for the Times on War and Death"

4   Bertrand Russell   : "An Ideal Individual"

5   George Steiner   : "Human Literarcy"

6   John Updike   : "The Bankrupt Man"

7   Christopher Hitchens   : "Assassins of the Mind"

Core text: John Gross: *The Oxford Book of Essays*

COURSE14: ENGLISH LITERATURE IN CONTEXT: A HISTORICAL

OVERVIEW- PART 1

Course Code	23U4CPENG04
Title of the Course	English Literature in Context: A Historical Overview
Semester	3
No. of credits	4
No. of contact hours	90

1.   COURSE DESCRIPTION

This course is intended to familiarize the students with the social and historical context of English Literature. This includes a detailed chronology giving a quick reference guide to each period. The course provides thorough historical and literary overviews. In depth readings of key literary texts and structured and annotated suggestions for further reading and research are also incorporated in the course. Module I focus on the background of the medieval period; Module 2 focuses on the significance of Renaissance; Module 3 gives a historical and literary overview of the Restoration and Eighteenth century literature; Module 4 discusses the Romantic age.

2.   AIM OF THE COURSE

The course aims at providing the students with the necessary historical and social sense to understand and appreciate English literary works of various ages.

3.   COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Recall key historical and cultural contexts of English literature from the Medieval period to the Romantic Age.
CO 2	Assimilate social, political and literary trends, movements and concepts.
CO 3	Interpret representative texts and movements of a specific age.

171

| CO 4 | Compare individual authors and their significant literary contributions. |
| CO 5 | Evaluate critically the inter connections between texts and contexts. |

4. COURSE OUTLINE

Module1: Medieval English, 500-1500: (18 Hours)

Historical Overview: Introduction, the backdrop

Module2: The Renaissance, 1485-1660   (18 Hours)

Historical Overview

Literary Overview Text and Issues

Module 3: The Restoration and Eighteenth Century, 1660-1780

Historical Overview: Social and Cultural History

Module 4: The Romantic Period, 1780-1832

Historical Overview

Literary Overview

Text and Issues

COURSE 15: COPY EDITING: AN OVERVIEW

Course Code	23U3VCENG03
Title of the Course	Copy Editing: An Overview
Semester in which the Course is to be taught	3
No. of Credits	4
No. of Contact Hours	90

1. AIM OF THE COURSE

The course is intended to introduce the student to the rudiments of Copy editing.

2. COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Develop a comprehensive understanding of the theoretical and practical aspects of copy editing.
CO 2	Develop an awareness of the roles and functions of copy editors.
CO 3	Understand the legal and ethical issues confronting copy editors.
CO 4	Familiarize students with the evolution of publishing
CO 5	Master the technical terminologies used in copy editing.
CO 6	Demonstrate practical skills of editing different texts and to proof read text to get it into print. Understand the challenges in editing literary and non-literary works.

3. COURSE OUTLINE

MODULE 1   (20 Hours)

Evolution of publishing from print to digital – The Editorial Triangle: Writer, Editor, Reader -

- Writing and editing for the Print Medium – Writing and editing for Radio and TV –Writing

and editing for the New Media

MODULE 2   (35 Hours)

a.   **Different types of Copies**: Journalistic, Academic, Creative -- Types of Copy Editing –

Five Cs of Copy Editing

b. **Editing for News Media**: Gate-keeping – Copy Tasting -- Precision and Accuracy -- Fact checking -- Editing for Tone -- Editing for Space – Editing for Content – House Style -- Political correctness – Jargon – Headlines – Cut lines -- Photo-captions – Blurbs – Highlights -- Sentence Fragments - Run-ons -- Hard copy and Soft Copy -- Camera Ready Copy -- Onscreen copy editing –Correction Tracking -- Playback

MODULE 3   (25 Hours)

What is Proofreading - Proof reading symbols - How to read proofs – How to mark corrections - Colour coding corrections- Author's corrected proof- collating the proofs- Second proof -- Press proof -- Jacket & Cover proof -- After passing proofs for press - Proof reading tasks

MODULE 4   (15 Hours)

Glossary (From Butcher's Copy Editing)

BOOKS FOR REFERENCE:

Butcher, Judith et.al: Butcher's Copy Editing, Cambridge University Press, 2011.

Raghavan D.: An Introduction to Book Publishing, Sterling Publishers, New Delhi

University of Chicago: A Manual of Style

Creative Editing, Bowles, Dorothy Bowles & Borden, Diane, Wadsworth Publishing Co. Inc.

COURSE 16: ILLUMINATIONS: VIGNETTES FROM INSPIRATIONAL LITERATURES

COURSE CODE	23U4CCENGC06
Title of the Course	ILLUMINATIONS
Semester	4
No. of credits	4
No. of contact hours	90

1. AIM OF THE COURSE

To acquaint the learners with different forms of inspiring and motivating literature.

2. COURSE OUTCOME

On completion of the course, the students should be able to:	
CO 1	Appreciate inspirational literatures of various literary genres across cultures
CO 2	Engage with literary texts written in different languages
CO 3	Analyse biographical sketches of the authors and familiarise their personality, oeuvre and style.
CO 4	Develop a creative and insightful perspective towards life
CO 5	Apply the unfathomable power of literature in their writings and creative endeavours.

3. OUTLINE OF THE COURSE

Module 1: Life Writings (18 Hours)

Helen Keller   Three Days to See

Jesse Owens   My Greatest Olympic Prize

Living Smile Vidya   "Nirvana".I'mVidya.

Module 2: Essays (18 Hours)

Stephen Leacock   Are the Rich Happy?

175

A G Gardiner	On Courage

Module 3: Speeches (18 Hours)

S Radhakrishnan	Education and Society
J K Rowling	The Fringe Benefits of Failure and
	the Importance of Imagination
Chimamanda Ngozi Adichie	An Ode to Make-up

Module 4: Short Stories (18 Hours)

Oscar Wilde	The Nightingale and the Rose
George Orwell	Roucolle, The Miser
John Galsworthy	Quality
Alice Walker	Everyday Use

Module 5: Poems (18 Hours)

William Earnest Henley	Invictus
Robert Frost	The Road not Taken
Khalil Gibran	Good and Evil
Maya Angelou	Still I Rise

Core Text: *Illuminations*

COURSE 17: READING POETRY

Course Code	23U4CRENG05
Title of the Course	READING POETRY
Semester in which the Course is to be taught	4
No. of Credits	4
No. of Contact Hours	90

1. AIM OF THE COURSE

● Enjoy the experience of reading literature

● Understand and respond to literary texts in different forms and from different periods and cultures

● Experience literature's contribution to aesthetic, imaginative and intellectual growth

● To introduce the students to the basic elements of poetry and to enrich the students through various perspectives or readings in poetry.

● To enhance the level of critical thinking and appreciation of poems from different contexts and genres

2. COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them.
CO 2	Demonstrate an understanding of the ways in which cultural values are expressed in literature.
CO 3	Identify the significance of the context in which a work is written and received.
CO 4	Analyse language, structure, techniques and style and evaluate their effects on the reader as well as the connections between style and meaning
CO 5	Engage in independent literary criticism on both familiar and unfamiliar literary texts.
CO 6	Write a sustained literary commentary using an effective choice of register and style using the terminology and concepts appropriate to the study of literature

3. COURSE OUTLINE

MODULE 1 Nature and Elements of Poetry (18 hours)

1.   The Mantra: Aurobindo

2.   The Poet

3.   Poetry: Its Nature and Function

4.   Forms of Poetry

5.   Poetic Genres

6.   Figures of Speech

7.   Stanzas

8.   Rhythm and Metre

9.   Rhyme and Sound

10. How to Read a Poem – (Compulsory Component)

11. Theory

12. Practical Component – Analysis of an Unknown Poem

MODULE-2   Reading British Poets   (36 Hours)

1.   William Shakespeare: Sonnet 18

2.   John Donne   : The Sunne Rising

3.   William Wordsworth   : "Ode – Intimations of Immortality from Recollections of Early

Childhood"

4.   P.B. Shelly   : To a Skylark

5.   Robert Browning   : "My Last Duchess"

6.   T.S. Eliot   : Journey of the Magi

7.   Dylan Thomas   : "Do Not Go Gentle Into That Goodnight"

8.   Stephen Spender   : "What I Expected was…."

MODULE-3 Other Perspectives in Poetry (36 Hours)

1. W.B. Yeats : "A Prayer for My Daughter"

2. Mervyn Morris : "Little Boy Crying"

3. Pablo Neruda : "Tonight I Can Write…"

4. Robert Frost : "Mending Wall"

5. Robert Kroetsch: "I'm Getting Old Now"

6. Sylvia Plath : "Tulips"

7. DilipChitre : "Father Returning Home"

8. Gabriel Okara : "The Mystic Drum"

9. Pablo Neruda :A Dog has Died"

CORE TEXT

1. C A Varghese Ed. *Spring Rhythms*: Poetic Selections. DC Books.

   Anthology of poems recommended by the Board.

COURSE 18: READING FICTION

Course Code	23U4CRENG06
Title of the Course	Reading Fiction
Semester in which the Course is to be Taught	4
No. of Credits	4
No. of Contact Hours	72

1.   AIM OF THE COURSE

To introduce the students to various forms of fiction and to help them

appreciate and critically evaluate works of fiction.

2.   COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Understand the range and variety of prose writings across literature.
CO 2	Assess and analyse various global literary themes that appear in prose writings.
CO 3	Compare and contrast the issues, conflicts and preoccupations of writers across the globe.
CO 4	Evaluate and analyse historical contexts of various ideologies across the world.
CO 5	Critically engage with the complex nature of writing around the world.
CO 6	Critically appreciate the diversity of prose in the light of a rational and logical temperament.

3.   COURSE OUTLINE

Module 1: Novel   **(18 Hours)**

1. Mulk Raj Anand   : Untouchable

Module 2: Short Fiction   **(18 Hours)**

2. Anton Checkov   : The Bet

3. James Thurber   : "The Night the Ghost Got in"

4. H G Wells   : "The Flying Man"

Module 3: Short Fiction   **(18 Hours)**

5. Leo Tolstoy   : "Too Dear"

6. Somerset Maugham   : "The Verger"

7. Guy de Maupassant   : "The Terror"

Module 4: Short Fiction   **(18 Hours)**

8. D H Lawrence   :"The Rocking Horse Winner"

9. Satyajit Ray   : "AnanthBabu's Terror"

10. George Louis Borges   : "The Shape of the Sword"

Module 5: Short Fiction   **(18 Hours)**

11. Chinua Achebe   : "The Sacrificial Egg"

12. Katherine Mansfield   : "The Garden Party"

13. V S Naipaul   : "Love, Love, Love Alone"

REFERENCES

Sadasivan, Leesa, Dr., ed. Tales to Remember: An Anthology of Short Stories. Delhi: OUP,

2010. Print.

Ray, Satyajit, Indigo, 2020

Anand, Mulk Raj, *Untouchable,* Kutub-Popular, 1970

COURSE19: ENGLISH LITERATURE IN CONTEXT: A HISTORICAL OVERVIEW

PART II

Course Code	23U4CPENG04
Title of the Course	English Literature in Context: A Historical Overview PART II
Semester	4
No. of credits	4
No. of contact hours	90

1.   COURSE DESCRIPTION

This course is intended to familiarize the students with the social and historical context of English Literature. This includes a detailed chronology giving a quick reference guide to each period. The course provides thorough historical and literary overviews. In depth readings of key literary texts and structured and annotated suggestions for further reading and research are also incorporated in the course. Module I focus on the background of Victorian period; Module 2 provides an understanding of the historical and social contexts of the Twentieth century; Module 3 gives an overview of the new trends in literature focusing on Twentieth and Twenty First century; Module 4 gives an awareness of the emergence of the New Literatures/Postcolonial writings.

2.   AIM OF THE COURSE

The course aims at providing the students with the necessary historical, social and literary sense to understand and appreciate English literary works of various ages.

3. COURSE OUTCOME

At the end of the programme a student should be able to:
CO 1   Define the major historical processes, literary concepts and cultural movement from the Victorian age to the emergence of New Literatures.

CO 2	Understand the interconnections between history and literature.
CO 3	Interpret select texts and authors by contextualizing them
CO 4	Analyse texts to establish the processes of the textual construction of history
CO 5	Critique the evolution of ideas and their potential import on subsequent ages

4. COURSE OUTLINE

Module1: The Victorian Age, 1832-1901

Historical Overview

Literary Overview

Text and Issues

Module2: The Twentieth Century, 1901-1939

Historical Overview

Literary Over view

Text and Issues

Module 3: The Twentieth and Twenty- First Centuries- 1939-2019

Historical Overview:

Britain and the Post -War World

Belief and thought

Module 4: Postcolonial Literature in English

Historical Overview

The Compass of the British Empire

Some Origins of Empire

CORE TEXT: ENGLISH LITERATURE IN CONTEXT Edited by   PAUL POPLAWSKI

COURSE 20: THE TECHNIQUE OF COPY EDITING

Course Code	23U4VCENG04
Title of the Course	The Technique of Copy Editing
Semester in which the Course is to be taught	4
No. of Credits	4
No. of Contact Hours	90

1. AIM OF THE COURSE

The course is intended to introduce the students to the art of copy editing and to provide the

fundamentals of book publishing.

2. COURSE OUTCOME

At the end of the programme a student should be able to	
CO 1	Develop a comprehensive understanding of the theoretical and practical aspects of different techniques of copy editing
CO 2	Develop an awareness of the roles and functions of copy editors while producing varieties of books including text books.
CO 3	Understand the legal and ethical issues related to copy editing.
CO 4	Familiarize contemporary practices of techniques in copy editing.
CO 5	Master the technical terminologies and apply those terms in the practice of copy editing.
CO 6	Demonstrate different techniques of copy editing while editing different kinds of books. Copy edit a book before it goes to the final print.

3. COURSE OUTLINE

Module 01 Editing Academic and Creative Writing   (30 Hours)

Five Major Types of Edits: Developmental or Substantive or Content editing --

Structural editing – Line Editing -- Copy editing -- Mechanical editing

Module 02: Mechanics of Editing   (30 hours)

Preliminary copy editing – Word count and character count – Casting off -- House style –

Fonts -- Fact-checking – Plagiarism check -- Headers and Footers -- Footnotes and

Endnotes – Cross references -- Indexes – Illustrations – Embedding -- Bibliographical references – Acknowledgements -- Legal vetting -- Typesetting – Formatting -- Cover Design -- Binding

Module 03: Editorial coordination   (30 hours)

Unsolicited manuscripts – Author-Publisher relationship -- Writing to the author -- Contracts -- Copyright permissions – Acknowledgements -- Interaction between different departments -- Subject experts -- Literary Agents -- Professional Guilds & Societies - Sales & promotional measures.

Books for reference:

Butcher, Judith et.al: Butcher's Copy Editing, Cambridge University Press, 2011.

Raghavan. D: An Introduction to Book Publishing, Sterling Publishers, New Delhi.

The Associate Press Style Book 2020, (55th Edition), Associated Press.

University of Chicago: The Chicago Manual of Style

What Editors Do: The Art, Craft, and Business of Book Editing, Ginna, Peter, University of Chicago Press.

Developmental Editing: A Handbook for Freelancers, Authors, and Publishers, Scott, Norton, University of Chicago Press.

COURSE 21: READING DRAMA

Course Code	23U5CRENG07
Title of the Course	Reading Drama
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	90

1. AIM OF THE COURSE

To develop in the students a taste for reading drama with practical knowledge of theatrical

performances.

2. COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Identify the aspects and features of theatre
CO 2	Describe the development of dramatic techniques in different drama traditions
CO 3	Demonstrate familiarity with the plays of master dramatists
CO 4	Analyse dramatic texts on the basis of structure, characterisation, staging etc.
CO 5	Apply a variety of dramatic techniques in performing one act plays
CO 6	Critique theatrical productions and evaluate directorial styles and acting. Write and perform short plays

3. COURSE OUTLINE

MODULE 1   **(18 HOURS)**

1. William Shakespeare - Biography and Historical Overview of Elizabethan Age

2. Shakespeare's *Macbeth* - Introduction, Origins, Dramatis Personae and Structure

3. Act I of Macbeth

MODULE 2   **(18 HOURS)**

4. Act II of *Macbeth*

5. Act III of *Macbeth*

6. Adaptations of *Macbeth* in various Media

   MODULE 3   **(18 HOURS)**

7. Act IV of *Macbeth*

8. Act V of *Macbeth*

9. Select Critical readings of *Macbeth*

   MODULE 4   **(36 HOURS)**

10. Anton Chekhov   : "The Swan Song"

11. George Bernard Shaw   : "How He Lied to Her Husband"

12. Eugene O'Neil   : "Before Breakfast"

13. Serafin and Joaquin Alvarez Quintero   : "A Sunny Morning"

14. ErisaKironde   : "The Trick"

   CORE TEXT

   Dr K Sujatha Ed. *On the Stage: One-Act Plays*. Orient Black Swan

COURSE 22: LANGUAGE AND LINGUISTICS

Course Code	23U5CRENG08
Title of the Course	Language and Linguistics
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	90

1. AIM OF THE COURSE:

Module one imparts knowledge about the origin, nature and evolution of language. It also

incorporates the fundamental concepts of linguistics.

Module two incorporates the basic facts about speech mechanism, phonetics and other major

aspects of articulation.

2. COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Understand the origin, nature and evolution of language.
CO 2	Analyze the key concepts of linguistics.
CO 3	Recognize the structure and various parts of language.
CO 4	Apply various phonetic rules.
CO 5	Examine English language at phonemic, morphemic and syntactic levels.
CO 6	Distinguish various dialectical aspects of English.

3. COURSE OUTLINE

MODULE 1

Origin of language – various theories; Language families; Indo-European Language Family-

Human language - characteristics: Arbitrariness – Interchangeability – Cultural

transmission; Dialect – Sociolect – Idiolect - Register – Pidgin – Creole

MODULE 2

Basic concepts in linguistics - Langue and Parole - Language as a system of signs – Signifier

and signified - Competence and Performance - Synchronic and Diachronic linguistics - Branches of linguistics: Phonology – Morphology-Syntax- Morphemes and allomorphs – Lexical and grammatical words - Simple, complex, compound Words - Word Formation - Inflexion - Affixation - Parts of Speech

MODULE 3

Definition of Phonetics- Branches of Phonetics- Airstream Mechanism- Respiratory, Phonatory and Articulatory Systems- Organs of speech - Function of vocal cords – Active and passive articulators

MODULE 4

Phonemes-Classification of Speech Sounds-Consonants and Vowels - Criteria for Classification of Consonants - The Consonants of English RP- Place of Articulation: Bilabial, Labio-Dental, Dental, Alveolar, Post-Alveolar, Palato-Alveolar, Palatal & Velar Sounds- Manner of Articulation: Plosives, Affricates, Fricatives, Nasals, Laterals, Approximants - Voiced and Voiceless Sounds- Vowels in R P- Classification of Vowels: Tongue height: Close Vowels, Open Vowels, Half-Close Vowels, Half-Open Vowels -Part of the Tongue Raised: Front Vowels, Back Vowels, and Central Vowels- Position of Lips: Rounded Vowels, Unrounded Vowels - Diphthongs – Triphthongs

MODULE 5

Allophones -Syllable- Suprasegmentals - Stress and Rhythm – Weak forms and Strong forms – Sentence stress - Basic intonation - Juncture - Elision – Assimilation- R P – Mother tongue influence- Language Acquisition and Learning - Uniformity and Intelligibility-Transcription Practice

RECOMMENDED TEXTS:

Krishnaswamy and Sivaraman: An Introduction to Linguistics. New Delhi: MacMillan John

Lyons. Language and Linguistics

S. K. Verma& N. Krishnaswamy. Modern Linguistics: An Introduction. New Delhi: OUP,

1989.

H.A.Gleason. Linguistics and English Grammar. NY: Holt, Rinehart &. Winston, Inc., 1965.

Daniel Jones. The Pronunciation of English. New Delhi: Blackie and Sons, 1976.

A.C Gimson. An Introduction to the Pronunciation of English. London: Methuen, 1980.

J. D. O'Conner. Better English Pronunciation. New Delhi: CUP, 2008.

T. Balasubramaniam. A Textbook of English Phonetics for Indian Students. Macmillan,

1981.

T. Balasubramaniam. English Phonetics for Indian Students: A Workbook. Macmillan

Course Code	23U5CRENG09
Title of the Course	Literary Criticism: Theory and Practice
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	108

1. AIM OF THE COURSE

This course is intended to familiarize the students with the major streams of literary criticism, literary theory and literary terms both Western and Indian. It also aims to make them aware of the interdisciplinary nature of critical approaches to the study of literature and to enable them to appreciate literary/non-literary texts from different perspectives. From a practical point of view, the course should enable the students to write critical reviews/appreciations/analysis for scholarly journals and media.

2. COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Understand the fundamental literary and critical concepts and underlying distinctions among them.
CO 2	Understand the theoretical and critical concepts in their contexts
CO 3	Explore the various writing strategies and techniques of textual analysis.
CO 4	Apply the various theoretical framework and concepts to literary and cultural texts.
CO 5	Develop a coherent, synoptic view of the discipline of criticism.

3. COURSE OUTLINE

Module I: Classical Criticism (18 Hours)

Plato - Theory of Imitation

Aristotle – Theory of Imitation, Tragedy, comedy and tragicomedy, three unities, Catharsis,

Peripetia

Longinus – Sublime

Module II: Neo- classical and Romantic Criticism (18 Hours)

Dryden Wordsworth Coleridge

Module III: Modern Criticism (18 Hours)

T S Eliot

I A Richards

Module IV (18 Hours)

Indian Aesthetics Theory of Rasa Theory of Dhvani

Module V (18 Hours)

Contemporary Literary Theoretical Approaches Psychoanalytic Studies: Hamlet: The Oedipus

Complex

Gender and Feminist Studies: The Marble Vault: The Mistress in "To His Coy Mistress"

Cultural Studies: "Cultures in Conflict: A Story Looks at Cultural Change"

Poststructuralist Studies: Dylan Thomas's poem 'A refusal to mourn the death, by fire, of a

child in London'.

MODULE VI: PRACTICAL CRITICISM (18 Hours)

.   Analysis of an unknown poem

a.   Analysis of an unknown prose passage

RECOMMENDED BOOKS:

1. Nagarajan M S., English Literary Criticism and Theory: An Introductory History. Hyderabad:

Orient Blackswan, 2011. Pages 1-19; 23 -29; 50 – 60; 78-90; 105 -133;

2. Guerin, Wilfred L. et. al., A Handbook of Critical Approaches to Literature. New York: Oxford

UP, 1999. Pages 125 -136; 196 – 202; 215 -217; 239-245; 292 -297

3. Barry Peter. Beginning Theory. 49-60

4. Sethuraman V S. ed. Indian Aesthetics. Ch. 4. The Theory of Rasa, S N Dasgupta, Ch. 12

   Theory of Dhvani, Kunjunni Raja

Course Code	23U6CRENG13
Title of the Course	Environmental Science and Human Rights
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	90

1. AIM OF THE COURSE

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janerio in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months' compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India

2. COURSE OBJECTIVES

Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers. It encourages character building, and develops positive attitudes and values.

3. COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	understand how our decisions and actions affect the environment
CO 2	develop the sense of awareness about the environments issues
CO 3	Create an awareness of the inter-relationship between man and environment
CO 4	Develop a constructive attitude about environment.
CO 5	build knowledge and skills necessary to address complex environmental issues

5. COURSE OUTLINE

MODULE 1: REGIONAL

A Requiem for Earth	: ONV Kurup
The Inheritors of the Earth	: Vaikom Muhammed Basheer
The Plachimada Struggle:A David-and-Goliath Story	: Swarnalatha Rangarajan and Sreejith Varma

MODULE 2: NATIONAL

An Island of Trees	: Ruskin Bond
Loss of Land and Livelihood	: Indra Munshi
Our Casuarina Tree	: Toru Dutt
Load Shedding	: Aashish Kaul

MODULE 3: GLOBAL

| Give me the Splendid, Silent Sun | : Walt Whitman |

Unfinished Continent	: K R Srinivasa Iyengar
Swampspeak	: Swarnalatha Rangarajan

MODULE 4: ENVIRONMENTAL SCIENCE

Global Warming	: Erach Bharucha
Environmental Values	: Erach Bharucha
Types of Ecosystems	: Aloka Debi
Waste Management	: Aloka Debi

Core Text: *Nature Anthem*

COURSE 25: POSTCOLONIAL LITERATURES

Course Code	23U6CRENG10
Title of the Course	Postcolonial Literatures
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

1.   AIM OF THE COUSE

● The course is intended to familiarize the students with the

basic tenets of Postcolonial theory and literature

● To inculcate in the student an awareness of diverse cultures and literatures.

2.   COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Understand the social-historical-political- economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
CO 2	Understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
CO 3	See through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
CO 4	Appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
CO 5	Critically engage with issues of racism and imperialism during and after colonial occupation

3.   COURSE OUTLINE

MODULE ONE: Essay   (36 Hours)

1.   John McLeod: From 'Commonwealth' to 'postcolonial' (Beginning Postcolonialism

pp6-36)

2.   "Introduction" to The Routledge Companion to Postcolonial Studies

MODULE TWO: Poetry   (18 hours)

1.   Wole Soyinka   : 'Procession 1 - A Hanging Day'

2.   Mahmoud Darwish   : 'Identity Card'

3.   Derek Walcott   : 'A Far Cry from Africa'

4.   Claude McKay   : 'The Enslaved'

5.   Jean Arasanayagam   : 'Family Photographs'

6.   Sujata Bhat   : "Search for My Tongue"

MODULE THREE: Fiction   (18 hours)

Amitav Ghosh   : The Shadow Lines

MODULE FOUR   :Drama   (18 hours)

Mahasweta Devi   : Mother of 1084

Course Code	23U6CRENG 11
Title of the Course	Women's Literature
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

1.   AIM OF THE COURSE

● To introduce students to the development of women's writing in various countries.

● To familiarize them with the diverse concerns addressed by feminism.

● To sensitize them to issues like marginalization and subjugation of women

● To motivate them to rethink and redefine literary canons

● To understand the way in which women use literature as a

catalyst for political and social change.

● To encourage them to critically analyse literary works from a feminist perspective.

2.   COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Understand and appreciate the representation of the experience of woman in literature.
CO 2	Understand the theoretical concepts of feminism in British, American and Indian contexts.
CO 3	Familiarise with the rich repertoire of the literary creativity of women.
CO 4	Link the status of woman to social discrimination and social change.
CO 5	Recognize and redefine the gender based constructs in one's own social and cultural milieu.
CO 6	Imbibe the values of gender justice and mutual respect.

3.   OUTLINE OF THE COURSE

MODULE ONE: ESSAYS (18 hours)

1. Betty Friedan : "The Problem that has no Name"

2. Elaine Showalter : "Towards a Feminist Poetics".

3. Jasbir Jain : "Indian Feminisms: The Nature of Questioning and the

Search for Space in Indian Women's writing." (From Writing Women across Cultures)

MODULE TWO: POETRY (18 hours)

1. Kamala Das : "An Introduction"

2. Marianne Moore : "Poetry"

3. Adrienne Rich : "Aunt Jennifer's Tigers"

4. Sylvia Plath : "Lady Lazarus"

5. Margaret Atwood : "Spelling"

6. KishwarNaheed : "I am not That Woman"

7. Marge Piercy : "Rape Poem"

8. Nikki Giovanni : "Woman"

MODULE THREE: NOVEL (36 Hours)

Sangeetha Sreenivasan : acid

MODULE FOUR: DRAMA (18 hours)

1. Sheila Walsh : "Molly and James"

2. M. Sajitha : "Matsyagandhi"

4. CORE TEXTS

1. Dr SobhanaKurien, Ed. Breaking the Silence: An Anthology of

Women's Literature. ANE Books.

2.   K.R Meera. Hangwoman. Penguin Books.

5.   READING LIST

a)   General Reading

i.   Kate Millett. Sexual Politics. New York: Equinox-Avon, 1971.

ii.   Maggie Humm Ed. Feminisms: A Reader. New York: Wheat Sheaf, 1992.

iii.   Elaine Showalter. A Literature of their Own.

b)   Further Reading

i.   Virginia Woolf. A Room of One's Own. London: Hogarth, 1929.

ii.   Patricia Mayor Spacks. The Female Imagination. New York: Avon, 1976.

iii.   Jasbir Jain Ed. Women in Patriarchy: Cross Cultural Readings.

New Delhi: Rawat Publications, 2005

iv.   Susie Tharu& K Lalitha. Women Writing in India Vol I & II. New Delhi: OUP, 1991.

v.   Gayle Green &Copelia Kahn. Making a Difference: Feminist Literary

Criticism. New York: Routledge.

vi.   Sandra Gilbert & Susan Gubar. The Mad Woman in the Attic: The

Woman Writer. Yale University Press, 1978.

vii.   Simone de Beauvoir. The Second Sex. UK: Hammond Worth, 1972.

viii.   Angela Davis. Women, Race and Class. New York: Random House, 1981.

ix.   Alice Walker. In Search of our Mothes' Gardens. New York:

Harcourt Brace Jovanovich, 1983.

x.   Leos S. Roudiex Ed. Desire in Language. New York: Columbia University Press, 1975.

xi.   Lisbeth Goodman Ed. Literature and Gender. New York: Routledge, 1996.

xii.   Adrienne Rich. Of Woman Born. New York: Norton.

xiii.   Mahasweta Devi. Breast Stories. Calcutta: Seagull, 1998.

Course Code	23U6CRENG 12
Title of the Course	Indian Writing in English
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

1. **AIM OF THE COURSE**

● To inspire students to read and appreciate Indian literature in English, and to explore

its uniqueness and its place among the literatures in English.

● To motivate students for a critical and comparative study of other literatures in English

and to examine the similarities and differences in attitudes, vision and style.

2. **COURSE OUTCOME**

At the end of the programme a student should be able to:	
CO 1	Demonstrate an understanding of the various phases of the evolution of Indian writing in English.
CO 2	Demonstrate familiarity with the thematic concerns, genres and trends of Indian writing in English.
CO 3	critically engage with Indian literary texts written in English in terms of colonialism/post colonialism, regionalism, and nationalism
CO 4	Demonstrate an understanding of the pluralistic aspects of Indian culture and identity.
CO 5	Critically appreciate the creative use of the English language in Indian English Literature
CO 6	Approach Indian English Literature from multiple positions based on historical and social locations

3. COURSE OUTLINE

MODULE I – PROSE   (18 HRS)

1   M. K. Gandhi   : "The Need for Religion"

2   C. V. Raman   : "Water, the Elixir of Life"

3   Nirad C. Chaudhuri   : "Money and the Englishmen"

4	Arundhati Roy	: "The End of Imagination"

MODULE II - POETRY   (18 HRS)

1	Rabindranath Tagore	: Gitanjali Poems 1- 4
2	Nissim Ezekiel	: "Night of the Scorpion"
3	K. Ramanujan	: "The Striders"
4	JayantaMahapatra	: "An October Morning"
5	Kamala Das	: "An Introduction"
6	Meena Alexander	: "Her Garden"
7	K.Satchidanandan	: "Stammer"

MODULE III - SHORT STORIES   (18 HRS)

1	Mahasweta Devi	: "Arjun"
2	Anita Desai	: "Circus Cat, Alley Cat"
3	Rabindranath Tagore	: "The Home Coming"
4	Abhuri Chaya Devi	: "The Woodrose"

MODULE IV - DRAMA   (18 HRS)

1	BadalSirkar	: EvamIndrajith

MODULE V – FICTION   (18 HRS)

1	Khushvant Singh	: Train to Pakistan

COURSE 28: AMERICAN LITERATURE

Course Code	23U6CRENG14
Title of the Course	AMERICAN ITERATURE
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

1.   AIMS OF THE COURSE

●   To introduce students to select vignettes of American literature and familiarize them

with its unique flavor, style, form and themes.

●   To motivate students to attempt an intelligent appreciation and critical evaluation of

American civilization and culture as revealed in the works.

●   To inspire them to make further explorations into American literature.

2.   COURSE OUTCOME:

At the end of the programme a student should be able to:	
CO 1	Understand the trends and movements in American Literature.
CO 2	Evaluate the distinctive generic and literary features of American prose, poetry and theatre.
CO 3	Situate a text or author with reference to their specific American historical milieu.
CO 4	Compare texts and authors across the spectrum of American literature.
CO 5	Appreciate critically the literary merits of individual American writers.
CO 6	Locate works from the American canon vis-à-vis their counterparts from other regional literatures.

3.   Course Outline

MODULE ONE: ESSAYS   (18 hours)

1.   Ralph Waldo Emerson   : "Self Reliance"

2.   Henry David Thoreau   : "The Battle of the Ants"

3.   Jane Churchon   : "The Dead Book"

4. Excerpts from Martin Luther King's, "The Birth of a New Nation"

MODULE TWO: POETRY (18 hours)

1. Walt Whitman : "Oh Captain, My Captain"

2. Emily Dickinson : "A Bird Came Down the Walk"

3. E A Robinson : "MiniverCheevy"

4. Robert Frost : "After Apple Picking"

5. Wallace Stevens : "The Ultimate Poem is Abstract"

6. Theodore Roethke : "The Waking"

7. John Berryman : "The Ball Poem"

8. Langston Hughes : "I too, sing, America"

MODULE THREE: FICTION I (18 hours)

1. Nathaniel Hawthorne : "The Wives of the Dead"

2. Edgar Allan Poe : "The Tell tale Heart"

3. Mark Twain : "Baker's Bluejay Yarn"

4. Ambrose Bierce : "A Horseman in the Sky"

MODULE FOUR: FICTION II (18 hours)

1. Kate Chopin : "The Story of an Hour"

2. O Henry : "Mammon and the Archer"

3. Ernest Hemingway :"A Clean, Well-Lighted Place"

4. Issac Asimov : "The Fun They Had"

MODULE FOUR: DRAMA (18 hours)

1. Tennessee Williams : The Case of the Crushed Petunias

2. Lucille Fletcher : Sorry, Wrong Number

Reference

Sadasivan, Leesa, Dr., ed. Blooming Lilacs: An Anthology of American Literature. Thrissur:

Current, 2011. Print.

COURSE 29: ELECTIVE COURSE 1 (FRONTIER AREAS) REGIONAL

LITERATURES IN TRANSLATION

Course Code	23U6CRENGEL1
Title of the Course	REGIONAL LITERATURES IN TRANSLATION
Semester in which the Course is to be taught	6
No. of Credits	3
No. of Contact Hours	72

1. AIM OF THE COURSE

This course aims at introducing the students to the priceless regional literary assemblage of

India so as to enable them to have a better understanding of the unique nature of Indian

culture.

2. COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Get familiarized with the cultural heterogeneity and linguistic plurality of our country through its literature written in regional languages.
CO 2	Engage with various theoretical positions in translation.
CO 3	Assess, compare and review translations.
CO 4	Critically appreciate the process of translation.
CO 5	Reflect on the politics of translation.
CO 6	Translate literary and non-literary texts.

3. COURSE OUTLINE

Module 1:   Essay   (12 Hours)

Jeremy Munday   : Introducing Translation Studies (Chapter 1)

Module 2:   Poems   (12 Hours)

1. Dhoomil   :"A City, An Evening and an Old Man" (Oriya)

2. TemsulaAo   :"Bonsai God" (Naga)

3. Rajathi Salma   :"A Midnight Tale" (Tamil)

4. Sachidanandhan   :"The Mad" (Malayalam)

5. Arun Kamal   :"Amarphal" (Hindi)

Module 3:   Drama   (18 Hours)

1. G. Sankarapillai : Wings Flapping Somewhere

Module 4: Short Fiction   (24 Hours)

1.   Vaikom Muhammad Basheer   :"Pathumma's Goat (Malayalam)

2.   Tharasankar Banerjee   :"Boatman Tarini" (Bengali)

3.   Abburi Chaya Devi   : "The Touch" (Telugu)

4.   Mahaswetha Devi   :"The Breast Giver" (bengali)

5.   O. V Vijayan   :The Infinity of Grace (Malayalam)

6.   U. R Ananthamoorthy   :"Apoorva" (Kannada)

Module 5:   (6 Hours)

1. Tasks in Translation

ELECTIVE COURSE 2 (FRONTIER AREAS) VOICES FROM THE MARGINS

Course Code	23U6CRENGEL2
Title of the course	Voices from the Margins
Semester in which the course is to be taught	6
No. of credits	3
No. of contact hours	72

1. AIM OF THE COURSE

To introduce voices from the margins to the students, as an attempt to understand suppressed histories and discourses.

2. COURSE OUTCOMES

On completion of the course, the student should be able to:	
CO1	stand the premise and purpose of Dalit Literature
CO2	Analyse the marginalisation in the name of caste, creed, region, religion, class as posited through the works of different Dalit writers
CO3	Evaluate how different forms of literature contribute to the project of Dalit emancipation

3. COURSE OUTLINE

Module 1   (18 Hours)

A Vindication of Caste   : Mahatma Gandhi

Dr. B.R. Ambedkar   : A Reply to the Mahatma

Gopal Guru   : How Egalitarian are the Social Sciences in India

Module 2   (18 Hours)

Gail Omvedt   : A Proposal for Dalit Studies

Limbale   : Dalit Literature, Form and Purpose

Smita Patil   : Transcending Orbits of Dalit Women's Minor Literature's

Module 3   (18 Hours)

Hira Bansode   : Yasodhara

Shankarrao   : A Corpse in the Well

Vemula Yellaiah   : Kakka

Boyi Bhimaanna   : The Farmhand

Velayudhan Panikkasseri   : Ayyankali

C.Ayyappan   : Madness

Module 4   **(18 Hours)**

Bama   : Sangathi

Core Text: *Voices from the Margins*

ELECTIVE COURSE 3 (FRONTIER AREAS) COMPARATIVE LITERATURE

Course Code	23U6CRENGEL3
Title of the course	Comparative Literature
Semester in which the course is to be taught	6
No. of credits	3
No. of contact hours	72

1. AIM OF THE COURSE

To introduce the student to the various concepts relating to comparative study of literature and to promote an international approach to the study of literature.

2. COURSE OUTCOMES

On completion of the course, the student should be able to:	
CO1	Develop strategies and methodologies in the study of literatures in comparison.
CO2	Undertake a methodological investigation of problems involving more than one literature so that she/he may acquire a broader sense of literary history and tradition.
CO3	Critically analyze literary texts in the broader perspective of World Literature.

3. COURSE OUTLINe

Module 1 **(18 Hours)**

K. M. Krishnan   : Introduction in the anthology 'Between the Lines'

Susan Bassnett   : "What is Comparative Literature Today" (from *Comparative Literature*: *An Introduction*)

Module 2 **(18 Hours)**

Part A: Writing

Ted Hughes   : The Thought Fox

Seamus Heaney   : Personal Helicon

Part B: Death Wish

Sylvia Plath   : Tulips Dorothy

Parker   : Resume

Part C: Hamlets

Anna Akhmatova   : Reading Hamlet

C. P. Cavafy   : King Claudius

Module 3   **(18 Hours)**

Rabindranath Tagore : Karna Kunti Samvad

G. Sankarapilla   : Wings Flapping, Somewhere

Module 4   **(18 Hours)**

Arthur Conan Doyle   : The Adventure of the Blue Carbuncle

V. K. N.   : Sherlock Holmes

COURSE 30: PROJECT REPORT &ON-THE-JOB TRAINING

Course Code	23U6PJENG01
Title of the Course	REGIONAL LITERATURES IN TRANSLATION
Semester in which the Course is to be taught	6
No. of Credits	1
No. of Contact Hours	18

Guidelines for Project Work

Taking cognizance of the semi-vocational nature of the programme, the Board of Studies proposes certain changes in the nature of the project to be undertaken by the students as a part of the curricular requirements.

1. The project can be of three types:

   Type 1. A dissertation on a topic pertaining to literary/cultural studies

   Type 2. A piece of creative writing

   Type 3. A magazine (of not less than 12 pages)

2. There shall be a faculty member in charge of the entire class. One teaching hour is to be allotted to that teacher to familiarize the students with research methodology and project writing.

3. A faculty member of the department shall supervise a group of three or four students in the project work. Students should identify their topics in consultation with the supervising teacher.

4. Credit shall be given to original contributions. Plagiarism is proscribed.

5. The award of the internal marks for the project shall be on the basis of the documentation of the process recorded in the project journal.

6. In the case of type 2, if the proposed work belongs to genres of short length, it should be an anthology consisting of not less than 3-4 pieces.

213

7. Type 3 project can be an individual task or a group task. The journal should have 20-30 A4 size pages. The articles for the journal can be outsourced; however, editing, lay out, illustrations etc. shall be carried out by the candidate/s themselves.

8. Project types 2 and 3 shall be accompanied by a report documenting the processes involved in the making of the work.

9. There shall be an end-semester evaluation of the project by external examiner/s. This includes a presentation of the reports. The evaluation shall be on the basis of the quality of the work as well as the documentation of the research carried out by the candidate. There shall be no viva voce.

10. The length of the project report shall be between 20-30 pages (A4 size). The methodology of research must be followed while writing the project. The candidates shall follow the guidelines given in MLA Handbook (latest edition).

11. The project report shall be submitted as a bound volume.

12. The last date for submitting the project is February 28 (tentatively).

13. End semester evaluation of the project shall be done by March 31 (tentatively).

Project Work and On-the-job Evaluation

1. The candidates shall submit two copies of their Project. The evaluation of projects shall be done by external examiners.

2. Plagiarism of any kind will be penalized.

3. The marks for project evaluation are distributed in the following manner:

Total Marks	: 100
Internal	: 25
Presentation of the project and on-the job report	:25
End semester evaluation	:25

END SEMESTER EXAMINATION QUESTION PATTERN

Sl. No	Type of Question	Marks	No. of questions to be answered
1	Very Short Answer Questions	1	10/10
2	Short answer questions	2	8/10
3	Short essays (100 words)	5	5/7
4	Long essays (300 words)	12	2/4

3.4 OPEN COURSE

OPEN COURSE 1: ENGLISH FOR CAREERS

Course Code	23U5OCENG1
Title of the Course	English for Careers
Semester in which the Course is to be taught	5
No. of Credits	3
No. of Contact Hours	72

1. AIM OF THE COURSE

To make the students competent in their job-seeking, job-getting and job holding needs. The course shall cater to equipping the students in comprehensive language enhancement.

2. COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Demonstrate confidence and decorum in formal communication showing adequate domain knowledge, appropriate body language and communication skills.
CO 2	Attain proficiency in oral and written communication to enhance academic and professional use of language.
CO 3	Communicate effectively at different levels of social and receptive domains.
CO 4	Prepare formal reports using tables and graphic modes of presentation.
CO 5	Use appropriate register and style for effective business communication.
CO 6	Make effective presentations.

3. COURSE OUTLINE

Module I: Oral and Written Skills for Jobs and Careers: (18 hours)

a. Applying for jobs - Preparing resumes - Writing cover letters for resumes - Effective proposal writing. b. Preparing for interviews - Taking interviews - Post- interview follow-up - Promotion Interviews - Group discussions.

216

Module II - Correctness in Language Usage   (18 hours)

1.   Common errors in communication and how to avoid them.

2.   Some notions - conventional and idiomatic expressions.

3.   Today's vocabulary

4.   Grammar for grownups.

Module III - Facing People (18 hours)

1.   Structuring and delivering a presentation

2.   Video conferencing - Basics of video conference

3.   Simple presentations in a video conference environment.

Module IV - English for Career Development   (18 hours)

1.   Front office management and keeping public relations (telephone skills)

2.   Soft skills for team building

3.   Importance of words/language

4.   Communication in management and management through communication.

5.   Horizontal and democratic communication.

Module V – Office communication (18 hours)

1.   Memos and notices

2.   Business correspondence

3.   Preparing Reports

4.   Using tables and charts for representing data - Interpreting charts and tables

4. READING LIST

1.   Samson et al. English for Life - 4. New Delhi: Cambridge University Press.

2.   Vasudev, Murthy. Effective Proposal Writing. New Delhi: Response Books, 2006.

3.   Towards Academic English: Developing Effective Writing Skills. New Delhi:

Cambridge University Press, 2007.

4.   Oxford Guide to Effective Writing and Speaking. OUP, 2007.

5.   Bhatnagar, R. P. English for Competitive Exams. New Delhi: Macmillan, 2009.

6.   English for Careers. Pearson.

7.   ABC of Common Grammatical Errors. Macmillan, 2009

8.   Kaul, Asha. The Effective Presentation. New Delhi: Response Books

9.   Shepherd, Kerry. Presentations at Conferences, Seminars and Meetings. New Delhi:

Response Books.

10.   Vilanilam, J. V. More Effective Communication: a Manual for Professionals. Response

Books 2008

11.   English for Career Development. Orient Longman, 2006.

OPEN COURSE 2: FILM STUDIES

Course Code	23U5OCENG02
Title of the Course	Film Studies
Semester in which the Course is to be taught	5
No. of Credits	3
No. of Contact Hours	72

1.AIM OF THE COURSE

The course shall enable the students from various disciplines to decipher the meaning of a

movie. Though making students aware of the evolution of the filmic medium and

familiarising them with the emerging areas of film studies, the course introduces the

students to the vast prospects of artistic and industrial scenario of film studies

2. COURSE OUTCOME

At the end of the programme a student should be able to:	
CO 1	Comprehend the meaning of a movie
CO 2	Inculcate a critical perspective to watch, understand and analyse films
CO 3	Align movies to its multidisciplinary scope of appreciation and learning.
CO4	Mould students to write critically about film.
CO 5	Prepare them to be resourceful to find a career in areas related to film

3.COURSE OUTLINE

Module I: Evolution and Key concepts

Defining film – A brief history (Lumiere brothers and the beginning) - Language of Cinema -

Types of Shots, Angles – Camera Movements –180 degree Rule – 30 degree rule- Focus –

Use of colour and lighting, sound- music- Editing – Different styles of Editing - Mise-en-

Scene, Auteur theory- Major film genres–Famous Adaptations - Different stages of
Production – Censorship.

Module II: Major Movements and the Masters (Discuss only the basics and the major film
makers)

- Soviet Cinema and Montage

- German Expressionism

- Italian Neo Realism

- French Poetic Realism and French New Wave

- Third World cinema

- Documentary films

- Short films

- The Digital world

- OTT platforms

- Famous Directors: Alfred Hitchcock, Charlie Chaplin, Ingmar Bergman, Andrei Tarkovsky,

  Luis Buñuel, Akira Kurosawa, Satyajit Ray.

Module III Indian and Malayalam Cinema

Beginning of Indian cinema – Dada SahebPhalke – Golden age of Indian cinema – Satyaji

Ray – popular Bollywood cinema – beginning and growth of Malayalam cinema – parallel

cinema in Malayalam – AdoorGopalakrishnan – contemporary Malayalam cinema.

Practical Sessions: Script Analysis and Writing Reviews

Writing about film – the basics of film review – analyse the films based on the theoretical

approaches in the above modules.

Case studies – Script Analysis and Review

The Titanic

Mother India

Manichithrathazhu

Recommended Reading:

Alex Clayton and Andrew Klevan – *The Language and Style of Film Criticism* 2011.

Amy Villarejo. *Film Studies: The Basics*. Routledge, 2013.

Andrew Dix. *Beginning Film Studies*.Manchester University Press, 2013.

Geoffrey Nowell-Smith: *The Oxford History of World Cinema*. OUP, 1997.

James Monaco – *How to Read a Film*. Harbor Electronic Publishing, 2013.

Jill Nelmes: *Introduction to Film Studies*. Routledge, 2011.

MadhuMuttam: *Manichithrathazhu Screenplay*. DC Books, 2010.

Renu Saran. *History of Indian Cinema*. Diamond Books, 2012

Robert Stam. *Literature through Film*.Taylor& Francis, 2011.

Robert Stam and Alessandra Raengo (ed.). Literature and Film.Wiley-Blackwell, 2004.

Steve Katz: Film Directing Shot by Shot: *Visualizing from Concept to Screen*. Focal Press, 1991.

Steven Ascher. *The Filmmaker's Handbook.*Penguin, 2012.

Susan Hayward. *Cinema Studies: The Key Concepts*. Taylor & Francis Ltd/Routledge, 2000.

e-resources:

https://www.cs.ubc.ca/~udls/slides/udls-sampoorna-biswas-film-appreciation-1.pdf

https://nofilmschool.com/Film-theory-basic-terms

http://www.jccsskc.edu.hk/newweb/modules/cjaycontent/content/1112prefectPhoto/Act06/Fil

m

Appreciation.pdf

https://plato.stanford.edu/entries/film/

OPEN COURSE3: THEATRE STUDIES

Course Code	23U5OCENG03
Title of the course	Theatre Studies
Semester	5
No. of credits	3
No. of contact hours	72

2.   AIM OF THE COURSE

The students will be introduced to a selection of plays from the West and the East, ranging

from the tragic and the comic, the folk and the street, so as to generate interest in theatre and

make them aware of the new trends in modern theatre.

2. COURSE OBJECTIVES

On completion of the course, the student should be able to imbibe the following:	
CO1	An understanding of a selection of well-discussed plays across the world
CO2	The classical and modern theatre in the West and the East.
CO3	The form and content of various kinds of theatre.
CO4	Colonial and subversive postcolonial aspects in Indian theatre.
CO5	Issues of gender, identity, caste, tradition, morality, etc. dealt with by modern theatre.

3 COURSEOUTLINE

Module1	(Classics)	(18hours)

Kalidasa: Abhijnanasakunthalam – Act I

WilliamShakespeare: Othello – ActI, Scene III, 1-295

Module2	(Tragic Vision)	(18hours)

Eugene O'Neil:	Before Breakfast	
Langston Hughes:	Soul Gone Home	
Module3	(Comic Vision)	(18hours)
Bernard Shaw:	How He Lied to Her Husband	
Anton Chekov:	The Proposal	
Module4	(Folk/Street)	(18hours)
KavalamNarayanaPanicker:	Maraattom	
MaliniBhattacharya:	Giving Away the Girl	

Core Text: *Theatre Studies*