



**SACRED HEART COLLEGE
(AUTONOMOUS), THEVARA
KOCHI, KERALA, 682013**

**PROGRAMME:
BA ENGLISH LANGUAGE AND LITERATURE
(MODEL- I)**

PROGRAMME CODE: 20UENG



CURRICULUM AND SYLLABUS

CHOICE BASED CREDIT AND SEMESTER SYSTEM

(CBCSS)

INTRODUCED FROM 2020 ADMISSION ONWARDS

BOARD OF STUDIES IN ENGLISH
SACRED HEART COLLEGE (AUTONOMOUS)
Thevara, Kochi, Kerala

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Preface

An undergraduate programme in English Language and Literature (Model 1) has been long due for the English department of Sacred Heart College, Kochi, as it is one of the oldest PG departments under the MG University. Moreover, it has been a long-standing demand of the stakeholders of the college. Hence the college has decided to offer a Model 1 UG programme in English Language and Literature from the academic year 2020-21.

The study of language and literature has traditionally been central to Humanities. In addition to equipping students with the ability to appreciate literature, it trains them to be discerning readers. Accordingly, the Model 1 UG programme offered by the college imbibes not only the core tenets of a traditional literature course but is also attuned to negotiate the complexities raised by the information age, characterized by a wealth of information and a resultant poverty of attention. We imagine the graduates of this programme as discerning readers, tasteful connoisseurs of art and socially outstanding citizens.

The programme consists of 13 Core Courses in Literature, 6 Common Courses-I (English), 4 Common Courses II (additional languages), 4 Complementary Courses (Sociology), 1 Core Course in Environment and Human Rights, 1 Open course and 1 Elective Course (out of 4) in the Core subject. In addition to this, the students are expected to prepare a research project in the final semester in order to acquire the required number of credits. For the complementary subject, the board has decided to adopt Sociology since the recent trends in Literary Studies have been towards Critical Humanities. Under the electives in semester four the college intends to offer all four subjects, namely, Comparative Literature, Modern Malayalam Literature in Translation, Regional Literatures in Translation and Voices from the Margins. These courses will be delivered as guided sessions as well as online sessions.

Being a newly introducing programme the Board of Studies for English in the college has decided to adopt the syllabus of BA Model 1 English Literature of the MG University for the academic year 2020-21.

General:

1. B. A. English Language and 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 grading shall be indirect. That is, the marks obtained will be converted into grades.
4. 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.
5. All courses have been divided into 3-6 modules based on certain thematic unity.

Eligibility for Admission: Candidates who have passed Plus Two or equivalent examination or an examination recognized by MG University as equivalent thereto.

REGULATIONS FOR CHOICE-BASED CREDIT AND SEMESTER SYSTEM (CBCSS) FOR UNDER GRADUATE PROGRAMMES – 2020

PREAMBLE

Sacred Heart College, Thevara, became an autonomous college under Mahatma University Kottayam in 2014. The college revised the choice based credit and semester system (CBCSS) for under graduate programmes in 2015-16 academic year and credit and semester system (CSS) for postgraduate programmes in 2016-17 academic year. Now, the college desires to revise the CBCSS for under graduate programmes and, as part of the process, the Academic Council, which met on 21-07-2018, approved the regulations for CBCSS and the syllabi revised by the various Boards of Studies. The revised regulations are as follows.

1. TITLE

These regulations shall be called “SACRED HEART COLLEGE THEVARA REGULATIONS FOR CREDIT AND SEMESTER SYSTEM 2019”

2. SCOPE

Applicable to all programmes of the college with effect from 2019 admissions, except otherwise approved by the Academic Council of the College

3. DEFINITIONS

- i. ‘Programme’ means the entire course of study and examinations.
- ii. ‘Duration of Programme’ means the period of time required for the conduct of the programme. The duration of under graduate programmes shall be 6 semesters, post-graduate programme shall be of 4 semesters and M. Phil. programmes shall be 2 semesters.
- iii. ‘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 each.
- iv. ‘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.
- v. ‘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)
- vi. ‘Core course’ means a course in the subject of specialization within a degree programme.
- vii. ‘Complementary Course’ means a course, which would enrich the study of core courses.

- viii. 'Open course' means a course outside the field of his/her specialization, which can be opted by a student.
- ix. 'Additional core course' means a compulsory course for all under graduate students (as per the UGC directive) to enrich their general awareness.
- x. 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.
- xi. 'Additional Course' is a course registered by a student over and above the minimum required courses.
- xii. '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.
- xiii. '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 etc. which is not added with the total academic credits of the students. Additional credit components are:-
- (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)
- xiv. 'Programme Credit' means the total credits of the UG/PG/M Phil Programmes.
- xv. 'Programme Elective course' means a course, which can be chosen from a list of electives. A minimum number of courses is required to complete the programme.
- xvi. '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.
- xvii. 'Internship' is on-the-job training for professional careers.
- xviii. 'Plagiarism' is the unreferenced use of other authors' material in dissertations and it is considered a serious academic offence.
- xix. 'Tutorial' means a class to provide an opportunity to interact with students at their individual level to identify the strength and weakness of individual students.
- xx. 'Seminar' means a lecture by a student which is expected to train the student in self-study, collection of relevant matter from the books and Internet resources, editing, document writing, typing and presentation.
- xxi. 'Evaluation' consists of continuous (internal) assessment (25%) and end course/end semester (external) assessment (75%).
- xxii. 'Repeat course' is a course that is repeated by a student for having failed in that course in an earlier registration.

- xxiii. 'Audit Course' is a course for which no credits are awarded.
- xxiv. 'Department' means any teaching Department offering a course of study approved by the college / Institute as per the Act or Statute of the University.
- xxv. 'Parent Department' means the Department which offers a particular UG/PG programme.
- xxvi. 'Department Council' means the body of all teachers of a Department in a College.
- xxvii. 'Faculty Advisor' is a teacher nominated by a Department Council to coordinate the continuous evaluation and other academic activities undertaken in the Department.
- xxviii. 'College Co-ordinator' means a teacher from the college nominated by the College Council to look into the matters relating to CBCS-PG System.
- xxix. '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.
- xxx. 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.
- xxxi. 'Credit point' (CP) of a course is the value obtained by multiplying the grade point (GP) by the Credit (Cr) of the course $CP = GP \times Cr$.
- xxxii. '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.
- xxxiii. '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.
- xxxiv. '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.

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 in time for 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 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 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. 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.
- ix. 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 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 and that of PG programmes only one opportunity.
- x. Re-Admission – a student whose attendance is inadequate will have to discontinue the studies. Such students, whose conduct is good, may be re-admitted with the approval of governing council, on the basis of recommendation from the department, and assurance from the student and the guardian regarding good conduct and compliance with the 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 consecutive days without intimation or permission, shall be removed from the rolls, and the matter shall be intimated to the student concerned. On the basis of recommendation of the department concerned, re-admission process may be permitted by the Principal.

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 and a PG student within a period of 8 continuous semesters from the date of commencement of the programme.

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.

7. UNDERGRADUATE 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%

8. EXAMINATIONS

All the End Semester Examinations of the college will be conducted by the Controller of Examinations. 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.

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. 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 examinations, the external evaluation shall be, generally, for a maximum of 60 marks and the internal evaluation shall be for 20 marks. Both internal and external evaluations shall be carried out in the mark system and the marks are to be rounded to the nearest integer.

- a. 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 are as follows:

Components of Internal Evaluation (for theory without practical)

	Components	Marks
i.	Assignments	5
li	Seminar/Quiz/Field survey /Viva etc.	5
lii	Attendance	5
lv	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 matter 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

2.10 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, charts, posters etc., field survey, field work)	5
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.

- b. End Semester Examination (ESE): The End Semester Examinations 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.

c. 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:

- i. Project work shall be completed by working outside the regular teaching hours.
- ii. Project work shall be carried out under the supervision of a teacher in the department concerned or an external supervisor.
- iii. 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.
- iv. There should be an internal assessment and external assessment for the project work in the ratio 1:3
- v. The external evaluation of the project work consists of valuation of the dissertation (project report) followed by presentation of the work and viva voce.
- vi. The mark and credit with grade awarded for the 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

d. 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.

e. 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	O 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	O 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 3.5 and below 4.5	D Pass
**Below 3.5	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 UG programme.

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 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

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

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 the improvement of the internal marks.

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.

10. REGISTRATION FOR THE EXAMINATION

- a. All students admitted to 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 qualifications 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.

11. SUPPLEMENTARY EXAMINATIONS

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

12. IMPROVEMENT OF EXAMINATION RESULTS

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.

There will be no improvement examinations for PG programmes

13. PROMOTION TO THE NEXT SEMESTER

A candidate shall be eligible for promotion from one semester to the next 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.

14. CERTIFICATES

1. Diploma and 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.

15. AWARD OF DEGREE

The successful completion of all the courses with 'D' grade shall be the minimum requirement for the award of the degree. For M. Phil., minimum grade required is 'C'

16. 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.

17. 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 the 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.

DISTRIBUTION OF COURSES FOR MODEL 1 UG PROGRAMMES

There are 5 courses in each semester and 30 courses in six semesters.

Common Courses

Core Courses

Core Electives

Complementary Courses

Open Course (General)

1. OUTLINE OF COMMON COURSES

Course Code	Title of Course	Contact Hours/ Week	Credit	Semester
19U1CCENG01	Homo Loquens: Effective Listening and Speaking	5	4	1
19U1CCENG02	Pearls from the Deep	4	3	1
19U2CCENG03	Text and Context: A Guide to Effective Reading and Writing	5	4	2
19U2CCENG04	Savouring the Classics	4	3	2
19U3CCENG05	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	5	4	3
19U4CCENG06	Illuminations	5	4	4

COMMON COURSES FOR B COM (MODEL I & II)				
Course Code	Title of Course	Contact Hours/ Week	Credit	Semester
19U1CCENG01	Homo Loquens: Effective Listening and Speaking	5	4	1
19U2CCENG03	Text and Context: A Guide to Effective Reading and Writing	5	4	2
19U3CCENG01	India Retold: Readings on Indian Polity, Secularism and Sustainability	3	3	3
19U4CCENG02	Ruminations	3	3	4

COMMON COURSES FOR MODEL II PROGRAMMES (BA/Bsc)				
Course Code	Title of Course	Contact Hrs/Wk	Credits	Semester
19U1CCENG01	Homo Loquens: Effective Listening and Speaking	5	4	1
19U2CCENG03	Text and Context: A Guide to Effective Reading and Writing	5	4	2
19U3CCENG05	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	5	4	3
19U4CCENG06	Illuminations	5	4	4

COMMON COURSES FOR MODEL III PROGRAMMES (BA/Bsc)				
Course Code	Title of Course	Contact Hrs/Wk	Credit	Semester
19U1CCENG01	Homo Loquens: Effective Listening and Speaking	5	4	1
19U2CCENG03	Text and Context: A Guide to Effective Reading and Writing	5	4	2

2. OUTLINE OF OPEN COURSES

OPEN COURSES (GENERAL) FOR STUDENTS OF OTHER DISCIPLINES				
Course Code	Title of Course	Contact Hours/ Wk	Credit	Semester
19U5OCENG01	Appreciation of Films	4	3	5
19U5OCENG02	Theatre Studies	4	3	5
19U5OCENG03	English for Careers	4	3	5
ELECTIVE COURSES (FRONTIER AREAS) FOR STUDENTS OF BA ENGLISH				
Course Code	Title of Course	Contact Hours / Wk	Credit	Semester
19U6ELENG01	Regional Literatures in Translation	4	3	6
19U6ELENG02	Comparative Literature	4	3	6
19U6ELENG03	Creative Writing in English	4	3	6

SCHEME OF EXAMINATION

Continuous Evaluation

Sl.	Module	Percentage	Marks
1	Attendance	5	5
2	Test Paper	10	10
3	Assignment	5	5
4	Seminar	5	5

Components of CE

Component	Weightage	Marks
a. Attendance	1	75%: : 1 76-79% : 2 80-84% : 3 85-89% : 4 >90% : 5
b. Test Paper (min.2)	2	10 (5x2)
c. Assignment	1	Depending on quality (1-5)
d. Seminar	1	Depending on quality (1-5)

b) END SEMESTER EXAMINATION 75% (Total weightage 25)

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

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 dynamics 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.

BA ENGLISH LANGUAGE AND LITERATURE (Model 1)
Courses and Credits

Semester	Title	Course Category/ Code	Hours Per Week	Credits	Internal Assessment	External Exam
1	Homo Loquens: A Course in Effective Listening and Speaking	Common Course-1 19U1CCENG01	5	4	25	75
1	Pearls from the Deep	Common Course -2 19U1CCENG02	4	3	25	75
1	Second Language	Common Course II 19U1CCMAL1A/ HIN1A/FRN1A	4	4	25	75
1	Methodology of Literary Studies	Core Course-1 19U1CRENL01	6	4	25	75
1	Introduction to Sociology / Understanding Psychology	Complementary Course (19U1CPSOC1)/ (19U1CPPSY1)	6	4	25	75
2	Text and Context: A Guide to Effective Reading and Writing	Common Course -3 19U2CCENG03	5	4	25	75
2	Savouring the Classics	Common Course -4 19U2CCENG04	4	3	25	75
2	Second Language	Common Course II 19U2CCMAL2/ HIN2/FRN2	4	4	25	75
2	Introducing Language and Literature	Core Course -2 19U2CRENL02	6	4	25	75
2	Development of Sociological Thought/ Psychology of Individual Differences	Complementary Course (19U2CPSOC2)/ (19U2CPPSY2)	6	4	25	75
3	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	Common Course -5 19U3CCENG05	5	4	25	75
3	Second Language	Common Course II 19U3CCMAL3A/ HIN3A/FRN3A	5	4	25	75
3	Harmony of Prose	Core Course -3 19U3CRENL03	4	4	25	75
3	Symphony of Verse	Core Course -4 19U3CRENL04	5	4	25	75
3	Evolution of Literary Movements: the Shapers of Destiny	Complementary Course 3 19U3CPELH1	6	4	25	75

4	Illuminations	Common Course -6 19U4CCENG06	5	4	25	75
4	Second Language	Common Course II 19U4CCMAL4A/ HIN4A/FRN4A	5	4	25	75
4	Modes of Fiction	Core Course -5 19U4CRENL05	4	4	25	75
4	Language and Linguistics	Core Course -6 19U4CRENL06	5	4	25	75
4	Evolution of Literary Movements: the Cross Currents of Change	Complementary Course 4 19U4CPELH2	6	4	25	75
5	Acts on the Stage	Core Course -7 19U5CRENL07	6	5	25	75
5	Literary Criticism and Theory	Core Course -8 19U5CRENL08	5	4	25	75
5	Indian Writing in English	Core Course -9 19U5CRENL09	5	4	25	75
5	Open Course	Appreciating Films 19U5OCENL1A Theatre Studies 19U5OCENL1B English for Careers 19U5OCENL1C	4	3	25	75
5	Environmental Science and Human Rights	Core Course -10 19U5CRENL10	5	4	25	75
6	Postcolonial Literatures	Core Course -11 19U6CRENL11	5	4	25	75
6	Women Writing	Core Course -12 19U6CRENL12	5	4	25	75
6	American Literature	Core Course -13 19U6CRENL13	5	4	25	75
6	Modern World Literature	Core Course -14 19U6CRENL14	5	4	25	75
6	Choice Based Course	Comparative Literature 19U6CREN15A Modern Malayalam Literature in Translation 19U6CRENL15B Regional Literatures in Translation 19U6CRENL15C Voices from the Margins 19U6CRENL154	4	4	25	75
6	Project	19U6PJENL1	1	2	25	75

**SEMESTER-WISE DISTRIBUTION OF COURSES FOR
BA ENGLISH LANGUAGE AND LITERATURE (MODEL I)**

SEMESTER 1

Course Code	Title of Course	Contact Hours/Week	Credit
19U1CCENG01	Homo Loquens: A Course in Effective Listening and Speaking	5	3 1
19U1CCENG02	Pearls from the Deep	4	3
19U1CCMAL1A/ HIN1A/FRN1A	Second Language	4	4
19U1CRENL01	Methodology of Literary Studies	6	4
(19U1CPSOC1)/ (19U1CPPSY1)	Introduction to Sociology / Understanding Psychology	6	4

SEMESTER 2

Course Code	Title of Course	Contact Hours/Week	Credit
19U2CCENG03	Text and Context: A Guide to Effective Reading and Writing	5	4
19U2CCENG04	Savouring the Classics	4	3
19U2CCMAL2A/ HIN2A/FRN2A	Common Second Language - 2	4	4
19U2CRENL02	Introducing Language and Literature	6	4
(19U1CPSOC2)/ (19U1CPPSY2)	Sociology/ Psychology	6	4

SEMESTER 3

Course Code	Title of Course	Contact Hours/Week	Credit
19U3CCENG05	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	5	4
19U3CCMAL3A/ HIN3A/FRN3A	Common Second Language - 3	5	4
19U3CRENL03	Harmony of Prose	4	4
19U3CRENL04	Symphony of Verse	5	4
19U3CPELH1	Evolution of Literary Movements: The Shapers of Destiny	6	4

SEMESTER 4

Course Code	Title of Course	No. of Hours	Credit
19U4CCENG06	Illuminations	5	4
19U4CCMAL4A/ HIN4A/FRN4A	Common Second Language - 4	5	4
19U4CRENL05	Modes of Fiction	4	4
19U4CRENL06	Language and Linguistics	5	4
19U4CPELH2	Evolution of Literary Movements: The Cross Currents of Change	6	4

SEMESTER 5

Course Code	Title of Course	Contact Hours /Week	Credit
19U5CRENL07	Acts on the Stage	6	5
19U5CRENL08	Literary Criticism and Theory	5	4
19U5CRENL09	Indian Writing in English	5	4
19U5CRENL10	Environmental Science and Human Rights	5	4
19U5OCENL1A	Appreciating Films	4	3
19U5OCENL1B	Theatre Studies	"	"
19U5OCENL1C	English for Careers - Open Course (General)	"	"

SEMESTER 6

Course Code	Title of Course	No. of Contact Hours/Week	Credit
19U6CRENL11	Postcolonial Literatures	5	4
19U6CRENL12	Women Writing	5	4
19U6CRENL13	American Literature	5	4
19U6CRENL14	Modern World Literature	5	4
19U6CRENL15A	Comparative Literature (Core Elective 1)	4	4
19U6CRENL15B	Modern Malayalam Lit. in Translation (Cr. El.2)	"	"
19U6CRENL15C	Regional Literatures in Translation (Core El. 3)	"	"
19U6CRENL15D	Voices from the Margins (Core (Core El. 4)	"	"
19U6PJENL1	Project Report	1	2

CC – Common Course 1

CC – Common Course 2

CR – Core Course

CP1 – Complementary 1 (SOCIOLOGY/ PSYCHOLOGY)

CP2 – Complementary 2 - Literary History

PJ – Core Course Project

OC – Open Course

EL – Elective

Distribution of Credits

Total Credits for Common Course 1 (English)	22
Total Credits for Common Course 2 (Additional Languages)	16
Total credits for Core Courses	53
Total Credits for Complementary Courses	16
Total Credits for Open Course	3
Total Credits for Choice Based Core Courses	4
Total Credits for Project and Viva	2
Total	120

11. MARKS DISTRIBUTION FOR END-SEMESTER EXAMINATION AND INTERNAL EVALUATION

The distribution of marks for the end-semester and internal assessments is as shown below:

For all courses without practical

- a) Total marks of end-semester examination : 75
- b) Total marks of internal evaluation : 25

All the three components of the internal assessment are mandatory. There shall be internal oral examination for Common Course English (Homo Loquens) in Semester 1.

Components of Internal Evaluation and the Distribution of Marks

Components	MARKS
Attendance	5
Assignment (Written assignments, preparation of models, charts, posters etc., field survey, field work)	5
Seminar/Viva	5
Test papers-2	10
Total	25

Project Evaluation: (Max. marks - 100)

Components of Project & On-the-job report Evaluation	Marks
Dissertation/Written work/Magazine & On-the-job report	50
Internal	25
Presentation	25
Total	100

Attendance Evaluation:
[For all courses without practical]

% of attendance	Marks
90 and above	5
85 – 89	4
80-84	3
76-79	2
75	1

(Decimals are to be rounded off to the next higher whole number)

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.
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 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 weights for project evaluation are distributed in the following manner:

Total Marks: 100

Internal	:	25
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Presentation of the project and on-the job report	:	25
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End semester evaluation	:	50
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SYLLABI FOR COMMON COURSES (Model 1 BA/BSc)

COURSE 1: HOMO LOQUENS: A COURSE IN EFFECTIVE LISTENING AND SPEAKING

Course Code	19U1CCENG01
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

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-centered 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 Outcome

On completion of the course, the students should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Understand the mechanics of English language and comprehend the meaning of simple narrations, announcements and instructions.	*			*		
CO 2	Make inferences about the implications of statements from stress and tone recognize the various registers of speech.			*		*	
CO 3	Listen to formal presentations and prepare lecture notes in the appropriate format.			*	*	*	
CO 4	Use English for a variety of speaking contexts including conversations, presentations, speeches, discussions and negotiations.			*	*		
CO 5	Critically evaluate presentations, narrations, speeches and analyse and evaluate their content and respond to them appropriately.	*				*	
CO 6	Creatively respond to one's surroundings in the form of drama, poetry, narrations, and songs, and perform them before an audience.	*		*	*		

COURSE OUTLINE

Module 1

[18 Hours]

Listening Comprehension 1: Information Gathering

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

[18 Hours]

Listening Comprehension 2: Forming Inferences

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

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

[18 Hours]

Language in Everyday Use

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

Module 4

[18 Hours]

Language as Performance

Skills in focus: Developing confidence to respond to various situations through a series of group activities; Engaging in problem solving through short presentations (group); Performing role plays; Participating in group discussions; Responding creatively through various literary forms

Module 5

[18 Hours]

Contextual use of language

Skills in focus: 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.

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

Homo Loquens: Effective Listening and Speaking Oral Test

The end-semester oral test will be for a total of 15 marks, in which listening comprehension 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.

The pattern of questions for the end-semester oral test:

1. Listening Comprehension

Listening Comprehension		Marks
I	Listen and identify a specific sound. Write it down.	1
II	Write down the words you hear. Mark the stressed syllable.	1
III	Identify and mark the tone you hear in the following sentences.	1
IV	Listen to a dialogue/speech and identify: ➤ the speakers (who) ➤ the topic (what) ➤ the situation (where)	1
V	Listen and take down a message left on the answering machine	1
VI	Follow given instructions/directions on a map or picture	1

2. Speaking

Accuracy Test		
I	Identify and pronounce the following words given in phonetic transcription.	1
II	Pronounce the following words with the correct stress.	1
III	Read out the following passage using proper stress and intonation.	1
IV	Pronounce the following words correctly.	1

3. Oral Communication

Fluency Test		
I	Introduce yourself to the interviewer.	1
II	Answer questions /talk about yourself, your hobbies, likes, dislikes etc.	1
III	Make a phone call; leave a message for someone.	1
IV	Give instructions/directions on how to reach some place.	1
V	Speak on any simple personal topic.	1

COMMON COURSE 2
PEARLS FROM THE DEEP

Course Code	19U1CCENG02
Title of the course	Pearls from the Deep
Semester in which the course is to be taught	1
No. of credits	3
No. of contact hours	72

Aim of the Course

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

Course Outcome

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

1. Appreciate and enjoy works of literature.
2. Appreciate the aesthetic and structural elements of literature

3. OUTLINE OF THE COURSE

MODULE I: Fiction (18 hours)

Ernest Hemingway : The Old Man and the Sea

MODULE II: One-act Plays (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.

5. Model Question Paper (To be incorporated later)

COMMON COURSE 3

TEXT AND CONTEXT: A GUIDE TO EFFECTIVE READING AND WRITING

Course Code	19U2CCENG03
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

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.

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.

Course Outcome:

At the end of the course, the students should be able to:

- Employ various reading strategies
- Comprehend the explicit and implicit meanings of a variety of written materials
- Understand the dynamics of literary writing
- Write effectively in a variety of genres, styles and registers

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: Intensive Reading

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]

Academic Writing

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

Module 4 [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 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

5. MODEL QUESTION PAPER
(To be incorporated)

COMMON COURSE 4
SAVOURING THE CLASSICS

Couse Code	19U2CCENG04
Title of the Course	Savouring the Classics
Semester	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 Outcome

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

- Demonstrate familiarity with the classics from various lands.
- Demonstrate an understanding of the features that go into the making of a classic.

OUTLINE OF THE COURSE

Module 1 [Poems] (18 hours)

Homer	:	Odysseus tells Eurycleaia to conceal his identity (Odyssey - Book 19: 476 - 507)
Sappho	:	Jealousy
Kalidasa	:	Look to This Day
Omar Khayyam	:	Rubaiyat (last four quatrains: 72-75)
Dante	:	Dante meets Virgil (Inferno - Canto 1: 61-99)
Matsuo Basho	:	Haikus
Alexander Pushkin	:	The Song of the Kazak

Module 2 [Shakespeare Excerpts] (18 hours)

Shakespeare	:	Romeo and Juliet (ACT II, Scene ii)
Shakespeare	:	The Merchant of Venice (ACT IV, Scene i)

Module 3 [Novel Excerpts] (18 hours)

Victor Hugo	:	Les Miserables (Part 1- Fantine Book II)
Mark Twain	:	The Adventures of Huckleberry Fin (Raft Passage)

Module 4 [Short Fiction] (18 hours)

Dostoyevsky : A Christmas Tree and a Wedding

Arthur Conan Doyle : The Adventure of the Dancing Men

Core Text: *Savouring the Classics*

Recommended Reading:

Italo Calvino: Why Read the Classics?

A. C. Bradley: Shakespearean Tragedy

Katherine Armstrong: Studying Shakespeare: A Practical Introduction

Gemma McKenzie: Foundations of European Drama

Harold Bloom: The Western Canon

Jeremy Hawthorn: Studying the Novel

C. Marydas: Shakespearean Aesthetics for University Wits

5. Model Question Paper
(To be incorporated later)

COMMON COURSE 5
**SCRIPTING THE NATION:
READINGS ON INDIAN POLITY, SECULARISM AND SUSTAINABILITY**

Couse Code	19U3CCENG05
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

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 Outcome

At the end of the course the students should be able to:

- Assimilate and critically estimate certain fundamental notions on Indian polity, secularism and Gandhian thought
- Respond critically, creatively and aesthetically
- Articulate their views and opinions using the appropriate diction and register.

Course Outline

Module One: Indian Polity

(18 Hours)

1. B.R. Ambedkar: : On the Constitution of India
2. A.S. Hornby: : A Dialogue on Democracy
3. Jawaharlal Nehru: : The Choice before Us

- | | |
|------------------------|------------------------|
| 4. S. Viswanathan | : Signs of Change |
| 5. Rabindranath Tagore | : Heaven of Freedom |
| 6. Amarlal Hingorani | : Brother Abdul Rahman |

Module Two: Secularism (18 Hours)

- | | |
|------------------------|-----------------------|
| 7. Asghar Ali Engineer | : Secularism in India |
| 8. J.B. Kripalini | : Deep Roots |
| 9. Shashi Tharoor | : The Idea of India |
| 10. Kumar Vikal | : Can You Make Out |
| 11. Ismat Chughtai | : Roots |

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

- | | |
|--------------------------|--------------------------|
| 12. M.K. Gandhi | : The Condition of India |
| 13. C.E.M. Joad | : The Gandhian Way |
| 14. Mohinder Singh Sarna | : The Smaller Gandhis |
| 15. Saadat Hasan Manto | : Toba Tek Singh |

Module Four: Sustainability (36 Hours)

- | | |
|---------------------------------|------------------------------------|
| 16. Fritjof Capra | : Deep Ecology |
| 17. Medha Patkar | : A Different Kind of Perspective |
| 18. Barbara Eichler | : Earth's Carrying Capacity |
| 19. K. Satchidanandan | : What the Elements have Taught Me |
| 20. Thakazhi Sivasankara Pillai | : In the Flood |

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

5. Model Question Paper
(To be incorporated later)

COMMON COURSE 6
ILLUMINATIONS

COURSE CODE	19U4CCENG06
Title of the Course	ILLUMINATIONS
Semester	4
No. of credits	4
No. of contact hours	90

Aim of the Course

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

Course Outcome

At the end of the course, the students should be able to:

- Maintain a positive attitude to life.
- Evaluate and overcome setbacks based on the insights that these texts provide.

OUTLINE OF THE COURSE

MODULE I: Life Sketches (18 hours)

1. Helen Keller : Three Days to See
2. Jesse Owens : My Greatest Olympic Prize
3. Prof. Kerala Varma : ECG Sudharshan

MODULE II: Essays (18 hours)

1. Lafcadio Hearn : On Reading
2. Stephen Leacock : Are the Rich Happy?
3. A.G. Gardiner : On Courage

MODULE III: Gender Questions (18 hours)

1. J. K. Rowling : The fringe benefits of failure and the importance of imagination
2. Chimamanda Ngozi Adichie: An Ode to Make up

Module IV (18 Hours)

1. Oscar Wilde : The Nightingale and the Rose
2. George Orwell : The Miser

3. John Galsworthy : Quality
4. Paolo Coelho : The Beggar and the Baker

Module VI (18 Hours)

1. William Ernest Henley : Invictus
2. Robert Frost : The Road Not Taken
3. Kahlil Gibran : Of Good and Evil
4. Joyce Kilmer : Trees

Core Text: *Illuminations*

5. Model Question Paper
(To be incorporated later)

SYLLABI FOR COMMON COURSES FOR B.COM (Model I & II)

COURSE 1: HOMO LOQUENS: EFFECTIVE LISTENING AND SPEAKING

Course Code	19U1CCENG01
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

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-centered 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 Outcome

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

- Comprehend the explicit and implicit meaning of another's speech
- Understand a variety of registers of speech
- Speak English accurately using appropriate vocabulary and register

COURSE OUTLINE

Module 1

[18 Hours]

Listening Comprehension 1: Information Gathering

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

[18 Hours]

Listening Comprehension 2: Forming Inferences

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

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

[18 Hours]

Language in Everyday Use

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

Module 4

[18 Hours]

Language as Performance

Skills in focus: Developing confidence to respond to various situations through a series of group activities; Engaging in problem solving through short presentations (group); Performing role plays; Participating in group discussions; Responding creatively through various literary forms

Module 5

[18 Hours]

Contextual use of language

Skills in focus: 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.

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

COMMON COURSE 2 (FOR B.COM MODEL I & II)

TEXT AND CONTEXT: A GUIDE TO EFFECTIVE READING AND WRITING

Course Code	19U2CCENG03
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

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.

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.

Course Outcome:

At the end of the course, the students should be able to:

- Employ various reading strategies
- Comprehend the explicit and implicit meanings of a variety of written materials
- Understand the dynamics of literary writing
- Write effectively in a variety of genres, styles and registers

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: Intensive Reading

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]

Academic Writing

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

Module 4 [18 Hours]

Dynamics of Writing

Skills in focus: Employing strategies to read literary passages identifying affective components in literary texts; Recognizing 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 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*

5. MODEL QUESTION PAPER
(To be incorporated)

COMMON COURSE 3 (B.COM MODEL I & II)
**INDIA RETOLD: READINGS ON INDIAN POLITY, SECULARISM AND
SUSTAINABILITY**

Couse Code	19U3CCENG3
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

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.

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.

Course Outcome

At the end of the course the students should be able to:

- Assimilate and critically estimate certain fundamental notions on Indian polity, secularism and Gandhian thought
- Respond critically, creatively and aesthetically
- Articulate their views and opinions using the appropriate diction and register.

Course Outline

Module One: Indian Polity

(18 Hours)

1. B.R. Ambedkar : On the Constitution of India
2. A.S. Hornby : A Dialogue on Democracy
3. Jawaharlal Nehru : The Choice Before Us
4. S. Viswanathan : Signs of Change
5. Rabindranath Tagore : Heaven of Freedom

6. Amarlal Hingorani : Brother Abdul Rahman

Module Two: Secularism

(18 Hours)

7. Asghar Ali Engineer : Secularism in India
8. J.B. Kripalani : Deep Roots
9. Shashi Tharoor : The Idea of India
10. Kumar Vikal : Can You Make Out
11. Ismat Chughtai : Roots

Module Three: The Praxis of Gandhian Thought

(18 Hours)

12. M.K. Gandhi : The Condition of India
13. C.E. M. Joad : The Gandhian Way
14. Mohinder Singh Sarna : The Smaller Gandhis
15. Saadat Hasan Manto : Toba Tek Singh

Core Text: India Retold

5. Model Question Paper
(To be incorporated later)

COMMON COURSE 4 (FOR B.COM Model I & II)

RUMINATIONS

Course Code	19U4CCENG4
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

At the end of the course, the students should be able to:

- Maintain a positive attitude to life.
- Evaluate and overcome setbacks based on the insights that these texts provide.

3. OUTLINE OF THE COURSE

MODULE I: Essays (18 hours)

1. Lafcadio Hearn : On Reading
2. Stephen Leacock : Are the Rich Happy?
3. A.G. Gardiner : On Courage

Module II (18 Hours)

4. Oscar Wilde : The Nightingale and the Rose
5. George Orwell : The Miser
6. John Galsworthy : Quality
7. Paolo Coelho : The Beggar and the Baker

Module III (18 Hours)

8. William Ernest Henley : Invictus
9. Robert Frost : The Road Not Taken
10. Kahlil Gibran : Of Good and Evil
11. Joyce Kilmer : Trees

Core Text: *Illuminations*

5. Model Question Paper (To be incorporated later)

B A English Language and Literature (Model I)

**Syllabus and Curriculum
Applicable from 2020 Admission**

B A English Language and 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	Compare the literatures of various cultures and identify areas of similarities and differences relate them to the socio-cultural background that inform them.
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.

SYLLABUS FOR B.A. ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

SEMESTER 1: COURSE 1

HOMO LOQUENS: EFFECTIVE LISTENING AND SPEAKING

Course Code	19U1CCENL01
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

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 Outcome:

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

1. Comprehend the explicit and implicit meaning of another's speech
2. Understand a variety of registers of speech
3. Speak English accurately using appropriate vocabulary and register

COURSE OUTLINE

Module 1

[18 Hours]

Listening Comprehension 1: Information Gathering

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

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

[18 Hours]

Listening Comprehension 2: Forming Inferences

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

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

[18 Hours]

Language in Everyday Use

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

Module 4

[18 Hours]

Language as Performance

Skills in focus: Developing confidence to respond to various situations through a series of group activities; Engaging in problem solving through short presentations (group); Performing role plays; Participating in group discussions; Responding creatively through various literary forms

Module 5

[18 Hours]

Contextual use of language

Skills in focus: 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.

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

BA ENGLISH LANGUAGE AND LITERATURE
Course 2: Pearls from the Deep (Common Course)

Course Code	19U1CCENG02
Title of the course	Pearls from the Deep
Semester in which the course is to be taught	1
No. of credits	3
No. of contact hours	72

Aim of the Course

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

Course Outcome

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

3. Appreciate and enjoy works of literature.

4. Appreciate the aesthetic and structural elements of literature

3. OUTLINE OF THE COURSE

MODULE I: Fiction (18 hours)

Ernest Hemingway : The Old Man and the Sea

MODULE II: One-act Plays (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.

6. Model Question Paper (To be incorporated later)

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)
Course 3: Common Course II (Second Language)

COURSE CODE	19U1CCMAL1A/ 19U1CCHIN1A/ 19U1CCFRN1A
TITLE OF THE COURSE	
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 4 - Methodology of Literary Studies (Core Course)

Course Code	19U1CRENL01
Title of the course	Methodology of Literary Studies
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 seeks to introduce the student to the major signposts in the historical evolution of literary studies from its inception to the current postcolonial realm.

OBJECTIVES OF THE COURSE

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

1. The emergence of literature as a specific discipline within the humanities.
2. The tenets of what is now known as traditional approaches and also that of formalism.
3. The shift towards contextual-political critiques of literary studies.
4. The questions raised by Cultural Studies and Feminism(s)
5. 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)

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||

Module 6

(18 hours)

Part A: Pradeepan Pampirikunnu: —What did Literary Histories Say to You?||

Part B: Poikayil Appachan: —No Alphabet in Sight||

Approaching the Course: Ideally this paper should have a consistent linearity from Module 1 to 6; such a step-by-step progression will help trace the following trajectory effectively:

Traditional to Formalist to Political-Contextual to Feminist to Postcolonial to Regional-Subaltern methodologies. Core Text: Nuances: Methodology of Literary Studies. Macmillan and Mahatma Gandhi University

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)
Course 5: Sociology (Complementary - 1)

COURSE CODE	19U1CPSOC1
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

CO No.	Expected Course Outcomes <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	An ability to understand the sociological importance behind social phenomena and analyze a current social issue by applying sociological concepts	R	6-EN
2	Develop an ability to conceptualize and differentiate social phenomena	Ap	6-EN
3	Evaluate the relevance of socialisation and social control in social order	E	6-EN
4	Discuss the various dimensions of social dynamics and its consequence	E	6-EN
PSO-Program Specific outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create.			

Module	Course Description	Hrs	CO.No
1.0	Module I: Introducing Sociology		
1.1	Origin of Sociology	3	1
1.2	Intellectual roots of sociology	3	1
1.3	Historical roots of sociology	3	1
1.4	Nature of sociology	3	1
1.5	Importance and scope of sociology	3	1
1.6	Development of sociology in India	4	1
1.7	Relevance of sociology in contemporary society	3	1
2.0	Module II: Basic Concepts – 1		
2.1	Society: definition, characteristics	3	2
2.2	Types of Society	2	2
2.3	Community: definition ,characteristics	2	2
2.4	Association :definition ,characteristics	2	2
2.5	Social Groups: definition ,characteristics	2	2
2.6	Social Groups: types-primary and secondary	2	2
2.7	Social Institutions: meaning	3	2
2.8	Types: family, definitions, characteristics	3	2
2.9	Marriage: definition ,characteristics	3	2
3.0	Module III: Basic Concepts – 2		
3.1	Social interaction: nature	2	2
3.2	Social interaction: elements	2	2
3.3	Social structure: meaning and definition	2	2

3.4	Status and role: meaning and definition	3	2
3.5	Social stratification: definition, characteristics	3	2
3.6	Caste: definition, characteristics	3	2
3.7	Class: definition, characteristics	2	2
3.8	Culture: definition, characteristics	2	2
3.9	Material and non-material culture	2	2
3.10	Cultural lag	1	2
4.0	Module IV: Socialization and Social Control		
4.1	Socialization: definition, functions	2	3
4.2	Stages of socialization	2	3
4.3	Types of socialization	2	3
4.4	Sigmund Freud's theory of self	3	3
4.5	C.H Cooley theory of looking glass self	3	3
4.6	G.H Mead's play stage and game stage	2	3
4.7	Social Control: definition and meaning	2	3
4.8	Types of social control: formal and informal	2	3
4.9	Social Deviance: definition and meaning	1	3
4.10	Robert K Merton's theory of deviance	3	3
5.0	Module V: Social Change		
5.1	Social Change: meaning and definition	2	4
5.2	Factors of social change	3	4
5.3	Social Evolution: L H Morgan	4	4
5.4	Social progress: meaning and definition	2	4
5.5	Social development: meaning and definition	3	4
5.6	Modernization: meaning and definition	3	4
5.7	Globalization : definition and socio-cultural Impact	3	4

1. Atal, Y. (2012). Sociology: A study of the Social 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.

TEXT BOOKS FOR ENRICHMENT

1. Bottomore, T. B. (2010), *Sociology: A guide to problems and literature*, London: Routledge.
2. Mac Iver, R.M. & Page, C.H. (2006), *Society-An Introductory Analysis*. London: MacMillan
3. Rawat, H.K. (2007). *Sociology: Basic Concepts*. Jaipur: Rawat.

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)
Course 5: UNDERSTANDING PSYCHOLOGY (Complementary - 1)

COURSE CODE	19U1CPPSY1
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

Objectives:

- To gain understanding regarding the basics of Psychology as a scientific discipline
- To understand the chief applications of the field of Psychology in social and clinical settings.

Module 1: Introducing Psychology

Definition of Psychology, The science of Psychology and pseudopsychology, 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*, 5th ed. New Delhi: Pearson Education, Ch. 1 Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch1

Module 2: Scope of Psychology

Branches of Psychology-Developmental Psychology, Social Psychology, Clinical Psychology, Human Resource Development, Positive Psychology, Sports Psychology etc. Professionals in Psychology- Distinction 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: 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: Psychology in social settings

Forms of Social influence-Conformity, compliance and obedience, social facilitation and social loafing, group think 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: 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.

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 6: Text and Context: A Guide to Effective Reading and Writing

(Common Course - 3)

Course Code	19U2CCENG03
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

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.

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.

Course Outcome:

At the end of the course, the students should be able to:

- Employ various reading strategies
- Comprehend the explicit and implicit meanings of a variety of written materials
- Understand the dynamics of literary writing
- Write effectively in a variety of genres, styles and registers

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: Intensive Reading

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]

Academic Writing

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

Module 4 [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 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

6. MODEL QUESTION PAPER
(To be incorporated)

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 7: Savouring the Classics (Common Course 4)

Couse Code	19U2CCENG04
Title of the Course	Savouring the Classics
Semester	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 Outcome

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

- Demonstrate familiarity with the classics from various lands.
- Demonstrate an understanding of the features that go into the making of a classic.

OUTLINE OF THE COURSE

Module 1 [Poems] (18 hours)

Homer	:	Odysseus tells Eurycleaia to conceal his identity (Odyssey - Book 19: 476 - 507)
Sappho	:	Jealousy
Kalidasa	:	Look to This Day
Omar Khayyam	:	Rubaiyat (last four quatrains: 72-75)
Dante	:	Dante meets Virgil (Inferno - Canto 1: 61-99)
Matsuo Basho	:	Haikus
Alexander Pushkin	:	The Song of the Kazak

Module 2 [Shakespeare Excerpts] (18 hours)

Shakespeare	:	Romeo and Juliet (ACT II, Scene ii)
Shakespeare	:	The Merchant of Venice (ACT IV, Scene i)

Module 3 [Novel Excerpts] (18 hours)

Victor Hugo	:	Les Miserables (Part 1- Fantine Book II)
Mark Twain	:	The Adventures of Huckleberry Fin (Raft Passage)

Module 4 [Short Fiction] (18 hours)

Dostoyevsky : A Christmas Tree and a Wedding

Arthur Conan Doyle : The Adventure of the Dancing Men

Core Text: *Savouring the Classics*

Recommended Reading:

Italo Calvino: Why Read the Classics?

A. C. Bradley: Shakespearean Tragedy

Katherine Armstrong: Studying Shakespeare: A Practical Introduction

Gemma McKenzie: Foundations of European Drama

Harold Bloom: The Western Canon

Jeremy Hawthorn: Studying the Novel

C. Marydas: Shakespearean Aesthetics for University Wits

6. Model Question Paper
(To be incorporated later)

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 8: Common Course II (Second Language)

COURSE CODE	19U2CCML2A/ 19U2CCHIN2A/ 19U2CCFRN2A
TITLE OF THE COURSE	
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	72

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 9 – Introducing Language and Literature (Core Course 2)

Course Code	19U2CRENL02
Title of the course	Introducing Language 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 basics of English language and literature.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to discern the following: 1. The evolution and the differential traits of the English language till the present time. 2. The evolution of literature from antiquity to postmodern times. 3. The diversity of genres and techniques of representation and narration 4. The links between literature and film as narrative expressions. 5. The emergence of British and American Literature through diverse periods

COURSE OUTLINE

Module 1 (18 hours)

Language families - Indo European family of languages: Branches of Indo European - Home of the Indo Europeans - Main characteristics of Indo European languages

Germanic family of Languages: Characteristics - Grimm's Law - Verner's Law. - The position of English in Indo European family

Periods in the history of English language: Old English period - Old English Dialects - Old English vocabulary Middle English period - Norman Conquest - Middle English Vocabulary - Middle English dialects - French influence

Modern English period: Early modern English - The Great Vowel Shift - Renaissance and Reformation - The invention of printing - Authors and Books: The Bible - Shakespeare - Milton - Dictionaries - Loan words: Celtic, Scandinavian, Latin, French

Module 2 (18 hours)

Language Varieties Dialect - Sociolect - Idiolect - Register - Pidgin - Creole - English Today: Evolution of Standard English - Standard British English - Received Pronunciation - English as Global language - American English - Australian English - General Indian English - African English - Caribbean English - Second language acquisition Word Formation: Compounding - Derivation - Abbreviation - Onomatopoeic words - Clipping - Acronyms - Portmanteau words

Historical Semantics - Semantic change: Generalisation - Specialisation - Association of Ideas - Euphemism - Popular misunderstanding

Module 3

(36 hours)

Classical Genres: Epic - Drama - Poetry Modern Genres: Novel - Short Story - Novella Genre Types: Poetry - Narrative poetry and lyrical poetry - Elegy - Ode - Sonnet - Ballad - Dramatic Monologue Drama - Tragedy - Comedy - Closet Drama – Epic Theatre - Theatre of the Absurd Ambience: Plot - Character - Point of View - Setting

Module 4

(18 hours)

Film and Literature - Dimensions of Film: Visual, Auditory and Spatial - Film Language: Montage and Mise-en-scene - Cut and the Shot - Styles of acting – Auteur theory - Adaptation

Module 5

(18 hours)

Periods of Literature: British and American

Old English - Middle English - Renaissance - Restoration - Neo-classical - Romantic - Victorian - Modern - Postmodern - American Crossover - American Transcendentalism

Core text for Modules 1 and 2:

V. Shyamala: *A Short History of English Language*.

Core Texts for Modules 3, 4 and 5:

Mario Klarer: *An Introduction to Literary Studies* [excluding the 4th chapter on 'Theoretical approaches to literature.']

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 10: Developmental Sociological Thought (Complementary - 2)

COURSE CODE	19U2CPSOC2
TITLE OF THE COURSE	Sociology
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	108

CO No.	Expected Course Outcomes <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Develop an ability to discuss the functions of theories and to understand the relation between theory and research	R	6-EN
2	The ability to identify the theological features like superstitious belief still existing in the contemporary society	Ap	6-EN
3	Ability to analyze and compare a tribal society with a modern society	An	6-EN
4	Equip to assess the cause- effect relation of increasing suicide rate in Kerala society	E	6-EN
5	Ability to identify the unique characteristics of bureaucracy and its positive and negative consequences	An	6-EN
PSO-Program Specific outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create.			

Module	Course Description	Hrs	CO.No.
1.0	Module I: Development of Sociological Thought		
1.1	Historical background of the development of sociological theories	4	1
1.2	Social thought- definition and characteristics	3	1
1.3	Social philosophy- definition and characteristics	4	1
1.4	Sociological Theories- definition and characteristics,	4	1
1.5	Need of theorization: Functions of Theory	3	1
1.6	Relation between theory and research: deductive and inductive	4	1
2.0	Module II: Positivism- Auguste Comte		
2.1	Biographical sketch	2	2
2.2	Method of study - Positivism	5	2
2.3	Law of three stages	5	2
2.4	Hierarchy of sciences	5	2
2.5	Social statics and social dynamics	5	2
3.0	Module III: Social Evolution-Herbert Spencer		
3.1	Biographical sketch	2	2
3.2	Social evolution	5	2
3.3	Social Darwinism	4	2
3.4	Organic analogy	5	2
3.5	Theory of state	4	2
4.0	Module IV: Scientific Sociology -Emile Durkheim		

4.1	Biographical sketch	2	3
4.2	Social facts	5	3
4.3	Social solidarity	4	3
4.4	Suicide	6	3
4.5	Religion	5	3
5.0	Module V: Individualistic Methodology-Max Weber		
5.1	Biographical sketch	2	4
5.2	Method of study: Verstehen	3	4
5.3	Method of study: Ideal type	3	4
5.4	Social Action - definition, characteristics, types	5	4
5.5	Protestant ethics and spirit of capitalism	5	4
5.6	Theory of bureaucracy	4	4

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.

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 10: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES (Complementary - 2)

COURSE CODE	19U2CPPSY2
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	108

Objectives:

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

Module1: 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: 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: 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.

Module4: 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: 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.

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

**COURSE 11: SCRIPTING THE NATION:
READINGS ON INDIAN POLITY, SECULARISM AND SUSTAINABILITY**

Couse Code	19U3CCENG05
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

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 Outcome

At the end of the course the students should be able to:

- Assimilate and critically estimate certain fundamental notions on Indian polity, secularism and Gandhian thought
- Respond critically, creatively and aesthetically
- Articulate their views and opinions using the appropriate diction and register.

Course Outline

Module One: Indian Polity

(18 Hours)

1. B.R. Ambedkar: : On the Constitution of India
2. A.S. Hornby: : A Dialogue on Democracy
3. Jawaharlal Nehru: : The Choice before Us

- | | |
|------------------------|------------------------|
| 4. S. Viswanathan | : Signs of Change |
| 5. Rabindranath Tagore | : Heaven of Freedom |
| 6. Amarlal Hingorani | : Brother Abdul Rahman |

Module Two: Secularism (18 Hours)

- | | |
|-------------------------|-----------------------|
| 12. Asghar Ali Engineer | : Secularism in India |
| 13. J.B. Kripalini | : Deep Roots |
| 14. Shashi Tharoor | : The Idea of India |
| 15. Kumar Vikal | : Can You Make Out |
| 16. Ismat Chughtai | : Roots |

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

- | | |
|--------------------------|--------------------------|
| 12. M.K. Gandhi | : The Condition of India |
| 13. C.E. M. Joad | : The Gandhian Way |
| 14. Mohinder Singh Sarna | : The Smaller Gandhis |
| 15. Saadat Hasan Manto | : Toba Tek Singh |

Module Four: Sustainability (36 Hours)

- | | |
|---------------------------------|------------------------------------|
| 21. Fritjof Capra | : Deep Ecology |
| 22. Medha Patkar | : A Different Kind of Perspective |
| 23. Barbara Eichler | : Earth's Carrying Capacity |
| 24. K. Satchidanandan | : What the Elements have Taught Me |
| 25. Thakazhi Sivasankara Pillai | : In the Flood |

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

6. Model Question Paper
(To be incorporated later)

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 12: Common Course II (Second Language)

COURSE CODE	19U3CCMAL3A/ 19U3CCHIN3A/ 19U3CCFRN3A
TITLE OF THE COURSE	
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 13: Harmony of Prose (Core Course 3)

Course Code	19U3CRENL03
Title of the course	Harmony of Prose
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	72

AIM OF THE COURSE

The student is given space to mature in the presence of glorious essays, both Western and Non-Western.

OBJECTIVES OF THE COURSE

On completion of the course, the student shall be:

1. familiar with varied prose styles of expression.
2. aware of eloquent expressions, brevity and aptness of voicing ideas in stylish language.

COURSE OUTLINE

Module 1 (18 hours)

Francis Bacon: Of Friendship

Jonathan Swift: The Spider and the Bee

Joseph Addison: Meditations in Westminster Abbey

Module 2 (18 hours)

Samuel Johnson: Death of Dryden

Charles Lamb: Dream Children; a reverie;

William Hazlitt: The Fight

Module 3 (18 hours)

Robert Lynd: Forgetting

Virginia Woolf: A Room of One's Own (an extract)

Aldous Huxley: The Beauty Industry

Module 4 (18 hours)

Nirad C. Choudhari: Indian Crowds (extract from The Autobiography of an Unknown Indian)

Amartya Sen: Sharing the World

A. K. Ramanujan: A Flowery Tree: A Woman's Tale

Module 5 (18 hours)

Kamau Brathwaite: Nation Language

Pico Iyer: In Praise of the Humble Coma

William Dalrymple: The Dancer of Kannur (extract from Nine Lives)

Core Text: Harmony of Prose

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 14: Symphony of Verse (Core Course 4)

Course Code	19U3CRENL04
Title of the course	Symphony of Verse
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To acquaint the student with the rich texture of poetry in English.

OBJECTIVES OF THE COURSE

On completion of the course the students shall have: 1. an understanding of the representation of poetry in various periods of the English tradition. 2. an awareness of the emerging cultural and aesthetic expressions that poetry makes possible.

COURSE OUTLINE

Module 1 (Renaissance and Restoration) (18 hours)

Edmund Spenser: One Day I Wrote Her Name William Shakespeare: Sonnet 130 John Donne: Canonization John Milton: Lycidas John Dryden: A Song for St. Cecilia's Day

Module 2 (Romantic Revival) (18 hours)

William Wordsworth: Lucy Gray

Samuel Taylor Coleridge: Christabel (Part I)

Percy Bysshe Shelley: Ode to the West Wind

John Keats: To Autumn

Module 3 (Victorian) (18 hours)

Alfred, Lord Tennyson: Ulysses

Robert Browning: Porphyria's Lover

Matthew Arnold: Dover Beach

Christina Rossetti: A Hope Carol

Module 4 (Twentieth Century) (18 hours)

W. B. Yeats: Easter 1916

T S Eliot: The Love Song of J Alfred Prufrock

Philip Larkin: The Whitsun Weddings

Sylvia Plath: Lady Lazarus

Module 5 (Contemporary)

(18 hours)

D. Hope: Australia

Maya Angelou: Phenomenal Woman

Seamus Heaney: Digging

Carol Ann Duffy: Stealing

Core Text:

Symphony of Verse

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 15: The Evolution of Literary Movements: The Shapers of Destiny
(Complementary Course 3)

Course Code	19U3CPELH1
Title of the course	The Evolution of Literary Movements: The Shapers of Destiny
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	108

1. AIM OF THE COURSE

To make the learner aware of the way in which history shapes the life and literature of a people

2. OBJECTIVES OF THE COURSE

- To give the learner a comprehensive overview of the history of Britain and its impact upon the rest of the world
- To enable him to understand English literature in the light of historical events
- To analyse the manner in which a person is moulded by the historical events of his personal and communal life

3. COURSE OUTLINE

Module 1: Moulding and Being Moulded

18 hours

Early settlers and invaders- the Iberians, the Celts and Romans, the Angles, Saxons, Jutes. The Anglo Saxon heptarchy- The coming of Christianity- Theodore of Tarsus and the organization of the church- Alfred the Great – St. Dunstan and Edgar – Canute the Danish king- Edward the Confessor, Harold Godwin- Society and literature of the time-the Witangemot -the Anglo Saxon Chronicle, Beowulf, Caedmon, Cynewulf, Venerable Bede and others-

Module 2: The True Briton

36 hours

Normans: the last invaders –William the Conqueror –the reforms of Henry I- Feudalism- the Angevin kings - the struggle between the church and the state, St. Thomas Becket – the universities of Oxford and Cambridge–the Guilds - Richard the Lionheart and the Crusades- the Magna Carta- Henry III – Simon de Montfort, and the Parliament- Edward I, annexation of Wales, Scotland and Ireland – Edward II and Edward III – The Black Death, The Hundred Years War, The Peasants Revolt – the effects of these on society and literature- The Wars of the Roses – Chaucer and the growth of the East Midland dialect into standard English – Growth of drama and stage performances- Chaucer's contemporaries- John Wycliffe and the Lollards..

Module 3: Brittannia Rules the Waves

36 hours

The Tudor Dynasty- benevolent despots – Renaissance – maritime discoveries – the scientific temper and scientific inventions- flamboyant Henry VIII, Reformation- religious persecution- Thomas More, Erasmus, Thomas Cromwell-The Book of Common Prayer- Elizabeth I- Shakespeare – nest of singing birds- Francis Drake- peace and prosperity- The Stuarts and the Divine Right Theory- The Authorised Version- The Civil War- Oliver Cromwell and the Protectorate – John Milton- the Jacobean playwrights – Restoration- Caroline writers- The Whigs and Tories- Queen Anne and the expansion of colonialism – The Glorious Revolution

Module 4: A Precious Stone Set in the Silver Sea

18 hours

The United Kingdom today- Physical features of the British Isles, geography, demography – Customs and practices – myths and legends –the growth and development of the English language –the position held by the UK in today’s world

Reading List

1. Trevelyan, G. M. Illustrated English Social History (Vol 1-6). England: Penguin, 1968.
2. Churchill, Winston. A History of the English Speaking Peoples (Vol 1-12). London: Cassel and Co., 1966.
3. Nehru, Jawaharlal. Glimpses of World History. New Delhi: Penguin, 2004.
4. Alexander, Michael (ed.) A History of English Literature. New York: PalgraveMacmillan, 2007.
5. Sampson, George (ed.) A History of English Literature. Delhi: Foundation, 2004.
6. Thorndike, Lynn. Encyclopedia of World Civilization (Vol 2). Delhi: Shubi Publications, 1990.
7. Yeats, W. B. Writings on Irish Folklore Legend and Myth. London: Penguin, 1999.
8. Warner, Marina. From the Beast to the Blond. London: Vintage, 1995.

4. Core Text:

Susan Varghese. *Evolution of Literary Movements: The Shapers of Destiny*. Current Books.

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 16: Illuminations (Common Course 6)

COURSE CODE	19U4CCENL06
Title of the Course	ILLUMINATIONS
Semester	4
No. of credits	4
No. of contact hours	90

Aim of the Course

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

Course Outcome

At the end of the course, the students should be able to:

- Maintain a positive attitude to life.
- Evaluate and overcome setbacks based on the insights that these texts provide.

OUTLINE OF THE COURSE

MODULE I: Life Sketches (18 hours)

1. Helen Keller : Three Days to See
2. Jesse Owens : My Greatest Olympic Prize
3. Prof. Kerala Varma : ECG Sudharshan

MODULE II: Essays (18 hours)

1. Lafcadio Hearn : On Reading
2. Stephen Leacock : Are the Rich Happy?
3. A.G. Gardiner : On Courage

MODULE III: Gender Questions (18 hours)

3. J. K. Rowling : The fringe benefits of failure and the importance of imagination
4. Chimamanda Ngozi Adichie: An Ode to Make up

Module IV (18 Hours)

6. Oscar Wilde : The Nightingale and the Rose
7. George Orwell : The Miser

8. John Galsworthy : Quality
9. Paolo Coelho : The Beggar and the Baker

Module VI (18 Hours)

1. William Ernest Henley : Invictus
2. Robert Frost : The Road Not Taken
3. Kahlil Gibran : Of Good and Evil
4. Joyce Kilmer : Trees

Core Text: *Illuminations*

10. Model Question Paper (To be incorporated later)

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 17: Common Course II (Second Language)

COURSE CODE	19U4CCMAL4A/ 19U4CCHIN4A/ 19U4CCFRN4A
TITLE OF THE COURSE	
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 18: Modes of Fiction (Core Course 5)

Course Code	19U4CRENL05
Title of the course	Modes of Fiction
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	72

AIM OF THE COURSE

To acquaint students with various modes of fiction.

OBJECTIVES OF THE COURSE

On completion of the course, the student will have comprehended the categories of British and non- British short fiction, and also the novel as a form of literary expression.

COURSE OUTLINE

Module 1 [Short Fiction: British] (36 hours)

Mary Shelley: The Mortal Immortal

Jerome K. Jerome: The Dancing Partner

H. G. Wells: The Stolen Body

Somerset Maugham: Rain

G. K. Chesterton: The Blue Cross

James Joyce: Araby

Muriel Spark: The Executor

A. S. Byatt: On the Day

E. M. Forster: A Room with a View

Module 2 [Short Fiction: Non British] (36 hours)

Henry Lawson: The Drover's Wife

Maxim Gorky: Mother of a Traitor

Stephen Crane: A Dark Brown Dog

Katherine Mansfield: A Cup of Tea

Pearl S Buck: Once upon a Christmas

Gabriel Garcia Marquez: A Very Old Man with Enormous Wings

Mary Lerner: Little Selves

Nadine Gordimer: Once Upon a Time

Module 3 [Fiction]

(18 hours)

Charles Dickens: *Great Expectations*

Core Text for Modules 1 and 2:

Modes of Fiction

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 19: Language and Linguistics (Core Course 6)

Course Code	19U4CRENL06
Title of the course	Language and Linguistics
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

This course is an introduction to the science of linguistics. It seeks to give an overview of the basic concepts of linguistics and linguistic analysis to the students.

OBJECTIVES OF THE COURSE

This course seeks to achieve the following:

1. To show the various organs and processes involved in the production of speech, the types and typology of speech sounds, segmental & suprasegmental features of the English language, and transcription using IPA.
2. To describe and explain morphological processes and phenomena.
3. To show the various processes involved in the generation of meaning.
4. To enhance students' awareness that natural language is structure dependent and generative and to develop their ability to observe, describe and explain grammatical processes and phenomena.

COURSE OUTLINE

Module 1 [Introduction to Language, Linguistics and Phonetics] (36 hours)

What is Language? - What is Linguistics? Arbitrariness - Duality -Displacement - Cultural transmission Basic Notions - Phonetics and Phonology - Branches of Phonetics – Articulatory, Acoustic, Auditory Organs of Speech - Air Stream Mechanism – Pulmonic, Glottal, Velaric Respiratory System - Phonatory System –Voiced and Voiceless Sounds Articulatory System - Oral, nasal & nasalised sounds

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, PalatoAlveolar, Palatal & Velar Sounds Manner of Articulation – Plosives, Fricatives, Affricates, Nasals, Lateral, Frictionless Continuants, Semi-Vowels, Trills & Taps Criteria for Classification of Vowels - The Vowels of English RP 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: Monophthongs and Diphthongs, Falling and Rising Diphthongs, Centring and Closing Diphthongs, Fronting and Retracting Diphthongs

Cardinal Vowels Vowel Diagram – Diphthongs - Tense and lax Vowels Phonemes and Allophones
 Phone, Phoneme, Minimal pairs - Allophone, Aspiration, Dark and Clear / l / Contrastive
 Distribution and Complementary Distribution Syllable What is a syllable? - Syllabic Structure –
 Onset, Nucleus, Coda - Syllabic Consonants Consonant Clusters, Abutting Consonants
 Suprasegmentals Segmentals and Suprasegmentals - Suprasegmental Phonemes Word Stress -
 Sentence Stress - Weak forms and Strong Forms Rhythm – Intonation - Tone, Tonic Syllable,
 Tonicity - Intonation patterns Intonation – Functions Juncture Liaison Assimilation Elision
 Linking / r / and Intrusive / r / Transcription The incongruity between spelling and pronunciation
 in English IPA Broad and narrow Transcription Transcription Practice

Module 2 [Morphology]

(36 hours)

Basic Notions What is morphology? Morph, Morpheme Morpheme Types and Typology Free and
 bound morphemes Root, Base, Stem Different types of affixes: Prefix, Suffix, Infix Inflection
 Inflectional and derivational affixes Class-changing and class- maintaining affixes Allomorphy
 Allomorph Zero Morph Conditioning of allomorphs: Phonological & Morphological

Word: Why is a word a difficult concept to define in absolute terms? Lexeme Form class and
 Function Class words Morphological Operations/Processes Affixation Reduplication Ablaut
 Suppletion Structure of Words Simple Words Complex Words Compound Words SEMANTICS
 Basic Notions What is semantics? Lexical and grammatical meaning Sense, reference, referent
 Sense Relations Synonymy – Antonymy – Hyponymy – Homonymy – Homography – Polysemy –
 Metonymy – Ambiguity – Tautology - Collocation

Module 3 [Syntax & Branches of Linguistics]

(18 hours)

Basic Notions What is syntax? Grammar Grammaticality and Acceptability Descriptive and
 Prescriptive Grammar Synchronic and Diachronic Grammar Syntagmatic and Paradigmatic
 Relationships Sign, Signified and Signifier Langue and Parole Competence and Performance
 Introduction to theories on Grammar Traditional Grammar Problems with traditional Grammar
 Structural grammars Phrase Structure Grammars Transformational Generative Grammars Kernel
 Sentences Deep and Surface Structures

One question from the essay section will be compulsory and shall deal with transcribing a passage
 of five lines of conversation and a set of five words using IPA symbols.

READING LIST

- S. K. Verma and N. Krishnaswamy: Modern Linguistics: An Introduction. New Delhi: OUP, 1989.
 H. A. Gleason: Linguistics and English Grammar. New York: Holt, Rinehart & Winston, Inc., 1965.
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 Fasold R. W. and Connor-Linton J (ed.): An Introduction to Language and Linguistics, Cambridge
 University Press, Cambridge, 2006
 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. Balasubramanian. A Textbook of English Phonetics for Indian Students. New Delhi: Macmillan,
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 1992.

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 20: The Evolution of Literary Movements: The Cross Currents of Change
(Complementary Course 4)

Course Code	19U4CPELH2
Title of the course	The Evolution of Literary Movements: The Cross Currents of Change
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

To enable students to have a notion of the evolution of literature and to help them perceive the interplay of social processes and literature

OBJECTIVES OF THE COURSE

By the end of the course it is hoped that: 1. students will be competent to understand literature against the backdrop of history. 2. students will be inspired to contribute dynamically to historical and literary processes.

COURSE OUTLINE

Module 1 [Literature and Revolution] (36 hours)

- a. The interaction between the French Revolution and the literature of the age
- b. Literature in the context of the Russian Revolution

Module 2 [Literature and Renaissance] (18 hours)

- a. The social context of the burgeoning of literature in Latin America
- b. Kerala at the dawn of awakening

Module 3 [Literature and Liberation] (36 hours)

- a. Literature and feminism
- b. Dalit writing

Module 4 [Literature and the Third World] (18 hours)

- a. Articulating the Postcolonial Experience
- b. An overview of New Literatures

Core Text:

Dr B Keralavarma. *Evolution of Literary Movements: The Cross-currents of Change*.

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 21: Acts on the Stage (Core Course 7)

Course Code	19U5CRENL07
Title of the course	Acts on the Stage
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

The course seeks to introduce the student to select theatre texts that form the canon of English drama.

OBJECTIVES OF THE COURSE

On completion of the course, the student shall be: 1. familiar with the works of the playwrights included in the course. 2. informed about the broad genre-based nuances in the realm of drama. 3. able to appreciate and critique drama as an art form.

COURSE OUTLINE

Module 1 (72 Hours)

William Shakespeare: King Lear

Module 2 (36 Hours)

One Act Plays

George Bernard Shaw: The Dark Lady of the Sonnets Anton Chekov: The Boor Maurice Maeterlinck: The Intruder John Galsworthy: Strife

Core Text:

Acts on the Stage

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 22: Literary Criticism and Theory (Core Course 8)

Course Code	19U5CRENL08
Title of the course	Literary Criticism and Theory
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 seeks to introduce students to the major signposts in Literary Criticism, Literary Theory and Indian Aesthetics.

OBJECTIVES OF THE COURSE

On completion of the course, the student:

1. will have awareness about the major developments in literary criticism from the ancient times to the twentieth century.
2. will be initiated to the realm of literary theory and major theoretical schools.
3. will have awareness about the chief strains of Indian literary criticism.
4. will be able to analyse short poetical pieces critically.

COURSE OUTLINE

Module 1 [Literary Criticism]

(36 hours)

A. Classical Criticism Plato - Aristotle

B. Neoclassical Criticism Neoclassicism in England - Dryden, Pope, Aphra Behn, Samuel Johnson

C. Romantic criticism German Idealism - British Romantic criticism: Wordsworth, Coleridge

D. Victorian Criticism Matthew Arnold

E. From Liberal Humanism to Formalism: The poetics of Modernism: Yeats, Pound, Eliot
Formalism - Russian Formalism: Boris Eichenbaum, Mikhail Bakhtin, Roman Jakobson- New
Criticism: John Crowe Ransom, Wimsatt and Beardsley

F. Early 20th Century Criticism F. R. Leavis - Marxist and Left Wing critics - Early feminist critics:
Virginia Woolf, Simone de Beauvoir

[From M. A. R Habib: *Literary Criticism from Plato to the Present: An Introduction*. Oxford: Wiley
Blackwell, 2011]

Module 2 [Literary Theory]

(36 hours)

A. Structuralism - Poststructuralism - Deconstruction - Psychoanalysis B. Ideology and Discourse C. Postmodernism [From Mary Klages: *Literary Theory: A Guide for the Perplexed*. London: Continuum, 2008.]

Module 3 [Indian Aesthetics & Practical Criticism]

(18 hours)

A. Indian Aesthetics Rasa - Dhvani - Vakrokti [From G. Balamohan Thampi: *Essays on Eastern Aesthetics*]

B. Practical Criticism

Critical analysis of poetry

Based on Neil McCaw: Close Reading (Chapter 3 of *How to Read Texts: A Student Guide to Critical Approaches and Skills*. London: Viva-Continuum, 2008.)

Note: A compulsory question on practical criticism to be included in Section B (5 Marks) of the Question Paper

Core Text:

Literary Criticism and Theory

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 23: Indian Writing in English (Core Course 9)

Course Code	19U5CRENL09
Title of the course	Indian Writing in English
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 is intended to sensitise students to the various ways in which literature written in English, in the Indian sub-continent serves as a platform for forming, consolidating, critiquing and re-working the issue of national ‘identity’ at various levels.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be aware of the following:

1. The subtle flavours that distinguish the Indian’ quotient in English writings from India.
2. The different concerns that Indian English writers share, cutting across sub-nationalities and regionalities.
3. The locus standi of diasporic Indian’ writers.

COURSE OUTLINE

Module 1 (Poetry) (18 Hours)

Henry Derozio: The Harp of India

Nissim Ezekiel: The Patriot

Jayanta Mahapatra: Freedom

Kamala Das: Introduction

Dom Moraes: Absences

Module 2 (Fiction) (18 Hours)

Anita Nair: *Ladies Coupe*

Module 3 (Drama) (18 Hours)

Girish Karnad: *Tughlaq*

Module 4 (Short Fiction) (18 Hours)

R. K. Narayan: The Antidote

Salman Rushdie: The Free Radio

Jhumpa Lahiri: The Interpreter of Maladies

Chitra Banerjee Divakaruni: Mrs Dutta Writes a Letter

Module 5 (Prose)

(18 Hours)

Rabindranath Tagore: Nationalism in India

B. R. Ambedkar: Back from the West and Unable to Find Lodging in Baroda

Satyajit Ray: Odds Against Us

Amitav Ghosh: The Imam and the Indian

Core Text: *Indian Writing in English*

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 24: Environmental Science and Human Rights
(Core Course - Environment)

Course Code	19U5CRENL10
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

Core module syllabus for Environmental Studies & Human Rights for under-graduate courses of all branches of higher education

VISION

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 Janeiro 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.

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution has been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

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.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

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.

Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develops positive attitudes and values.

To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.

To help the students in acquiring the basic knowledge about environment and the social norms that provides unity with environmental characteristics and create positive attitude about the environment.

Module I

(18 hours)

Unit 1: Multidisciplinary nature of environmental studies - Definition, scope and importance Need for public awareness.

Unit 2: Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems. a) Forest resources: Use and over-exploitation, deforestation: case studies - Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources: case studies. d) Food resources: World food problems - changes caused by agriculture and overgrazing - effects of modern agriculture – fertilizer & pesticide problems – water logging – salinity: case studies. e) Energy resources: Growing energy needs - renewable and non renewable energy sources - use of alternate energy sources: case studies. f) Land resources: Land as a resource - land degradation - man induced landslides – soil erosion and desertification. Role of individual in conservation of natural resources - Equitable use of resources for sustainable life styles.

Unit 3: Ecosystems Concept of an ecosystem - Structure and function of an ecosystem - Producers, consumers and decomposers - Energy flow in the ecosystem. Ecological succession - Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the given ecosystem - Forest ecosystem

Module II

(26 hours)

Unit 1: Biodiversity and its conservation Introduction - Bio-geographical classification of India Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. India as a mega-diversity nation. Hot-spots of biodiversity Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts - Endangered and endemic species of India

Unit 2: Environmental Pollution Definition - Causes, effects and control measures of: Air pollution - Water pollution - Soil pollution - Marine pollution - Noise pollution - Thermal pollution - Nuclear hazards Solid Waste Management: Causes, effects and control measures of urban and industrial

wastes Role of an individual in prevention of pollution - Pollution case studies Disaster management: floods, earthquake, cyclone and landslides

Unit 3: Social Issues and the Environment Urban problems related to energy - Water conservation, rain water harvesting, watershed management Resettlement and rehabilitation of people: its problems and concerns: case studies Environmental ethics: Issues and possible solutions Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust: case studies - Consumerism and waste products

Environment Protection Act - Air (Prevention and Control of Pollution) Act – Water (Prevention and control of Pollution) Act - Wildlife Protection Act - Forest Conservation Act Issues involved in enforcement of environmental legislation - Public awareness

Module III (10 hours)

Jean Giono: The Man Who Planted Trees

K. Satchitanandan: Hiroshima Remembered

Module IV (10 hours)

Bessie Head: Heaven is not Closed

Safdar Hashmi: Machine

Module V (26 hours)

Unit 1: Human Rights An Introduction to Human Rights: Meaning, concept and development - Three Generations of Human Rights (Civil and Political Rights, Economic, Social and Cultural Rights).

Unit 2: Human Rights and United Nations Contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit 3: Environment and Human Rights Right to Clean Environment and Public Safety Issues of Industrial Pollution - Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies - Issues of Waste Disposal - Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of Western Ghats: Mention Gadgil committee report, Kasthuri Rangan report. Over-exploitation of ground water resources, marine fisheries, sand mining, etc.

Internal: Field study

Visit to a local area to document environmental grassland/ hill /mountain Visit a local polluted site: Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds, etc Study of simple ecosystem: pond, river, hill slopes, etc (Field work Equal to 5 lecture hours)

REFERENCES

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Cunningham, W. P., Cooper, T. H., Gorhani, E & Hepworth, M. T. 2001 Environmental Encyclopaedia, Mumbai: Jaico. (Ref)

Dc A. K. Environmental Chemistry, Wiley Eastern. (Ref)

Down to Earth, Centre for Science and Environment (Ref)

Heywood, V. H & Watson, R. T. 1995. Global Biodiversity Assessment, Cambridge UP (Ref)

Jadhav, H & Bhosale, V. M. 1995. Environmental Protection and Laws. Delhi: Himalaya (Ref)

McKinney, M. L & Schock, R. M. 1996. Environmental Science Systems & Solutions. Web enhanced edition (Ref)

Miller T.G. Jr., Environmental Science, Wadsworth (TB)

Odum, E. P 1971. Fundamentals of Ecology. W. B. Saunders (Ref)

Rao, M. N. & Datta, A. K. 1987. Waste Water Treatment Oxford & IBII (Ref)

Rajagopalan, R. Environmental Studies from Crisis and Cure, Oxford UP, 2016 (TB)

Sharma B.K., 2001. Environmental Chemistry. Meerut: Geol. (Ref)

Townsend C. Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)

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Trivedi, R. K. and P. K. Goel. Introduction to Air Pollution. Techno-Science (Ref)

Wanger, K. D. 1998. Environmental Management. Philadelphia: W.B. Saunders (Ref)

(M) Magazine (R) Reference (TB) Textbook

Human Rights

Amartya Sen. The Idea Justice. New Delhi: Penguin, 2009.

Chatrath, K. J. S. Ed. Education for Human Rights and Democracy. Shimla: Indian Institute of Advanced Studies, 1998.

Law Relating to Human Rights. Asia Law House, 2001. Shireesh Pal Singh, Human Rights Education in 21st Century. New Delhi: Discovery

S. K. Khanna. Children and the Human Rights. Common Wealth, 2011. Sudhir Kapoor. Human Rights in 21st Century. Jaipur: Mangal Deep, 2001.

United Nations Development Programme. Human Development Report 2004: Cultural Liberty in Today's Diverse World. New Delhi: Oxford UP, 2004.

Six months compulsory core module course in Environmental Studies & Human Rights for undergraduates

Teaching Methodologies

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five modules covering 72 lectures. The first two modules will cover 44

lectures which are class room based to enhance knowledge skills and attitude to environment. The third and fourth is based on subject related environmental studies which will be covered in 20 lecture hours and would provide student a multidisciplinary knowledge on environmental issues in relation with the core subject. Human rights is also included in the fifth module and 8 lectures are set apart for that. Field study is one of the most effective learning tools for environmental concerns and is purely for internal evaluation. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

Course material provided by UGC for class room teaching and field activities be utilized.

The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose.

Environmental Core Module shall be integrated into the teaching programmes of all undergraduate courses.

Core Text for Module 3 & 4: *Greening Knowledge*

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 25 A: Appreciating Films (Open Course)

Course Code	19U5OCENL1A
Title of the course	Appreciating Films
Semester in which the course is to be taught	5
No. of credits	3
No. of contact hours	72

AIM OF THE COURSE

The course seeks to introduce the student to the major elements that constitute cinema. Also the attempt will be to equip the student to academically discuss cinema in terms of critiques and close analyses.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to discern the following: 1. The broad contours of the history and aesthetics of films. 2. The overarching film genres and the basic terminology of film studies. 3. The distinction between mere appreciation of films and sustained ideological film analysis. 4. The questions raised by Cultural Studies and Feminism(s) in their encounter with films. 5. The issues raised by cinematic adaptations of literature.

COURSE OUTLINE

Module 1 (Broad Film Genres) (18 hours)

Lumiere vs. Melies [Arrival of a Train vs. An Impossible Voyage]

Narrative Cinema vs. Documentary Cinema

Hollywood Style as Norm - Roland Emmerich's Independence Day (1996)

German Expressionism - F.W. Murnau's Nosferatu (1922)

Neo-realism - Vittorio De Sica's Bicycle Thieves (1948)

Module 2 (Film Languages) (18 hours)

Montage Theory: [Clippings from Eisenstein's Battleship Potemkin and Chaplin's Modern Times]

Mise-en-scene: [The opening sequence from Werner Herzog's Aguirre, Wrath of God (1972) and the infamous 'horse head' scene from Francis Ford Coppola's The Godfather (1972)]

Deep Focus, the Long Take and psychological representation: [Select scenes from Orson Welles' *The Magnificent Ambersons* (1942)]

Jump Cut (anti-seamless-dissolve) [Examples from Godard's Breathless (1960)]

Module 3 (Reading Films)

(18 hours)

Cinema and Ideology/Identity Politics. [Kamal Haasan's *Hey Ram* (2000) and Shaji Kailas's] *Aaram Thampuran* (1997)]

Cinema and Feminism [Rajkumar Hirani's *PK* (2014) and K. G. George's *Aadaminte Variyellu* (1983)]

Module 4 (Film Adaptations)

(18 hours)

Shakespeare/Hamlet: Vishal Bhardwaj's *Haider* (2014) Basheer/Mathilukal: Adoor Gopalakrishnan's *Mathilukal* (1990)

Films Recommended for Background Viewing

George Melies: *An Impossible Voyage* Lumiere brothers: *Arrival of a Train* Sergei Eisenstein: *Battleship Potemkin* Charlie Chaplin: *Modern Times* Werner Herzog: *Aguirre, Wrath of God* Francis Ford Coppola: *The Godfather* Orson Welles: *The Magnificent Ambersons* Jean Luc-Godard: *Breathless* V. K. Prakash: *Karmayogi* [Malayalam]

Core Text: *Appreciating Films*

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 25 B: Theatre Studies (Open Course)

Course Code	19U5OCENL1B
Title of the course	Theatre Studies
Semester in which the course is to be taught	5
No. of credits	3
No. of contact hours	72

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.

OBJECTIVES OF THE COURSE

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

1. An understanding of a selection of well-discussed plays across the world. 2. The classical and modern theatre in the West and the East. 3. The form and content of various kinds of theatre. 4. Colonial and subversive postcolonial aspects in Indian theatre. 5. Issues of gender, identity, caste, tradition, morality, etc dealt with by modern theatre.

COURSE OUTLINE

Module 1 (Classics) (18 hours)

Kalidasa: Abhijnanasakunthalam – Act I

William Shakespeare: Othello – Act I, Scene III, 1-295

Module 2 (Tragic Vision) (18 hours)

Eugene O'Neil: Before Breakfast

Langston Hughes: Soul Gone Home

Module 3 (Comic Vision) (18 hours)

Bernard Shaw: How He Lied to Her Husband

Anton Chekov: The Proposal

Module 4 (Folk/Street) (18 hours)

Kavalam Narayana Panicker: Maraattom

Malini Bhattacharya: Giving Away the Girl

Core Text: Theatre Studies

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 25 C: English for Careers (Open Course)

Course Code	19U5OCENL1C
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

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. .

OBJECTIVES OF THE COURSE

On completion of the course, the students should be able:

1. To develop communicative skills, which will enable them to prepare for a career and function effectively in it. 2. To equip themselves in oral and written communication to enhance their academic and professional use of language. 3. To train themselves in making effective presentations.

COURSE OUTLINE

Module 1 [Oral and Written Skills for Jobs and Careers] (18 hours)

- a. Applying for jobs—Preparing Resumes—Writing Cover letters.
- b. Preparing for interviews—Taking Interviews—Post-Interview follow-up-Promotion
- c. Interviews—Group Discussions

Module 2 [Correctness of Language Usage] (18 hours)

- a. Common errors in communication and how to avoid them.
- b. Some Notions—Conventional and idiomatic expressions.
- c. Today's Vocabulary
- d. Grammar for Grown-ups

Module 3 [Facing People] (18 hours)

- a. Structuring and delivering a presentation.
- b. Communication in the Management context.

- c. Importance of Words/Language.
- d. Horizontal and Democratic Communication.

Module 4 [Keeping the Job]

(18 hours)

- a. Human relationships in academic and professional life.
- b. Front Office Management and Keeping public relations (Telephone Skills)
- c. Soft Skills for Team Building.
- d. Keeping the Job—Professional Ethics
- e. Managing Multiple Roles- Healthy Balancing of family and career.

Reading List

1. Samson et al. English for Life - 4. New Delhi: Cambridge UP.
2. Vasudev, Murthy. Effective Proposal Writing. New Delhi: Response, 2006.
3. Towards Academic English: Developing Effective Writing Skills. New Delhi: Cambridge UP, 2007.
4. Oxford Guide to Effective Writing and Speaking. OUP, 2007.
5. Bhatnagar, R. P. English for Competitive Examinations. 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
9. Shepherd, Kerry. Presentations at Conferences, Seminars and Meetings. New Delhi: Response.
10. Vilanilam, J. V. More Effective Communication: a Manuel for Professionals. Response 2008
11. English for Career Development. Orient Longman, 2006.

Core Text: English for Careers

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 26: Postcolonial Literatures (Core Course 11)

Course Code	19U6CRENL11
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

To familiarize the students the varied dimension s of postcolonial subjectivity through theory and literature.

OBJECTIVES OF THE COURSE

On completion of the course, the student will: 1. be aware of the social, political, cultural aspects of postcolonial societies. 2. realise the impact of colonialism and imperialism on native cultural identities. 3. get an insight into the links between language, history and culture.

COURSE OUTLINE

Module 1 [The Domain] (18 hours)

From *Common wealth to Postcolonial* - John Mc Leod

(From Text - *Beginning Post Colonialism*)

Module 2 [Poetry] (18 hours)

Faiz Ahmed Faiz: A Prison Evening

K. Ramanujan: Small Scale Reflections on a Great House

David Malouf: Revolving Days

Wole Soyinka: Civilian and Soldier

Margaret Atwood: Journey to the Interior

Module 3 [Drama] (18 hours)

Sizwe Bansi is Dead - Athol Fugard

John Kani and Winston Ntshona

Module 4 [Drama] (36 hours)

Wide Sargasso Sea - Novel by Jean Rhys(36 hrs)

Core Text: Postcolonial Literatures

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 27: Women Writing (Core Course 12)

Course Code	19U6CRENL12
Title of the course	Women Writing
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 the theoretical and literary responses by women and the concerns that govern feminist literature.

OBJECTIVES OF THE COURSE

On completion of the course, the students will be able to: 1. critically respond to literature from a feminist perspective. 2. realize how the patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions. 3. identify how stereotypical representations of women were constructed and how these are subverted by feminist writing

COURSE OUTLINE

Module 1 [Essays] (18 hours)

Betty Friedan: The Problem that has No Name (Chapter 1 of *The Feminine Mystique*)

1. Simon de Beauvoir: The Point of View of Historical Materialism (Excerpt from '*The Second Sex*')
2. Laura Mulvey: The Spectacle is Vulnerable: Miss World 1970 (Excerpt from '*Visual and other Pleasures*')

Module 2 [Poetry] (18 hours)

Anna Akhmatova: Lot's Wife

Mamta Kalia: After Eight Years of Marriage

Julia Alvarez: Women's Work

Meena Alexander: She Speaks: A School Teacher from South India

Sutapa Bhattacharya: Draupadi

Kristine Batey: Lot's Wife

Vijayalakshmi: Bhagavatha

Module 3 [Short Fiction]

(18 hours)

Isabel Allende: And of the Clay We Created

Sara Joseph: The Passion of Mary

Sharifa al -Shamlan: Fragments from Life

Alice Munro: Boys and Girl

Module 4 [Fiction]

(36 hours)

Alice Walker: *The Color Purple*

Barbara Smith: The Truth that Never Hurts Black Lasbians in Fiction in the 1980s (The essay to be studied with special reference to 'The Colour Purple')

Core Text: *Women Writing*

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 28: American Literature (Core Course 13)

Course Code	19U6CRENL13
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 enable the students to have a holistic understanding of the heterogeneity of American culture and to study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts.

OBJECTIVES OF THE COURSE

At the end of the course, the student shall be: 1. familiar with the evolution of various literary movements in American literature. 2. acquainted with the major authors in American Literary History.

COURSE OUTLINE

Module 1 [Prose] (18 hours)

M. H Abrams: Periods of American Literature in A Glossary of Literary Terms

Ralph Waldo Emerson: Gifts

James Baldwin: If Black English isn't Language, then Tell me, What is?

Module 2 [Poetry] (18 hours)

Walt Whitman: I Hear America Singing

Emily Dickinson: I dwell in Possibility

Robert Frost: Love and a Question

e. e. cummings: Let's Live Suddenly without Thinking

Langston Hughes: Let America be America Again

Allen Ginsberg: A Supermarket in California

Adrienne Rich: In a Classroom

Marianne Moore: Poetry

Module 3 [Short Story] (18 hours)

Nathaniel Hawthorne: My Kinsman, Major Molineux

Edgar Allan Poe: The Purloined Letter

Mark Twain: How I Edited an Agricultural Paper

Kate Chopin: A Respectable Woman

Silko : Yellow Woman

Module 4 [Drama]

(18 hours)

Arthur Miller: The Crucible

Module 5 [Novel]

(18 hours)

Harper Lee: To Kill a Mocking Bird

Core Text: American Literature

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 29: Modern World Literature (Core Course 14)

Course Code	19U6CRENL14
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.

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OBJECTIVES OF THE COURSE

On completion of the course, the students should be able to discern the following: 1. That literatures the world over engage in very deep ways with the vicissitudes of life. 2. World literatures often defy genres/regionalities and canonical assumptions to emerge as a platform where poetics and politics fuse. 3. The notion of Major and Minor, Central and Peripheral literatures is a myth.

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

Choice Based Courses

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 30: Comparative Literature (Choice-based Core Course 1)

Course Code	19U6CRENL15A
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.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to: 1. Develop strategies and methodologies in the study of literatures in comparison. 2. 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. 3. Critically analyze literary texts in a broader perspective of World Literature.

COURSE OUTLINE

Module 1 Module 1 K. M. Krishnan : Introduction in the anthology 'Between the Lines'

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

Module 2

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

Rabindranath Tagore : Karna Kunti Samvad

G. Sankarapilla : Wings Flapping, Somewhere

Module 4: Sleuthing

Arthur Conan Doyle: The Adventure of the Blue Carbuncle

V. K. N. : Sherlock Holmes

Choice Based Courses

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 30: Modern Malayalam Literature in Translation (Choice based Core Course 2)

Course Code	19U6CRENL15B
Title of the course	Modern Malayalam Literature in Translation
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	72

AIM OF THE COURSE

The students will be introduced to a selection of literature translated from Malayalam into English. The student will be able to establish an endearing rapport with the cultural aspects of the living environs.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to comprehend the following: 1. An understanding of a selection of much discussed writers/literary pieces in Malayalam. 2. The various genres in Malayalam. 3. The modern trends in Malayalam literature. 4. Experiments with form in Malayalam poems and prose.

COURSE OUTLINE

Module 1 (Poetry)

(18 hours)

Balamani Amma:	The Pen
Ayyappa Paniker:	Theft
Kadamanitta:	Feline Fancies
Satchidanandan:	The Mad Balachandran
Chulikkad:	The Visit
Anitha Thampi:	Sweeping the Front Yard

Module 2 (Short Fiction)

(18 hours)

M. T. Vasudevan Nair:	For You
Madhavikutty:	Neypayasam
Paul Zacharia:	Last Show

A.S. Priya : Onion Curry and The Table of Nine

Module 3 (Novel)

(18 hours)

O. V. Vijayan: The Legends of Khasak

Module 4 (Novella/Memoir/Prison Narrative)

(18 hours)

Vaikom Muhammad Basheer: Walls

Background Reading

1. Sujit Mukherjee, 'Translation as Discovery' (139-150 in Translation as Discovery)
2. A K Ramanujan, 'Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation.' (131 – 160 in The Collected Essays of A K Ramanujan)
3. Gayatri Chakravorty Spivak, 'The Politics of Translation.' (397- 416 in The Translation Studies Reader)
4. G N Devy, —'Translation and Literary History: An Indian View (pp 182 – 88 in Postcolonial Translation: Theory and Practice)
5. Walter Benjamin, 'The Task of the Translator.' (15 - 25 in The Translation Studies Reader)

Core Text: Modern Malayalam Literature in Translation

Choice Based Courses

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 30: Regional Literatures in Translation (Choice-based Core Course - 3)

Course Code	19U6CRENL15C
Title of the course	Regional Literatures in Translation
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	72

AIM OF THE COURSE

The students will be introduced to a selection of regional literatures translated into English.

OBJECTIVES OF THE COURSE

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

1. An understanding of much discussed writers/literary pieces in the vernaculars.
2. The modern trends in regional literatures. .

COURSE OUTLINE

Module 1 [Prose] (18 hours)

Susan Bassnett: Introduction to Translation Studies

Keya Majumdar: Appropriating the Other - Some Challenges of Translation and its Theories||

E.V Fathima's "Translations: Crossing Borders "

Module 2 [Poetry] (18 hours)

Jibanananda Das : Banalata

Amin Kamil : Naked Thoughts

P Lankesh : Mother (Avva)

K.S Satchidanandan : Stammer

S Joseph : Fish Monger

Module 3 [Drama] (18 hours)

Vijay Tendulkar: 'Silence! The Court is in Session'

Module 4 [Short Story] (18 hours)

Saadat Hasan Manto: Toba Tek Singh

Amrita Pritam: The Weed

Annabhau Sathe: Gold from the

Grave Sujatha: Washing Machine

Core Text: *Regional Literatures in Translation*

Choice Based Courses

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Course 30: Voices from the Margin (Choice-based Core Course - 4)

Course Code	19U6CRENL15D
Title of the course	Regional Literatures in Translation
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.

OBJECTIVES OF THE COURSE

On completion of the course, the student will have critically encountered subaltern voices, Dalitness and indigeneity.

COURSE OUTLINE

Module 1

A Vindication of Caste - Mahatma Gandhi

A Reply to the Mahatma - Dr. B.R. Ambedkar

How Egalitarian are the Social Sciences in India - Gopal Guru

Module 2

1. A Proposal for Dalit Studies - Gail Omvedt

2. Dalit Literature, Form and Purpose - Limbale

3. Transcending Orbits of Dalit Women's Minor Literature's - Smita Patil

Module 3

1. Yasodhara - Hira Bansode

2. A Corpse in the Well - Shankarrao

3. Kakka - Vemula Yellaiah

4. The Farmhand - Boyi Bhimaanna

5. Ayyankali - Velayudhan Panikkasseri

6. Madness - C.Ayyappan

Module 4

Sangathi - Bama

Core Text: *Voices from the Margins*

BA ENGLISH LANGUAGE AND LITERATURE (MODEL 1)

Project Report

Course Code	19U6PJENL01
Title of the course	Project Report & Viva
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
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. 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 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 Evaluation

- a. The candidates shall submit two copies of their Project. The evaluation of projects shall be done by external examiners.
- b. Plagiarism of any kind will be penalized.

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 department concerned 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 project should be entered in the grade card issued by the college.

The weights for project evaluation are distributed in the following manner:

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

- d. 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.

B A DEGREE (CBCS) EXAMINATION, DECEMBER 2020
Semester 1
Core Course - 19U1CRENL01 - METHODOLOGY OF LITERARY STUDIES
B A English Model I

Maximum Marks: 80

Time: 3 Hours

Part A

Answer any ten questions. Each question carries 2 marks.

1. What are the four impulses behind literature?
2. What are Hudson's views on a great book?
3. What does Shakespeare assert in the final couplet of "Sonnet 116"?
4. Why does Cleanth Brooks say that there is no ideal reader?
5. What do the school, the gazing grain and the setting sun in Emily Dickinson's poem signify?
6. Why according to Eagleton did the Formalists privilege the study of literary form over content?
7. Why is there no communication between Kunti and the Nishad women?
8. What is multicultural feminism?
9. What does Aunt Mable's house have in place of walls, grilles and bolts?
10. Why is reclaiming the past significant according to Frantz Fanon?
11. Bring out the painful sarcasm in the line 'I won't be surprised even if they unite.'
12. How do traditional literary histories limit texts within hegemonic structures of interpretation?

(10×2=20)

Part B

Answer any six questions. Each question carries 5 marks.

13. What is the chronological method of studying literature?
14. How does Shakespeare universalize his personal concept of love in "Sonnet 116"?
15. How does Cleanth Brooks reject the objections raised against isolating the work from the author's life and context?
16. How does Eagleton summarise the tenets of Formalism?
17. 'Guilt is class conditioned.' Explain with reference to Kunti's forgetting if the Jatugriha episode.
18. Enumerate the six feminist premises put forward by Lois Tyson.
19. How are the 'poet friends' portrayed in the story "Inside Every Woman Writer"?
20. How does Darwish achieve multiple layers of meaning with the phrase 'What is there to be angry about'?

(5×5=25)

Part C

Answer any two questions. Each question carries 15 marks.

22. "Literature is the reflection of the personality of the author." Elucidate with reference to Hudson's ideas on literary studies.
23. How according to Eagleton, is the context significant in analysing literature?
24. Discuss the different issues highlighted by feminist literary methodology.
25. How does the title "No Alphabet in Sight" become emblematic of the absent history of the Dalits?

(2×15=30)