



CMS COLLEGE KOTTAYAM

(AUTONOMOUS)

Affiliated to the Mahatma Gandhi University, Kottayam, Kerala

CURRICULUM FOR UNDER GRADUATE PROGRAMME

BACHELOR OF ARTS IN ENGLISH

**UNDER CHOICE BASED CREDIT SYSTEM 2018
(With effect from 2018)**

Approved by the Board of Studies on 3-4-2018

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ENGLISH AND COMMUNICATIVE STUDIES**

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CMS College, Kottayam.
2. Dr. Joji John Panicker,
Assistant Professor,
Department of English,
CMS College, Kottayam (Member)
3. Dr. Aleena Manoharan,
Assistant Professor,
Department of English,
CMS College, Kottayam (Member)
4. Dr. Susan Mathew
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Department of English,
CMS College, Kottayam (Member)
5. Dr. Anne Angeline Abraham,
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Department of English,
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6. Dr. Ligimol P Jacob,
Faculty,
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7. Mrs. Jiby Annie Jacob
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Kottayam (Member)
8. Dr. Appu Jacob John,
Assistant Professor,
Department of English,
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ACKNOWLEDGEMENT

The Board of Studies in English and Communicative Studies, CMS Colleges takes this opportunity to express our deep appreciation to all academicians and representatives from the industry who participated in the numerous meeting that were arranged during the year, held at CMS College. Restructuring the UG syllabus has been the most challenging yet very pleasurable and rewarding highlight of 2017. We at the Department of English have been very ably and generously advised with valuable suggestions that helped us create this restructured syllabus of the English Department in affiliation to the Mahatma Gandhi University, Kottayam. The Faculty at the Department of English and the members of the Board of Studies have worked ceaselessly towards this endeavour and they deserve immense appreciation. To all those others, all the professionals, academicians and other stakeholders who were partakers in this commendable enterprise, our profound gratitude. Our heartfelt gratitude to Dr. C. James, Scott Christian College for giving us more insights through the workshop on Syllabus designing.

PREFACE

In this critical juncture when the nation aspires to be the emerging global leader in various areas, the demand of a highly qualified and trained workforce assumes paramount importance. The quality of this efficient workforce depends on a highly efficient and focussed higher education system. A standardised curriculum in alignment with the real time needs will determine the quality of work skill that future generations will rely on. The curriculum must be able to enhance the existing frontiers of English education and throw open before students a world of letters which will determine their future. In this regard updating the syllabus is paramount to any academic autonomous system.

English has always been immensely popular both as a subject of study and as a language of communication in universal circulation. It is the root upon which all philosophies build up their theories, all subjects target their concepts and all countries and cultures focus the transference of their ideas. The study of the English language, the various theories associated with it, its ideological, political and cultural dimensions are many and varied. It has a universal impact upon and interacts with each and every sphere of human knowledge. It interrogates all knowledge areas, irrespective of political, social and geography boundaries. Be it Psychology, Science, Politics, History, or Culture, everything is linked with and emerges clothed in the rubric of English language. The Undergraduate curriculum should ideally include a lot more of pure literature so that the essence of literature and aesthetic beauty and the timeless sense of appreciation rest with the growing youth of the country. Thus they become better citizens, sensitive and alive to the changing nuances of the State and its governance.

CURRICULUM

GRADUATE PROGRAMME OUTCOMES (GPO)

At the completion of the Undergraduate Programme, the student will be able to accomplish the following outcomes:

| GPO No. | Graduate Programme Outcomes |
|---------|---|
| GPO.1 | Critical Thinking: Take an informed and analytical approach to learning and demonstrate in-depth knowledge of the subject and give opinion(s) supported by logical reasoning that one have judged to be appropriate and understanding different approaches and using them |
| GPO.2 | Effective Communication: Demonstrate proficiency in communicating competently in groups and organizations, competence in interpersonal communication; possess skills to effectively deliver formal and informal presentations to a variety of audiences in multiple contexts |
| GPO.3 | Social Interaction: Foster social skills and peer interaction enabling them to make all people feel valued and respect their differences by being responsible citizens for creating a socially inclusive society |
| GPO.4 | Ethical Standards: Recognize values such as justice, trust, equity, fairness, kindness and develop a commitment to meeting and upholding standards of ethical behavior in all walks of life and comprehending the moral dimensions of decisions and actions |
| GPO.5 | Environmental Consciousness: Discern the issues of environmental contexts and engages in promoting values and attitudes that claim coexistence and sustainable living with reduced, minimal, or no harm upon ecosystems |
| GPO.6 | Lifelong Learning: Acquire the skill to be an independent lifelong learner embracing real-time changes in the socio-technological context, promoting continuous development and improvement of the knowledge and skills needed for employment and personal fulfillment |

PROGRAMME SPECIFIC OUTCOMES (PSO)

| PSO No. | Intended Programme Specific Outcomes <i>Upon completion of B.A. English Language and Literature Degree Programme, the graduates will be able to:</i> | GPO No. |
|---------------|---|--------------------|
| PSO-1 | Understand the evolution and development of literatures in English Language. | GPO.1 |
| PSO-2 | Appreciate the story, plot, characterization and tone of a work of literature in English. | GPO.1 |
| PSO-3 | Analyze the theoretical functioning of literature. | GPO.1 |
| PSO-4 | Create complete sentences and use a rich vocabulary in articulating ideas in English language. | GPO.1, 2, 3 |
| PSO-5 | Enhance the sense of moral and ethical values. | GPO.1,4 |
| PSO-6 | Discern, rectify/reconcile with the contemporary social, economic and political issues on local, national and international levels. | GPO.1,6 |
| PSO-LG | Organize and deliver relevant applications of knowledge through effective written, verbal, graphical/virtual communications and interact productively with people from diverse backgrounds. | GPO.1 |

PROGRAMME DESIGN

B.A. ENGLISH LANGUAGE AND LITERATURE

The Under Graduate programme in English Language and Literature includes compulsory core courses, complementary courses, Open Course, elective course, project work, /Internships, English and additional languages namely Malayalam/ Hindi/ Syriac. For the successful completion of this UG programme, a student shall acquire minimum 120 credits. Provision has also been made for acquiring Extra credits through the Extra Credit Courses and Add on programmes. The course design is given below:

| Sl. No. | Course type | No. of courses | Total credits |
|--------------|---------------------------------------|----------------|---------------|
| 1 | Common course I-English | 4 | 14 |
| 2 | Common course II- Additional language | 2 | 8 |
| 3 | Core | 21 | 72 |
| 4 | Optional Core | 4 | 16 |
| 5 | Complementary | 2 | 6 |
| 6 | Open course | 1 | 3 |
| 7 | Project work | 1 | 1 |
| Total | | 35 | 120 |

PROGRAMME STRUCTURE
B. A. English Language and Literature
(Semester wise)

| Course Code | Title of the Course | Course Category | Hours /week | Total hours | Credits |
|--------------------|---|-------------------------|-------------|-------------|-----------|
| SEMESTER I | | | | | |
| EN1811501 | Fine-tune Your English | Common I-English 1 | 5 | 90 | 4 |
| EN1811502 | Pearls from the Deep | Common I-English 2 | 4 | 72 | 3 |
| | Additional Language | Common Course | 4 | 72 | 4 |
| HN1811501 | Prose and One Act Plays | Common II-Hindi 1 | | | |
| ML1811501 | <i>Kathasahithyam</i> | Common II - Malayalam 1 | | | |
| SC1811501 | Poetry/ Grammar & History of Syriac Language & Literature | Common II- Syriac 1 | | | |
| EN1811101 | Methodology of Literary Studies | Core Course – 1 | 6 | 108 | 4 |
| SY1811201 | Introduction to Sociology | Complementary Course | 6 | 108 | 4 |
| | TOTAL | | 25 | 450 | 19 |
| SEMESTER II | | | | | |
| Course Code | Title of the Course | Course Category | Hours /week | Total hours | Credits |
| EN1812503 | Issues that Matter | Common I-English 3 | 5 | 90 | 4 |
| EN1812504 | Savouring the Classics | Common I- 4 | 4 | 72 | 3 |
| | Additional Language | Common Course | 4 | 72 | 4 |
| HN1812503 | Short stories and Novel | Common II-Hindi 2 | | | |
| ML1812504 | <i>Kavitha</i> | Common II- Malayalam 2 | | | |
| SC1812503 | Poetry/ Grammar & History of Syriac Literature | Common II- Syriac 2 | | | |
| | Introducing Language and Literature | Core Course – 2 | 6 | 108 | 4 |
| SY1812202 | Development of sociological thought | Complementary Course | 6 | 108 | 4 |
| | TOTAL | | 25 | 450 | 19 |

| SEMESTER III | | | | | |
|---------------------|--|--------------------------|--------------------|--------------------|----------------|
| Course Code | Title of the Course | Course Category | Hours /week | Total hours | Credits |
| EN1813505 | Literature and/ as Identity | Common I – English 5 | 5 | 90 | 4 |
| | Additional Language | Common Course | 4 | 72 | 4 |
| HN1813505 | Poetry Grammar and Translation | Common II-Hindi 3 | | | |
| | <i>Drishyakalasaahithyam</i> | Common II-Malayalam 3 | | | |
| SC1813505 | Prose, Grammar & Literature | Common II-Syriac 3 | | | |
| EN1813103 | Harmony of Prose | Core Course – 3 | 5 | 90 | 4 |
| EN1813104 | Symphony of Verse | Core Course – 4 | 5 | 90 | 4 |
| EN1813201 | Evolution of Literary Movements – The Shapers of Destiny | Complementary Course – 3 | 6 | 108 | 4 |
| | TOTAL | | 25 | 450 | 20 |
| SEMESTER IV | | | | | |
| Course Code | Title of the Course | Course Category | Hours/ week | Total hours | Credits |
| EN1814507 | Illuminations | Common I – English 6 | 5 | 90 | 4 |
| | Additional Language | Common Course | 4 | 72 | 3 |
| HN1814506 | Drama and Long Poem | Common II-Hindi 4 | | | |
| | <i>Malayala Gadyarachanakal</i> | Common II-Malayalam 4 | | | |
| SC1814506 | Poetry, Grammar & Syriac Heritage in India | Common II-Syriac 4 | | | |
| EN1814105 | Modes of Fiction | Core Course – 5 | 5 | 90 | 4 |
| EN1814106 | Language and Linguistics | Core Course – 6 | 5 | 90 | 4 |
| EN1813202 | Evolution of Literary Movements – The Cross Currents of Change | Complementary Course – 4 | 6 | 108 | 4 |
| | TOTAL | | 25 | 450 | 19 |
| SEMESTER V | | | | | |
| Course Code | Title of the Course | Course Category | Hours/ week | Total hours | Credits |
| EN1815401 | Appreciating Films | Open Course | 4 | 72 | 4 |
| | Theatre Studies | | | | |
| | English for Careers | | | | |
| EN1815107 | Acts on the Stage | Core Course – 7 | 6 | 108 | 4 |
| EN1815108 | Literary Criticism and Theory | Core Course – 8 | 5 | 90 | 4 |
| EN1815109 | Indian Writing in English | Core Course – 9 | 5 | 90 | 4 |
| EN1815110 | Environmental Science and Human Rights | Core Course - 10 | 5 | 90 | 4 |
| | TOTAL | | 25 | 450 | 20 |

| SEMESTER VI | | | | | |
|--------------------|--|------------------------|--------------------|--------------------|----------------|
| Course Code | Title of the Course | Course Category | Hours /week | Total hours | Credits |
| EN1816301 | Modern Malayalam Literature in Translation | Choice Based Course | 4 | 72 | 4 |
| EN1816111 | Postcolonial Literatures | Core Course – 11 | 5 | 90 | 4 |
| EN1816112 | Women Writing | Core Course – 12 | 5 | 90 | 4 |
| EN1816113 | American Literature | Core Course – 13 | 5 | 90 | 4 |
| EN1816114 | Modern World Literature | Core Course – 14 | 5 | 90 | 4 |
| EN1816801 | Project | | 1 | 18 | 4 |
| | TOTAL | | 25 | 450 | 24 |

PROGRAMME STRUCTURE
B. A. English Language and Literature
(Category wise)
COMMON COURSES

| Sl.No | Course Name | Credit | Hrs/ W | Semester | |
|--------------|--|-----------|-----------|----------|-------------------------|
| 1 | Common I -English 1 Fine-tune Your English | 4 | 5 | 1 | |
| 2 | Common I- English 2 Pearls from the Deep | 3 | 4 | 1 | |
| 3 | Common I -English 3 Issues that Matter | 4 | 5 | 2 | |
| 4 | Common I- English 4 Savouring the Classics | 3 | 4 | 2 | |
| 5 | Common I – English 5 Literature and/ as Identity | 4 | 5 | 3 | |
| 6 | Common I – English 6 Illuminations | 4 | 5 | 4 | |
| 7 | Additional language –1 | 4 | 4 | 1 | |
| | Prose and One Act Plays | | | | Common II - Hindi 1 |
| | <i>Kathasahithyam</i> | | | | Common II - Malayalam 1 |
| | Poetry/ Grammar & History of Syriac Language & Literature | | | | Common II –Syriac 1 |
| 8 | Additional language –1 | 4 | 4 | 2 | |
| | Short stories and Novel | | | | Common II - Hindi 2 |
| | <i>Kavitha</i> | | | | Common II- Malayalam 2 |
| | Poetry/ Grammar & History of Syriac Literature | | | | Common II –Syriac 2 |
| 9 | Additional Language - 1 | 4 | 4 | 3 | |
| | Poetry Grammar and Translation | | | | Common II -Hindi 3 |
| | <i>Drishyakalasaahithyam</i> | | | | Common II-Malayalam 3 |
| | Prose, Grammar & Literature | | | | Common II- Syriac 3 |
| 10 | Additional Language – 1 | 4 | 4 | 4 | |
| | Drama and Long Poem | | | | Common II- Hindi 4 |
| | <i>Malayala Gadyarachanakal</i> | | | | Common II-Malayalam 4 |
| | Poetry, Grammar & Syriac Heritage in India | | | | Common II- Syriac 4 |
| Total | | 38 | | | |

CORE COURSES

| Sl.No | Course Name | Credit | Hrs/W | Semester | PSO |
|--------------|--|-----------|-------|----------|-----|
| 1 | Methodology of Literary Studies | 4 | 6 | 1 | 5 |
| 2 | Introducing Language and Literature | 4 | 6 | 1 | 1 |
| 3 | Harmony of Prose | 4 | 5 | 1 | 5 |
| 4 | Symphony of Verse | 4 | 5 | 2 | 3 |
| 5 | Modes of Fiction | 4 | 5 | 2 | 1 |
| 6 | Language and Linguistics | 4 | 5 | 2 | 5 |
| 7 | Acts on the Stage | 4 | 6 | 3 | 1 |
| 8 | Literary Criticism and Theory | 4 | 5 | 3 | 6 |
| 9 | Indian Writing in English | 4 | 5 | 3 | 4 |
| 10 | Environmental Science and Human Rights | 4 | 5 | 3 | 3 |
| 11 | Choice Based Course - Modern Malayalam Literature in Translation | 4 | 4 | 3 | 7 |
| 12 | Postcolonial Literatures | 4 | 5 | 4 | 1 |
| 13 | Women Writing | 4 | 5 | 4 | 6 |
| 14 | American Literature | 4 | 5 | 4 | 3 |
| 15 | Modern World Literature | 4 | 5 | 4 | 3 |
| 16 | Project | 4 | 1 | 4 | 4 |
| Total | | 89 | | | |

COMPLEMENTARY COURSES

| Sl.No | Course Name | Credit | Hrs/W | Semester | PSO |
|--------------|--|----------|-------|----------|-----|
| 1 | Evolution of Literary Movements – The Shapers of Destiny | 4 | 6 | 3 | 4 |
| 2 | Evolution of Literary Movements – The Cross Currents of Change | 4 | 6 | 4 | 4 |
| Total | | 8 | | | |

OPEN COURSE - CHOICE BASED

| Sl.No | Course Name | Credit | Hrs/Week | Semester |
|-------|-----------------------------------|--------|----------|----------|
| 1 | Open Course – Appreciating Films | 4 | 4 | 5 |
| 2 | Open Course - Theatre Studies | | | |
| 3 | Open Course - English for Careers | | | |

EXTRA CREDIT COURSES

| Sl.No | Course Name | Credit |
|-------|--|--------|
| 1 | Communication skills and Soft skills development | 2 |

ADD ON COURSES

| Sl.No | Course Name | Credit |
|--------------|---|---------------|
| 1 | Certificate in Indian Society | 2 |
| 2 | Certificate in Indian Culture | 2 |
| 3 | Certificate in Community Consciousness and Response Development | 2 |
| 4 | Certificate in Life skills Management | 2 |

**DETAILED SYLLABUS OF THE
COURSES**
Offered by the Department

| SEMESTER I | | | | |
|--------------------|---|-------------------------|--------------------|----------------|
| Course Code | Title of the Course | Course Category | Hours/ week | Credits |
| EN1811501 | Fine-tune Your English | Common I-English 1 | 5 | 4 |
| EN1811502 | Pearls from the Deep | Common I-English 2 | 4 | 3 |
| | Additional Language | Common Course | 4 | 4 |
| HN1811501 | Prose and One Act Plays | Common II-Hindi 1 | | |
| ML1811501 | <i>Kathasahithyam</i> | Common II - Malayalam 1 | | |
| SC1811501 | Poetry/ Grammar & History of Syriac Language & Literature | Common II- Syriac 1 | | |
| EN1811101 | Methodology of Literary Studies | Core Course – 1 | 6 | 4 |
| SY1811201 | Introduction to Sociology | Complementary Course | 6 | 4 |
| | TOTAL | | 25 | 19 |

| Course | Details | | | |
|----------------------|--|-----|------------|---|
| Code | EN1811101 | | | |
| Title | Methodology of Literary Studies | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | I/1 | | | |
| Type | Core | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total Hours | 108 | Hours/Week | 6 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--|---|-----------------|---------|
| 1 | Recall definitions of literature as studied/ understood in lower classes | R | 3 |
| 2 | Define/ Identify various poetic forms | R | 3 |
| 3 | Identify the particular features of writing of writers prescribed for study | R | 3 |
| 4 | Identify the political and contextual development of literary studies. | R | 3 |
| 5 | Outline the development of literary criticism and theory from traditional to formalistic mode | U | 3 |
| 6 | Apply the various modes of literary theory and criticism to the samples prescribed for study | Ap | 3 |
| 7 | Recite poems prescribed for study as a part of oral evaluation | Ap | 2 |
| 8 | Identify peculiar features of Indian writing in English | R | 1 |
| 9 | Investigate/Identify the peculiar features of regional and subaltern literature | R, An | 1 |
| 10 | Verify influences of literary studies on social and cultural development and vice versa. | E | 6 |
| 11 | Discuss the history of colonialism | U | 1 |
| 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 | History of literary studies | 2 | 1 |
| 1.1 | Definitions of literature | 2 | 1 |
| 1.2 | Some ways of Studying Literature- Hudson | 7 | 1, 4 |
| 1.3 | Understanding Sonnet | 2 | 1 |
| 1.4 | Peculiarities of Shakespearean poems and sonnets | 2 | 3 |
| 1.5 | Analysis of Sonnet 116—Let Me Not to the Marriage of TrueMinds | 4 | 3 |
| 1.6 | Feminist Criticism | 3 | 4,5 |
| 1.7 | Analysis of “Inside Every Woman Writer” | 4 | 6 |
| 2.0 | Tracing the development from traditional to formalistic mode of criticism | 4 | 5 |
| 2.1 | Formalistic criticism | 3 | 4, 5 |
| 2.2 | Analysis of Emily Dickenson’s poetry using formalistic approach | 4 | 6 |
| 3.0 | Terry Eagleton | 2 | 3 |
| 3.1 | The political aspects in Terry Eagleton’s concept of literature | 5 | 3 |
| 3.2 | Analysis of “What is Literature” | 7 | 6 |
| 3.3 | Mahesweta Devi as a political writer and activist, life and works | 3 | 3, 8 |
| 3.4 | Analysis of MahaswetaDevi:—Kunti and the Nishadin | 5 | 3, 6 |
| 4.0 | History of Feminist criticism | 4 | 1 |
| 4.1 | Features of feminist criticism | 6 | 1, 4 |
| 4.2 | Sara Joseph- the poet | 3 | 3, 8 |
| 4.3 | Features of Sara Joseph’s poetry | 2 | 3, 8 |
| 4.4 | Analysis of “Inside Every Woman Writer” | 4 | 6 |
| 5.0 | History of colonialism | 6 | 11 |
| 5.1 | What is colonial and postcolonial literature | 6 | 9, 11 |
| 5.2 | Peter Barry | 2 | 3 |
| 5.3 | Peter Barry- Postcolonial criticism | 7 | 6 |
| 5.4 | Mahmood Darwish | 3 | 3 |
| 5.5 | Analysis of Identity Card by Darwish and Sara Joseph | 6 | 6 |

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

| SEMESTER II | | | | |
|--------------------|--|------------------------|-------------------|----------------|
| Course Code | Title of the Course | Course Category | Hours/week | Credits |
| EN1812503 | Issues that Matter | Common I-English 3 | 5 | 4 |
| EN1812504 | Savouring the Classics | Common I- 4 | 4 | 3 |
| | Additional Language | Common Course | 4 | 4 |
| HN1812503 | Short stories and Novel | Common II- Hindi 2 | | |
| ML1812504 | <i>Kavitha</i> | Common II- Malayalam 2 | | |
| SC1812503 | Poetry/ Grammar & History of Syriac Literature | Common II-Syriac 2 | | |
| EN1812102 | Introducing Language and Literature | Core Course – 2 | 6 | 4 |
| SY1812202 | Development of sociological thought | Complementary Course | 6 | 4 |
| | TOTAL | | 25 | 19 |

| Course | Details | | | |
|----------------------|--|-----|------------|---|
| Code | EN1812102 | | | |
| Title | Introducing Language And Literature | | | |
| Degree | B A | | | |
| Branch(s) | ENGLISH | | | |
| Year/Semester | 1/2 | | | |
| Type | CORE | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total Hours | 108 | Hours/Week | 6 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|---|---|-----------------|---------|
| 1 | Identify the evolution of modern English language | R | 1 |
| 2 | Label the indo European languages and identify them. | R | 1 |
| 3 | Describe/ distinguish between old English, middle English and modern English language | U | 1 |
| 4 | Understand the various language varieties and its importance | U | 3 |
| 5 | Classify the genres and examine techniques of narration | Ap | 3 |
| 6 | Determine the various periods of literature | An | 1 |
| 7 | Create/ identify the link between film and literature | E | 3 |
| 8 | Formulate the words that have been added on to the development of the english vocabulary | C | 1 |
| 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 | Language families | 18 | |
| 1.1 | Indo European family of languages: Branches of Indo European - | 2 | 1,2 |
| 1.2 | Home of the Indo Europeans - Main characteristics of Indo European languages | 2 | 1,2 |
| 1.3 | Germanic family of Languages: Characteristics | 1 | 1,2 |
| 1.4 | Grimm's Law - Verner's Law. | 2 | 1 |
| 1.5 | The position of English in Indo European family | 1 | 1 |
| 1.6 | Periods in the history of English language: Old English Dialects - Old English vocabulary | 2 | 1,3 |
| 1.7 | Middle English period - Norman Conquest - Middle English Vocabulary - Middle | 2 | 1,3 |

| | | | |
|------------|---|-----------|-----|
| | English dialects | | |
| 1.8 | Latin influence, Modern English period: Early modern English - The Great Vowel Shift | 2 | 1,3 |
| 1.9 | Renaissance and Reformation - The invention of printing - Authors and Books: The Bible - Shakespeare -Milton - Dictionaries | 3 | 1,8 |
| 1.10 | Loan words: Celtic, Scandinavian, Latin, French | 1 | 1,8 |
| 2.0 | Language Varieties | 18 | |
| 2.1 | Dialect - Sociolect - Idiolect | 2 | 4 |
| 2.2 | Register - Pidgin - Creole - | 2 | 4 |
| 2.3 | English Today: Evolution of Standard English - Standard British English - Received Pronunciation | 3 | 4 |
| 2.4 | American English , Australian English | 2 | 4 |
| 2.5 | General Indian English - African English - Caribbean English | 3 | 4 |
| 2.6 | English as Global language ,Second language acquisition | 2 | 4 |
| 2.7 | Word Formation: Compounding - Derivation - Abbreviation - Onomatopoeic words -Clipping - Acronyms - Portmanteau words | 2 | 4 |
| 2.8 | Historical Semantics - Semantic change: Generalisation - Specialisation - Association of Ideas - Euphemism - Popular misunderstanding | 2 | 4 |
| 3.0 | Classical Genres: Epic - Drama – Poetry. | 36 | |
| 3.1 | Modern Genres: Novel - Short Story - Novella | 6 | 5 |
| 3.2 | Genre Types:Poetry - Narrative poetry and lyrical poetry | 6 | 5 |
| 3.3 | Elegy - Ode - Sonnet – Ballad | 6 | 5 |
| 3.4 | DramaticMonologue, Drama - Tragedy – Comedy | 6 | 5 |
| 3.5 | Closet Drama – Epic Theatre - Theatre of the Absurd. | 6 | 5 |
| 3.6 | Ambience:Plot - Character - Point of View - Setting | 6 | 5 |
| 4.0 | Film and Literature | 18 | |
| 4.1 | Dimensions of Film: Visual, Auditory and Spatial | 4 | 7 |
| 4.2 | Film Language:Montage and Mise-en-scene | 4 | 7 |
| 4.3 | Cut and the Shot | 3 | 7 |
| 4.4 | Styles of acting | 4 | 7 |
| 4.5 | Auteur theory -Adaptation | 3 | 7 |
| 5.0 | Periods of Literature | 18 | |

| | | | |
|-----|---|---|---|
| 5.1 | British and American | 3 | 6 |
| 5.2 | Middle English | 3 | 6 |
| 5.3 | Renaissance - Restoration | 3 | 6 |
| 5.4 | Neo-classical - Romantic -Victorian | 3 | 6 |
| 5.5 | Modern – Postmodern | 3 | 6 |
| 5.6 | American Crossover - American Transcendentalism | 3 | 6 |

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.

SEMESTER III

| Course Code | Title of the Course | Course Category | Hours/week | Credits |
|--------------|--|--------------------------|------------|-----------|
| EN1813505 | Literature and/ as Identity | Common I – English 5 | 5 | 4 |
| | Additional Language | Common Course | 4 | 4 |
| HN1813505 | Poetry Grammar and Translation | Common II-Hindi 3 | 5 | 4 |
| | <i>Drishyakalasaahithyam</i> | Common II-Malayalam 3 | | |
| SC1813505 | Prose, Grammar & Literature | Common II-Syriac 3 | | |
| EN1813103 | Harmony of Prose | Core Course – 3 | | |
| EN1813104 | Symphony of Verse | Core Course – 4 | 5 | 4 |
| EN1813201 | Evolution of Literary Movements – The Shapers of Destiny | Complementary Course – 3 | 6 | |
| TOTAL | | | 2 | 19 |

| Course | | Details | | |
|----------------------|-------------------------|---------|-------------|---|
| Code | EN1813103 | | | |
| Title | Harmony of Prose | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 2/ III | | | |
| Type | Core | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | Expected Course Outcomes Upon completion of this course, the students will be able to: | Cognitive Level | PSO No. |
|--------|---|-----------------|---------|
| 1 | Identify the essayists of the different ages. | R | 1 |
| 2 | Locate the difference between a personal essay and an impersonal essays. | R | 1 |
| 3 | Familiarise with the writing styles of the various writers | U | 1 |
| 4 | comprehend the style- satire | U | 1 |
| 5 | Identify the importance of brevity in writing. | R | 4 |
| 6 | Differentiate the diction of the various ages. | U | 1 |
| 7 | Evaluate the growth of the prose writing in English till time. | E | 1 |
| 8 | Identify the major social problems of different ages. | R | 6 |
| 9 | Realise that anything can be a subject for an essay. | An | 1 |
| 10 | Analyse the stylistic use of language | An | 1 |
| 11 | Replicate a personal essay of their own at the end of the course. | Ap | 2 |
| 12 | Gain a knowledge on the issues explored in these works. | C | 6 |

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 1 | 18 | |
| 1.1 | General introduction to the genre essay. | 2 | 2,1 |
| 1.2 | Introduction to Francis Bacon and his age. | 2 | 2,1 |
| 1.3 | Textual analysis of Bacon's essay "Of Friendship" | 3 | 4,2,5 |
| 1.4 | Introduction to Jonathan Swift and Joseph Addison. | 2 | 2,1 |
| 1.5 | Discussion on the style- satire with various examples. | 3 | 5,4,6 |
| 1.6 | Textual analysis of "The Spider and the Bee" | 3 | 2,4,5 |
| 1.7 | Textual analysis of "Meditations in Westminster Abbey" | 2 | 2,4,5 |
| 1.8 | Internal assessment by facilitator on the module. | 1 | 3,5 |
| 2.0 | Module 2 | 18 | |
| 2.1 | General introduction to the Module | 1 | 2,1 |
| 2.2 | Introduction to Samuel Johnson | 2 | 2,1 |
| 2.3 | Analysis of "Death of Dryden" | 4 | 2,4,5 |
| 2.4 | Introduction to Charles Lamb | 2 | 2,1 |
| 2.5 | Analysis of "Dream Children" | 3 | 2,4,5 |
| 2.6 | Introduction to William Hazlitt | 2 | 2,1 |
| 2.7 | Analysis of "The Fight" | 3 | 2,4,5 |
| 2.8 | QUIZ | 1 | 3,5,6 |
| 3.0 | Module 3 | 18 | |
| 3.1 | General introduction to the Module | 2 | 2,1 |
| 3.2 | Introduction to Robert Lynd | 1 | 2,1 |
| 3.3 | Analysis of "Forgetting" | 3 | 2,4,1,5 |
| 3.4 | Introduction to Virginia Woolf | 1 | 2,1 |
| 3.5 | Analysis of "A Room of One's Own" | 3 | 1,2,3,5 |
| 3.6 | Introduction to Aldous Huxley | 1 | 1,2 |
| 3.7 | Analysis of "The Beauty Industry" | 3 | 1,2,3,4,5 |
| 3.8 | Presentations by individual students | 4 | 5,6 |
| 4.0 | Module 4 | 18 | |
| 4.1 | General Introduction to the Module | 2 | 1,2 |
| 4.2 | Introduction to Nirad C Choudari | 1 | 1,2 |
| 4.3 | Analysis of "Indian Crowds" | 2 | 1,2,3,4,5 |
| 4.4 | Introduction to Amartya Sen | 1 | 1,2 |
| 4.5 | Analysis of "Sharing the World" | 2 | 1,2,3,4,5 |
| 4.6 | Introduction to A.K Ramanujan | 1 | 1,2 |
| 4.7 | Analysis of "A Woman's Tale" | 2 | 1,2,3,4,5 |
| 4.8 | Open book test on the module | 1 | 4,5 |
| 4.9 | Closed book test on the module | 1 | 5,6 |
| 4.10 | Viva for individual students | 6 | 5 |
| 5.0 | Module 5 | 18 | |
| 5.1 | General Introduction to the module | 2 | 1,2 |

| | | | |
|------|---|---|-----------|
| 5.2 | Introduction to Kamau Brathwaite | 1 | 1,2 |
| 5.3 | Analysis of “Nation Language” | 3 | 1,2,3,4,5 |
| 5.4 | Introduction to Pico Iyer | 1 | 1,2 |
| 5.5 | Analysis of “In Praise of Humble Coma” | 2 | 1,2,3,4,5 |
| 5.6 | Introduction to William Dalrymple | 1 | 1,2 |
| 5.7 | Analysis of “The Dancer of Kannur” | 2 | 1,2,3,4,5 |
| 5.8 | The class is divided into three groups and are asked to do a presentation assigned chapters in this modules to each group | 3 | 3,6 |
| 5.9 | Evaluation and discussion by the teacher | 2 | 4,5,6 |
| 5.10 | Quiz conducted by the teacher | 1 | 5 |

Core Text: Harmony of Prose

| Course | Details | | | |
|----------------------|--------------------------|----|-------------|---|
| Code | EN1813104 | | | |
| Title | Symphony of Verse | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 2/III | | | |
| Type | Core | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--------|--|-----------------|---------|
| 1 | Recall the basic tenets and principles that formed the Golden Age during the times of Shakespeare. The poetic possibilities of the time as seen through the work of his contemporaries. The student recalls from the previous semester, information given about Sonnets and the Shakesperean method. (Core Course 1 – Semester 1 – Methodology of Literary Studies) | R | 1 |
| 2 | Locate the differences in the practice of the Sonnet by different poets from Spenser to Milton | R | 1 |
| 3 | Identify/ Name the differences in the practice of poetry and use of different poetic techniques by the poets ranging from the 16th Century to post 20s | R | 1 |
| 4 | Recite select lines from the splattering of poets across the five modules giving special highlights to poets who herald movements in each age. | R | 1 |
| 5 | Describe difficult lines and areas that need careful perusal | U | 1 |
| 6 | Contrast the essential differences between the Elizabethan poetic scene and the modern, stopping at all the poetic counters that come in between. | U | 1 |
| 7 | Explain the terms and changing phases of writing including the movements that prompted significant pieces of poetry | U | 1 |
| 8 | Describe the different social and cultural specifications of each age as each module is covered. | U | 1 |
| 9 | Illustrate , from the prescribed works, various features and techniques employed in poetic | Ap | 1 |

| | | | |
|--|--|----|---|
| | art | | |
| 10 | Apply the various theoretical elements of poetry to the prescribed samples of study. | Ap | 1 |
| 11 | Compare/ Contrast the skill and techniques employed by the various poets | An | 1 |
| 12 | Explain how a writer marks out areas that relate to the different Politico- Social and Cultural milestones in each age. | An | 1 |
| 13 | Evaluate the units of study against standards of literature, culture or social principles | E | 1 |
| 14 | Assess the skill of the poet in conceiving ideas that are so socially, culturally and politically relevant. | E | 1 |
| 15 | Construct a series of poems that reflect and mirror epoch making instances | C | 2 |
| 16 | Represent/ Enact specimen poetic pieces both from those prescribed and those outside the syllabus | C | 2 |
| 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 | Renaissance and Restoration | 18 | |
| 1.1 | Lecture on Renaissance and its Significance | 1 | 1 |
| 1.2 | Edmund Spenser: One Day I Wrote Her Name | 3 | 3 |
| 1.3 | The Shakesperean Sonnet | 1 | 5 |
| 1.4 | William Shakespeare: Sonnet 130 | 2 | 5 |
| 1.5 | The Metaphysicals | 1 | 2,5 |
| 1.6 | John Donne: Cannonization | 2 | 4,10 |
| 1.7 | A brief introduction to the Restoration period, Miltonian Sonnet | 1 | 2,5 |
| 1.8 | John Milton: Lycidas | 3 | 5,7 |
| 1.9 | John Dryden: A Song for St Celia's Day | 4 | 5 |
| 2.0 | Romantic Revival | 18 | |
| 2.1 | The Romantic Age and its significant pointers | 2 | 2,5 |
| 2.2 | William Wordsworth: Lucy Gray | 4 | 3,6 |
| 2.3 | Coleridge and his idea of Imagination and Fancy and the Lyrical ballads | 2 | 7,8 |
| 2.4 | Shelley and Keatsian brand of Romanticism | 2 | 6,9 |
| 2.5 | Percy Bysshe Shelley: Ode to the West Wind | 4 | 10 |
| 2.6 | John Keats: To Autumn | 4 | 10 |
| 3.0 | Victorian | 18 | |
| 3.1 | The Victorian Age and its significant literary and cultural movements | 2 | 2,7,8 |

| | | | |
|-----|---|----|-------|
| 3.2 | Introducing the poet Tennyson | 2 | 5,6 |
| 3.3 | Alfred Lord Tennyson: Ulysses | 4 | 10 |
| 3.4 | The dramatic monologue and Browning | 1 | 12,14 |
| 3.5 | Robert Browning: Porphyra's Lover | 3 | 4,7 |
| 3.6 | Matthew Arnold: Dover Beach | 3 | 2,11 |
| 3.7 | Christina Rossetti: A Hope Carol | 3 | 7,8 |
| 4.0 | Twentieth Century | | |
| 4.1 | The Twentieth Century at a rapid glance | 1 | |
| 4.2 | Yeats and his poems | 1 | 8,9 |
| 4.3 | W.B Yeats: Easter 1916 | 3 | 7,8 |
| 4.4 | 20 th Century- Post war ravages | 1 | 2,7 |
| 4.5 | T S Eliot: The Love Song of J Alfred Prufrock | 4 | 7,8 |
| 4.6 | Movement Poetry | 2 | 5,6 |
| 4.7 | Philip Larkin: The Whitsun Weddings | 3 | 7,8 |
| 4.8 | Talking about the poet- Sylvia Plath | 1 | 8 |
| 4.9 | Sylvia Plath: Lady Lazarus | 2 | 2,9 |
| 5.0 | Contemporary | 18 | |
| 5.1 | Modern and Post Modern trends in poetry | 3 | 7,11 |
| 5.2 | A.D Hope: Australia | 3 | 2,3 |
| 5.3 | Maya Angelou: her life and works | 3 | 7,8 |
| 5.4 | Maya Angelou: Phenomenal Woman | 2 | 3,4,9 |
| 5.5 | Seamus Heaney: Digging | 3 | 7,8 |
| 5.6 | Duffy's Poems | 1 | 7 |
| 5.7 | Carol Ann Duffy: Stealing | 3 | 3,4 |

CoreText: *Symphony of Verse*

| Course | Details | | | |
|----------------------|--|-----|-------------|---|
| Code | EN1813201 | | | |
| Title | Evolution of Literary Movements: The Shapers of Destiny | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 2/III | | | |
| Type | Complementary | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 108 | Hours /week | 6 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|---|--|------------------------|----------------|
| CO - 1 | Recall the British social history | R | 1 |
| CO - 2 | Examine the impact of foreign invasions on England's society. | An | 1 |
| CO - 3 | Discuss the contributions of various rulers on England | U | 1 |
| CO - 4 | Identify the writers and literary texts produced during the said period | R | 1 |
| CO-5 | Examine the impact of society on literature and vice versa | Ap | 6 |
| CO-6 | Investigate the religious, political, scientific and educational circumstances of England | An | 6 |
| CO-7 | Evaluate the effects of war and epidemics on English society | E | 5 |
| CO -8 | Discuss the close proximity between literature and history | E | 3 |
| CO - 9 | Recognise the various periods of English language and literature | R | 1 |
| CO-10 | Classify the customs, practices, locale, spatial/ temporal settings in England | Ap | 1 |
| 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 | Moulding and Being Moulded | 18 | |
| 1.1 | Early settlers and invaders- the Iberians, the Celts and Romans, the Angles, Saxons, Jutes. | 2 | 1 |
| 1.2 | The Anglo Saxon heptarchy | 1 | 2 |
| 1.3 | The coming of Christianity | 1 | 2 |
| 1.4 | Theodore of Tarsus and the organization of the church | 2 | 2 |
| 1.5 | Alfred the Great | 2 | 3 |
| 1.6 | St. Dunstan and Edgar | 2 | 3 |
| 1.7 | Canute the Danish king, Edward the Confessor, Harold Godwin | 2 | 3 |
| 1.8 | Society and literature of the time | 2 | 4 |
| 1.9 | The Witangemot -the Anglo Saxon Chronicle, | 2 | 4 |
| 1.10 | Beowulf, Caedmon, Cynewulf, Venerable Bede and others | 2 | 4 |
| 2.0 | The True Briton | 36 | |
| 2.1 | Normans: the last invaders | 1 | 2,3 |

| | | | |
|------------|--|-----------|--------|
| 2.2 | William the Conqueror –the reforms of Henry I | 6 | 3 |
| 2.3 | Feudalism | 3 | 1 |
| 2.4 | The Angevin kings | 1 | 3 |
| | | | |
| 2.5 | The struggle between the church and the state, St. Thomas Becket | 1 | 6 |
| 2.6 | The universities of Oxford and Cambridge | 4 | 6 |
| 2.7 | The Guilds - Richard the Lionheart and the Crusades, the Magna Carta | 4 | 6 |
| 2.8 | Henry III – Simon de Montfort, and the Parliament- Edward I, annexation of Wales, Scotland and Ireland | 3 | 3 |
| 2.9 | Edward II and Edward III | 3 | 3 |
| 2.10 | The Black Death, The Hundred Years War, The Peasants Revolt – the effects of these on society and literature | 2 | 7 |
| 2.11 | The Wars of the Roses – Chaucer and the growth of the East Midland dialect into standard English | 2 | 4,7,8 |
| 2.12 | Growth of drama and stage performances | 3 | 4,8 |
| 2.13 | Chaucer’s contemporaries- John Wycliffe and the Lollards.. | 2 | 4,8 |
| 3.0 | Brittannia Rules the Waves | 18 | |
| 3.1 | The Tudor Dynasty- benevolent despots | 2 | 3 |
| 3.2 | Renaissance– maritime discoveries | 1 | 9 |
| 3.3 | the scientific temper and scientific inventions | 1 | 6 |
| 3.4 | Flamboyant Henry VIII | 2 | 3 |
| 3.5 | Reformation | 2 | 6,9 |
| 3.6 | Religious persecution | 2 | 6 |
| 3.7 | Thomas More, Erasmus, Thomas Cromwell | 2 | 3,4 |
| 3.8 | The Book of Common Prayer- Elizabeth I Shakespeare | 2 | 6, 4,8 |
| 3.9 | England- nest of singing birds | 2 | 4, 8 |
| 3.10 | Francis Drake- peace and prosperity | 2 | 3 |
| 4.0 | The Politics of the Protectorate and the Parliament | 18 | |
| 4.1 | The Stuarts and the Divine Right Theory | 2 | 3,6 |
| 4.2 | The Authorised Version | 1 | 6 |
| 4.3 | The Civil War | 1 | 7 |
| 4.4 | Oliver Cromwell and the Protectorate | 2 | 3 |
| 4.5 | John Milton | 2 | 4 |
| 4.6 | the Jacobean playwrights | 2 | 4 |
| 4.7 | Restoration | 2 | 3,9,6 |
| 4.8 | Caroline writers | 2 | 4 |

| | | | |
|------|---|-----------|------|
| 4.9 | The Whigs and Tories | 2 | 6 |
| 4.10 | Queen Anne and the expansion of colonialism – The Glorious Revolution | 2 | 3,6 |
| 5.0 | A Precious Stone Set in the Silver | 18 | |
| 5.1 | The United Kingdom today | 3 | 1 |
| 5.2 | Physical features of the British Isles, geography, demography | 3 | 10 |
| 5.3 | Customs and practices | 3 | 10 |
| 5.4 | Myths and legends | 3 | 4,10 |
| 5.5 | the growth and development of the English language | 3 | 5,9 |
| 5.6 | the position held by the UK in today's world | 3 | 6 |

Core Text: Susan Varghese. *Evolution of Literary Movements: The Shapers of Destiny*.

Current Books.

| SEMESTER IV | | | | |
|--------------------|--|--------------------------|-------------------|----------------|
| Course Code | Title of the Course | Course Category | Hours/week | Credits |
| EN1814507 | Illuminations | Common I – English 6 | 5 | 4 |
| | Additional Language | Common Course | 4 | 3 |
| HN1814506 | Drama and Long Poem | Common II- Hindi 4 | 5 | 4 |
| | <i>Malayala Gadyarachanakal</i> | Common II- Malayalam 4 | | |
| SC1814506 | Poetry, Grammar & Syriac Heritage in India | Common II- Syriac 4 | | |
| EN1814105 | Modes of Fiction | Core Course – 5 | | |
| EN1814106 | Language and Linguistics | Core Course – 6 | 5 | 4 |
| EN1813202 | Evolution of Literary Movements – The Cross Currents of Change | Complementary Course – 4 | 6 | 4 |
| | TOTAL | | 25 | 19 |

| Course | Details | | | |
|----------------------|-------------------------|----|-------------|---|
| Code | EN1814105 | | | |
| Title | Modes of Fiction | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 2/IV | | | |
| Type | Core | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|---|---|-----------------|---------|
| 1 | Recognise the elements of fiction | R | 1 |
| 2 | Trace the growth of English Fiction | C | 1 |
| 3 | Acquaint themselves with British and Non-British fictions | U | 1 |
| 4 | Appreciate the genre Fiction | E | 1 |
| 5 | Interpret texts with an awareness of and curiosity for other view points | An | 1 |
| 6 | Appreciate literature's ability to stimulate feeling | E | 2 |
| 7 | Attend to a wider range of voices within and across cultures. | U | 1 |
| 8 | Appreciate how genre generates expectations and generate meanings. | E | 2 |
| 9 | Comprehend literal and figurative use of language | U | 2 |
| 10 | Recognise how form and structure shape text's meaning. | E | 3 |
| 11 | Practice writing as a process of motivated inquiry | C | 4 |
| 12 | Formulate a knowledge on the stylistic strategies employed by different writers. | C | 4 |
| 13 | Deploy ideas from these texts in their own reading and writing | Ap | 1 |
| 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 1 | | |
| 1.1 | Introduction to British literature | 3 | 1, 2 |
| 1.2 | Mary Shelly : The Mortal Immortal Reading | 1 | 1, 2, 4, 6 |
| 1.3 | Analysis of “The Mortal Immortal” in detail | 3 | 2, 3, 4, 5 |
| 1.4 | Worksheet evaluation on British literature and The fiction discussed | 1 | 5, 6 |
| 1.5 | Jerome K Jerome : The Dancing Partner Reading | 1 | 1, 2 |
| 1.6 | Detailed analysis of The Dancing Partner | 3 | 1, 2, 4, 6 |
| 1.7 | Quiz on The Dancing Partner | 1 | 1, 5 |
| 1.8 | H.G.Wells : The Stolen Body Reading | 1 | 1, 2, 4, 6 |
| 1.9 | Discussion on The Stolen Body | 2 | 2, 4, 5 |
| 1.10 | Open book test on The Stolen Body | 1 | 5 |
| 1.11 | G.K Chesterton : The Blue Cross Reading | 1 | 1, 2, 5, 6 |
| 1.12 | Analysis of The Blue Cross Reading | 2 | 2, 3, 4, 5 |
| 1.13 | Surprise test on The Blue Cross Reading | 1 | 4, 5 |
| 1.14 | James Joyce : Araby reading and analysis | 3 | 1, 2, 3, 4 |
| 1.15 | Group presentations on the above fiction as well as James Joyce | 3 | 5, 6 |
| 1.16 | Muriel Spark : The Executor Reading and analysis | 3 | 1, 2, 3, 4 |
| 1.16 | Class test | 1 | 5 |
| 1.17 | A.S Byatt : On the Day E M Forster Died Reading and analysis | 3 | 1, 2, 3, 4 |
| 1.18 | Make students write an alternate ending to the story and make them discuss on the critical difference between their endings and the author’s. | 2 | 2, 4, 5, 6 |
| 2.0 | Module 2 | | |
| 2.1 | Introduction to non-British literature | 3 | 1, 2 |
| 2.2 | Henry Lawson : The Drover’s Wife Reading and analysis | 2 | 1, 2, 3, 4 |
| 2.3 | Make the students do a detailed character analysis critically | 2 | 3, 5, 6 |
| 2.4 | Maxim Gorky : Mother of a Traitor reading and analysis | 3 | 1, 2, 3, 4 |
| 2.5 | Make the students trace the important actions and reactions in the plot | 2 | 3, 5, 6 |
| 2.6 | Katherine Mansfield : A Cup of Tea reading and analysis | 2 | 1, 2, 3, 4 |
| 2.7 | Individual viva for the selected students | 1 | 5 |
| 2.8 | Pearl S Buck : Once upon a Christmas Reading | 1 | 1, 2 |
| 2.9 | Analysis of Once Upon a Christmas Reading | 3 | 2, 4, 5 |
| 2.10 | Group discussion on the Once Upon a Christmas Reading | 2 | 4, 5, 6 |
| 2.11 | Gabriel Garcia Marquez: A Very Old Man | 3 | 1, 2, 3, 4 |

| | | | |
|------------|---|---|------------------|
| | with Enormous Wing Reading and analysis | | |
| 2.12 | Ask the students to read four readings of the above text at home and in the next class they are asked to do a group presentation about the experiences in each reading. | 2 | 3, 4, 5, 6 |
| 2.13 | Mary Lerner : Little Selves reading and analysis and ask them to submit and assignment on the next class on the completion discussion | 3 | 1, 2, 3, 4, 5, 6 |
| 2.14 | Discussion on the selected assignments | 1 | 5, 6 |
| 2.15 | Nadine Gordimer: Once Upon a Time reading and analysis | 3 | 1, 2, 3, 4 |
| 2.16 | Round table discussion | 3 | 4, 5, 6 |
| 3.0 | Module 3- The Great Expectations | | |
| 3.1 | Introduction to the author and students are asked finishing the first reading of the text at the beginning of the semester | 2 | 1, 2, 3, 4 |
| 3.2 | Analysis of chapters 1-3 | 2 | 2, 4 |
| 3.3 | Analysis of chapters 4-7 | 2 | 2, 4 |
| 3.4 | Analysis of chapters 8-10 | 2 | 2, 4 |
| 3.5 | Analysis of chapters 11-13 | 2 | 2, 4 |
| 3.6 | Analysis of chapters 14-16 | 1 | 2, 4 |
| 3.7 | Analysis of chapters 17-19 | 1 | 2, 4 |
| 3.8 | Analysis of chapters 17-19 | 1 | 2, 4 |
| 3.9 | Analysis of chapters 20-26 | 2 | 2, 4 |
| 3.10 | Analysis of chapters 27-35 | 1 | 2, 4 |
| 3.11 | Analysis of chapters 36-37 | 1 | 2, 4 |
| 3.12 | Analysis of chapters 38-39 | 1 | 2, 4 |
| 3.13 | Analysis of chapters 40-46 | 1 | 2, 4 |
| 3.14 | Analysis of chapters 47-52 | 1 | 2, 4 |
| 3.15 | Analysis of chapters 53-56 | 2 | 2, 4 |
| 3.16 | Analysis of chapters 57-59 | 2 | 2, 4 |
| 3.17 | Discussion on the major characters | 2 | 2, 3, 4 |
| 3.18 | Discussion on themes, motifs and symbols | 2 | 1, 2, 3, 4 |
| 3.19 | Important quotations explained | 2 | 1, 2, 3, 4 |
| 3.20 | Make the students do a book review | 2 | 5, 6 |
| 3.21 | Quiz conducted | 1 | 5 |
| 3.22 | Screening of the movie <i>The Great Expectations</i> | 3 | 1, 3, 6 |

Core Text for Modules 1 and 2: Modes of Fiction

| Course | Details | | | |
|----------------------|---------------------------------|----|-------------|---|
| Code | EN1814106 | | | |
| Title | Language And Linguistics | | | |
| Degree | BA | | | |
| Branch(s) | ENGLISH | | | |
| Year/Semester | 2/IV | | | |
| Type | CORE | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--|---|-----------------|---------|
| 1 | Locate the development of language and its functions | R | 1 |
| 2 | Locate/ identify the phonetic scripts | R | 1 |
| 3 | Understand the morphological process | U | 1 |
| 4 | Examine the importance of linguistics | Ap | 1 |
| 5 | Identify the various speech organs and their articulation | An | 1 |
| 6 | Distinguish the various theories of language | An | 3 |
| 7 | Discuss the various semantic changes and the growth of vocabulary | E | 3 |
| 8 | Create transcription based sentences or passages | C | 4 |
| 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 | Introduction to Language, Linguistics and Phonetics 36 hours | 36 | |
| 1.1 | What is Language? - What is Linguistics? Arbitrariness - Duality -Displacement – Cultural transmission | 1 | 4 |
| 1.2 | Basic Notions - Phonetics and Phonology - Branches of Phonetics – Articulatory, Acoustic, Auditory | 2 | 4,2 |
| 1.3 | Organs of Speech - Air Stream Mechanism – Pulmonic, Glottal, Velaric | 2 | 2 |
| 1.4 | Respiratory System - Phonatory System – Voiced and Voiceless Sounds | 2 | 2 |
| 1.5 | Articulatory System - Oral, nasal & nasalised sounds | 2 | 2 |
| 1.6 | Classification of Speech Sounds: Consonants and Vowels - | 2 | 2,5 |
| 1.7 | Criteria for Classification of Consonants - | 2 | 2,5 |

| | | | |
|------------|--|----|-------|
| | The Consonants of English RP 26 | | |
| 1.8 | Place of Articulation - Bilabial, Labio-Dental, Dental, Alveolar, Post-Alveolar, Palato Alveolar, Palatal & Velar Sounds | 2 | 2 |
| 1.9 | Manner of Articulation – Plosives, Fricatives, Affricates, Nasals, Lateral, Frictionless | 2 | 2 |
| 1.10 | Continuants, Semi-Vowels, Trills & Taps | 1 | 2 |
| 1.11 | Criteria for Classification of Vowels - The Vowels of English RP | 2 | 2,5 |
| 1.12 | 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 | 2 | 2 |
| 1.13 | Diphthongs: Monophthongs and Diphthongs, Falling and Rising Diphthongs, Centring and Closing Diphthongs, Fronting and Retracting Diphthongs | 2 | 2 |
| 1.14 | 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 | 2 | 2 |
| 1.15 | Syllable: What is a syllable? - Syllabic Structure – Onset, Nucleus, Coda - Syllabic Consonants, Consonant Clusters, Abutting Consonants | 2 | 2,4 |
| 1.16 | Suprasegmentals, Segmentals and Suprasegmentals - Suprasegmental Phonemes | 2 | 2 |
| 1.17 | Word Stress - Sentence Stress - Weak forms and Strong Forms, Rhythm- Intonation - Tone, Tonic Syllable, Tonicity - Intonation patterns Intonation – Functions | 2 | 2,4 |
| 1.18 | Juncture, Liaison, Assimilation, Elision, Linking / r / and Intrusive / r / | 2 | 2 |
| 1.19 | Transcription, The incongruity between spelling and pronunciation in English IPA, Broad and narrow Transcription, Transcription Practice | 2 | 2,4,5 |
| 2.0 | Morphology | 36 | |
| 2.1 | Basic Notions What is morphology? Morph, Morpheme, Morpheme Types and Typology | 5 | 1 |
| 2.2 | Free and bound morphemes, Root, Base, Stem Different types of affixes: Prefix, Suffix, Infix, Inflection, Inflectional and derivational | 6 | 1 |

| | | | |
|------------|---|----|-----|
| | affixes, Class-changing and class-maintaining affixes | | |
| 2.3 | Allomorphy, Allomorph, Zero Morph, Conditioning of allomorphs: Phonological & Morphological 27 | 5 | 1 |
| 2.4 | Word: Why is a word a difficult concept to define in absolute terms? Lexeme, Form class and Function Class words | 5 | 1 |
| 2.5 | Morphological Operations/Processes: Affixation, Reduplication, Ablaut, Suppletion, Structure of Words Simple Words, Complex Words, Compound Words1 | 5 | 1 |
| 2.6 | SEMANTICS: Basic Notions What is semantics? Lexical and grammatical meaning Sense, reference, referent, Sense Relations | 5 | 1 |
| 2.7 | Synonymy – Antonymy – Hyponymy – Homonymy – Homography – Polysemy – Metonymy, Ambiguity – Tautology - Collocation | 5 | 1 |
| 3.0 | <i>Syntax & Branches of Linguistics</i> | 18 | |
| 3.1 | Basic Notions, What is syntax? | 3 | 3,4 |
| 3.2 | Grammar: Grammaticality and Acceptability Descriptive and Prescriptive Grammar, Synchronic and Diachronic Grammar | 4 | 3 |
| 3.3 | Syntagmatic and Paradigmatic Relationships Sign, Signified and Signifier, Langue and Parole, Competence and Performance | 3 | 3 |
| 3.4 | Introduction to theories on Grammar Traditional Grammar, Problems with traditional Grammar Structural grammars, Phrase Structure Grammars | 4 | 3.4 |
| 3.5 | Transformational Generative Grammars Kernel Sentences, Deep and Surface Structures | 4 | 3 |

Core Text: “Linguistics” by Dr. V Shyamala

READING LIST

S. K. Verma and N. Krishnaswamy: Modern Linguistics: An Introduction. New Delhi: OUP, 1989. 28

H. A. Gleason: Linguistics and English Grammar. New York: Holt, Rinehart & Winston, Inc., 1965.

Radford A, Atkinson M, Britain D, Clahsen H and Spencer A: Linguistics - An Introduction.

Cambridge University Press, Cambridge, 1999
Robins R H: General Linguistics: An Introductory Survey, Longman Group Limited, London:1971
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, 1981.
T. Balasubramanian. English Phonetics for Indian Students: A Workbook. New Delhi: Macmillan

| Course | | Details | | | |
|----------------------|--|---------|-------------|---|--|
| Code | EN1813202 | | | | |
| Title | Evolution of Literary Movements: The Cross Currents of Change | | | | |
| Degree | BA | | | | |
| Branch(s) | English | | | | |
| Year/Semester | 2/IV | | | | |
| Type | Complementary | | | | |
| Credits | 4 | | | | |
| No. of Contact Hours | Total hours | 108 | Hours /week | 6 | |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--|---|-----------------|---------|
| CO - 1 | Recall the social and political changes which happened across the world | R | 1 |
| CO - 2 | Discuss the emergence of the various philosophical ideas. | U | 1 |
| CO - 3 | Determine social and philosophical impacts on literary writings and movements | Ap | 1 |
| CO - 4 | Illustrate the development of liberationist movements in the light of social conditions. | Ap | 3 |
| CO- 5 | Investigate the impact of liberationist movements in literature and vice versa. | An | 3 |
| CO-6 | Discuss the causes and effects of colonialism | E | 3 |
| CO-7 | Justify the development of postcolonial literatures in the light of colonial encounters | E | 3 |
| CO –8 | Locate the rise of modernism | R | 3 |
| CO – 9 | Classify literary writings in terms of the features of each age | Ap | 3 |
| CO- 10 | Recall the development of regional literary movements in India | R | 3 |
| CO-11 | Deduce literary contributions and their impact on the Indian society | A | 3 |
| CO-12 | Design a chart featuring the various social and subsequent literary developments across the world. | 6. Create | 4 |
| 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 | Literature and Revolution | 18 | |
| 1.1 | Literature in the context of the French Revolution | 4 | 1,3,9 |
| 1.2 | French Society in the Eighteenth Century | 2 | 1,9 |
| 1.3 | Montesquieu, Diderot, The beginning of the Encyclopedie | 2 | 1 |
| 1.4 | David Hume, Voltaire, Candide, Dr. Johnson and Candide | 2 | 1 |
| 1.5 | Drifting towards new sensibility, Rousseau, Rousseau's theory on education, The social contract, Rousseau's view of the primitive men | 2 | 1,2,3 |
| 1.6 | Immanuel Kant | 2 | 1 |
| 1.7 | England in the Eighteenth century | 2 | 1,2,9 |
| 1.8 | Literature in the context of the Russian Revolution | 2 | 1,3 |
| 2.0 | Literature and Liberation | 36 | |
| 2.1 | Black writing as a form of struggle | 10 | 4,5 |
| 2.2 | Literature and feminism | 2 | 5 |
| 2.3 | The Feminist movement | 2 | 4,5 |
| 2.4 | First wave of the feminist movement | 2 | 4,5 |
| 2.5 | Second wave of the feminist movement-Betty Friedan, Simone De Beavoir, Kate Millet | 3 | 4,5 |
| 2.6 | The question of essentialism, Third wave of the feminist movement | 2 | 4,5 |
| 2.7 | Poetry and the Feminist movement | 2 | 4,5 |
| 2.8 | Feminist Literary criticism, Phallogocentric Literature, | 2 | 4,5 |
| 2.9 | Gynocriticism and Elaine Showalter, Feminine, Feminist and Female phase | 3 | 1,4,5 |
| 2.10 | French Theorists, Helen Cixous, Luce Irigaray, Julia Kristeva, The semiotic and the symbolic | 3 | 1,2,4,5 |
| 2.11 | Dalit writing in India | 3 | 4,5,10 |
| 2.12 | The Dalit Sahitya Movement | 2 | 4,5,10,11 |
| 3.0 | Literature and the Third World | 18 | |
| 3.1 | Articulating the Postcolonial Experience, The problem of nomenclature | 5 | 6,7 |
| 3.2 | Migrant Writing | 3 | 7 |
| 3.3 | Post-structuralism and Postcolonialism | 3 | 7,8,9 |
| 3.4 | Indigenous writing | 3 | 6,7 |
| 3.5 | Postcolonial Criticism and an overview of new literatures | 4 | 6,7,8 |
| 4.0 | Literature and Modernism | 18 | |
| 4.1 | The social context of the burgeoning of literature in Latin America | 4 | 1,3,8 |
| 4.2 | The influence of surrealism | 2 | 2,3,8 |
| 4.3 | Magic realism | 2 | 2,3,8 |

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|------------|---|-----------|---------|
| 4.4 | The precursors to the boom | 8 | 2,3,8 |
| 4.5 | Poetry-The Spanish generation of 1927 | 2 | 2,3,8,9 |
| 5.0 | Literature and Renaissance | 18 | |
| 5.1 | India at the dawn of the awakening, Renaissance in Kerala | 5 | 10,11 |
| 5.2 | The VaikomSathyagraha, visit of SreeNarayana Guru | 3 | 10,11 |
| 5.3 | GuruvayoorSathyagraha, Ayyankali, SahodaranAyyappan | 3 | 10,11 |
| 5.4 | Sree Narayan Guru, V. T. Bhattathirippadu, C.Krishnan, KumaranAsan | 3 | 10,11 |
| 5.5 | Vakkom Abdul KhaderMoulavi, MannathPadmanabhan, Ananthatheerthan, T. K. Madhavan, PanditKaruppan, PykayilYohannan, VallatholNarayanaMenon, Ulloor S Parameswaraiyer | 4 | 10,11 |

CORE TEXT

- Dr B Kerala Varma. *Evolution of Literary Movements: The Cross-currents of Change*. Current Books.

| SEMESTER V | | | | |
|--------------------|--|------------------------|-------------------|----------------|
| Course Code | Title of the Course | Course Category | Hours/week | Credits |
| EN1815401 | Appreciating Films | Open Course | 4 | 4 |
| | Theatre Studies | | | |
| | English for Careers | | | |
| EN1815107 | Acts on the Stage | Core Course – 7 | 6 | 4 |
| EN1815108 | Literary Criticism and Theory | Core Course – 8 | 5 | 4 |
| EN1815109 | Indian Writing in English | Core Course – 9 | 5 | 4 |
| EN1815110 | Environmental Science and Human Rights | Core Course - 10 | 5 | 4 |
| | TOTAL | | 2 | 19 |

| Course | Details | | | |
|----------------------|---------------------------|----|-------------|---|
| Code | EN1815401 | | | |
| Title | <i>Appreciating Films</i> | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 3/V | | | |
| Type | Open Course | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 72 | Hours /week | 4 |

| CO No. | Expected Course Outcomes <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|---|---|-----------------|---------|
| 1 | Define the basic tenets of film making and film appreciation | R | 3 |
| 2 | Contrast the essential differences between different film genres | U | 3 |
| 3 | Explain the plot, themes and characterisation. | U | 3 |
| 4 | Describe the features of adaptations | U | 3 |
| 5 | Illustrate , from the prescribed works, various features and techniques employed in film making. | Ap | 3 |
| 6 | Apply the various theoretical elements on any given audio visual element. | Ap | 3 |
| 7 | Compare/ Contrast the differences in film genres. | An | 3 |
| 8 | Evaluate the units of study against standards of literature and culture. | E | 3 |
| 9 | Create a audio-visual representation | C | 4 |
| 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 | Module1 (Broad Film Genres) | 18 | |
| 1.1 | History of films | 3 | 1,2, |
| 1.2 | Explore different movements in film making | 10 | 2,3 |
| 1.3 | Introduce film theory terms with video examples | 5 | 6,5 |
| 2.0 | Module2 (Film Languages) | 18 | |
| 2.1 | Introduce film making terms | 9 | 1,2,3 |
| 2.1 | Practical explanation of terms with film clips | 9 | 7 |
| 3.0 | Module3 (Reading Films) | 18 | |
| 3.1 | Introduce cultural studies | 6 | 6,8 |
| 3.2 | Politics of representation | 6 | 6,8 |
| 3.3 | Forms of representations in | 2 | 6,8 |

| | | | |
|------------|--|-----------|-------|
| | films | | |
| 3.4 | Identity Politics in Films | 2 | 6,8 |
| 3.5 | Gender in Films | 2 | 6,8 |
| 4.0 | Module4 (Film Adaptations) | 18 | |
| 4.1 | Introduce the verbal texts/ scripts/ book | 3 | 1,2,4 |
| 4.2 | Process of adaptation | 6 | 4 |
| 4.3 | Differences between book and film | 6 | 2 |
| 4.4 | Film making/adaptation exercise | 3 | 8 |

Core Text: *Appreciating Films*

| Course | Details | | | |
|----------------------|-------------------|-----|-------------|---|
| Code | EN1815107 | | | |
| Title | Acts on the Stage | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 3/V | | | |
| Type | Core | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 108 | Hours /week | 6 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--------|--|-----------------|---------|
| 1 | Recall the basics of drama as introduced to the students in the courses introduced till the current point of study. (Core Course 2 – Semester 2 – Introducing Language and Literature: Module 3: Unit: Drama - Tragedy-Comedy-Closet Drama – Epic Theatre - Theatre of the Absurd; Ambience: Plot - Character-Point of View - Setting, and Common Course 4 – Semester 2 – Savouring the Classics, Module 2: Shakespeare Excerpts) | R | 1 |
| 2 | Locate the dramatic line and evolution of plot in Shakespeare plays | R | 1 |
| 3 | Identify/ Name the writers, characters, locale, and spatial/ temporal settings in the various plays | R | 1 |
| 4 | Recite select sections incorporating theatrical features of intonation and gesticulation as part of in-class tasks and oral evaluations | R | 4 |
| 5 | Describe the features of drama and staging | U | 1 |
| 6 | Contrast the essential differences between the Elizabethan theatre and modern theatre | U | 1 |
| 7 | Explain the story line, characters and plot of the various plays | U | 2 |
| 8 | Describe the various concepts and principles involved in theatre and acting. | U | 3 |
| 9 | Illustrate , from the prescribed works, various features and techniques employed in stagecraft. | Ap | 3 |
| 10 | Apply the various theoretical elements on drama to the prescribed samples of study. | Ap | 3 |
| 11 | Compare/ Contrast the skill and techniques employed by the various writers of One Act Plays | An | 1 |
| 12 | Explain the rationale of employing particular dramatic techniques by a writer | An | 3 |
| 13 | Evaluate the units of study against standards of | E | 2 |

| | | | |
|---|---|---|---|
| | literature, culture or social principles | | |
| 14 | Assess the skill of the dramatist in developing elements such as evolving characterisation, plot and setting | E | 2 |
| 15 | Construct a set of dialogues from a prose passage taken from a text already introduced in the programme | C | 4 |
| 16 | Represent/ Enact specimen plays both from those prescribed and those outside the syllabus | C | 4 |
| 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 | Shakespeare | 72 | |
| 1.1 | History of Drama | 2 | 1 |
| 1.2 | Evolution of Drama in English Literature | 1 | 5 |
| 1.3 | Elizabethan Theatre | 2 | 6 |
| 1.4 | Introduction to Shakespeare | 1 | 3 |
| 1.5 | Shakespeare as a Dramatist | 1 | 3, 5 |
| 1.6 | Shakespeare's Tragedies | 1 | 3, 6 |
| 1.7 | Introduction to "King Lear" | 2 | 3, 7 |
| 1.8 | Textual study and analysis (2 hours/ scene) | 52 | 2 |
| 1.9 | Shakespeare Criticism | 3 | 6, 8, 10 |
| 1.10 | Analysis of the Play | 4 | 3 |
| 1.11 | Shakespeare Enactment Practice | 3 | 16 |
| 2.0 | One Act Plays (See recommendation for module rearrangement) | 36 | |
| 2.1 | Introduction and Recalling elements of previous learning | 1 | 1 |
| 2.2 | The Study of Drama - from W H Hudson | 6 | 5 |
| 2.3 | "Acting", by Dr. Eric W. Trumbull | 3 | 5, 8 |
| 2.4 | History of Drama - Post Elizabethan to 20th Century | 1 | 6 |
| 2.5 | Evolution of One Act Plays | 1 | 5 |
| 2.6 | Textual Study: The Dark Lady of the Sonnets | 4 | 7, 13 |
| 2.7 | Textual Study: The Boor | 4 | 7, 13 |
| 2.8 | Textual Study: : Strife | 4 | 7, 13 |
| 2.9 | Critical Analysis of individual plays | 3 | 3, 9, 11,13 |
| 2.10 | Gestic Skill Development practice | 2 | 15, 16 |
| 2.11 | Overall Analysis of One Act Plays | 2 | 12. |
| 2.12 | Performance practice of individual plays | 3 | 4, 10, 9 |
| 2.13 | Performance exercise of a play outside syllabus | 2 | 15, 16 |

CoreText: Acts on the Stage

| Course | Details | | | |
|----------------------|--------------------------------------|----|-------------|---|
| Code | EN1815108 | | | |
| Title | Literary Criticism and Theory | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 3/V | | | |
| Type | Core | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|---|---|-----------------|---------|
| 1 | Recall the fundamentals of Literary Criticism and Theory as taught in semester 1 Methodology of Literary Studies (EN1CRT01) . | R | 3 |
| 2 | Locate the changing trends in Literary Criticism and Theory. | R | 3 |
| 3 | Identify/ Name the major proponents and movements in the literary theoretical history. | R | 3 |
| 4 | Define the basic tenets of the literary movements. | R | 3 |
| 5 | Describe the process of criticism from different perspectives . | U | 3 |
| 6 | Contrast the essential differences between each literary movements and schools of thought. | U | 3 |
| 7 | Explain the shift from literary criticism to literary theory. | U | 3 |
| 8 | Describe the 'epochs' in epistemology. | U | 3 |
| 9 | Illustrate , from the prescribed works, various features and techniques employed in criticism. | Ap | 3 |
| 10 | Apply the various theoretical elements on any given literary text. | Ap | 3 |
| 11 | Compare/ Contrast the differences in each school of literary thought. | An | 3 |
| 12 | Explain Indian theoretical concepts like Rasa - Dhvani -Vakrokti. | An | 3 |
| 13 | Evaluate the units of study against standards of literature and culture. | E | 3 |
| 14 | Assess the limitations of major literary theorists. | E | 3 |
| 15 | Construct a critical write-up on any given text (Prose & Poetry) | C | 3. |
| 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 | Literary Criticism | 36 | |
| 1.1 | History of Criticism | 2 | 1 |
| 1.2 | Introducing Classical Criticism | 3 | 1,2 |
| 1.3 | Features and basic tenets of Neoclassical Criticism | 4 | 1,2,4 |
| 1.4 | The shift/dissent to Romantic criticism | 4 | 3,11 |
| 1.5 | Victorian Criticism and Mathew Arnold | 4 | 3, 5 |
| 1.6 | The birth of modern poetry- W.B Yeats and T. S Eliot | 4 | 3, 13, |
| 1.7 | Introduce Formalist Criticism | 4 | 1,2,3 |
| 1.8 | Introduce New Criticism | 4 | 1,2,3 |
| 1.9 | Distinguish between the movements | 3 | 9,10,11 |
| 1.10 | Sample works of literature belonging to each period/movement | 4 | 13,14 |
| 2.0 | Beginning of Literary Theory (See recommendation for module rearrangement) | 36 | |
| 2.1 | Introduce the birth of ‘modernity’ and early 20 th century criticism | 4 | 1,2, |
| 2.2 | Popular Schools of thought- Marxist & feminist critics: | 6 | 2,6,14 |
| 2.3 | Structuralism - Poststructuralism – The dominance of ‘language’ | 6 | 4,8,13 |
| 2.4 | Deconstruction Theory/Praxis and legacy of Michel Foucault | 6 | 4,8,13 |
| 2.5 | Psychoanalysis- Freud- The birth of human mind | 6 | 4,8,13 |
| 2.6 | Introduce Ideology and Discourse- epistemological shift from knowledge to interpretation | 4 | 8,11,14 |
| 2.7 | Explain Postmodernist thought | 4 | 5,6,7 |
| 3.0 | Indian Aesthetics & Practical Criticism | 18 | |
| 3.1 | History of literary theory in India | 2 | 1,2,3,5 |
| 3.2 | Introduce Rasa - Dhvani - Vakrokti | 6 | 12,13 |
| 3.3 | Compare and contrast Rasa and Catharsis | 1 | 3,11 |
| 3.4 | Practice critiquing a work of literature- Introducing vocabulary | 3 | 15,14 |
| 3.5 | Sample poetry/prose and expose them to be critiqued | 6 | 13,14,15 |

Core Text: Literary Criticism and Theory

| Course | Details | | | |
|----------------------|---------------------------|----|-------------|---|
| Code | EN1815109 | | | |
| Title | INDIAN WRITING IN ENGLISH | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 3/V | | | |
| Type | Core | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|---|---|-----------------|---------|
| 1 | Recall the poets, short fiction writers who the student has been familiar with during Semester 2 and Semester 3 | R | 2 |
| 2 | Locate and circumscribe Indian Literature within the global timeline. | R | 2 |
| 3 | Identify the writers, characters, locale and undercurrents of the concerned texts. | R | 2 |
| 4 | Recite a poem by a favourite Indian poet | R | 4 |
| 5 | Describe the distinctive features of fiction, short fiction, poetry and play. | U | 4 |
| 6 | Contrast the differences between pre independence and post independence Indian Literature. | Ap | 4 |
| 7 | Explain the text with regard to the narrative. | Ap | 4 |
| 8 | Describe the growth of nationalism and Indian sensibility. | Ap | 4 |
| 9 | Evaluate the metamorphic face of Indian Literature as one in response to the global change. | An | 6 |
| 10 | Represent and reenact excerpts from the play. | C | 4 |
| 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 1: Poetry | | |
| 1.1 | From Past to Present: Evolution of Indian Poetry | 2 | 1 |
| 1.2 | The Early Pioneers- Derozio and Dutt | 1 | 1,2 |
| 1.3 | Henry Derozio- The Harp of India | 2 | 2,3 |
| 1.4 | Poets of Freedom- Aurbindo, Tagore, Naidu | 2 | 2 |
| 1.5 | The Compulsive Nationalists: Nissim Ezekiel – The Patriot | 2 | 2 |
| 1.6 | Redefining nationality: JayantaMahapatra-Freedom | 2 | 2,3 |

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|------------|---|---|-------|
| 1.7 | Pan Indian Sensibility and the Modern Poets | 2 | 2 |
| 1.8 | Kamala Das: Introduction | 2 | 2,3,4 |
| 1.9 | Dom Moraes: Absences | 2 | 2,3 |
| 1.10 | The Future of Indian Poetry | 1 | 5 |
| 2.0 | Module 2 :Fiction | | |
| 2.1 | From Past to Present: An Overview of Indian Fiction | 1 | 2 |
| 2.2 | Introducing Anita Nair | 1 | 2,3 |
| 2.3 | Textual Analysis of Ladies Coupe | 8 | 2,3,4 |
| 2.4 | Critical analysis of Ladies Coupe | 2 | 3,4 |
| 2.5 | Themes in the text | 1 | 4 |
| 2.6 | Symbolism in the text | 1 | 4,5 |
| 2.7 | Narrative technique | 1 | 4 |
| 2.8 | Between travel narratives and travelogues | 1 | 3,4 |
| 2.9 | Indian Sensibility and Modern Indian Fiction | 1 | 2,3,4 |
| 2.10 | Recharting new boundaries with Indian Fiction | 1 | 5 |
| 3.0 | Module 3 : Drama | | |
| 3.1 | Ancient Indian Theatre | 1 | 1 |
| 3.2 | Modern Playwrights- Karnad, Dattani, Sarcar | 1 | 1,2 |
| 3.3 | The legacy of Karnad- An overview of his other works | 1 | 2,3 |
| 3.4 | Reading Tughlaq | 8 | 2,3,4 |
| 3.5 | Tughlaq as a history play | 1 | 3 |
| 3.6 | Themes in the text- violence, dark humour | 1 | 3,4 |
| 3.7 | Critical Analysis of the text | 1 | 3,4 |
| 3.8 | Karnad's language in Tughlaq | 1 | 3 |
| 3.9 | Reconstructing Tughlaq- Group Discussion. | 1 | 5 |
| 3.10 | Bringing Tughlaq to Life- enactment of the play | 2 | 5 |
| 4.0 | Module 4: Short Fiction | | |
| 4.1 | Overview of Indian Short Fiction | 1 | 2 |
| 4.2 | R K Narayan and our inheritance | 1 | 2 |
| 4.3 | Textual analysis of R K Narayan's The Antidote | 2 | 2,3 |
| 4.4 | Ushering the Modern Indian Fiction | 2 | 2,3 |
| 4.5 | Textual Analysis of Rushdie's The Free Radio | 2 | 3,4,5 |
| 4.6 | Textual Analysis of JhumpaLahiri's The Interpreter of Maladies | 2 | 2,3 |
| 4.7 | Textual Analysis of Chitra Banerjee Divakaruni's Mrs. Dutta Writes a Letter | 2 | 2,3 |
| 4.8 | Critical Analysis of the texts | 2 | 3 |
| 4.9 | Compare and Contrast between the changing trends in Indian Fiction | 2 | 3,4 |
| 4.10 | The new directions in Indian Fiction | 2 | 3,4 |
| 5.0 | Module 5 :Prose | | |
| 5.1 | History of Indian Prose over the ages | 2 | 1 |
| 5.2 | Preindependence writings | 2 | 1 |
| 5.3 | Rabindranath Tagore: Nationalism in India | 2 | 1 |

| | | | |
|-----|---|---|-------|
| 5.4 | B. R. Ambedkar: Back from the West and Unable to Find Lodging in Baroda | 2 | 1,2,3 |
| 5.5 | SatyajitRay:Odds Against Us | 2 | 1,2,3 |
| 5.6 | Amitav Ghosh: The Imam and the Indian | 3 | 2,3,4 |
| 5.7 | Post independence writings | 1 | 2 |
| 8 | Critical reinterpretations of the texts | 1 | 2,3 |
| 9 | Rereading current socio cultural events w r t the text | 1 | 2,3 |
| 10 | Group Discussions on topics of relevance | 1 | 5 |

CoreText: *Indian Writing in English*

| Course | | Details | | |
|----------------------|---|---------|-------------|---|
| Code | EN1815110 | | | |
| Title | Environmental Science and Human Rights | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 3/V | | | |
| Type | Core | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|---|---|-----------------|---------|
| 1 | Defining Environmental studies and Human Rights | R | 6 |
| 2 | Analysing the scope, importance and need for environmental studies. | R | 6 |
| 3 | Listing the various natural resources | R | 6 |
| 4 | Defining Ecological concepts | R | 6 |
| 5 | Identifying Ecological hotspots | U | 6 |
| 6 | Evaluating the extend of environmental problems | C | 6 |
| 7 | Designing strategies to counter ecological and environmental problems | C | 6 |
| 8 | Determining the scope of Environmental issues in the light of Human Rights. | E | 6 |
| 9 | Interpreting sample texts provided in the syllabus in the light of present environmental issues. | U | 6 |
| 10 | Determining the role of United Nations in establishing Human Rights | E | 6 |
| 11 | Designing/ Planning Strategies for preservation of Human Rights. | C | 6 |
| 12 | Investigating Environmental and social concerns through field works. | An | 6 |
| 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 | Defining Environment | 1 | 1 |
| 1.1 | History of Environmental studies | 3 | 1 |
| 1.2 | Scope, Importance and need for Environmental studies | 4 | 2 |
| 1.3 | Interdisciplinary nature of Environmental Studies | 3 | 1 |
| 1.4 | Defining renewable and non renewable resources | 2 | 1 |
| 1.5 | Unit 2: Listing the various renewable and non-renewable resources | 6 | 3 |
| 1.6 | Conservation of natural resources | 3 | 2, 3,7 |
| 1.7 | Concept of ecosystem | 2 | 4 |
| 1.8 | Function of ecosystem | 2 | 4 |
| 1.9 | Ecological succession | 3 | 4 |
| 2.0 | Biodiversity | 2 | 4 |
| 2.1 | Biogeographical classifications | 2 | 4, 5 |
| 2.2 | Biogeographical classifications in India | 2 | 5 |
| 2.3 | Biodiversity- threats, endangered and endemic species | 3 | 4, 5 |
| 2.4 | Defining pollution | 1 | 1 |
| 2.5 | Defining Environmental pollution | 3 | 1 |
| 2.6 | Waste management | 3 | 6, 7 |
| 2.7 | Resettlement and rehabilitation process | 3 | 7,8 |
| 2.8 | Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust | 4 | 6,7 |
| 2.9 | Environment Protection Act | 3 | 6,7,8 |
| 3.0 | Jean Giono | 1 | 9 |
| 3.1 | Analysis of <i>The Man Who Planted Trees</i> | 3 | 7, 8, 9 |
| 3.2 | K. Satchitanandan | 1 | 9 |
| 3.3 | Analysis of “Hiroshma Remembered” | 3 | 7,8,9 |
| 4.0 | Bessie Head | 1 | 9 |
| 4.1 | Heaven is not Closed | 4 | 7,8,9 |
| 4.2 | Safdar Hashmi | 1 | 9 |
| 4.3 | Machine | 3 | 7,8,9 |
| 5.0 | Defining Human Rights | 1 | 1 |
| 5.1 | Meaning, concept and development of Human Rights | 4 | 1 |
| 5.2 | Human Rights and United Nation | 3 | 10, 11 |
| 5.3 | Human Rights and Environment | 3 | 8 |
| 5.4 | Conservation of natural resources | 2 | 6, 7,11 |
| 5.5 | Field visit to local areas | 5 | 12 |

REFERENCES

Bharucha, Erach. *Text Book of Environmental Studies for Undergraduate Courses*. University Press, 2nd Edition 2013 (TB)

Clark, R. S. *Marine Pollution*, Oxford: Clarendon (Ref)

SEMESTER VI

| Course Code | Title of the Course | Course Category | Hours /week | Credits |
|--------------------|--|------------------------|--------------------|----------------|
| EN1816301 | Modern Malayalam Literature in Translation | Choice Based Course | 4 | 4 |
| EN1816111 | Postcolonial Literatures | Core Course – 11 | 5 | 4 |
| EN1816112 | Women Writing | Core Course – 12 | 5 | 4 |
| EN1816113 | American Literature | Core Course – 13 | 5 | 4 |
| EN1816114 | Modern World Literature | Core Course – 14 | 5 | 4 |
| EN1816801 | Project | | 1 | 4 |
| | TOTAL | | 25 | 24 |

| Course | Details | | | |
|----------------------|--|----|-------------|---|
| Code | EN1816301 | | | |
| Title | Modern Malayalam Literature in Translation | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 3/VI | | | |
| Type | Choice Based | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 72 | Hours /week | 4 |

| CO No. | Expected Course Outcomes <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--|---|-----------------|---------|
| 1 | Identify the Popular writers in Modern Malayalam Literature | U | 1 |
| 2 | Locate the genres in Modern Malayalam Literature and tracing their origin in comparison with English Literature | Ap | 1 |
| 3 | Identify the richness and distinctiveness of Malayalam Literature | U | 1 |
| 4 | Read, analyse and appreciate the texts in their cultural/ ethnic contexts | An | 2 |
| 5 | Establish an endearing rapport with the cultural aspects of the living environs. | Ap | 2 |
| 6 | Understand the nuances of translation | U | 1 |
| 7 | Compare and contrast a translation with the original text | E | 2 |
| 8 | Attempt a translation | C | 4 |
| 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 | Poetry | 18 | |
| 1.1 | Growth and features of Malayalam poetry focussing on major schools, movements and exponents | 3 | 1,2,3 |
| 1.2 | Reading of the poems and discussion (1hr/each poem) | 9 | 4,5,6 |
| 1.3 | Critical analysis of the poems | 6 | 4,5,6,7 |
| 2.0 | Short Fiction | 18 | |
| 2.1 | Introduction to short fiction | 1 | 1,2,3 |
| 2.2 | Introduction to authors | 1 | 1,2,3 |
| 2.3 | Reading and discussion (1 hr/story) | 8 | 4,5,6 |
| 2.4 | Critical Analysis of the stories (1hr/story) | 8 | 4,5,6,7 |
| 3.0 | Novel | 18 | |

| | | | |
|------------|---|-----------|---------|
| 3.1 | Origin of the genre in Malayalam literature | 1 | 2,3 |
| 3.2 | Characteristics and sub divisions of the genre | 1 | 2,3 |
| 3.3 | Magical Realism | 1 | 3 |
| 3.4 | Relevance of the novel | 1 | 4,5 |
| 3.5 | Placing the novel in the context | 1 | 4,5 |
| 3.6 | Discussing the plot, Characters, setting and other aspects | 3 | 4 |
| 3.7 | Critical Analysis of the Novel | 8 | 4,5,6,7 |
| 3.8 | Attempting translation of a part of the novel | 2 | 8 |
| 4.0 | Novella/Memoir | 18 | |
| 4.1 | Introduction to Autobiographical Fiction | 1 | 2,3 |
| 4.2 | Prison Narrative | 1 | 2,3 |
| 4.3 | Introduction to the language of the author | 1 | 3,4,5 |
| 4.4 | Difficulty in translating vernacular dialects | 1 | 6,7 |
| 4.5 | Discussing the text | 4 | 4,5,6 |
| 4.6 | Critical analysis of the text | 4 | 4,5,6,7 |
| 4.7 | Comparing and contrasting the original text and the translation | 2 | 4,5,6,7 |
| 4.8 | Trying hands on translation of the novella | 2 | 8 |
| 4.9 | Watching the movie adaptation of the novella directed by Adoor Gopalakrishnan | 2 | 3,4,5 |

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 AK 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*

| Course | Details | | | |
|----------------------|--------------------------|----|-------------|---|
| Code | EN1816111 | | | |
| Title | Postcolonial Literatures | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 3/VI | | | |
| Type | Core | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--|--|-----------------|---------|
| 1 | Acquiring knowledge about the basic concepts in Post colonial Literature | U | 1 |
| 2 | Identify key questions, authors, and literary forms in postcolonial literature | U | 1 |
| 3 | Think critically about these texts in relation to postcolonial theory | An | 3 |
| 4 | Situate these works in their larger cultural contexts | An | 1 |
| 5 | Compare and contrast ideas, representations, and strategies of political and cultural resistance with reference to the historical and social contexts. | Ap | 1 |
| 6 | Develop interpretative skills of close reading | Ap | 1 |
| 7 | To Evaluate how race, class, gender, history, and identity are presented and problematised in the literary texts | E | 3 |
| 8 | Analyse the psychological impact of the process of colonization | An | 3 |
| 9 | Offer nuanced interpretations, articulate coherent arguments, and develop research skills | Ap | 3 |
| 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 | The Domain of Post colonial Theory | 36 | |
| 1.1 | Introducing Postcolonialism, Postcolonial theory, Postcolonial Literatures and postcolonial reading and key concepts | 6 | 1,7,8 |
| 1.1.1 | Postcolonial Literatures and English Studies | 1 | 1,4,5 |
| 1.1.2 | Development of postcolonial literatures | 2 | 1,4,5 |
| 1.1.3 | Hegemony | 1 | 1,4,5 |
| 1.1.4 | Place and displacement | 1 | 1,4,5 |
| 1.1.5 | Postcoloniality and Theory | 2 | 1,4,5 |
| 1.1.6 | Critical Analysis of the text | 3 | 3,4,5,7 |
| 1.2 | Orientalism | | |
| 1.2.1 | Introduction to Said, the concept of Orient and Occident | 2 | 1,2 |
| 1.2.2 | Textual study | 4 | 1,2 |
| 1.2.3 | Critical analysis of the text | 4 | 3,4,5,6,7,8 |
| 1.3 | Introduction to Fanon and The Fact of Blackness | 1 | 1,2 |
| 1.3.1 | Racism, Identity | 1 | 1,2 |
| 1.3.2 | Textual study | 5 | 1,2 |
| 1.3.3 | Critical analysis of the text focussing on the issues addressed | 3 | 3,4,5,6,7,8 |
| 2.0 | Poetry | 18 | |
| 2.1 | Recollecting the basics of poetry | 1 | 1,2 |
| 2.2 | Characteristics of postcolonial poetry | 2 | 2,4 |
| 2.3 | Introduction Postcolonial poetry from different parts of the world/ former colonies | 1 | 2,4 |
| 2.4 | Textual study and analysis (2 hr/poem) | 10 | 1,2 |
| 2.5 | Critical analysis of the poems and comparing the poems to trace the common concerns | 2 | 2,4,6,7,8 |
| 2.6 | Reading aloud/ reciting the poems by students | 2 | 9 |
| 3.0 | Fiction | 18 | |
| 3.1 | Recollecting the basics of fiction | 1 | 1,2 |
| 3.2 | Introduction to Postcolonial and postmodern fiction | 1 | 1,2,4 |
| 3.3 | Introduction to Charles Dickens and his novel Great Expectations | 2 | 2,4 |
| 3.4 | Reading in class portions from Great Expectations, focussing on the character of Pip | 1 | 3,6 |
| 3.5 | Introduction to Australian novel and Peter Carey | 1 | 1,2 |
| 3.6 | Study and analysis of the novel | 10 | 3,4,5,6,7,8,9 |
| 3.7 | Nuances of the novel and study of the issues addressed | 2 | 8,9 |
| 4.0 | Play | | |
| 4.1 | Recalling the basics of Drama | 1 | 1,2 |

| | | | |
|-----|--|---|---------------|
| 4.2 | Introduction to the social and political backdrop of the play , The Mau Mau rebellion in Kenya | 1 | 2,3 |
| 4.3 | Introduction to the playwright ,relevance of the text and Protest plays | 2 | 4,5 |
| 4.4 | Play reading | 7 | 6,9 |
| 4.5 | Critical analysis of the play | 5 | 3,4,5,6,7,8,9 |
| 4.6 | Performance practice | 2 | 9 |

Core Text: *Postcolonial Literatures*

| Course | | Details | | | |
|----------------------|---------------|---------|-------------|---|--|
| Code | EN1816112 | | | | |
| Title | Women Writing | | | | |
| Degree | BA | | | | |
| Branch(s) | English | | | | |
| Year/Semester | 3/VI | | | | |
| Type | Core | | | | |
| Credits | 4 | | | | |
| No. of Contact Hours | Total hours | 108 | Hours /week | 6 | |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--------|--|-----------------|---------|
| 1 | Recall the various instances that they see, hear and experience in the society around them and recognize the fact that theory is after all an ideological representation of the very concrete instances that can be seen in the society around. | R | 1 |
| 2 | Locate the many differences in the way feminism is being practised by several people across geographical, economic and political boundaries. | R | 1 |
| 3 | Identify/ Name the practice of different feminisms inclusive of the real idea that is still prevalent and a forceful truth that woman is forever a victim of social and culturally fixed norms. | R | 1 |
| 4 | Recite select lines from the splattering of poets across the five modules giving special highlights to poets who herald movements in each age. | R | 1 |
| 5 | Describe difficult lines and areas that need careful perusal | U | 1 |
| 6 | Contrast the essential differences between the western, eastern practise offeminist thought | U | 1 |
| 7 | Explain the terms and changing phases of writing including the movements that prompted the various feminisms prevalent around the world | U | 1 |
| 8 | Describe the different social and cultural specifications of each age as each module is covered. | U | 1 |
| 9 | Illustrate , from the prescribed works, various features and techniques employed in poetic art and fictional prose. | Ap | 1 |
| 10 | Apply the various theoretical elements of poetry to the prescribed samples of study. | Ap | 2 |
| 11 | Compare/ Contrast the skill and techniques employed by the various poets | An | 2 |

| | | | |
|--|--|----|---|
| | and fiction writers | | |
| 12 | Explain how a writer marks out areas that relate to the different Politico- Social and Cultural milestones in each age. | An | 2 |
| 13 | Evaluate the units of study against standards of literature, culture or social principles | E | 2 |
| 14 | Assess the skill, powers of observation and total sensitivity of the theorists, prose writers and poet in conceiving ideas that are so socially, culturally and politically relevant. | E | 2 |
| 15 | Construct a series of poems and stories that mirror issues and raise questions pertinent to Feminist thought and practice. | C | 1 |
| 16 | Represent/ Enact specimen prose and poetic pieces both from those prescribed and those outside the syllabus | C | 1 |
| 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 | Essays | 36 | |
| 1.1 | Feminism, as a thought, a movement, a revolution | 2 | 1 |
| 1.2 | Betty Friedman: The Problem that has no Name | 10 | 3 |
| 1.3 | Feminist Poetics | 2 | 5 |
| 1.4 | Elaine Showalter: Towards a Feminist Poetics | 10 | 5 |
| 1.5 | Black Feminism | 2 | 2,5 |
| 1.6 | Patricia Hill Collins- Mammies, Matriarchs and Other Controlling Images (chap 4) | 10 | 4,10 |
| | Poetry | 18 | |
| 2.0 | Women's Writing- Western Feminisms, Eastern Feminist Thought | 1 | 7,8,9 |
| 2.1 | Anna Akhmatova: Lot's Wife | 2 | 2,3 |
| 2.0 | Mamta Kalia: After Eight Years of Marriage | 3 | 2, 9 |
| 2.1 | Julia Alvarez: Women's Work | 2 | 2,5 |
| 2.2 | Wandering Feminists: Fragmentation, Exile, Rootlessness | 1 | 3,6 |
| 2.3 | Meena Alexander: House of a Thousand Doors | 2 | 7,8 |
| 2.4 | Sutapa Bhattacharya: Draupadi | 2 | 4,9 |
| 2.5 | Kristine Batey: Lot's Wife | 3 | 8,9 |
| 2.6 | Vijayalakshmi: Bhagavatha | 2 | 11 |
| 3.0 | Short Fiction | 18 | |
| 3.1 | Lecture on the Author and the socio- | 2 | 7,8 |

| | | | |
|-----|--|-----------|-------|
| | cultural milieu from which the prose piece emerges | | |
| 3.2 | Charlotte Perkins Gilman | 2 | 5,6 |
| 3.3 | Willa Cather: A Wagner Matinee | 4 | 10 |
| 3.4 | Author introduction and Socio- Cultural Relevance | 1 | 12,14 |
| 3.5 | Isabel Allende: And of the Clay We Created | 3 | 4,7 |
| 2.6 | Introducing the Author and the Novel's Backdrop | 3 | 2,11 |
| 2.7 | Sara Joseph: The Passion of Mary | 3 | 7,8 |
| 4.0 | Fiction | 18 | |
| 4.1 | Alice Walker: The Color Purple | 1 | 3,16 |

CoreText: *Women Writing*

| Course | | Details | | | |
|----------------------|---------------------|---------|-------------|---|--|
| Code | EN1816113 | | | | |
| Title | American Literature | | | | |
| Degree | BA | | | | |
| Branch(s) | English | | | | |
| Year/Semester | 3/VI | | | | |
| Type | Core | | | | |
| Credits | 4 | | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 | |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|---|---|-----------------|---------|
| 1 | Recall the tenets of American Literature introduced earlier in the previous semesters | R | 1 |
| 2 | Identify specific historical markers that have influenced American literature | R | 1 |
| 3 | Interpret the socio cultural impact on the works | R | 1 |
| 4 | Compare the common threads of thought in American History(eg. Slavery in all genres) | U | 1 |
| 5 | Examine the concepts involved in staging the play | U | 4 |
| 6 | Illustrate the various features in the novel | U | 2 |
| 7 | Assess the texts as a cultural critique | An | 7 |
| 8 | Evaluate the units of study against the standards of culture | E | 7 |
| 9 | Recreate dialogues from the text | C | 4 |
| 10 | Enact parts from the text | C | 4 |
| 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 1 Prose | | |
| 1.1 | History of America: Before and After British Colonialism | 2 | 1 |
| 1.2 | Cultural Heritage of America | 1 | 1 |
| 1.3 | Shaping the American Psyche | 2 | 2 |
| 1.4 | M. H Abrams: Periods of American Literature in <i>A Glossary of Literary Terms</i> | 2 | 2,4 |
| 1.5 | Robert E. Spiller: The Last Frontier in <i>The Cycle of American Literature</i> | 2 | 2,4 |
| 1.6 | The transcendentalists: Emerson and Thoreau | 1 | 2 |
| 1.7 | Ralph Waldo Emerson: Gifts | 3 | |
| 1.8 | The legacy of the Black American | 1 | 1,2 |
| 1.9 | James Baldwin: If Black English isn't Language, then Tell me, What is? | 3 | 2 |
| 1.10 | American Writing Today | 1 | 1,2,3 |
| 2.0 | Module 2 Poetry | | |
| 2.1 | History of American Poetry | 1 | 1,2 |
| 2.2 | Critical analysis of Walt Whitman: I Hear America Singing | 2 | 2,4 |

| | | | |
|------------|---|---|-------|
| 2.3 | Critical analysis of Dickinson: I Dwell in Possibility | 2 | 2,4 |
| 2.4 | Critical analysis of Robert Frost: Love and a Question | 2 | 2,4 |
| 2.5 | Critical analysis of e. e. cummings: Let's Live Suddenly without Thinking | 2 | 2,4 |
| 2.6 | Critical analysis of Langston Hughes: Let America be America Again | 2 | 2,4 |
| 2.7 | Critical analysis of Allen Ginsberg: A Supermarket in California | 2 | 2,4 |
| 2.8 | Critical analysis of Adrienne Rich: In a Classroom | 2 | 2,4 |
| 2.9 | Critical analysis of Marianne Moore: Poetry | 2 | 2,4 |
| 2.10 | Overview of American Poetry, American Poetry today | 1 | 5 |
| 3.0 | Module 3 Short Story | | |
| 3.1 | The history of American short story | 1 | 1 |
| 3.2 | Critical analysis of Nathaniel Hawthorne: My Kinsman, Major Molineux | 2 | 2,4 |
| 3.3 | Critical analysis of Edgar Allan Poe: The Purloined Letter | 2 | 2,4 |
| 3.4 | Critical analysis of Mark Twain: How I Edited an Agricultural Paper | 2 | 2,4 |
| 3.5 | Critical analysis of Leslie Marmon Silko: Lullaby | 2 | 2,4 |
| 3.6 | Critical analysis of Kate Chopin: A Respectable Woman | 2 | 2,4 |
| 3.7 | Rereading American Gothic w r t Hawthorne, Poe | 2 | 2,4,3 |
| 3.8 | Reading American Slave Movement w r t Mark Twain's Fiction | 2 | 2,4,3 |
| 3.9 | Reading Women's Writing in America w r t Chopin | 2 | 2,4,3 |
| 3.10 | American writing today | 1 | 3 |
| 4.0 | Module 4 Drama | | |
| 4.1 | A brief history of the evolution of American Drama | 1 | 1 |
| 4.2 | Understanding Arthur Miller | 1 | 1 |
| 4.3 | History of Salem Witch Hunt | 1 | 2 |
| 4.4 | Textual reading of Crucibles | 6 | 2 |
| 4.5 | Critical approaches to Crucibles | 3 | 2,3 |
| 4.6 | Witches, witchcraft and literature | 1 | 2,3,4 |
| 4.7 | Understanding the staging of crucibles | 1 | 2 |
| 4.8 | Are witches around us today? Group Discussion | 1 | 6 |
| 4.9 | Watch movie Crucibles | 2 | 2 |
| 4.10 | Overview | 1 | 4 |
| 5.0 | Module 5 Novel | | |
| 5.1 | History of American fiction | 1 | 1 |
| 5.2 | To Kill a Mocking Bird as a modern American classic | 1 | 2 |
| 5.3 | Textual Analysis: To Kill a Mockingbird | 6 | 2,4 |
| 5.4 | Critical Analysis of the text | 3 | 2,4,5 |
| 5.5 | To Kill a Mockingbird as a historical text | 1 | 2,3 |
| 5.6 | Discussion on Go Set a Watchman | 1 | 3 |

| | | | |
|------|---|---|-----|
| 5.7 | Recreating characters of Atticus Finch, Scout and Jem | 1 | 6 |
| 5.8 | Group Discussion on Slavery: From the Past to the Present | 1 | 3,4 |
| 5.9 | Watching the movie To Kill a Mockingbird | 2 | 2 |
| 5.10 | Overview | 1 | 1,2 |

Core Text: *American Literature*

| Course | Details | | | |
|----------------------|--------------------------------|----|-------------|---|
| Code | EN1816114 | | | |
| Title | <i>Modern World Literature</i> | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 3/VI | | | |
| Type | Core | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|---|--|-----------------|---------|
| 1 | Recall the literatures known to the students and place it in geographical context. | R | 1 |
| 2 | Locate the changing trends in modern world literatures. | R | 1 |
| 3 | Identify/ Name the major proponents and works of modern world literatures. | R | 1 |
| 4 | Define the basic tenets of modern world literatures. | R | 1 |
| 6 | Contrast the essential differences between literatures from different parts of the world. | U | 2 |
| 7 | Explain the plot, themes and literary techniques. | U | 2 |
| 8 | Describe the features of translated works. | U | 2 |
| 9 | Illustrate , from the prescribed works, various features and techniques employed in story making. | Ap | 2 |
| 10 | Apply the various theoretical elements on any given literary text. | Ap | 2 |
| 11 | Compare/ Contrast the differences in narrative pattern and characterization. | An | 4 |
| 12 | Evaluate the units of study against standards of literature and culture. | E | 3 |
| 13 | Create a dramatic representation | C | 4 |
| 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 1 [Poetry] | 18 | |
| 1.1 | Background and history of the poems | 6 | 1,2,8 |
| 1.2 | Detailed textual analysis with stress on imagery, meter and tone | 6 | 7 |
| 1.3 | Interpreting the poem | 6 | 12,11 |
| 2.0 | Module 2 [Short Stories:European] | 18 | |
| 2.1 | The geographical context of the stories | 4 | 1,2 |
| 2.2 | Background and history of the stories | 2 | 1,2,3 |
| 2.3 | In-depth textual analysis with stress on finding the agency, motifs and themes | 10 | 9,11 |
| 2.4 | Comparing the texts | 2 | 12,11 |
| 3.0 | Module 3 [Short Stories: Non-European] | 18 | |
| 3.1 | The geographical context of the stories | 4 | 1,2,8 |
| 3.2 | Background and history of the stories | 2 | 1,2,3 |
| 3.3 | In-depth textual analysis with stress on finding the agency, motifs and themes | 10 | 9,12 |
| 3.4 | Comparing the texts | 2 | 11 |
| 4.0 | Module 4 [Novel] | 18 | |
| 4.1 | The geographical context of the Novel | 2 | 1,2,8 |
| 4.2 | Background and history of the Novel | 4 | 1,2,3 |
| 4.3 | In-depth textual analysis with stress on finding the agency, motifs and themes. | 12 | 12,11 |
| 5.0 | Module 5 [Drama] | 18 | |
| 5.1 | Introduce drama as a genre | 2 | 1,2 |
| 5.2 | Background of the drama | 1 | 7 |
| 5.3 | Intensive scene-by-scene analysis | 12 | 10,11,12 |
| 5.4 | Drama presentation | 3 | 13,11 |

Core Text: *Modern World Literature*

| Course | Details |
|----------------------|----------------|
| Code | EN1816801 |
| Title | Project |
| Degree | BA |
| Branch(s) | English |
| Year/Semester | 3/VI |
| Type | Core |
| Credits | 4 |
| No. of Contact Hours | 18 |

The project will be based on areas dealing with language and literature. The student, in consultation with the supervising teacher, has to select core material(s) which is outside the prescribed materials in the syllabus.

Films and literary texts may be analysed using theoretical perspectives.

MLA Handbook Edition 8 is to be followed for formatting specifications.

The expected pages for a UG project will be 30 to 35. It should contain three chapters of almost equal length (8 to 10 pages), and in addition, there can be two short sections (2 to 3 pages), as Introduction and Conclusion.

A list of Works Cited should be at the end of the dissertation.

Appendix may be included if necessary.

COMMON COURSES OFFERED FOR B.A., B.Sc. AND B.COM PROGRAMMES

| Course | Details | | | |
|----------------------|-------------------------------|----|-------------|---|
| Code | EN1811501 | | | |
| Title | Fine-tune Your English | | | |
| Degree | BA, B. Sc., B. Com. | | | |
| Branch(s) | ENGLISH | | | |
| Year/Semester | 1/I | | | |
| Type | COMMON | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--------|--|-----------------|---------|
| 1 | Recognize the terms and concepts of elementary grammar | R | PSO-LG |
| 2 | Locate the elements of language and grammar studied in earlier classes | U | PSO-LG |
| 3 | Generalise the principles evolved through study and practice of individual elements and examples of grammar | U | PSO-LG |
| 4 | Identify the principles of language | U | PSO-LG |
| 5 | Outline the methods of using the various levels of language for conversation, documenting, speaking and other forms of communication and correspondence | U | PSO-LG |
| 6 | Analyse the situations where different grammatical units are used | An | PSO-LG |
| 7 | Contrast/ Compare the different usages with a grasp of their applications | An | PSO-LG |
| 8 | Determine the appropriate usages to be employed in various aspects of the use of language | E | PSO-LG |

| Module | Course Description | Hrs | CO.No. |
|---------------|--|------------|---------------|
| 1.0 | Module 1 - Word- classes and related topics | 18 | |
| 1.1 | Understanding the verb | 2 | 1,2, 3 |
| 1.2 | Understanding the auxiliary verbs | 2 | 1,2, 3, 4, 5 |
| 1.3 | Understanding adverbs | 2 | 1,2, 3,4 |
| 1.4 | Understanding pronouns | 2 | 1,2, 3,4 |
| 1.5 | The reflexive pronouns | 2 | 1,2,3 |
| 1.6 | The articles | 2 | 1,2, 3,4 |
| 1.7 | The adjective | 2 | 1,2, 3,4 |
| 1.8 | Phrasal verbs | 2 | 1,2,3 |
| 1.9 | The prepositions | 2 | 1,2, 3,4 |
| 2.0 | Module 2: The sentence and its structure | 18 | |
| 2.1 | How to write effective sentences | 2 | 1,2,3 |
| 2.2 | Phrases – What are they? | 2 | 1,2, 3,4 |
| 2.3 | The noun clauses | 2 | 4, 5 |
| 2.4 | The adverb clause | 2 | 1,2, 3,4 |
| 2.5 | “If all the trees were Bread and Cheese” – conditional clause | 2 | 1,2,3 |
| 2.6 | The relative clause | 2 | 1,2,3,4 |
| 2.7 | How clauses are conjoined | 3 | 2,3,4 |
| 2.8 | Concord | 3 | 1,3 |
| 3.0 | Vocabulary development and understanding the common mistakes. | 18 | |
| 3.1 | A political crisis | 2 | 1,8 |
| 3.2 | Errors, common and uncommon | 2 | 1,2,8 |
| 3.3 | Have a hearty meal | 2 | 1,7,8 |
| 3.4 | Using the specific word | 2 | 1,7,8 |
| 3.5 | Body vocabulary | 2 | 1,7,8 |
| 3.6 | The irreplaceable word | 2 | 1,7,8 |
| 3.7 | Shades of meaning | 2 | 1,7,8 |
| 3.8 | Confusing pairs | 1 | 1,7,8 |
| 3.9 | What is the difference | 1 | 1,7,8 |
| 3.10 | Animal expressions (idioms) | 2 | |
| 4.0 | Tenses , interrogatives and negatives | 18 | |
| 4.1 | “ Presentness ‘ and Present tenses | 2 | 1,2,3,7,8 |
| 4.2 | The ‘Presentness’ of a past action | 2 | 1,2,3,7,8 |
| 4.3 | Futurity in English | 2 | 1,2,3,7,8 |
| 4.4 | Passivisation | 2 | 1,2,3,7,8 |
| 4.5 | Negatives | 2 | 1,2,3,7,8 |
| 4.6 | How to frame questions | 2 | 1,2,3,7,8 |
| 4.7 | What’s what ? | 3 | 1,2,3,7,8 |
| 4.8 | The question tag | 3 | 1,2,3,7,8 |

| | | | |
|------------|--|-----------|-------------|
| 5.0 | Enhancing the writing skills | 18 | |
| 5.1 | Letter writing (formal and informal) | 4 | 1,2,3,7,8 |
| 5.2 | Resume' and CV | 3 | 1,2,3,7,8 |
| 5.3 | Book review and movie review | 4 | 1,2,3,7,8 |
| 5.4 | Conversational English (should include telephone etiquette , small talk , taking appointments etc.) | 5 | 1,2,3,7,8 |
| 5.5 | Essay writing | 2 | 1,2,3,6,7,8 |

Core Text: *Fine-tune Your English* by Dr Mathew Joseph. Orient Blackswan and Mahatma Gandhi University

| Course | | Details | | | |
|----------------------|-----------------------------|---------|-------------|---|--|
| Code | EN1811502 | | | | |
| Title | PEARLS FROM THE DEEP | | | | |
| Degree | BA, B. Sc | | | | |
| Branch(s) | ENGLISH | | | | |
| Year/Semester | 1/I | | | | |
| Type | COMMON | | | | |
| Credits | 3 | | | | |
| No. of Contact Hours | Total hours | 72 | Hours /week | 4 | |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--------|---|-----------------|---------|
| 1 | Recall the short stories and poems they have studied in their previous years and the message they carry with it. | R | PSO-LG |
| 2 | Locate the different works they have come across specific categories of writing | U | PSO-LG |
| 3 | Identify the seriousness of learning some of the renowned works of the pioneers of literature | U | PSO-LG |
| 4 | Analyse the lives they have come across the text in the context of their awareness of the real world. | An | PSO-LG |
| 5 | Contrast/ Compare the genres of literature they have learnt so far. | An | PSO-LG |

| Module | Course Description | Hrs | CO.No. |
|------------|--|-----------|------------|
| 1.0 | FICTION | 18 | |
| 1.1 | Textual study and analysis :The Old Man and the Sea | 12 | 1,2, 3 |
| 1.2 | Thematic analysis | 3 | 4, 5 |
| 1.3 | Study of main characters | 3 | 4 |
| 2.0 | ONE-ACT PLAY | 18 | |
| 2.1 | Textual analysis of Refund | 2 | 1,2,3 |
| 2.2 | Characterisation in Refund | 2 | 4 |
| 2.3 | Major themes in Refund | 2 | 4, 5 |
| 2.4 | Textual study and analysis of The Refugee | 2 | 1,2,3 |
| 2.5 | Major characters in The Refugee | 2 | 4 |
| 2.6 | The plight/social condition in The Refugee | 2 | 3 |
| 2.7 | Textual Analysis and study of The Boy comes Home | 2 | 1,2,3 |
| 2.8 | Characterisation in The Boy comes Home | 2 | 4 |
| 2.9 | Major themes in The Boy comes Home | 2 | 4, 5 |
| 3.0 | SHORT STORIES | 18 | |
| 3.1 | Two Friends- Guy De Maupassant Textual Study and Analysis (Total 5 Hours) | 5 | 1, 2, 3, 4 |
| 3.2 | The Gift of Magi- O. Henry Textual Study and Analysis (Total 5 Hours) | 4 | 1, 2, 3, 4 |

| | | | |
|------------|--|-----------|------------|
| 3.3 | Sparrows- K.A. Abbas Textual study and analysis (Total 5 Hours) | 4 | 1, 2, 3, 4 |
| 3.5 | Valiant Vicky, The Weaver- Flora Annie Steel Textual Study and analysis (Total 5 Hours) | 5 | 1, 2, 3, 4 |
| 4.0 | POEM | 18 | |
| 4.1 | The Chance of Humming- MawlanaJalaluddin Rumi Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 4.2 | Lochinvar- Sir Walter Scott Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 4.3 | La Belle Dame Sans Merci- John Keats Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 4.4 | After Apple Picking- Robert Frost Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 4.5 | Refugee Mother and Child – Chinua Achebe Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 4.6 | My Grandmother’s House Ted- Kamala Das Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 4.7 | Jaguar-Ted Hughes Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 4.8 | Tonight I can Write the Saddest Lines- Pablo Neruda Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 4.9 | How Simple- PP Ramachandran Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |

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

| Course | Details | | | |
|----------------------|---------------------------|----|-------------|---|
| Code | EN1812503 | | | |
| Title | Issues that Matter | | | |
| Degree | BA/ B Sc/ B Com | | | |
| Branch(s) | ENGLISH | | | |
| Year/Semester | 1/II | | | |
| Type | Common | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|---|---|-----------------|---------|
| 1 | Examine the psychological burden and human cost of war | An | PSO-LG |
| 2 | Debate the common biases, assumptions and judgements regarding the preservation of censorship | E | PSO-LG |
| 3 | Examine realities without fear of peer pressure/censure | Ap | PSO-LG |
| 4 | Recognise connection between theoretical learning in classrooms to current developments in the world and relate to their everyday life experiences | R | PSO-LG |
| 5 | Recite the poem by giving focus to the tone and mood | R | PSO-LG |
| 6 | Predict the future consequences of mans attack over biodiversity | C | PSO-LG |
| 7 | Discuss the serious need to preserve the natural resources | E | PSO-LG |
| 8 | Describe various notions of refugee problem thus derive understanding of refugee category. | R | PSO-LG |
| 9 | Critique the treatment of marginalised communities all over the world with the study of contemporary issues | E | PSO-LG |
| 10 | Imagine impactfully, clearly and accurately based on their reading of the texts selected from some of the respected writers | C | PSO-LG |
| 11. | Relate theoretical learning to current developments in the world and to their everyday experiences | R | PSO-LG |
| 12 | Formulate reasoning skills to discriminate and form informed opinions on issues that are relevant | C | PSO-LG |
| 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 | War and its Aftermath | 18 | |
| 1.1 | Fictional/factual war stories | 1 | 4 |
| 1.2 | Horrific consequences, trauma of soldiers and survivors at Hiroshima | 1 | 2,4 |
| 1.3 | Introduction to the author Kenzaburo Oe | 1 | 1 |
| 1.4 | Textual reading and analysis: “The Unsundered People” | 3 | 1 |
| 1.5 | Analysis of the title, use of metaphors | 2 | 4,5 |
| 1.6 | Evaluate the major themes | 1 | 5 |
| 1.7 | Introduction to the poet Judith Wright- Background information of the poem: “The Old Prison” | 1 | 1,2,4 |
| 1.8 | Recitation and analysis of the poem | 2 | 1,4 |
| 1.9 | Analysis of images and poetic techniques | 1 | 4 |
| 1.10 | Introduction to the author and evaluate the setting : “War” | 1 | 1,4 |
| 1.11 | Textual reading and analysis | 2 | 1,4 |
| 1.12 | Conflict and themes raised through “War” | 2 | 5,4,3 |
| 2.0 | The Consequences of Dissension | 18 | |
| 2.1 | Analysis of the long history of dissenters | 1 | 4 |
| 2.2 | Enunciate the cause of free speech and the role of dissenters in a healthy society | 1 | 3,4 |
| 2.3 | Textual reading an analysis: “On Censorship” | 2 | 1 |
| 2.4 | Textual reading and analysis: “Peril” | 2 | 1 |
| 2.5 | Critical examination and encouragement of the concerns in the essays | 3 | 2,3,4 |
| 2.6 | Introduction to the poet Bertolt Brecht | 1 | 1 |
| 2.9 | Evaluate the background – History of Nazi regime | 1 | 2,3 |
| 2.10 | Recitation and analysis of the poem: “The Burning of the Books” | 3 | 1,4 |
| 2.11 | Tone and choice of words | 2 | 4,3 |
| 2.12 | Discussion on provoking deeper questioning of common biases in the extracts | 2 | 5,6,2 |
| 3.0 | Of Culture, Identity and Tradition | 18 | |
| 3.1 | Identify different socio-cultural and traditional moorings | 1 | 2,1 |
| 3.2 | Evaluate the existential crisis of mariginalised subaltern groups | 1 | 4,5 |
| 3.3 | History of the literature of resistance | 1 | 1,2 |
| 3.4 | Introduction to the author- textual reading : “The Poisoned Bread” | 3 | 1 |
| 3.5 | Analysis of the predicament of the lower castes and emergence of empowered consciousness | 1 | 4 |
| 3.6 | Introduction to the author: Zitkala Sa | 1 | 1 |
| 3.7 | Textual reading and analysis: “A Trip Westward” | 2 | 1 |
| 3.8 | Elicit the themes of the passage | 2 | 4,2 |
| 3.9 | Introduction to the author TemsulaAo | 1 | 1 |
| 3.10 | Textual Reading : “The Pot Maker” | 3 | 4 |
| 3.11 | Critical analysis the theme of tribal value system | 1 | 1,4 |
| 3.12 | Evaluate the literature to reclaim and reinforce | 1 | 4 |

| | | | |
|------------|---|----|-------|
| | native culture. | | |
| 4.0 | Environmental issues | 18 | |
| 4.1 | Various environment matters, issues of survival and ecologic conservation, human attack over nature | 1 | 1,2,4 |
| 4.2 | Introduction to the essayist Rachel Carson | 1 | 1 |
| 4.3 | Reading the essay and analysis | 4 | 4,2 |
| 4.4 | Critically evaluate the need of preservation of biodiversity | 1 | 4,5 |
| 4.5 | Formulate measures to halt the destruction of earth's natural ecosystems | 1 | 6,3 |
| 4.6 | Introduction to the poet | 1 | 1 |
| 4.7 | Recitation and analysis of the poem "On killing a Tree" | 2 | 1,4 |
| 4.8 | Evaluate the connection between living things and nature | 1 | 4 |
| 4.9 | Assess the major themes of the poem | 1 | 1,4,3 |
| 4.10 | Examination of water as the elixir of life | 1 | 1,3 |
| 4.11 | Introduction to the writer Sarah Joseph | 1 | 1 |
| 4.12 | Textual reading and analysis | 2 | 4 |
| 4.13 | Analyse the need to preserve and value the various gifts of nature | 1 | 4 |
| 5.0 | Being a Refugee | 18 | |
| 5.1 | Narratives about the experience of refugees- young and old | 1 | 1,2 |
| 5.2 | Textual reading of the essay | 4 | 1 |
| 5.3 | Analysis of the key concepts | 1 | 4,5 |
| 5.4 | Evaluate the role of culture and identity in understanding refugeeism | 1 | 5 |
| 5.5 | Introduction to the poet W H Auden | 1 | 1 |
| 5.6 | Assess the experience and baffling ironies of life faced by German refugees | 1 | 1,2 |
| 5.7 | Textual study and analysis | 2 | 1 |
| 5.8 | Evaluate the contemporariness and relevance of the situation described in the poem | 1 | 5 |
| 5.9 | Introduction to the author GhassanKanafani | 1 | 1 |
| 5.10 | Analysis of the situation of disenfranchised Palestinians | 1 | 1,4 |
| 5.11 | Textual study | 2 | 1 |
| 5.12 | Critical analysis of the constraints of the condition of refugees | 1 | 4 |
| 5.13 | Formulate conclusions over the treatment of irony and humanity | 1 | 4 |

Core Text: ISSUES THAT MATTER

| Course | Details | | | |
|----------------------|-------------------------------|----|-------------|---|
| Code | EN1812504 | | | |
| Title | Savouring The Classics | | | |
| Degree | BA/ B Sc | | | |
| Branch(s) | ENGLISH | | | |
| Year/Semester | 1/II | | | |
| Type | Common | | | |
| Credits | 3 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|---|--|-----------------|---------|
| 1 | Recall the early history of classics- “time-testedness” over the ages, depicting universal human conditions | R | PSO-LG |
| 2 | Recognise important Classic writers (novelists, poets, playwrights) | R | PSO-LG |
| 3 | Recite selected portions from Classic poems | R | PSO-LG |
| 4 | Analyse various literary features of Classic writing | An | PSO-LG |
| 5 | Assess/discuss the norms of philosophy based on life | E | PSO-LG |
| 6 | Identify/locate different poetic/dramatic techniques used in the texts | R | PSO-LG |
| 7 | Examine/Illustrate the Classic texts held as a mirrored reflection of the society | Ap | PSO-LG |
| 8 | Hypothesize the elements that highlight the quality of the text | C | PSO-LG |
| 9 | Discuss the setting , characters and plot of the texts | E | PSO-LG |
| 10 | Enact the various sections from the plays with modification of the setting/time period | C | PSO-LG |
| 11 | Compare /identify different texts of the same genre | Ap | PSO-LG |
| 12 | Formulate an idea about the period in which the texts are set | C | PSO-LG |
| 13. | Recognise different features of the text prescribed thus enriching oneself with new knowledge | R | PSO-LG |
| 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 | Poems | 18 | |
| 1.1 | History of classics | 1 | 1,4 |
| 1.2 | Introduction to Homer | 1 | 2,4,5 |
| 1.3 | Background of the poem : “The Odessey” | 1 | 1 |
| 1.4 | Recitation and analysis | 3 | 1,4 |
| 1.5 | Analysis of the literary features | 1 | 4,5 |
| 1.6 | Introduction to Kalidasa | 1 | 1,2 |
| 1.7 | Analysis of the plot | 1 | 2 |
| 1.8 | Recitation and review the philosophy of life: “Rubaiyat”and “Lovely is Youth “ | 2 | 1,4,2 |
| 1.9 | Evaluate the key aspects of nature, beauty and life | 1 | 5 |
| 1.10 | Introduction to Dante | 1 | 1 |
| 1.11 | Textual recitation: “Divine Comedy” | 2 | 1 |
| 1.12 | Allegorical representation and metaphors in the poem | 1 | 2,3 |
| 1.13 | Introduction to the poet and recitation “On His Blindness” | 1 | 1 |
| 1.14 | Analysis of the major themes | 1 | 4 |
| 2.0 | Shakespearean Excerpts | 18 | |
| 2.1 | History of Drama | 1 | 1,2 |
| 2.2 | Introduction to Shakespeare | 1 | 2 |
| 2.3 | Background of the play : “Romeo and Juliet” | 1 | 1,2,4 |
| 2.4 | Textual study and analysis | 4 | 1 |
| 2.5 | Critical examination of the dramatic techniques | 1 | 1,3,5 |
| 2.6 | Performance practice of the play | 2 | 6,1 |
| 2.7 | Introduction to “Merchant of Venice” | 2 | 1 |
| 2.8 | Textual study and analysis | 5 | 1,4 |
| 2.9 | Evaluate the use of ‘words’ both logically and literally | 1 | 5,6,1 |
| 3.0 | Novel Excerpts | 18 | |
| 3.2 | Introduction to Cervantes-Study of the text “Don Quixote” Chapter VIII | 3 | 1,2,3 |
| 3.3 | Evaluate the various norms of chivalry and analysis of the characters | 1 | 5,4 |
| 3.5 | Textual study: Sections from “Gulliver’s Travels” (Story of Adventures in Lilliput) | 7 | 1 |
| 3.9 | Introduction to the author and familiarity of the characters “Pride and Prejudice” | 1 | 1,2 |
| 3.10 | Analysis of the text | 6 | 4 |
| 4.0 | Short fiction | 18 | |
| 4.1 | Introduction to Rabindranath Tagore | 1 | 1 |
| 4.2 | Textual study and analysis of the title “Kabuliwala” | 1 | 1,2,4 |
| 4.3 | Critical evaluation of major themes | 1 | 5,4 |
| 4.4 | Introduction to the style of Leo Tolstoy | 1 | 1 |
| 4.5 | Textual study: How Much Land Does a Man Need?” | 4 | 2,4 |
| 4.11 | Evaluate the relationship between man and land | 1 | 5,4 |
| 4.12 | Trace the style of Charles Dickens | 1 | 1 |

| | | | |
|------|---|---|-----|
| 4.13 | Textual study: “The Black Veil” | 3 | 1,3 |
| 4.14 | Frame conclusions on the social commentary | 1 | 5,6 |
| 4.15 | Introduction to the author and background information | 1 | 1,2 |
| 4.16 | Study of the text: “The Shape of the Sword” | 2 | 1 |
| 4.17 | Develop skills to analyse confessional elements in the text | 1 | 4,5 |

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*

| Course | | Details | | |
|----------------------|-----------------------------------|---------|-------------|---|
| Code | EN3CCT05 | | | |
| Title | Literature and/as Identity | | | |
| Degree | BA | | | |
| Branch(s) | English | | | |
| Year/Semester | 2/III | | | |
| Type | Common | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Total hours | 90 | Hours /week | 5 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--------|--|-----------------|---------|
| 1 | Recall the issues of refugee and cross border cases which they have studied earlier and will thereby understand the need of a literary representation of the so called genre. | R | PSO-LG |
| 2 | Locate different works they have come across under specific categories of writing | R | PSO-LG |
| 3 | Identify the seriousness of the issues encountered by people of different ethnicities apart from race and gender | R | PSO-LG |
| 4 | Explain the extent of the sufferings which people have been through in their lifetime. | U | PSO-LG |
| 5 | Compare/ Contrast the genres of literature they have learned/read so far. | An | PSO-LG |

| Module | Course Description | Hrs | CO.No. |
|------------|---|-----------|--------|
| 1.0 | DIASPORIC IDENTITIES | 18 | |
| 1.1 | What is meant by Diaspora? Works related to diasporic identities. | 1 | 1 |
| 1.2 | Disturbances which keeps on affecting the normal life of Kashmiris | 1 | 1 |
| 1.3 | I See Kashmir from New Delhi at Midnight- Agha Shahid Ali | 2 | 2 |
| 1.4 | Textual Study and Analysis (Total 3 hours) | 1 | 5 |
| 1.5 | Leaving- M.G. Vassanji Textual Study and Analysis | 3 | 2 |
| 1.6 | Similarity of issues across the Indian subcontinent | 2 | 1 |
| 1.7 | At the Lahore Karhai- Imtiaz Dharker | 3 | 2 |
| 1.8 | Movies which has depicted Diasporic issues | 2 | 1 |
| 1.9 | A review on the movie 'The Namesake' based on the novel of the same name by Jhumpa Lahiri | 1 | 2 |
| 1.10 | Indian Movie, New Jersey- Chitra Banerjee | 2 | 5 |

| | | | |
|------------|---|-----------|-----|
| | Divakaruni Textual Study and Analysis | | |
| 2.0 | SOUTH ASIAN IDENTITIES | 18 | |
| 2.1 | Issues of conflicting identities related to the South Asian countries | 1 | 1 |
| 2.2 | No State, No Dog- C.V. Velupillai | 3 | 1 |
| 2.3 | Textual Study and Analysis (Total 4 hours) | 1 | 5 |
| 2.4 | Problems encountered by people of different ethnicities | 2 | 1 |
| 2.5 | The Dog of Tetwal- Sadat HasanManto | 3 | 2 |
| 2.6 | Textual Study and Analysis (Total 3 Hours) | 1 | 5 |
| 2.7 | Issues are there around the globe; it needs a proper addressing | 2 | 1 |
| 2.8 | A Chronicle of the Peacocks- IntizarHussain | 2 | 1 |
| 2.9 | Refugee and other related issues which disrupts the peaceful atmosphere of the South Asian Countries | 1 | 2 |
| 2.10 | Double War- Selina Hosain Textual Study and Analysis(Total 2 Hours) | 2 | 1 |
| 3.0 | LIFE WRITINGS | 18 | |
| 3.1 | A general introduction to life writings like biography, autobiography and memoirs | 2 | 1 |
| 3.2 | Nightmare- Malcolm X | 5 | 1 |
| 3.3 | Textual Study and Analysis (Total 7 hours) | 2 | 5 |
| 3.4 | A discussion on women writers who has portrayed the issue in a very composed manner | 2 | 1 |
| 3.5 | Learning to be a mother- Shashi Deshpande | 5 | 2 |
| 3.6 | Textual Study and Analysis (Total 7 hours) | 2 | 5 |
| 4.0 | INDIGENOUS IDENTITIES | 18 | |
| 4.1 | Tribal literature and its relevance in today's world | 2 | 1 |
| 4.2 | Binti, the Santhal creation song of cosmology Textual Study and Analysis (Total 2 hours) | 2 | 2,5 |
| 4.3 | The Bhilli Mahabharat - Textual Study and Analysis (Total 3 hours) | 3 | 5 |
| 4.4 | Garwali Songs - Textual Study and Analysis (Total 2 Hours) | 2 | 1,5 |
| 4.5 | Nigerian writers and their contribution to African Literature (Chinua Achebe, ChimamandaNgoziAdichie, J. M. Coetzee, NgugiWaThiongoetc) | 2 | 1 |
| 4.6 | The Palm Wine Drunkard- Amos Tutuola | 5 | 1 |
| 4.7 | Textual Study and Analysis (Total 7 Hours) | 2 | 5 |
| 5.0 | ALTER IDENTITIES | 18 | |
| 5.1 | Issues of identity among the whites | 2 | 1 |

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|-----|--|---|-----|
| 5.2 | The Birth Mark-Nathaniel Hawthorne | 5 | 2 |
| 5.3 | Textual Study and Analysis (Total 6 Hours) | 1 | 5 |
| 5.4 | The Boy Who Painted Christ Black- John Henrik Clarke | 5 | 1,2 |
| 5.5 | Textual Study and Analysis (Total 6 hours) | 1 | 5 |
| 5.6 | The Girl on the Train- Ruskin Bond | 3 | 1 |
| 5.7 | Textual Study and Analysis (Total 4 hours) | 1 | 5 |

Core Text: *Literature and/as Identity*

| Course | | Details | | |
|----------------------|---|---------|-------------|----|
| Code | EN1813506 | | | |
| Title | Common Course 3 for Model 1 B. Com. - Gems from the Deep | | | |
| Degree | B Com | | | |
| Branch(s) | ENGLISH | | | |
| Year/Semester | 2/3 | | | |
| Type | COMMON | | | |
| Credits | 3 | | | |
| No. of Contact Hours | Hours/week | 3 | Total hours | 54 |

| CO No. | Expected Course Outcomes <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--------|---|-----------------|---------|
| 1 | Recall the short stories and poems they have studied in their previous years and the message they carry with it. | R | PSO-LG |
| 2 | Locate the different works they have come across specific categories of writing | U | PSO-LG |
| 3 | Identify the seriousness of learning some of the renowned works of the pioneers of literature | U | PSO-LG |
| 4 | Analyse the lives they have come across the text in the context of their awareness of the real world. | An | PSO-LG |
| 5 | Contrast/ Compare the genres of literature they have learnt so far. | An | PSO-LG |

| Module | Course Description | Hrs | CO.No. |
|------------|--|-----------|------------|
| 1.0 | FICTION | 18 | |
| 1.1 | Textual study and analysis :The Old Man and the Sea | 12 | 1,2, 3 |
| 1.2 | Thematic analysis | 3 | 4, 5 |
| 1.3 | Study of main characters | 3 | 4 |
| 2.0 | SHORT STORIES | 18 | |
| 2.1 | Two Friends- Guy De Maupassant Textual Study and Analysis (Total 5 Hours) | 5 | 1, 2, 3, 4 |
| 2.2 | The Gift of Magi- O. Henry Textual Study and Analysis (Total 5 Hours) | 4 | 1, 2, 3, 4 |
| 2.3 | Sparrows- K.A. Abbas Textual study and analysis (Total 5 Hours) | 4 | 1, 2, 3, 4 |
| 2.4 | Valiant Vicky, The Weaver- Flora Annie Steel Textual Study and analysis (Total 5 Hours) | 5 | 1, 2, 3, 4 |
| 3.0 | POEM | 18 | |
| 3.1 | The Chance of Humming- MewlanaJalaluddin Rumi Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 3.2 | Lochinvar- Sir Walter Scott Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |

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|-----|--|---|---------------|
| 3.3 | La Belle Dame Sans Merci- John Keats Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 3.4 | After Apple Picking- Robert Frost Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 3.5 | Refugee Mother and Child – Chinua Achebe Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 3.6 | My Grandmother’s House Ted- Kamala Das Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 3.7 | Jaguar-Ted Hughes Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 3.8 | Tonight I can Write the Saddest Lines- Pablo Neruda Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |
| 3.9 | How Simple- PP Ramachandran Textual Study and Analysis (Total 2 Hours) | 2 | 1, 2, 3, 4 |

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

| Course | | Details | | |
|----------------------|----------------------|---------|-------------|----|
| Code | EN1814507 | | | |
| Title | Illuminations | | | |
| Degree | BA/ B Sc | | | |
| Branch(s) | ENGLISH | | | |
| Semester | 2/IV | | | |
| Type | Common | | | |
| Credits | 4 | | | |
| No. of Contact Hours | Hours/week | 5 | Total hours | 90 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--------|---|-----------------|---------|
| 1 | Recall the works of the pioneers of literature which they have studied earlier and will thereby understand the need of a literary representation of the so called genre. | R | PSO-LG |
| 2 | Locate different works they have come across under specific categories of writing | R | PSO-LG |
| 3 | Identify the effect of literary works which acts as not only a signpost but also to impart the pleasure of learning a different culture and class | R | PSO-LG |
| 4 | Explain the experiences of those writers which has imparted interest among masses. | U | PSO-LG |
| 5 | Contrast/ Compare the genres of literature they have learned/read so far. | An | PSO-LG |

| Module | Course Description | Hrs | CO.No. |
|------------|--|-----------|---------|
| 1.0 | LIFE SKETCHES | 18 | |
| 1.1 | Significance of Life Writings and some of the renowned works | 1 | 1, 2 |
| 1.2 | Three Days to See- Helen Keller - Textual Study | 5 | 2 |
| 1.3 | Analysis | 1 | 3, 4, 5 |
| 1.4 | My Greatest Olympic Prize- Jesse Owens - Textual Study | 5 | 2 |
| 1.5 | Analysis | 1 | 3, 4, 5 |
| 1.6 | Mother Teresa- Dominic Lapierre - Textual Study | 4 | 2 |
| 1.7 | Analysis | 1 | 3, 4, 5 |
| 2.0 | ESSAYS | 18 | |
| 2.1 | General Introduction to the Literary Genre called 'Essays' | 1 | 1, 2 |
| 2.2 | On Reading- Lafcadio Hearn - Textual Study | 5 | 2 |
| 2.3 | Analysis | 1 | 3, 4, 5 |
| 2.4 | Are the Rich Happy?- Stephen Leacock - Textual Study | 4 | 2 |
| 2.5 | Analysis (Total 5 Hours) | 1 | 3, 4, 5 |
| 2.6 | On Courage- A.G. Gardiner - - Textual Study | 5 | 2 |
| 2.7 | Analysis | 1 | 3, 4, 5 |

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|------------|---|-----------|------------|
| 3.0 | SPEECHES | 18 | |
| 3.1 | A general introduction to Speeches by people who changed the course of human consciousness and thought. | 1 | 1, 2 |
| 3.2 | The fringe benefits of failure and the importance of Imagination- J.K. Rowling - Textual Study | 8 | 2 |
| 3.3 | Analysis | 2 | 3, 4, 5 |
| 3.4 | Nobel Lecture- Malala Yousafzai - Textual Study | 6 | 2 |
| 3.5 | Analysis | 1 | 3, 4, 5 |
| 4.0 | SHORT STORIES | 18 | |
| 4.1 | Short Stories and their origin | 2 | 1, 2 |
| 4.2 | The Nightingale and the Rose- Oscar Wilde Textual Study and Analysis | 4 | 2, 3, 4, 5 |
| 4.3 | The Miser- George Orwell: Textual Study and Analysis | 4 | 2, 3, 4, 5 |
| 4.4 | Quality- John Galsworthy: Textual Study and Analysis | 4 | 2, 3, 4, 5 |
| 4.5 | The Beggar and the Baker- Paulo Coelho: Textual Study and Analysis | 4 | 2, 3, 4, 5 |
| 5.0 | POEMS | 18 | |
| 5.1 | A general Introduction to Poetry and its different forms | 1 | 1, 2 |
| 5.2 | Invictus- William Ernest Henley: Textual Study and Analysis | 5 | 2, 3, 4, 5 |
| 5.3 | The Road Not Taken- Robert Frost: Textual Study and Analysis | 5 | 2, 3, 4, 5 |
| 5.4 | Of Good and Evil- Khalil Gibran: Textual Study and Analysis | 4 | 2, 3, 4, 5 |
| 5.5 | Trees- Joyce Kilmer: Textual Study and Analysis | 3 | 2, 3, 4, 5 |

| Course | Details | | | |
|----------------------|--|---|-------------|----|
| Code | EN1814508 | | | |
| Title | Common Course 4 for Model 1 B Com – RELISHING THE CLASSICS | | | |
| Degree | B. Com. | | | |
| Branch(s) | ENGLISH | | | |
| Year/Semester | 2/IV | | | |
| Type | Common | | | |
| Credits | 3 | | | |
| No. of Contact Hours | Hours/week | 4 | Total hours | 72 |

| CO No. | <i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i> | Cognitive Level | PSO No. |
|--------|--|-----------------|---------|
| 1 | Recall the early history of classics- “time-testedness” over the ages, depicting universal human conditions | R | PSO-LG |
| 2 | Recognise important Classic writers (novelists, poets, playwrights) | R | PSO-LG |
| 3 | Recite selected portions from Classic poems | R | PSO-LG |
| 4 | Analyse various literary features of Classic writing | An | PSO-LG |
| 5 | Assess/discuss the norms of philosophy based on life | E | PSO-LG |
| 6 | Identify/locate different poetic/dramatic techniques used in the texts | R | PSO-LG |
| 7 | Examine/Illustrate the Classic texts held as a mirrored reflection of the society | Ap | PSO-LG |
| 8 | Hypothesize the elements that highlight the quality of the text | C | PSO-LG |
| 9 | Discuss the setting , characters and plot of the texts | E | PSO-LG |
| 10 | Enact the various sections from the plays with modification of the setting/time period | C | PSO-LG |
| 11 | Compare /identify different texts of the same genre | Ap | PSO-LG |
| 12 | Formulate an idea about the period in which the texts are set | C | PSO-LG |
| 13. | Recognise different features of the text prescribed thus enriching oneself with new knowledge | R | PSO-LG |

| Module | Course Description | Hrs | CO.No. |
|---------------|---|------------|---------------|
| 1.0 | Poems | 18 | |
| 1.1 | History of classics | 1 | 1,4 |
| 1.2 | Introduction to Homer | 1 | 2,4,5 |
| 1.3 | Background of the poem : “The Odessey” | 1 | 1 |
| 1.4 | Recitation and analysis | 3 | 1,4 |
| 1.5 | Analysis of the literary features | 1 | 4,5 |
| 1.6 | Introduction to Kalidasa | 1 | 1,2 |
| 1.7 | Analysis of the plot | 1 | 2 |
| 1.8 | Recitation and review the philosophy of life: “Rubaiyat” and “Lovely is Youth “ | 2 | 1,4,2 |
| 1.9 | Evaluate the key aspects of nature, beauty and life | 1 | 5 |
| 1.10 | Introduction to Dante | 1 | 1 |
| 1.11 | Textual recitation: “Divine Comedy” | 2 | 1 |
| 1.12 | Allegorical representation and metaphors in the poem | 1 | 2,3 |
| 1.13 | Introduction to the poet and recitation “On His Blindness” | 1 | 1 |
| 1.14 | Analysis of the major themes | 1 | 4 |
| 2.0 | Shakespearean Excerpts | 18 | |
| 2.1 | History of Drama | 1 | 1,2 |
| 2.2 | Introduction to Shakespeare | 1 | 2 |
| 2.3 | Background of the play : “Romeo and Juliet” | 1 | 1,2,4 |
| 2.4 | Textual study and analysis | 4 | 1 |
| 2.5 | Critical examination of the dramatic techniques | 1 | 1,3,5 |
| 2.6 | Performance practice of the play | 2 | 6,1 |
| 2.7 | Introduction to “Merchant of Venice” | 2 | 1 |
| 2.8 | Textual study and analysis | 5 | 1,4 |
| 2.9 | Evaluate the use of ‘words’ both logically and literally | 1 | 5,6,1 |
| 3.0 | Short fiction | 18 | |
| 3.1 | Introduction to Rabindranath Tagore | 1 | 1 |
| 3.2 | Textual study and analysis of the title “Kabuliwala” | 1 | 1,2,4 |
| 3.3 | Critical evaluation of major themes | 1 | 5,4 |
| 3.4 | Introduction to the style of Leo Tolstoy | 1 | 1 |
| 3.5 | Textual study: How Much Land Does a Man Need?” | 4 | 2,4 |
| 3.6 | Evaluate the relationship between man and land | 1 | 5,4 |
| 3.7 | Trace the style of Charles Dickens | 1 | 1 |
| 3.8 | Textual study: “The Black Veil” | 3 | 1,3 |
| 3.9 | Frame conclusions on the social commentary | 1 | 5,6 |
| 3.10 | Introduction to the author and background | 1 | 1,2 |

| | | | |
|------|---|---|-----|
| | information | | |
| 3.11 | Study of the text: “The Shape of the Sword” | 2 | 1 |
| 3.12 | Develop skills to analyse confessional elements in the text | 1 | 4,5 |

Core Text: *Relishing the Classics* (select lessons from *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*

C. Marydas: *Shakespearean Aesthetics for University Wits*