

**ST. JOSEPH'S COLLEGE (AUTONOMOUS),
DEVAGIRI, CALICUT-673008**



**Revised Syllabus
of
B.A. Programme
in
ENGLISH LANGUAGE AND LITERATURE
UNDER CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS - 2019)**

(Effective from 2019 admission onwards)

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COURSES AND CREDITS

Serial No.	COURSE	CREDITS
1	COMMON COURSES	22 +16 = 38
2	CORE COURSES INCLUDING PROJECT & ELECTIVES	63
3	OPEN COURSE	3
4	COMPLEMENTARY COURSES	16
	TOTAL	120
5	AUDIT COURSES	16
6	EXTRA CREDIT ACTIVITIES	4

OUTLINE OF COMMON COURSES IN ENGLISH

Course Code	Title of the Course	No of Hours	No of Credits	Semester
GENG1A01T	Transactions: Essential English Language Skills	72 (4 hrs/wk)	3	1
GENG1A02T	Ways With Words: Literatures in English	90 (5 hrs/wk)	4	1
GENG2A03T	Writing for Academic & Professional Success	72 (4 hrs/wk)	3	2
GENG2A04T	Zeitgeist: Readings on Contemporary Culture	90 (5 hrs/wk)	4	2
GENG3A05T	Signatures: Expressing the Self	90 (5 hrs/wk)	4	3
GENG4A06T	Spectrum: Literature and Contemporary Issues	90 (5 hrs/wk)	4	4

CORE COURSES

Serial No.	COURSE CODE	SEMESTER	TITLE OF THE COURSE	HRS/WK	CREDITS
1	GENG1B01T	1	INTRODUCING LITERATURE	6	5
2	GENG2B02T	2	APPRECIATING POETRY	6	5
3	GENG3B03T	3	APPRECIATING PROSE	4	4
4	GENG3B04T	3	ENGLISH GRAMMAR AND USAGE	5	4
5	GENG4B05T	4	APPRECIATING FICTION	5	4
6	GENG4B06T	4	LITERARY CRITICISM	4	4
7	GENG5B07T	5	APPRECIATING DRAMA AND THEATRE	5	4
8	GENG5B08T	5	LITERARY THEORY	5	4
9	GENG5B09T	5	LANGUAGE AND LINGUISTICS	5	4
10	GENG5B10T	5	INDIAN WRITING IN ENGLISH	5	4
11	GENG6B11T	6	VOICES OF WOMEN	5	4
12	GENG6B12T	6	CLASSICS OF WORLD LITERATURE	5	4
13	GENG6B13T	6	FILM STUDIES	5	4
14	GENG6B14T	6	NEW LITERATURES IN ENGLISH	5	4
15	GENG6E01/02/ 03/04/05/06T	6	ELECTIVE	3	3
16	GENG6B15D/ GENG6B16T	5 & 6	PROJECT/ RESEARCH METHODOLOGY	2	2
			TOTAL		63

Study Tour

Students may be taken on a study tour to any of the premier institutions of language, culture, art, film or media within the country during the Vth or VIth semesters

ELECTIVES

Serial No.	COURSE CODE	SEMESTER	TITLE OF THE COURSE	HRS/WK
1	GENG6E01T	6	LITERATURE OF THE MARGINALIZED	3
2	GENG6E02T	6	DIGITAL LITERATURE AND ENGLISH	3
3	GENG6E03T	6	WRITING FOR THE MEDIA	3
4	GENG6E04T	6	TRANSLATION STUDIES	3
5	GENG6E05T	6	ENGLISH LANGUAGE EDUCATION	3
6	GENG6E06T	6	SHAKESPEARE	3

OPEN COURSES

(FOR STUDENTS OF OTHER DISCIPLINES)

Open Course offers chances for any undergraduate students in an institution to take a course of their own choice, from other disciplines in the same institution.

Serial No.	COURSE CODE	SEMESTER	TITLE OF THE COURSE	HRS/WK	CREDITS
1	GENG5D01T	5	ENGLISH FOR COMPETITIVE EXAMINATIONS	3	3
2	GENG5D02T	5	CREATIVE WRITING IN ENGLISH	3	3
3	GENG5D03T	5	APPRECIATING LITERATURE	3	3

COMPLEMENTARY COURSES

BA English Language & Literature (Aided Programme)

Sl. No.	Code	Name of Course	Credit	Contact Hours/week	Sem
1	GHIS1CO2T	Modern World History from AD 1500 Dawn of Modern Age	2	3	I
2	GHIS1CO3T	Social and Cultural History Britain: Early history of Britain	2	3	I
3	GHIS2CO5T	Modern World History from AD 1500 Revolutionary Transition and Nationalist unrest	2	3	II
4	GHIS2CO6T	Social and Cultural History of Dynastical history of Britain	2	3	II
5	GHIS3CO8T	Modern World History from AD 1500 International Politics and Revival of imperialist rivalry	2	3	III
6	GHIS3CO9T	Social and Cultural History of Britain: England under reforms and transformations	2	3	III
7	GHIS4C11T	Modern World History from AD 1500 post- war challenges	2	3	IV
8	GHIS4C12T	Social and Cultural History of Britain: Britain and world wars	2	3	IV

BA English Language & Literature (Self-Financing Programme)

Sl. No.	Code	Name of Course	Credit	Contact Hours/week	Sem
1	GHIS1CO3T	Social and Cultural History Britain: Early history of Britain	2	3	I
2	GPOL1C01T	INDIAN CONSTITUTION AND POLITICS: Basic Features	2	3	I
3	GHIS2CO6T	Social and Cultural History of Dynastical history of Britain	2	3	II
4	GPOL2C02T	INDIAN CONSTITUTION AND POLITICS: Governmental Structures	2	3	II
5	GHIS3CO9T	Social and Cultural History of Britain: England under reforms and transformations	2	3	III
6	GPOL3C03T	INDIAN CONSTITUTION AND POLITICS: Political Dynamics	2	3	III
7	GHIS4C12T	Social and Cultural History of Britain: Britain and world wars	2	3	IV
8	GPOL4C04T	INDIAN CONSTITUTION AND POLITICS: Federal Dynamics	2	3	IV

ABILITY ENHANCEMENT COURSES/ AUDIT COURSES

These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the University. The students can also attain these credits through online courses like SWAYAM, MOOC etc. (optional). The list of passed students must be sent to the University from the colleges at least before the fifth semester examination. The lists of courses in each semester with credits are given below.

COURSES	SEMESTER	CREDIT
Environment Studies	1	4
Disaster Management	2	4
*Human Rights/Intellectual Property Rights/ Consumer Protection	3	4
*Gender Studies/Gerontology	4	4

*** Department can opt any one of the courses**

Extra Credit Activities

Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Those students who could not join in any of the above activities have to undergo Social Service Programme (SSP). Extra credits are not counted for SGPA or CGPA.

Internal Assessment Framework

Item	Marks /20	Marks/15
Assignments	4	3
Test Paper(s)/ Viva voce	8	6
Seminar/Presentation	4	3
Classroom participation based on attendance	4	3
Total	20	15

*Assignments and Seminars may be given from the FURTHER READING section attached to the syllabus of each course.

Split up of marks for test papers/viva voce

Range of Marks in test paper	Out of 8 (Maximum internal marks is 20)	Out of 6 (Maximum internal marks is 15)
Less than 35%	1	1
35% - 45%	2	2
45% - 55%	3	3
55% - 65%	4	4
65% - 85%	6	5
85% - 100%	8	6

Split up of marks for CRP based on Attendance

Range of Percentage of Attendance	Range of CRP Out of 4 (Maximum internal marks is 20)	Out of 3 (Maximum internal marks is 15)
75% - 79%	1	1
80% - 89%	2	2
90 % and above	4	3

External Assessment Framework

End Semester Test Design of Courses with 80 Marks (For Courses with Credits 4 or 5)

Question type	No. of Questions	Marks/ Question	Total Marks
Short answers (2/3 sentences)	15	2	Ceiling 25
Paragraph/problem type	8	5	Ceiling 35
Essay Type	2 out of 4	10	20
Total			80
Duration of External Examination			2.5 hrs

End Semester Test Design of Courses with 60 Marks (For courses with credits 3 or 2)

Question type	No. of Questions	Marks/ Question	Total Marks
Short answers (2-4 sentences)	12	2	Ceiling 20
Paragraph/problem/application type	7	5	Ceiling 30
Essay Type	1 out of 2	10	10
Total			60
Duration of External Examination			2 hrs

PSOs	PROGRAMME SPECIFIC OUTCOMES
PSO1	To enhance the students' communicative skills in English, to equip them with effective tools for self-expression in both private and professional contexts, to enable them to participate in professional interactions and exchanges, to improve their interpersonal skills, and to inculcate a spirit to acquire advanced language skills
PSO2	To train them to have great vocabulary, to enable them to use English language without grammatical errors, to train them to articulate well in both written and spoken discourses, to equip them with tools for comprehending syntax and other thrust linguistic realms and to provide them with implements for understanding and using English language with focus on even its minute nuances
PSO3	To ignite the spirit for reading literature in the young minds pursuing the course, to make them have a thorough understanding of the history of English literature, to introduce Indian writing in English, to give them insight into world literature- the new literatures from across the globe, to make them feel the pleasure of reading and analysing works from classics to the modern across all genres, to provide them with different tools and theories for critically analysing the literary works, to inculcate the faculty of critical thinking in their minds
PSO4	To make them to reflect on the issues around- the human rights' violations across the globe, the plight of the marginalized and oppressed communities in both local and global arena- to make them understand how literature reflects on such issues, to make them search for and analyse the representations of such issues in the literary works, to enable them to approach particular works from the Dalit and subaltern perspectives, to analyse the marginalization of certain people based on caste, race, nationality
PSO5	To seed the ideas of gender equality within the young minds, to make them look for gender representations in literary works, to make them reflect on the discriminations and challenges faced by women and the LGBT communities, to enable them to see how sexuality and gender is caught up in a matrix under the patriarchal order, to make them understand the methods and tools endorsed by writers and activists in giving representation to the gender issues in literary works thereby having insight into its impact on the actual social relations
PSO6	To train the students on how to appreciate poetry and prose, to use different reading and analytical methods, to make them understand basic devices- both rhetorical and thematic- employed in poetry and prose from ancient times to the modern period, to provide them tools for critically analysing literature with focus on its basic elements such as form and theme
PSO7	To make the students to have a proper understanding of the functioning of the language system, to teach them the connection between human mind and language, to train them different linguistic theories introduced, to make them have a scientific understanding of phonology, phonetics, syntax, semantics and other linguistic branches, and to train them in grammar
PSO8	To make them aware of the practices of literary criticism from the ancient philosophers to the post post-modern critics, to make them understand the link between philosophy and literature, to equip them with theoretical tool for critically analysing literature
PSO9	To train the students in English language teaching, to discuss the practical ways of teaching English language using different methods, to make them appreciate and study Film as a different genre, to introduce Media studies and to train them in technical writing, to teach them methods of translation and to train them in translation works
PSO10	To train them in thesis writing, critical thinking, research skills, to introduce research methodology, to equip students with technical aspects like bibliography and citation, to introduce students to academic writing

SYLLABUS FOR COMMON COURSES

GENG1A01T: TRANSACTIONS: ESSENTIAL ENGLISH LANGUAGE SKILLS

SEMESTER	1
NO OF CREDITS	3
NO. OF CONTACT HOURS	72 (4 hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

OBJECTIVES OF THE COURSE:

- To impart the necessary macro and micro English language skills to learners to enable them to express their feelings, opinions, ideas and thoughts fluently and accurately in a variety of personal and professional contexts.
- To create in learners a definitive sense of the stylistic variations of English and how they are used in real life situations.
- To inculcate in learners a taste for deeper pursuit and acquisition of advanced level of skills in English.
- To guide them on how to participate in discussions and make seminar presentations with special focus on specific vocabularies and styles of usage in such contexts.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To enable the learner to have necessary skills for self-expression in English language
CO2	To train the students to communicate flawlessly in both formal and informal situations
CO3	To inspire in them a desire to acquire advanced levels of skill in English

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Pronunciation	10 hrs
Module 2: Vocabulary	10 hrs
Module 3: Grammar	14 hrs
Module 4: Speaking Skills	12 hrs
Module 5: Reading Skills	14 hrs
Evaluation	12 hrs
Total	72 hrs

COURSE DETAILS

Module I: Pronunciation

Introduction-speech sounds-vowels-consonants-basics of word/sentence stress-resolving issues of L1 interference-e/m-learning corner.

Module II: Vocabulary

Introduction- synonyms-collocations-phrasal verbs-idiomatic expressions-vocabulary in everyday social contexts e/m-learning corner.

Module III: Grammar

Introduction- major lenses-modals-questions-negatives-frequently used constructions- dealing with common mistakes-e/m-learning corner.

Module IV: Speaking Skills

Social Communication: introduction-sounding very polite-making a point/persuading giving opinions/preferences encouraging/comforting-making suggestions/ regrets- complimenting-guessing telephoning in English.

Academic Communication: Discussion skills- presentation skills debating skills- e/m- learning corner.

Module V: Reading Skills

Introduction - effective reading comprehension skills-understanding generic/specific ideas factual information-vocabulary in context-implications/tone/attitude/viewpoint.

Text:

Code	Title	Author	Publisher
GENG1A01T	Transactions : ESSENTIAL ENGLISH LANGUAGE SKILLS	Dr. Kunhammad K.K. & Dr. Abdul Latheef V	University of Calicut

GENG1A02T: WAYS WITH WORDS: LITERATURES IN ENGLISH

SEMESTER	1
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

OBJECTIVES OF THE COURSE:

- a. To help students develop the acumen to read, appreciate and discuss literature.
- b. To introduce students to the linguistic qualities of a literary text and to unravel the many meanings of the text
- c. To acquaint the students with different genres of literature and to analyze them.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To kindle in the students an enthusiasm for exploring books written in English
CO2	To provide the students with an insight into the canonical literary works from the world literature
CO3	To enable the students to have necessary skills to read between the lines of canonical works

COURSE DESCRIPTION:

COURSE SUMMARY :

Module 1: Poetry	23 hrs
Module 2: Short Story	25 hrs
Module 3: Essay	20hrs
Module 4: One Act Play	10 hrs
Evaluation:	12hrs
Total	90 hrs

COURSE DETAILS:

Module 1: Poetry

1. Sonnet 29 : Shakespeare
2. Ode to Autumn: John Keats
3. A Roadside Stand: Robert Frost
4. The House of My Childhood: Dilip Chitre
5. Old Folks Laugh: Maya Angelou
6. Once Upon a Time: Gabriel Okara

7. The Times They are A Changing : Bob Dylan

Module 2: Short Story

1. Appointment in Samarra: W. Somerset Maugham
2. A Shocking Accident: Graham Greene
3. Lamb to the Slaughter: Roald Dahl
4. It Used to be Green Once : Patncra Grace

Module 3: Essay

1. Bores: E. V Lucas
2. Night Walkers and Mystery Mongers: Sense and Nonsense at the Edge of Science: Carl Sagan

Module 4: One Act Play

1. Something Unspoken: Tennessee Williams Core

Text:

Code	Title	Author	Publisher
GENG1A02T	WAYS WITH WORDS LITERATURES IN ENGLISH	BoS. University of Calicut	University of Calicut

GENG2A03T: WRITING FOR ACADEMIC AND PROFESSIONAL SUCCESS

SEMESTER	2
NO OF CREDITS	3
NO. OF CONTACT HOURS	72 (4hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

OBJECTIVES OF THE COURSE:

- To develop writing skills. to learn to integrate writing and thought and to apply the conventions of academic writing correctly
- To acquire the correct sense of format. syntax, grammar, punctuation and spelling
- To acquire. Concepts. principles and vocabulary of reasoning and argumentation and use analysis, synthesis and evaluation to advance arguments
- To gain an understanding of discourse conventions ranging from structure and paragraphing to tone and mechanics

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To train students in academic and as well as professional writing
CO2	To enable the students to have necessary skills for writing in formal occasions
CO3	To equip the students with potential for self-expression in official contexts

COURSE DESCRIPTION :

COURSE SUMMARY:

Module 1:Process of Writing	18 hrs
Module 2:Elements of Writing	12 hrs
Module 3:Writing for Professional Purposes I	18 hrs
Module 4:Writing for Professional Purposes II	12 hrs
Evaluation	12 hrs
Total	72 hrs

COURSE DETAILS:

Module 1: The Process of Writing

Introduction to Academic writing: What is academic writing- Purpose of academic writing- Types of academic writing- Features of academic writing.

Structuring the Essay: Planning an essay - Brain-storming- Organizing and outlining - Writing a thesis statement- Nature of supporting sentences- Writing paragraphs-Structure of an essay.

Vocabulary for Writing: Selection of vocabulary-Abbreviations- Choice of nouns and adjectives- Appropriate verbs and adverbs- Conjunctions and prepositions

Prefixes and suffixes Synonyms Common errors.

Composing the Content: Writing introductions and conclusions- Ordering the paragraphs
-Proof reading and editing-Finalizing the final draft.

Module 2: Elements of Writing

Shaping Strategies: Discussions, persuasions and arguments- Comparison and contrast- Cause and effect- Defining and classifying problems and solutions Mechanics and conventions of writing: Punctuations, Use of articles, Relevance of examples, Generalizations. Academic style.

Module 3: Writing for Professional Purposes I

Writing Reviews: Reviewing books- Reviewing movies- Writing product reviews Writing Case Studies

Writing Reports: Feasibility report, Progress reports, Evaluative reports

Surveys: Conducting surveys- Designing questionnaires, Collecting data Writing descriptive reports

Module 4: Writing for Professional Purposes II

Writing CVs .

Letter Writing: Transmittal and cover letters Emails

Writing summaries Writing memos On writing blogs

Etiquette in writing Core

Text :

Code	Title	Author	Publisher
GENG2A03T	WRITING FOR ACADEMIC AND PROFESSIONAL SUCCESS	Dr. Jacob George & Dr. Anwar Sadath	University of Calicut

GENG2A04T: ZEITGEIST: READINGS ON CONTEMPORARY CULTURE

SEMESTER	2
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

OBJECTIVES OF THE COURSE:

- To inculcate the values enshrined in the constitution of India and to provide an insight on the secular framework of the country.
- To familiarize the learners with concepts such as conservation, sustainability and the life of the marginalized and their interconnectedness.
- To foster among learners an awareness of the diverse problems faced by women and the sexual minorities and to promote a culture of inclusion and mutual respect.
- To understand the "human" as articulated among the various cultures and promote a multicultural and plural understanding of rights.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To form a secular mind-set in the young people pursuing the course
CO2	To train the students to have an awareness of sustainable development
CO3	To enable the students to reflect on the discriminations on the basis of caste, race and gender

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Social Issues	20 hrs
Module 2: Environment	20 hrs
Module 3: Gender	18 hrs
Module 4: Human Rights	20 hrs
Evaluation	12 hrs
Total	90 hrs

COURSE DETAILS:

Module 1: Indian Constitution and Secularism

- Preamble to the Constitution of India
- Should Gandhi's Assassin be Killed?: Pearl S. Buck
- Toba Tek Singh: Saadat Hassan Manto

4. The Flag: Kamala Das

Module 2: Sustainable Environment

1. The End of Living and the Beginning of Survival: Chief Seattle
2. On Killing a Tree: Gieve Patel
3. Zlatch the Goat: Issac Bashevis Singer

Module 3: Gender

1. The Story of an Hour: Kate Chopin
2. The First time I Uttered a Prayer: Lee Mokobe
3. Claiming an Education: Adrienne Rich

Module 4: Human Rights

1. Refugee Blues: W H Auden
2. Amnesty: Nadine Gordimer
3. Akkarmashi: Sarankumar Limbale (Extracts from Chapter 1)
4. The Meaning of Life; Yuval Noah Harari (Extracts from Chapter 19)

Text :

Code	Title	Author	Publisher
GENG2A04T	ZEITGEIST: READTNGS ON CONTEMPORARY CULTURE	BoS, University of Calicut	University of Calicut

GENG3A05T: SIGNATURES: EXPRESSING THE SELF

SEMESTER	3
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

OBJECTIVES OF THE COURSE:

- To enable the students to read and critically appreciate the different genres of expressing the self
- To appreciate the fluid and flexible narratives of self expression that transcend the conventions of genre
- To understand how personal narratives intersect with the larger social realities
- To read personal narratives that move beyond the individual self to express the collective self
- To understand how the distinctions between fact and fiction blur in personal narratives

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To have a deep understanding of the different methods and strategies employed in personal narratives as a genre
CO2	To introduce famous personal narratives to the students
CO3	To equip them with necessary skills and basic techniques to write personal narratives of their own

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Autobiographical Writings and Memoirs	28 hrs
Module 2: Speeches and Testimonies	25 hrs
Module 3: Diary entries and Letters	25 hrs
Evaluation	12 hrs
Total	90 hrs

COURSE DETAILS:

Module 1: Autobiographical Writings and Memoirs

1. Memoirs: Pablo Neruda (Excerpts)
2. Pilgrim at Tintercreek: Annie Dillard (Excerpts)
3. Wings of Fire: A.P.J. Abdul Kalam (Excerpts)
4. I Stand With You Against the Disorder: Jeanette Armstrong
5. When I was Growing Up: Nellie Wong

Module 2: Speeches and Testimonies

1. Retirement Speech: Sachin Tendulkar
2. Art, truth and Politics: Harold Pinter
3. Charlie Chaplin's Final Speech in the movie 'The Great Dictator_
4. Voices from Chernobyl: Svetlana Alexievich (Excerpts)
5. Breaking Silence: Janice Miri Kitani

Module 3: Diary entries and Letters

1. A Diary of a Young Girl: Anne Frank (Excerpts)
2. The Secret Diary of Adrian Mole aged 13 $\frac{3}{4}$: Sue Townsend (Excerpts)
3. Nenjamparamba Letters: M.A. Rahman
4. Letters from a father to his daughter: Jawaharlal Nehru
5. Sylvia Plath's letter to her mother Core

Text:

Code	Title	Author	Publisher
GENG3A05T	SIGNATURES: EXPRESSING THE SELF	BoS, University of Calicut	University of Calicut

GENG4A06T: SPECTRUM: LITERATURE AND CONTEMPORARY ISSUES

SEMESTER	4
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

OBJECTIVES OF THE COURSE:

- To make the learners aware of the humanist dimensions of literature and media in the contemporary world.
- To enable the learners to understand concepts like globalization, commercialization and intellectual Property Rights through new literatures.
- To inculcate the spirit of universal brotherhood by presenting critiques of race, xenophobia, war and national borders.
- To disseminate knowledge about the rights of minorities such as children, animals and the disabled and thus create a positive change in the societal perception of them.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To show the students how literature reflects on contemporary issues.
CO2	To transform them as harbingers of positive change in the society.
CO3	To enable them to address incidents of human rights violations and marginalization that add to the plight of certain communities and groups across the globe

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Literature and Media	15 hrs
Module 2: Globalization and IPR	15 hrs
Module 3: Nation and its Boundaries	24 hrs
Module 4: The Marginalized and their Rights	24 hrs
Evaluation	12 hrs
Total	90 hrs

COURSE DETAILS:

Module 1: Literature and Media

1. Divided Times: Amanda Michalopoulou
2. Komala: Santhosh Echikkanam

Module 2: Globalization and IPR

1. Cheriya Meenukalum Valiya Malsyavum: N. P. Hafis Mohammad
2. Manjal: Satchidanandan

3. What Work Is: Philip Levine

Module 3: Nation and Its Boundaries

1. Home: Warsan Shire
2. Love Across the Salt Desert: K. N. Daruvalla
3. No men are Foreign: James Kirkup
4. Death Fugue: Paul Celan
5. Jamaican Fragment: A.L. Hendricks

Module 4: The Marginalized and their Rights

1. UN Speech: Malala Yousufzai (July 12, 2013)
2. Caring for Animals: Jon Silkin
3. The Cry of the Gull: Emmanuelle Labroire (Excerpts)
4. Average Waves in Unprotected Waters: Anne Tyler

Text:

Code	Title	Author	Publisher
GENG4A06T	SPECTRUM: LITERATURE AND CONTEMPORARY ISSUES	BoS, University of Calicut	University of Calicut

CORE COURSES

GENG1B01T: INTRODUCING LITERATURE

SEMESTER	1
NO OF CREDITS	5
NO. OF CONTACT HOURS	108 (6 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: To introduce students to literary texts and their unique conventions and contours – the linguistic, the social, the cultural and the political. The course is more of a search for the ‘why’ and ‘how’ rather than the ‘what’ of literature. Creative texts are analysed organically in participatory classrooms with teachers and students dialoguing with the texts.

OBJECTIVES OF THE COURSE:

- To introduce students to the language of literature, i.e., the meaning-making devices, verb phrases, collocations, linkers, sense groups and their functions in the literary text
- To train the students to identify the linguistic structures of poetic texts: symbols, metaphors, and other tropes and equip them in poetic conventions
- To recognize diverse points of view within a single text and to understand the rationale of polyphony
- To prepare students in reading literary/cultural texts closely, beyond the literal.
- To enable students to recognize the dominant voice/s within the text and its agendas
- To encourage questioning the text in order to perceive marginalized voices - the voices of the child, Dalit, transgender and female
- To comprehend how the subaltern perspectives question and counter the privileged voices in the mainstream texts

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To introduce the language style, devices, methods, strategies and everything related to the linguistic structure of different literary genres.
CO2	To help the students in identifying agendas behind words in a text.
CO3	To enable the students to approach texts from different perspectives

COURSE DESCRIPTION:

COURSE SUMMARY

Module 1: Language and its Literary Nuances	18 Hrs
Module 2: Polyphonic Texts	18 hrs
Module 3: Literature and Ideology	30 hrs
Module4: Perspective of the Subaltern	30 hrs
Evaluation:	12 hrs
Total:	108 hrs

COURSE DETAILS:

Module 1: Language and its Literary Nuances

Signifying Devices

The Syntax: Verb Phrases, Adjuncts, Collocations, Linkers, Sense Groups

The Poetic: Comparisons, Exaggerations, Images, Symbols, Iamb, Trochee, Caesura, Enjambment

Texts:

1. Ruskin Bond “Eyes of the Cat”
2. Anton Chekhov “The Death of a Clerk”
3. Alfred Lord Tennyson “The Oak”
4. Langston Hughes “Dreams”
5. Emily Dickinson “Because I could not Stop for Death”

Module 2: Polyphonic Texts

Point of view (diegesis), polyphony and its rationale, single perspective and its dangers

Texts:

1. Freya Stark *Winter in Arabia* (excerpts)
2. Laura Bohannon “Shakespeare in the Bush”
3. Akira Kurosawa dir. *Rashomon*

Module 3: Literature and Ideology

The workings of power structures in literature; explication of the terms -ideology, hegemony, interpellation, discourse, grand narratives, little narratives – using literary texts; literary devices like irony and paradox and their role in reinforcing ideology.

Texts:

1. Arundhati Roy “The God of Small Things”
2. Charlotte Bronte “Jane Eyre”
3. George Orwell “A Hanging”
4. Hansda Sowvendra Shekhars “The Adivasi will not Dance”

Module 4: Perspective of the Subaltern

Dominant voices, marginalized voices, subaltern identities, resisting the norm/authority

Texts:

1. RK Narayan *Swami and Friends* (Excerpt from Chapter XI “In Father’s Presence”)
2. Arun Kamble “Which language should I Speak?” and FM Shinde “Habit”
3. The Letter Q: Ely Shipley <<https://www.poets.org/poetsorg/text/letter-q-ely-shipley>>
4. Maxine Hong Kingston “No Name Woman”

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Achebe, Chinua. *Things Fall Apart*. Penguin, 1994.
2. Angelou, Maya. *I know Why the Caged Bird Sings*. Bantam, 1971.
3. Austen, Jane. *Pride and Prejudice*. Penguin, 2003.
4. Bond, Ruskin. “The Night the Roof Blew Off” *Tigers Forever: Poems and Stories*. RatnaSagar, Delhi, 1996.
5. Chekhov, Anton. *Selected Stories of Anton Chekhov*. Trans. Richard Pevear and Larissa

- Volokhonsky. RHUS, 2000.
6. Childs, Peter and Roger Fowler. *The Routledge Dictionary of Literary Terms*. Routledge, 2006.
 7. Dasan, M, et al ed. *Oxford India Anthology of Malayalam Dalit Writing*. OUP India, 2012.
 8. Eagleton, Terry. *How to Read a Poem*. Blackwell, 2007.
 9. Fry, Stephen. *The Ode Less Travelled: Unlocking the Poet Within*. Arrow, 2007.
 10. Garner, James Finn. *Politically Correct Bedtime Stories*. Wheeler, 1995.
 11. Golding, William. *Lord of the Flies*. Penguin, 1954.
 12. Hemingway, Ernest. "Hills like White Elephants" *Men without Women*. Amereon, 1940.
 13. McCarthy, Michael and Felicity O'Dell. *English Collocations in Use Advanced Book with Answers: How Words Work Together for Fluent and Natural English (Vocabulary in Use)*. Cambridge UP, 2017.
 14. McCarthy, Michael and Felicity O'Dell. *English Phrasal Verbs in Use Advanced*. Cambridge UP, 2007. Noys, Benjamin. *Introducing Theory: A Practical Guide*. Continuum, 2007.
 15. Orwell, George. *1984*. General Press, 2017.
 16. Popkin, Cathy, ed. *Anton Chekhov's Selected Stories* (Norton Critical Edition). WW Norton & Co Inc, 2014. Roy, Arundhati. *The God of Small Things*. Penguin, 2017.
 17. Seidman, Steven, Nancy Fischer and Chet Meeks. *Introducing the New Sexuality Studies*. Routledge, 2011. Shakespeare, William. *Hamlet*. Barron's Educational Series, 1986.
 18. Shamsie, Kamila. *Home Fire*. Bloomsbury, 2017.
 19. Shekhar, Hansda Sowvendra. *The Adivasi will not Dance: Stories*. Speaking Tiger Publishing Private Limited, 2017.
 20. Swan, Michael. *Practical English Usage*. Oxford, 2017.
 21. Wilde, Oscar. "The Happy Prince" *The Young King and Other Stories*. Penguin, 2000. Wilkie-Stibbs, Christine. *The Outside Child: In and out of the Book*. Routledge, 2008.
 22. Woolf, Virginia. "Jane Eyre and Wuthering Heights". *The Norton Anthology of Literature by Women: The Tradition in English*, edited by Sandra M. Gilbert and Susan Gubar, W.W. Norton & Company, 1985, pp. 1345- 49.

Web Resources:

1. Adichie, Chimamanda Ngozi. "The Danger of a Single Story." *TED: Ideas Worth Spreading*, 7 Oct. 2009. www.youtube.com/watch?v=D9Ihs241zeg.
2. Ananthamurthy, UR. "Dalit Contribution to Indian Literature." *YouTube*, 9 Dec. 2010, www.youtube.com/watch?v=SajALSSbNKw.
3. "Collocations in English: Vocabulary Lesson." *YouTube*, 10 Nov. 2014. www.youtube.com/watch?v=ssTWkruGar8.
4. "100 Common Phrasal Verbs." *YouTube*, 19 July 2016, www.youtube.com/watch?v=TIUwXYEtL_o
5. "English Grammar: Connectors and Linkers." *YouTube*, 14 Apr. 2016, www.youtube.com/watch?v=mkccaI0A7N8.
6. "Phrasal Verbs in Daily English Conversations." *YouTube*, 25 Sept. 2013, www.youtube.com/watch?v=WHwxdT302I.
7. "Rashomon." *YouTube*, 12 Oct. 2017, www.youtube.com/watch?v=18MNCJ8YWg4.
8. "Transitive and Intransitive Verbs: English Grammar." *YouTube*, 26 Nov. 2015, www.youtube.com/watch?v=SpL2o3jjfoA.
9. "Useful Everyday Life Collocations in English Lessons." *YouTube*, 22 Mar. 2017, www.youtube.com/watch?v=DmRaYoqWGms.

CORE COURSES
GENG2B02T: APPRECIATING POETRY

SEMESTER	2
NO OF CREDITS	5
NO. OF CONTACT HOURS	108 (6 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: The course is a wide spectrum of poems across the globe. The course aims at the transaction of the suggested texts so that the learners understand the trends in poetry of the past and the present. It also aims to foster the ability in students for appreciating poetry as an art form.

OBJECTIVES OF THE COURSE:

- a. To introduce the students to the basic elements of poetry, including the stylistic and rhetorical devices employed in poetry, and to various genres of poetry.
- b. To facilitate students to attain various perspective in reading poetry like gender, race, caste, ethnicity, religion, region, environment and nation.
- c. To familiarize the learners with different forms of poetry written in British and American literature.
- d. To create an awareness among the learners about different forms and themes of poetry produced across the globe in the history of literature.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To enable the students to have necessary skills for appreciating a poem.
CO2	To equip them with analytical skills for the formal evaluation of a poem.
CO3	To help the students in the thematic analysis of a poem and to approach it from diverse perspectives

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Poetry- Some Key Concepts	16 hrs
Module 2: Poetic Forms	40 hrs
Module 3: World Poetry	30 hrs
Module 4: Appreciation of Poetry	10 hrs
Evaluation:	12 hrs
Total	108 hrs

COURSE DETAILS:

Module 1: Poetry- Some Key Concepts

Basic Elements of Poetry: Prosody: Rhythm, Meter – Rhyme - hard rhyme, soft rhyme, internal rhyme - Alliteration, Assonance – Diction.

Figures of Speech: Metaphor, Simile, Personification, Oxymoron, Metonymy, Synecdoche, Transferred Epithet.

Poetic Forms: Lyric, Ode, Sonnet, Haiku, Ballad, Couplet, Villanelle, Dramatic Monologue, Elegy, Satire, Mock Epic, Free Verse, Tanka, Jintishi, Ghazal, Rubai, Prose poetry, Narrative poetry,

Performance Poetry.

Module 2: Poetic Forms

1. Sonnet: William Shakespeare: Shall I Compare thee to a Summer's Day (Sonnet XVIII),
2. John Milton: On His Blindness
3. Ballad: John Keats: La Belle Dame sans Merci
4. Ode: P B Shelley: Ode to a Skylark
5. Elegy: W H Auden: In Memory of W. B. Yeats
6. Villanelle: Dylan Thomas: Do not go Gentle into that Good Night
7. (Dramatic) Monologue: Robert Browning: My Last Duchess
8. Metaphysical: John Donne: A Valediction Forbidding Mourning
9. Heroic Couplet: Alexander Pope: Extract from *Essay on Man* (Epistle I, Section II), "Presumptuous man!
The reason wouldst thou find. . ."
10. Free Verse: Stanley Kunitz: The Layers
11. Song: Leonard Cohen: I'm your Man

Module 3: World Poetry

1. Childhood: Rainer Maria Rilke: Childhood
2. Love and Loss: Pablo Neruda: Tonight I Can Write the Saddest Lines
3. Protest: Nazim Hikmet: Some Advice to those who will Serve Time in Prison
4. Family: Langston Hughes: Mother to Son
5. Survival: Namdeo Dhasal: Stoneman, My Father & Me
6. Alienation: Diane Glancy: Without Title
7. War: Yehuda Amichai: Anniversaries of War
8. Environment: Joao Cabral de Melo Neto: Landscape of the Capibaribe River
9. Commitment and Passion: Charles Baudelaire: Be Drunk
10. Cultural Difference: Bassey Ikpi: Homeward

Module 4: Appreciation of Poetry

Students can be briefed about how to analyze a poem. A few poems other than those given for the detailed study can be given to the students for practical analysis.

*NB: The learners are asked only short essay/s (paragraph/s) questions for appreciation (based on unseen poems) in the endsemester examinations.

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. *A Concise Companion to Literary Forms*. Emerald, 2013.
2. Bernard Blackstone. *Practical English Prosody: A Handbook for Students*. Longman, 2009.
3. T. Thomas Ed. *Chaucer to Housman Vol I*. New Delhi: B.I. Publications 1990.
4. Katherine Washburn and John S. Major Ed. *World Poetry: An anthology of Verse from Antiquity to Our Time*. New York: W. W. Norton, 1998.
5. Margaret Ferguson, Mary Jo Salter and Jon Stallworthy. *The Norton Anthology of Poetry*. 5th Ed. New York: W.W. Norton, 2005.
6. Neil Corcoran. *English Poetry since 1940*. London: Longman, 1993.
7. Neil Roberts. *A Companion to Twentieth Century Poetry*. Malden, Blackwell, 2003.
8. Philip Hobsbaum. *Metre, Rhythm and Verse Form*. London: Routledge, 2006 .
9. Rajiv Patke, *Postcolonial Poetry in English*. Oxford: OUP, 2006.
10. R. P. Draper. *An Introduction to Twentieth Century Poetry in English*. Basingstoke, Palgrave, 1999.
11. Tom Furniss and Michael Bath. *Reading Poetry- An Introduction*. London: Prentice Hall, 1996.

GENG3B03T: APPRECIATING PROSE

SEMESTER	3
NO OF CREDITS	4
NO. OF CONTACT HOURS	72 (4 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: The course aims to enable the learners to appreciate and to critically analyze prose writings of different types and from diverse contexts – social, political, historical and national

OBJECTIVES OF THE COURSE:

- To familiarize the students with different types of prose writing.
- To introduce to them the basic concepts of style and literary devices in prose.
- To acquaint them with cultural diversity and divergence in perspectives.
- To develop their critical thinking abilities and write creatively and critically.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To impart learners with tools for formal and thematic analysis of prose works.
CO2	To enable the students to use the faculty of reasoning and critical thinking while analysing a prose work.
CO3	To familiarize the students with the multiplicity of perspectives and approaches available in dealing with prose writings

COURSE DESCRIPTION:

COURSE SUMMARY

Module 1: Introduction to Prose	30 hrs
Module 2: Reflections and speeches	30 hrs
Evaluation:	12 hrs
Total:	72 hrs

COURSE DETAILS:

Module 1: Introduction to Prose

Etymology – Prose varieties –Fiction/Short Story/Tales –Autobiography/Biography – Newspaper/Journal Articles –Philosophical/Scientific Essays –Travelogues –Speech. Functions of prose. Evolution of Prose - Early translations- King Alfred- the Anglo Saxon Chronicle- homilies- bible translations-secular prose-Morte D’arthur- Elizabethan prose-tracts, pamphlets and treatises- eighteenth century prose – Victorian and modern prose.

- Essay – formal/impersonal essay and informal/personal essay
- Types of formal essays: periodical essay, critical essay
- Personal essays /Life Writing: biography, autobiography, memoir and diaries.

Module 2:Reflections and speeches

1. Francis Bacon : Of Studies
2. Charles Lamb: Dream Children :A Reverie.
3. G. K Chesterton : On Running After One's Hat
4. Albert Camus : Nobel Acceptance Speech
5. Arundhati Roy : Come September
6. Pico Iyer : In Praise of the Humble Comma (Biography/Autobiography/Memoir)
7. Chinua Achebe: The Education of a British Protected Child(extract from the text.)
8. Marcel Junod : The First Atom Bomb. (extract from Warrior Without Weapons, translated by Edward Fitzgerald.)
9. Usha Jesudasan : Justice vs Mercy

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. *A Concise Companion to Literary Forms*. Emerald, 2013.(Chapter IV)
2. Dr. Takashi Nagai : *Letter from Nagasaki* & Dr. Tamiki Hara : *Letter from Hiroshima*
3. Doris Lessing: *On not winning the Nobel Prize* (Nobel Lecture, December 7,2007)
4. Bertrand Russell: *Ideas that have helped mankind*.
5. Marilynne Robinson : *When I Was a Child*
6. Thomas de Quincey : *The Literature of Knowledge and The Literature of Power*
7. J.B Priestley : *On Doing Nothing* Robert Lynd : *On Forgetting*
8. AG. Gardiner : *On Living Again*

GENG3B04T : ENGLISH GRAMMAR AND USAGE

SEMESTER	3
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: This course aims at preparing undergraduate students to learn how to use language with a proper knowledge of the nuances of structure and usage of English. It aims at a recapitulation of English grammar and usage that learners would have acquired at the lower levels

OBJECTIVES OF THE COURSE:

- To familiarize the students with the key concepts of English grammar and to use them more sensitively in their day-to-day communication needs.
- To help students towards a better language use through the understanding of the sentence patterns in English.
- To help the students develop a sense of English grammar, idioms, syntax, semantics and their usage.
- To develop the logical and analytical skills in the use of language for communication.
- To familiarize students with contemporary English usage

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To enable students to use English without grammar mistakes.
CO2	To equip the students with good vocabulary, idioms and usages to use English at an advanced level
CO3	To make the students well versed in English grammar

COURSE DESCRIPTION:

COURSE SUMMARY

Module 1: Basic Grammatical Units	18 hrs
Module 2: The Sentence	10 hrs
Module 3: Sentence Transformations: A Relook at Traditional Categories	15 hrs
Module 4: Important Grammatical Concepts	15 hrs
Module 5: Practical Exercises	20 hrs
Evaluation:	12 hrs
Total:	90 hrs

COURSE DETAILS:

Module 1: Basic Grammatical Units:

1. Form class and Function words
2. Identifying the Grammatical labels and Functional labels of words
3. Verb in Function—Gerund , Infinitives, Participles—their uses
4. Synonyms, Antonyms, Precise Use
5. Mood and Modality
6. English Morphology – Compounding, Affixation, Inflexion, Derivation
7. Phrasal verbs and idioms

Module 2: The Sentence

1. Word order and Sentence Pattern
2. Coordination and Subordination

Module 3: Sentence Transformations: A Relook at Traditional Categories

1. Tag questions
2. Active passive
3. Direct and indirect
4. Simple, complex, Compound
5. Movement – Collocation

Module 4: Important Grammatical Concepts:

1. Time, Tenses and Aspects
2. Lexical Verbs and Auxiliary verbs: Their uses
3. Anomalous Finites
4. Subject—Verb agreement in sentences
5. Degrees of Comparison

Module 5: Practical Exercises:

1. Reorder jumbled sentences
2. Correct the given sentences according to accepted Modern usage and justify the changes made
3. Paragraph Editing (with more focus on grammatical corrections)
4. Translate a passage from Mother Tongue to English

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Gleason, H. A. *Linguistics and English Grammar*. Holt, Rinehart & Winston, Inc. 1965.
2. Leach, Geoffrey & Ian Savaitvik. *A Communicative Grammar of English*. ELBS.
3. Murphy, Raymond. *English Grammar*. Cambridge University Press, 2005
4. Quirk R. & Sidney Greenbaum. *A University Grammar of English*. ELBS.
5. Swan, Michael. *Practical English Usage*. Oxford University Press, 2005.
6. Thomson, A. J. and Martinet. *A Practical English Grammar Combined Exercises Vol. 1 & 2*. Oxford University Press.
7. Quirk, Randolph. *The Use of English*. Longman, 1968.
8. Sailaja, Pingali. *Indian English*. Edinburgh University Press, 2009.

GENG4B05T: APPRECIATING FICTION

SEMESTER	4
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: The course aims to instil in the learners a love of fiction, to stimulate their imagination and to foster intercultural dialogue

OBJECTIVES OF THE COURSE:

- a. To help students discover the pleasures in reading fiction.
- b. To aid students gain an insight into the human condition and the complexities of life.
- c. To acquaint the students with different types of fiction and analyze them.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To introduce the students to excellent novels and short stories from different periods.
CO2	To familiarize the students with the intricacies of fiction as a literary genre.
CO3	To equip students with knowledge about the technical aspects, the devices employed, and the basic

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Understanding Fiction	20 hrs
Module 2: Short Fiction	35 hrs
Module 3: Long Fiction	15 hrs
Module 4: Film	8 hrs
Evaluation:	12 hrs
TOTAL	90 hrs

COURSE DETAILS:

Module 1: Understanding Fiction

What is fiction - Plot- Character- Atmosphere- Narrative Techniques- Points of view- Difference between long and short fiction- Different types of fiction

Module 2: Short Fiction

1. O Henry- The Cactus
2. Maxim Gorky- Her Lover
3. James Joyce- Eveline
4. Ray Bradbury- Sound of Thunder
5. Sally Morgan- The Letter
6. Arun Joshi- The Homecoming
7. Ken Liu- The Paper Menagerie

Module 3: Long Fiction

George Orwell- *Animal Farm*

Module 4: Film

Moby Dick: dir John Huston

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Craft, Stephen and Helen D Cross. *Literature, Criticism and Style: A Practical Guide to Advanced Level English Language*. Oxford: OUP,2000.
2. Watt, Ian. *The Rise of the Novel*. University of California Press, 2001.
3. Booth, Wayne C. *Rhetoric and Fiction*. University of Chicago Press, 1983
4. Lubbock, Percy. *Craft of Fiction*. Penguin 2017.
5. Lazar ,Gillian. *Literature and Language Teaching: A Guide for Teachers and Learners*. Cambridge University Press, 2008.
6. Guerin, Wilfred L et al. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP, 2007.
7. Borges, Jorge Luis and Andrew Hurley.*Collected Fictions*. The Penguin Press,1954.
8. Camus, Albert. *The Stranger*. New York: Vintage Books,1954
9. Evans, Arthur B eds. *The Wesleyan Anthology of Science Fiction*..Middletown, Conn: Wesleyan University Press, 2010
10. Gorky, Maxim. *The Collected Short Stories of Maxim Gorky*. Citadel Press, 1988
11. Joyce, James - *Dubliners* at *Planet eBook*
12. Liu, Ken. *The Paper Menagerie and Other Stories*. London, Sydney, New York: Saga Press, 2016
13. Maupassant, Guy De. *Complete Maupassant Original Short Stories* at *Project Gutenberg* www.gutenberg.org Morgan, Sally. *My Place*. New York: Seaver Books, 1987.
14. O' Henry .*Works by O Henry*- at *Project Gutenberg* www.gutenberg.org Orwell, George – 1984. London: Secker and Warburg, 1949
15. Poe, Edgar Allan –*The Complete Tales and Poems of Edgar Allan Poe*. New York: Vintage Books,1975
16. Salinger, J D.*The Catcher in the Rye*. Boston: Little, Brown,1951
17. Tagore, Rabindranath. *The Hungry Stones and Other Stories*.at*Project Gutenberg*. www.gutenberg.org
18. Tolstoy, Leo. *The Death of Ivan Ilyich and Other Stories*. New York: New American Library, 1960

GENG4B06T: LITERARY CRITICISM

SEMESTER	4
NO OF CREDITS	4
NO. OF CONTACT HOURS	72 (4 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: The course is a comprehensive spectrum of literary criticism of the west and the east, a survey of key movements, writers and concepts. It seeks to introduce the students to the history and principles of literary criticism since Plato and to cultivate in them the philosophical and critical skills with which literature can be appreciated.

OBJECTIVES OF THE COURSE:

- To have an understanding of important texts and movements in the history of literary criticism.
- To examine how literary criticism shapes literature and culture across centuries.
- To recognize and critique the major arguments underlying critical writings.
- To relate critical perspectives to the history of eastern and western ideas.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To enable the students to explore the relation between literature and intellectual thought.
CO2	To enable the students to use diverse literary theories and critical approaches while analysing a literary work
CO3	To help the students to have an insight into literary theory from ancient to the modern times

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Classical Literary Criticism	12 hrs
Module 2: English Literary Criticism	24 hrs
Module 3: Literary Criticism – The Twentieth Century	18 hrs
Module 4: Glossary	6 hrs
Evaluation	12 hrs
Total	72 hrs

COURSE DETAILS:

Module 1: Classical Literary Criticism

- Plato: Concept of Art - Mimesis, His attack on poetry, Moral Concerns of literature, Views on Drama.
- Aristotle: Poetics - Mimesis, Catharsis, Hamartia - Defence of Poetry - Definition of Tragedy- Parts of Tragedy, Plot, Tragic Hero, Three Unities, Comedy, Epic, Poetic style.
- Horace: Ars Poetica - Definition of art, Views on Poetry and Drama.
- Longinus: Romanticism, Sublimity in literature – Its sources.

Module 2:

A. English Literary Criticism – The Sixteenth to the Nineteenth Century

1. Philip Sidney: Apology for Poetry – Reply to Stephen Gosson, The Argumentative Method
2. John Dryden: Neoclassicism – The function of Poetry, Dramatic Poesy, Observations on tragedy, comedy, satire, epic.
3. Dr. Samuel Johnson: Neoclassicism, Biographical Criticism, Historical approach, Observations on Poetry, Drama, Shakespeare, Tragicomedy, Three unities.

B. English Literary Criticism – The Nineteenth Century

1. William Wordsworth: “Preface to Lyrical Ballads” – The Romantic Creed - Difference between Neoclassicism and Romanticism - definition of poetry – poetic diction and language.
2. S. T. Coleridge: Theory of Imagination, Fancy and Imagination, Primary Imagination and Secondary imagination, Poetic Genius.
3. P. B. Shelley: The Defence of Poetry – Concept of Poetry.
4. Mathew Arnold: Classicism - Concept of Culture – the use and function of poetry - Touchstone method – Moralistic criticism – Function of criticism – High seriousness and Grand Style.

Module 3: Literary Criticism – The Twentieth Century

1. T.S. Eliot: “Tradition and Individual Talent” – Historical Sense – Impersonality – Poetic Emotion – Objective Correlative – Dissociation of Sensibility.
2. I. A. Richards: Poetry and Communication, Practical Criticism - The Four Kinds of Meaning – Scientific and Emotive uses of Language.
3. F.R. Leavis: Concept of Literature and Criticism
4. Formalism: Key Features of Formalism - Its Origin, Focus on language, Form, Literariness, Defamiliarization, Fabula/Syuzet, Motivation.
5. New Criticism: The origin - Close reading and explication - Ambiguity, Paradox, Irony, Tension, Intentional Fallacy and Affective fallacy.
6. Archetypal Criticism: Myth, Archetype, Collective Unconscious, Northrop Frye.

Module 4: Glossary

1. Indian Aesthetics: Rasa, Dhvani, Vyanjana, Alamkara, Thinai.
2. Literary Movements: Classicism, Neoclassicism, Romanticism, Humanism, Realism, Naturalism, symbolism.
3. Literary Concepts: Catharsis, Mimesis, Objective Correlative, Ambiguity, Negative Capability.

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. B Prasad, *An Introduction to English Criticism*.
2. Lois Tyson, *Critical Theory Today*.
3. David Daiches, *Critical Approaches to Literature*.
4. Harry Blamires. *A History of Literary Criticism*.
5. Ramaswamy S & Sethuraman V.S. *The English Critical Tradition*.
6. Das B. B., *Literary Criticism: A Reading*

GENG5B07T: APPRECIATING DRAMA AND THEATRE

SEMESTER	5
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: The course is a wide spectrum of drama across the globe. It seeks to stimulate in the learners interest in drama, to appreciate drama as an art form and to fathom its trends and techniques

OBJECTIVES OF THE COURSE:

- To introduce the students to the basic elements of drama, including the historical progress of drama in different continents.
- To foster an ability in the students for appreciating drama as an art form.
- To familiarize the students with the different genres and masters of drama.
- To facilitate the learners to critically go beyond the theatrical performances to the texts and approach them critically from various standpoints.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To impart elementary knowledge about the structure of drama.
CO2	To help the students to have requisite knowledge on the structural features of drama as a literary genre so that they can appreciate it properly.
CO3	To equip the students with tools for thematic analysis of plays

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Drama - Some Key Concepts	16 hrs
Module 2: Classical Drama	30 hrs
Module 3: World Plays	20 hrs
Module 4: Drama Adaptation	12 hrs
Evaluation	12 hrs
Total	90 hrs

COURSE DETAILS:

Module 1: Drama - Some Key Concepts

Basic Elements of Drama: Tragedy, Comedy, Tragicomedy; The Constituent Parts of Drama – Plot, Character, Thought, Song, Spectacle, Diction, Three Unities, Tragic Hero, Chorus, Simple plot and Complex plot; The basic structure of tragedy

History of Drama: Greek Theatre and Drama, Miracle Plays and Morality Plays, University Wits, Shakespearean Theatre, Restoration Drama, Sentimental Drama, Anti-sentimental Drama, Comedy of Manners, Drama of the Romantic Period, Decadence, Problem Play, Realism, Ibsen and Bernard Shaw. Avant-garde: Expressionism & Epic Theatre, Angry Young Man, The Theatre of the Absurd, Comedy of Menace, The Theatre of Cruelty, Feminist theatre, Street theatre, Ritualistic Theatre, The Poor theatre, Radio Drama.

Module 2: Classical Drama

William Shakespeare: *Othello*

Module 3: World Plays

1. Anton Chekov: *The Bear/ The Boor*
2. Edward Albee: *Zoo Story*
3. Kobo Abe: *The Man who turned into a Stick* – trans. Donald Keene

Module 4: Drama Adaptation

1. Roman Polanski: *Macbeth* (1971)
2. Syamaprasad: *Akale* (2004)

*NB: The learners are asked only essay/s and short essay/s (paragraph/s) questions from the adaptations in the end semester examinations.

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Catherine Belsey. *The Subject of Tragedy- Identity and Difference in Renaissance Drama*. London: Methuen, 1985.
2. Jean Chothia. *English Drama of the Early Modern Period, 1890-1940*. London: Longman, 1996.
3. A C Bradley, *Shakespearean Tragedy*. London: Elibron, 1904.
4. H. Granville-Barker, *Study of Drama*. London: Sedgwick, 1931.
5. Peter Womack and Simon Shepherd. *English Drama: A Cultural History*. Cambridge: Blackwell, 1996.

GENG5B08T: LITERARY THEORY

SEMESTER	5
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: To introduce the students to the history and principles of literary theory and thereby to enhance the vision of students by introducing them to newest developments in theory.

OBJECTIVES OF THE COURSE:

- To cultivate among the students an understanding of important texts and movements in the history of literary theory.
- To enable the learners to critically approach literature and culture in the context of theory.
- To enrich the students through various perspectives of thinking and critique the major arguments presented in theory.
- To promote a pluralistic perspective of culture and literature in a multicultural society.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	The help the students in applying the faculty of intellect while critically analysing literary works.
CO2	To enable them to have a clear cut idea of each literary theory from ancient to modern times
CO3	To equip the students with necessary skills for applying theories while analysing a work of art

COURSE DESCRIPTION:

COURSE SUMMARY

Module 1: Liberal Humanism versus Theory	12 hrs
Module 2: Structuralism, Poststructuralist and Psychoanalysis	18 hrs
Module 3: Marxism, Cultural Studies, Cultural Materialism and New Historicism	18 hrs
Module 4: Feminism and Queer Theory	12 hrs
Module 5: Postmodernism, Post colonialism, and Eco criticism	18 hrs
Evaluation	12 hrs
Total	90 hrs

COURSE DETAILS:

Module 1: Liberal Humanism versus Theory

- Liberal Humanism: Dominant aspects of Liberal humanism with examples
- Literary Theory: Dominant aspects of literary theory with examples. Linguistic Turn – Critical turn – Paradigm shift

Module 2: Structuralism, Poststructuralism and Psychoanalysis

1. Structuralism: Saussure - Sign, Signifier, Signified – Claude Levi-Strauss and Roland Barthes – Structuralist narratology
2. Poststructuralism: Derrida, Logocentrism, Aporia, Decentering
3. Psychoanalytic Theory: Unconscious. Freud – Id, Ego, Superego, Oedipus Complex. Lacan – Imaginary, Symbolic, Real, Mirror Stage

Module 3: Marxism, Cultural Studies, Cultural Materialism and New Historicism

1. Marxism: Base, Superstructure, Materialism, ideology. The Frankfurt School – Culture industry. Antonio Gramsci – The formation of the intellectuals, Subaltern. Louis Althusser – Ideological State apparatus and Interpellation.
2. Cultural Studies: Culturalism, New Left, CCCS, Raymond Williams’ definition of Culture, Structure of feeling, Stuart Hall and the ‘popular’, and the two paradigms of Cultural Studies.
3. Cultural Materialism & New Historicism: Marxist framework of Culture and History, Historiography, Foucauldian notion of Power, Difference with Old Historicism, Stephen Greenblatt, Louis Montrose

Module 4: Feminism and Queer Theory

1. Feminism: The three waves in feminism, Gynocriticism, French Feminism - *Écriture féminine*, Sexual Politics, Marxist Feminism, Lesbian Feminism, Backlash, Black Feminism, Dalit Feminism, Post-feminism, Womanism.
2. Queer Theory: Social constructionism of gender and sexuality, LGBTIQ, Transgender identity

Module 5: Postmodernism, Postcolonialism, and Ecocriticism

1. Postcolonialism: Eurocentrism, Orientalism, Alterity, Diaspora, Hybridity, Uncanny, Strategic Essentialism, Subaltern Studies, Postcolonial Critique of Nationalism.
2. Postmodernism: Critique of Enlightenment and Universalism, Habermas’s notion of Modernity as an Incomplete Project, Lyotard’s concept of incredulity towards metanarratives, Baudrillard’s ideas of Simulation, Simulacra and hyperreality, Brian McHale’s concept of Postmodernist literatures.
3. Ecocriticism: Anthropocentrism, Shallow Ecology vs Deep Ecology, Environmental Imagination, Ecofeminism

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Hans Bertons. *Literary Theory*.
2. Terry Eagleton. *Literary Theory: An Introduction*.
3. Aijaz Ahmad. *In Theory: Classes, Nations, Literatures*.
4. Jonathan Culler. *Literary Theory: A Very Short Introduction*.
5. Terry Eagleton. *After Theory*.
6. Peter Barry. *Beginning Theory*.

GENG5B09T: LANGUAGE AND LINGUISTICS

SEMESTER	5
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: The course studies what language is and what knowledge of a language consists of. This is provided by basic examination of internal organization of sentences, words, and sound systems. The course assumes no prior training in linguistics. Students of Linguistics begin their studies by learning how to analyze languages, their sounds (phonetics and phonology), their ways of forming words (morphology), their sentence structures (syntax), and their systems of expressing meaning (semantics).

OBJECTIVES OF THE COURSE:

- To lead to a greater understanding of the human mind, of human communicative action and relations through an objective study of language
- To familiarize students with key concepts of Linguistics and develop awareness of latest trends in Language Study
- To help students towards a better pronunciation and to improve the general standard of pronunciation in every day conversation and in reading.
- To help the students develop a sense of English grammar, syntax and usage.
- To improve writing and speech skills.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To familiarize the students with theories related to the functioning of language.
CO2	To help the students to have a clear idea of the key terms in linguistics.
CO3	To enable them to have a theoretical framework to deal with language theories and the connection between human psychology and language skills

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Language and Linguistics	18 hrs
Module 2: Phonetics	30 hrs
Module 3: Morphology and Semantics	15 hrs
Module 4: Syntax	15 hrs
Evaluation:	12 hrs
Total:	90 hrs

COURSE DETAILS:

Module 1: Language and Linguistics

Language - definitions - Theories related to the origin of language - Properties of human language as opposed to animal communication - Speech & Writing

Linguistics - definition - levels of linguistic analysis- Phonetics, phonology, morphology, syntax, semantics, semiology, discourse

Branches of linguistics - psycho- linguistics, ethno-linguistics, socio-linguistics

Language Varieties - Idiolect – Dialect - Isogloss- Register – Pidgin, Creole - Bilingualism - Diglossia. (Concepts of linguist & polyglot)

Approaches to the study of linguistics - synchronic & diachronic - descriptive & prescriptive - traditional & modern Concepts of langue, parole, competence. performance

Module 2: Phonetics

Airstream mechanism -Organs of speech

Classification & description of speech sounds - vowels - monophthongs, diphthongs, triphthongs - cardinal vowels - consonants

Phonology - phoneme - allophones- - transcription- IPA symbols, diacritics Phonemes in English - vowels, consonants, some important allophonic variants Homophones, homonyms

Syllable- definition/description - structure - syllabic consonant - consonant clusters, abutting consonants Word accent

Accent & rhythm in connected speech - weak forms Intonation

Juncture- Assimilation & Elision Transcription

Need for uniformity - RP & GIE

Module 3: Morphology and Semantics

Morpheme, allomorph & morph

Free & bound morphemes - content/lexical & functional/structural words - root, stem, affixes - derivational & inflectional affixes -Word-formation Semantics - Synonymy, antonymy, hyponymy, polysemy, ambiguity Semantic changes

Module 4: Syntax

Types of phrases, clauses & sentences (brief repetition of Grammar already included in previous semester syllabus)

Syntactic models - IC Analysis, labelled IC Analysis - PS Grammar - TG Grammar - kernel sentences & transforms - deep structure & surface structure - Some transformations - obligatory & optional - Interrogative - Do support - Negation - Passivisation - Co-ordination & subordination

READING LIST:

CORE TEXT: A text containing the above lessons will be made available **FURTHER**

READING:

1. Lyon, John. *Language and Linguistics: An Introduction*
2. Gimson, A.C. *An Introduction to the Pronunciation of English*
3. Murphy, Raymond. *English Grammar*
4. Trask, R. I. *Key Concepts in Language and Linguistics*
5. Martinet, Andre. *Elements of General Linguistics*
6. Swan, Michael. *Practical English Usage.*
7. Gleason, H.A. *Linguistics and English Grammar*

8. Lyons, John. Ed. *New Horizon in Language*
9. Hengcock, Mark. *English Pronunciation in Use*
10. Hall, Christopher J. *An Introduction to Language and Linguistics*
11. Odden, David. *Introducing Phonology*
12. Matthews, P.H. *Linguistics: A Very Short Introduction*
13. Yule, George *The Study of Language*.

GENG5B10T: INDIAN WRITING IN ENGLISH

SEMESTER	5
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: To enable students to appreciate Indian literature in English and to explore its uniqueness

OBJECTIVES OF THE COURSE:

- To provide an overview of the various phases of the evolution of Indian writing in English
- To introduce students to the thematic concerns, genres and trends of Indian writing in English
- To expose students to the pluralistic aspects of Indian culture and identity

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To enable students to reflect on the social issues addressed in the writings of the Indian English writers.
CO2	To reflect on the intricacies of the language style adopted by the Indian writers in English.
CO3	To help the students to understand and relate to postcolonial literatures in English by Indian English writers

COURSE DESCRIPTION:

COURSE SUMMARY

Module 1: Poetry	20 hrs
Module 2: Prose	15 hrs
Module 3: Fiction	25 hrs
Module 4: Drama and Film	18hrs
Evaluation:	12 hrs
Total:	90 hrs

COURSE DETAILS:

Module 1: Poetry

- Rabindranath Tagore: Two verses - one each from The Gitanjali and The Gardener.
- Sarojini Naidu: The Coromandel Fishers.
- Kamala Das: Introduction.
- Arun Kolatkar: Old Woman.
- Agha Shahid Ali: Country without a Postcard.

Module 2: Prose

1. B R Ambedkar: Speech at Mahad.
2. Salman Rushdie: Imaginary Homelands.

Module 3: Fiction

1. R K Narayan: The Fortune Teller
2. Temsula Ao: Laburnum for my Head.
3. Jhumpa Lahiri: The Interpreter of Maladies

Module 4: Drama and Film

1. Girish Karnad: Fire and Rain.
2. Charulatha: dir. Satyajit Ray.

READING LIST:

CORE TEXT: A text containing the above lessons will be made available **FURTHER**

READING:

1. Iyengar, Sreenivasa. *Indian Writing in English*. Delhi: Sterling, 1984.
2. Naik, M.K. *A History of Indian English Literature*. Delhi: Sahitya Academy, 1982.
3. Mehrotra, A.K. *A Concise History of Indian Literature in English*. Delhi: Permanent Black, 2008
4. Naik, M.K. *Perspectives on Indian Poetry in English*. Delhi: Abhinav Publication, 1984
5. N.V. Bhairava and V. Sarang ed. *Indian English Fiction 1980-1990: An Assessment*. Delhi: Permanent Black, 1994.
6. Naik, M.K. and S.M. Panekar ed. *Perspectives on Indian Drama in English*. Delhi: Permanent Black, 1977. Nelson, F.S., *Reworlding: The Literature of Indian Diaspora*. New York: Permanent Black, 1992.
7. Williams, H.M. *Indo Anglian Literature, 1800-1970*. Bombay: Orient Longman, 1976. Amga, H.I., *Indo-English Poetry*. Jaipur: Surabhi Publication, 2000.
8. Roy, Anuradha. *Patterns of Feminist Consciousness in Indian Women Writers: Some Feminist Issues*. Delhi: Prestige Books, 1999

GENG6B11T: VOICES OF WOMEN

SEMESTER	6
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: To introduce students to experiences unique to women and to the fundamental precepts of the feminist movement and to identify the polyphonic quality of women's voices.

OBJECTIVES OF THE COURSE:

- To equip students to steer clear of misconceptions regarding women and to evolve a human perspective about them.
- To arouse a keen interest in analysing critically the diversity of women's experiences across the world and to marvel at their creative skills.
- To perceive gender as a social construct

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To inculcate the ideal of gender equality in the young minds.
CO2	To make them aware of the social implications of gender.
CO3	To make them free from biases based on gender differences

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Essays	18 hrs
Module 2: Poetry	18 hrs
Module 3: Fiction	30 hrs
Module 4: Drama and Film	12 hrs
Evaluation:	12 hrs
Total:	90 hrs

COURSE DETAILS:

Module 1: Essays

- Chimamanda Ngozi Adichie: We Should All Be Feminists
- Virginia Woolf: Shakespeare's Sister

Module 2: Poetry

- Eunice D Souza: Bequest
- Amy Lowell: Vintage

3. Sappho: To Anactoria in Lydia
4. Inez Hernandez Avila: To Other Women Who Were Ugly Once
5. Judith Wright: Eve to her Daughters

Module 3: Fiction

1. Novel: Kate Chopin : The Awakening Short stories
2. Clarice Lispector : Preciousness 2. Alice Walker: The Flowers

Module 4: Drama and Film

1. Thozhilkendrathilekku
2. At Five in the Afternoon : dir. Samira Makhmalbuf Mustang : dir Denize Gamze Erguven

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Kamala Bhasin---*What is Patriarchy?*
2. Nivedita Menon--*Seeing like A Feminist*
3. Naomi Wolf--*Beauty Myth*
4. Alice Walker ---*Color Purple*
5. Caryl Churchill---*Vinegar Tom*
6. Deepa Mehta's films---*Earth, Fire, Water*
7. Rina Das' Film---*The village Rockster*

GENG6B12T: CLASSICS OF WORLD LITERATURE

SEMESTER	6
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: To hone the sensibility of the student to appreciate the great classics, to understand their universal quality and thereby achieve a broader perspective of life

OBJECTIVES OF THE COURSE:

- To acquaint the students with the classic literatures and thereby composite cultures of the world
- To enable students to develop cross cultural perspectives
- To enhance the literary sensibility of students

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To make students feel the sublimity, the elevated style and formal decorum of the classics.
CO2	To make them understand the formal intactness of the classics as opposed to the violation of rules in certain modern day writings.
CO3	To enable the students to have insight into classics from both east and west

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Introduction to the ancient world	10 hrs
Module 2: Poetry	30 hrs
Module 3: Drama and Film	18 hrs
Module 4: Fiction	20 hrs
Evaluation:	12 hrs
Total:	90 hrs

COURSE DETAILS:

Module 1: Introduction to the ancient world

Introducing epics of the world and conventions: The Iliad, Odyssey, Aeneid, The Epic of Gilgamesh, The Mahabharata and Ramayana – Introduction to Greek theatre and Indian theatre

Module 2: Poetry

- Dante: Divine Comedy Canto IV
- Goethe: The Violet

3. Alexander Pushkin: A Flower Shrivelled Bare of Fragrance
4. Rilke: Adam
5. Omar Khayyam: The Rubaiyat: 68-72
6. Rumi: Let Go of Your Worries, Look at Love, I died from Minerality
7. Matsuo Basho: In the Twilight Rain

Module 3: Drama and Film

1. Sophocles: Oedipus Rex
2. Bhasa: Urubhangam
3. Les Miserables: dir. Bille August

Module 4: Fiction

1. Maupassant: Mother Savage
2. Tolstoy: The Three Questions
3. Firdausi: Shahnamah: The Story of Sohrab and Rustum
4. Ryunosuke Akutagawa: In a Grove
5. PU Songling: The Painted Wall

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Boccaccio, Giovanni. *The Decameron*.
2. Virgil. *Aeneid*. Trans. Edward McCrorie. USA: University of Michigan Press, 1996.
3. Maupassant, Guy De. *Complete Maupassant Original Short Stories* at *Project Gutenberg* www.gutenberg.org Open Anthology of Early World Literature in English Translation hosted at the Columbia State University website
4. Songling, PU. *Strange Stories from a Chinese Studio* trans. Herbert A Giles. London: Thos. De La Rue &co, 1880.
5. www.rumi.org.uk and www.khamush.com
6. *The Internet Classics Archive* at classics.mit.edu
7. Pushkin, Alexander. *The Complete Works of Alexander Pushkin from Eugene Onegin to The Queen of Spades*.

GENG6B13T: FILM STUDIES

SEMESTER	6
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: To introduce students to films studies as a discipline and to develop in them analytical and critical skills so that they can appreciate cinema as an independent art form.

OBJECTIVES OF THE COURSE:

- To appreciate film as an art form and its aesthetics.
- To understand how film connects with history, politics, technology, psychology and performance.
- To critically appraise the nature of representation on screen and how class, race ethnicity and sexuality are represented.
- To develop analytical skills so that the student can produce informed and thorough close readings of films.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To familiarize the students with the techniques and elements of Film as a distinct genre.
CO2	To help the students in academic analysis of films.
CO3	To equip the students with necessary tools for appreciating aesthetics of film and to embed it within a wider social spectrum

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: A. Introduction to the basic terminology of filmmaking	18 hrs
B. Introduction to film genres	
C. Introduction to major movements and theories	
Module 2: Selected Essays on Film	20 hrs
Module 3: Case Studies of Early Classics	20 hrs
Module 4: Case Studies of Contemporary Classics	20 hrs
Evaluation:	12 hrs
Total:	90 hrs

COURSE DETAILS:

Module 1:

A. Introduction to the basic terminology of filmmaking:

Mise-en-scene, long takes, shallow focus, deep focus, Shots: (close up, medium shot, long shot). Camera Angle: Straight on Angle Shots, High Angle Shots, Low Angle shots. Shot-Reverse Shot.

Editing: chronological editing, Continuity Editing, Cross cutting, Montage, continuity

cuts, jump cuts, match cuts, Compilation cuts, 30 degree rule, 180 degree rule.
Sound: Diegetic and Extra-diegetic sound, Speech and Music. Colour: Black and White Cinema, Technicolour, Eastman Colour.

B. Introduction to film genres:

The Major genres: Narrative, Avant-garde, Documentary, Feature Films, Short Films.
Other genres: Thriller, Melodrama, Musical, Horror, Western, Fantasy, Animation, Film noir, Expressionist, Historical, Mythological, Science fiction, Road movies, Digital films, Telefilms, 3-D films.

C. Introduction to major movements and theories

The silent era, Classic Hollywood cinema, Italian Neo-Realism, French New wave, Asian Cinemas, Third Cinema and Indian cinema.

Introduction to the basic concepts of film theories: Realism, Formalism, Auteur theory, Apparatus Theory, Suture Theory, Culture Industry, Male Gaze, Film Semiotics.

Module 2: Selected Essays on Film

1. Andre Bazin: The Evolution of the Language of Cinema (from *What is Cinema*)
2. Gilbert Harman: Semiotics and the Cinema: Metz and Wollen
3. Laura Mulvey: Visual pleasure and Narrative Cinema
4. Bill Nichols: The Voice of the Documentary

Module 3: Case Studies of Early Classics

1. Charlie Chaplin: The Gold Rush
2. Francois Truffaut: 400 Blows
3. Federico Fellini: 8 1/2
4. Andrei Tarkovsky: The Mirror

Module 4: Case Studies of Contemporary Classics

1. Milos Forman: One Flew over the Cuckoo's Nest
2. Adoor Gopalakrishnan: Elipathayam (The Rat Trap)
3. Ousmane Sembene: Guelwaar
4. Kim Ki-duk: Spring, Summer, Winter, Autumn and Spring

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Virginia Wright Wexman *A History of Film* Delhi, Pearson
2. Susan Heyward *Key concepts in Cinema Studies* London Routledge
3. Amy Villarejo. *Film Studies : The Basics* London & New York Routledge. 2007
4. Warren Buckland *Teach Yourself Film studies* , London , Hadden
5. J Dudley Andrew *The major Film Theories: An Introduction* New Delhi Oxford Leo Braudy & Marshall Cohen Eds. *Film Theory and Criticism* Oxford OUP
6. J Dudley Andrew *Concepts in Film theory*
7. Bill Nicols ed. *Movies and Methods*
8. Andre Bazin *What is Cinema* Berkeley U of California P
9. John Hill & Pamela Church Gilson (eds) *The Oxford Guide to Film Studies* OUP

GENG6B14T: NEW LITERATURES IN ENGLISH

SEMESTER	6
NO OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)
MARKS	100 (Internal : 20 & External : 80)

AIM OF THE COURSE: This course aims at introducing students to the body of literature, some of them still emerging, produced by writers from countries that were not a part of the canon of British Literature eg. Writers from Asia, Africa, the Caribbean's, Latin America, Canada and Australia. Writers from America are also included.

OBJECTIVES OF THE COURSE:

- To expose the students to diverse cultures and modes of expression.
- To enable them to explore issues of cultural plurality and hybridity
- To expose the learners to literary negotiations of colonization and decolonization, identity, inequality, marginalization and so on.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To equip students with literary traditions from different parts of the globe.
CO2	To introduce the students to diverse literary practices of literatures from different continents
CO3	To equip the students with diverse methods for dealing with distinct cultural practices that one finds in new literatures

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Introduction	5 hrs
Module 2: Poetry	20 hrs
Module 3: Prose and Short Fiction	25 hrs
Module 4: Drama	20 hrs
Module 5: Film	8 hrs
Evaluation:	12 hrs
Total:	90 hrs

COURSE DETAILS:

Module 1: Introduction

A brief introduction to the canon of English literature, Commonwealth literature, post Colonialism and the context of New Literatures

Module 2: Poetry

1. Alice Walker: Remember Me? (U.S)
2. A D Hope: Australia (Australia)
3. Derek Walcott: A Far Cry from Africa (Caribbean)
4. Faiz Ahmed Faiz: When Autumn Came (Pakistan)
5. Li Young Lee: I Ask my Mother to Sing (China)
6. Tenzin Tsundue : When it Rains in Dharamsala (Tibet)
7. David Diop: The White Man Killed my Father(West Africa)
8. Margaret Atwood: Helen of Troy Does Countertop Dancing (Canada)
9. Yasmine Gooneratne: There was a Country (Sri Lanka)

Module 3: Prose and Short Fiction

1. Gabriel Garcia Marquez: *The Handsomest Drowned Man in the World*
2. Alice Munroe: *Voices*
3. Robyn Davidson: *Tracks: One Woman's Journey across 1700 miles of Australian Outbreak*

Module 4: Drama

1. Wole Soyinka: *Death and the King's Horseman*
2. Eugene O'Neil: *Long Day's Journey into Night*

Module 5: Film

1. Kite Runner: dir Marc Forster
2. Embrace of the Serpent: dir Ciro Guerra

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Gray, Richard. *A Brief History of American Literature*. London: Wiley-Blackwell, 2011.
2. Pierce, Peter. *The Cambridge History of Australian Literature*: Queensland: James Cook University, 2017.
3. Young, Robert C. *Post Colonialism: A Very Short Introduction*. London: Oxford, 2003.
4. Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Toronto: Anansi, 2004.

ELECTIVE COURSES

GENG6E01T: LITERATURE OF THE MARGINALIZED

SEMESTER	6
NO OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

AIM OF THE COURSE: The course aims at introducing to the students the various aspects of marginality and how the question of marginality gets reflected in literature through revolutionary, indigenous and autonomous ways of expression

OBJECTIVES OF THE COURSE:

- a. To sensitize the students on issues pertaining to the marginalized
- b. To educate the students about the evolving patterns of generic and other technical possibilities that the marginalized use to represent their predicament.
- c. To communicate to the students how marginality is very often a contextual factor related to the socio cultural reality.
- d. To discuss how the question of marginality has evolved by giving space to new and till now avoided categories of outcastes, bodily and culturally and how such people develop their own styles of articulation and subsequent theoretical foundations.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To enable the students to approach literature from the perspectives of the marginalized.
CO2	To equip the students with the key terms in subaltern theory.
CO3	To give the students an insight into how literature can cater to the laboratory ideals of the marginalized

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Prose	10 hrs
Module 2: Poetry	10 hrs
Module 3: Short Story	10 hrs
Module4: Documentary/ Film	12 hrs
Evaluation:	12 hrs
Total:	54 hrs

COURSE DETAILS:

Module 1: Prose

1. The opening section of Mother Forest.:? C.K. Janu.
2. Covey the Negro Breaker. My bondage and my Freedom: Frederick Douglass.
3. Rain. From the Section: Sinking Ship. On sight and Insight, A journey into the world of blindness: John Hull.
4. Yes, is now finally safe in Australia thanks to Sanctuary
www.sanctuaryaustraliafoundation.org.

Module 2: Poetry

1. Mascara: Meena Kandaswami.
2. It's a new day: L.J. Mark.
3. A ring to me is bondage: Mina Asadi.
4. I am not one of the: Cheryl Marie Wade.

Module 3: Short Story

1. Johnson and the Cascadura: Samuel Selvon.
2. Annamma Teacher Ororma: Sakkariya..
3. Turumpu Mullaaniyude Hridayam: Shihabudheen Poythum Kadavu.

Module 4: Documentary/ Film

1. Ara Jeevithangalkke Oru Swargam: dir M A Rahman

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Disability Studies Reader Second Edition. Ed. Lennard J. Davis. Routledge, 2006.
2. Hull, John M. *Touching the Rock: An Experience of Blindness*. SPCK, 1990.
3. Douglass, Frederick. My bondage and my freedom. www.gutenberg.org
4. Selvon, Samuel. Ways of Sunlight. Macgibbon and Kee. 1957

GENG6E02T: DIGITAL LITERATURE AND ENGLISH

SEMESTER	6
NO OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

AIM OF THE COURSE: To introduce the students to the changing domains of literature developed digitally.

OBJECTIVES OF THE COURSE:

- To have an understanding of the important concepts of digital literature.
- To familiarize the history and politics of electronic literature and introduce its difference from the conventional idea of literature.
- To encourage the students to read and appreciate literature which is produced electronically.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To provide technical knowledge on how to access electronic literature
CO2	To familiarize the students with innovations in the medium for literature in the digital age
CO3	To support students to make use of opportunities provided by the digital innovation in exploring

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Key concepts	6 hrs
Module 2: Selected Essays	18 hrs
Module 3: Digital Literature – Selected Texts	18 hrs
Evaluation	12 hrs
Total:	54 hrs

COURSE DETAILS:

Module 1: Key concepts

Digital literature, Digital Humanities, Hypertext, Cyberpunk Literature, Blogging and Vlogging.

Module 2: Selected Essays

- Jeffrey Masten, Peter Stally Brass and Nancy Vickers: Introduction to *Language Machines*
- Robert Coover: *The End of Books* (New York Times)
- Matt Kirschenbaum: "Materiality and Matter and Stuff: What Electronic Texts Are Made Of"
- Alice Bell: "Theory: Hypertext Fiction and the Significance of Worlds" (Ch.2, *The Possible*)

Module 3: Digital Literature – Selected Texts

1. Stuart Moulthrop: *Victory Garden* (Hypertext Novel)
2. Talan Memmott: “Lexia to Perplexia” (e-literature)

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Paul Christiane, *Digital Art*.
2. Alice Bell, *The Possible Worlds of Hypertext Fiction*
3. Joseph Tabbi, *The Bloomsbury Handbook of Electronic Literature*.

GENG6E03T: WRITING FOR THE MEDIA

SEMESTER	6
NO OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

AIM OF THE COURSE: The course aims to make a better understanding on professional media industry and to the forms of writings for mass media.

OBJECTIVES OF THE COURSE:

- To familiarize the students with the latest trends in media
- To understand the specificities and possibilities of the different kinds of media
- To impart necessary technical writing skills

COURSE DESCRIPTION:

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To guide the students with journalistic aspirations for a better career
CO2	To familiarize the students with the art of freelance writing
CO3	To familiarize the students with the career opportunities in journalism, content writing and other technical writing

COURSE DESCRIPTION:

COURSE SUMMARY

Module 1: Technical Writing	10 hrs
Module 2: Writing for audio visual media	12 hrs
Module 3: Advertisement	10 hrs
Module4: Writing for digital media	10 hrs
Evaluation:	12 hrs
Total:	54 hrs

COURSE DETAILS:

Module 1: Technical Writing

Definition- types of technical writing- structure of user manuals, technical descriptions, instructions and accessories –dissertation and thesis writing

Module 2: Writing for audio visual media

- Radio - types of programmes- writing for broadcast-scripting for drama feature, talks and discussions-news writing for radio-fixed programme chart preparation-scope of radio in podcasting-community and commercial FM broadcasting.

- b. Television and film documentary-concept to story structure-narrative arc –script-screenplay and storyboard – production book and set design-difference between various media content-TV programmes- documentary and fiction.

Module 3: Advertisement

Various types of commercials- copywriting for print- radio and online advertisement- creative content filling- TV commercials.

Module 4: Writing for digital media

Digital reporting-writing for websites-blogging and vlogging script- news gathering and online stylistics- laws and ethics of new media-.cyber laws

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Stoval, James Glen. *Writing for the Mass Media*. Pearson Education, 2006.
2. Menchar, Melvin. *Basic News Writing*. William C Brown Cox, 1983
3. Rich, Carole. *Writing and Reporting News: A Coaching Method*. Wadsworth/Thomson Learning, 2003.
4. Neal, James A and Suzane S Brown. *News Writing and Reporting*. Surjeeth Publications, 2003.
5. Feldman, Tony. *An Introduction to Digital Media*. Blueprint Series, 1996.
6. Boother, Dianna. *F Writing*. Macmillan, 2008.
7. Lewis, Richard. *Digital Media: An Introduction*. Prentice Hall. Nigel, Chapman. Digital Media Tools. Paperback 26 Oct, 2007.

GENG6E04T: TRANSLATION STUDIES

SEMESTER	6
NO OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

AIM OF THE COURSE: To introduce translation studies as an academic activity and to enable students to translate texts from one language to the other

OBJECTIVES OF THE COURSE:

- To introduce students to the basic theories of translation studies
- To familiarize them with the diverse techniques and strategies of translation
- To cultivate the skill to translate texts from one language to the other

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To make the students aware of the career opportunities in translation
CO2	To motivate the students to translate from one language to another.
CO3	To show them the pleasure of translation as an academic activity

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: The two W's of Translation	10 hrs
Module 2: Types of Translation	10 hrs
Module 3: Short Story in Translation	10 hrs
Module4: Translation in Practice	12 hrs
Evaluation:	12 hrs
Total:	54 hrs

COURSE DETAILS:

Module 1: The two W's of Translation

- What is translation? Why is translation studies important? – Different definitions of translation
- Source language and Target language

Module 2: Types of Translation

Inter lingual, Intra lingual and Intersemiotic, Full vs. Partial, Total vs. Restricted, Transliteration, Transcreation, Ada

Module 3: Short Story in Translation

The Flood (Vellappokkathil) by Thakazhi Sivasankara Pillai translated by O.V. Usha (Included in David Davidar ed. “‘A Clutch of Indian Masterpieces’ – Extraordinary Short Stories from the 19th century to the Present.” New Delhi, Aleph Book Company, 2014

Module 4: Translation in Practice

Practical translation exercises from Malayalam or any regional language to English of poetry and short stories

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Bassnett, Susan. *Translation Studies*. Routledge, London and New York, 2002.
2. Catford, J.C. *A Linguistic Theory of Translation*. OUP, 1965.
3. Jakobson, Roman. *On Linguistic Aspects of Communication*.

GENG6E05T: ENGLISH LANGUAGE EDUCATION

SEMESTER	6
NO OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

AIM OF THE COURSE: The course aims to help learners understand the basic principles underlying the practice of teaching English as a second language

OBJECTIVES OF THE COURSE:

- To expose them to the practical ways of teaching English language using different methods.
- To help learner develop a taste for teaching English effectively.
- To develop in learners ability for critical reflections on their own and fellow-learners' method of teaching English.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To introduce various theories related to English Language Teaching
CO2	To enable students to devise novel techniques for English language teaching
CO3	To make the students passionate about teaching English language

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Introduction to ELT	10 hrs
Module 2: ELE Principles and Practices	10 hrs
Module 3: From Theory to Practice	10 hrs
Module 4:	12 hrs
Evaluation:	12 hrs
Total:	54 hrs

COURSE DETAILS:

Module 1: Introduction to ELT

Basic glossary-(L1/L2,ESL/EFL, TESOL, CALL, ICT, CLT, EAP, ESP, ELL, PPP, TBL, IELTS/TOEFL, PT, AT, CE)- Receptive and Productive Skills-Acquisition and Learning-World Englishes-the history of ELE in India-GIE- the future of English(es).

Module 2: ELE Principles and Practices

Defining approach -Structural, Lexical, Eclectic and Communicative approaches -defining method- Grammar Translation, Direct, Bilingual, PPP Methods -Task Based Learning and Teaching- Postmethod Concept.

(Practical ways of teaching a single language component using different approaches/methods have to be demonstrated in the classroom)

Module 3: From Theory to Practice

Lesson planning - Peer teaching/Micro - teaching - testing and types of tests.

(Practical peer/microteaching by students is to be done in the class and it can be an alternative to tests meant for internal assessment)

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Harmer, Jeremy (2001)*The Practice of English language Teaching*. Orient Longman
2. Nagaraj, Geetha (2010) *English Language Teaching : Approaches Methods and Techniques*. Orient Black swan
3. Larsen, Freeman and Anderson (2011) *Techniques and Principles in Language Teaching*.OUP
4. Peter, Jason. (2006) *English to the World: Teaching Methodology Made Easy*. August Publishing
5. Nunan , D(2003) *Practical of English language Teaching*. New York. McGraw Hill.
6. Kumaravadivelu (2006) *Understanding Language Teaching: from Method to Postmethod*. Lawrence Associates

GENG6E06T: SHAKESPEARE

SEMESTER	6
NO OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

AIM OF THE COURSE: To initiate students to read and appreciate the master

OBJECTIVES OF THE COURSE:

- To expose students to the universality of Shakespeare and his relevance for all times
- To appreciate the polyphonic quality of Shakespeare's works and to learn the different modes of approaching Shakespeare
- To develop the students' skill of formulating his/her own critical position

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To enable students to critically evaluate and approach the literary tradition heralded by Shakespeare.
CO2	To equip students with the contemporary reflections on Shakespeare.
CO3	To make the students aware of multiplicity of approaches from which Shakespeare could be discussed at present

COURSE DESCRIPTION:

COURSE SUMMARY

Module 1: Relevance of Shakespeare	10 hrs
Module 2: The Different Artist	10 hrs
Module 3: Representative Works for non-detailed study	10 hrs
Module4: Excerpts for Detailed Study	12 hrs
Evaluation:	12 hrs
Total:	54 hrs

COURSE DETAILS:

Module 1: Relevance of Shakespeare

The influence of Shakespeare in the 21st century – Popular quotes – How to do things with Shakespeare: New Approaches, New essays (2 essays)

Module 2: The Different Artist

The four phases of Shakespeare's dramatic career – Shakespearean tragedy – Shakespearean comedy – Shakespeare's characters

Module 3: Representative Works for non-detailed study

The Twelfth Night The Tempest

Module 4: Excerpts for Detailed Study

The Trial Scene in 'The Merchant of Venice' Act IV Scene 1 lines 1- 163 Antony's speech in 'Julius Caesar' Act III Scene 2

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Maguire, Laurie. Ed. *How to do Things with Shakespeare: New Approaches, New Essays*. Wiley-Blackwell, 2007.
2. Stern, Tiffany. *Watching as Reading: The Audience and Written Text in Shakespeare's Playhouse*
3. Coldiron, A.E.B., *Canons and Cultures: Is Shakespeare Universal?*
4. Peralta, Eyder. *Things We Say Today and Owe to Shakespeare*. NPR Series, 2011.

GENG6B15D: PROJECT

SEMESTER	5 & 6
NO OF CREDITS	2
NO. OF CONTACT HOURS	2 hrs/wk
MARKS	75 (Internal : 15 & External : 60)

COURSE OUTCOMES:

COs	COURSE OUTCOMES Project work is a small piece of Research work. After completing the work and submitting the Dissertation a student will be able to
CO1	Find out a relevant topic for research
CO2	To search for literature of the previous works on related topics.
CO3	To plan and execute a work systematically
CO4	To collect data, analyse them and arrive at logical conclusions
CO5	To prepare a Dissertation in the prescribed format

The following are the guidelines for conducting, reporting and submitting the Project in partial fulfillment of the requirements for the award of the degree of Bachelor of Arts in English of the University of Calicut. The entire course of Project Work is spread in the last two Semesters namely V and VI Semesters of the BA degree Programme. In the V Semester, the Course of Project work, with two hours per week allotted is a non-credit Course. In the VI Semester, the Course of Project Work is a continuation of the Course of Project work done in the V Semester. The number of hours allotted per week is 2 hrs. in 5th and 6th semester.

PROJECT GUIDELINES

The guidelines to be followed in the preparation, conducting, reporting, submission and evaluation of the Project work are as follows:-

1. The topics shall strictly adhere to the authors or socio-cultural backgrounds/influences of English Literature.
2. The candidates can take up a topic either from the prescribed syllabus or from outside the prescribed syllabus. The projects on the topics outside the syllabus will attract grace marks.
3. It is recommended that the project should be carried out on individual basis. In special cases Group presentation of projects can be allowed.
4. V Semester shall be devoted to the study of methodology of research and project work. By the end of the V Semester, a Synopsis of Project work should be finalised with the help of the guide.

5. The Synopsis of the Project, which is finalized by the end of V Semester, should be submitted to the Department for approval.

It shall consist of the following:

- Title of the Project
- Objectives
- Review of Literature
- Methodology including the reading list.

It is strongly recommended that, the Department need not wait till the end of the Semester for the finalization of the topic for Project Work. The students shall be encouraged to start the project work as early as possible in the V Semester itself

6. A Department Level Project Committee under the Chairmanship of Head of Department, in its due course of meetings, shall approve the topics for Project work. The Department Level Project Committee may or may not conduct a zero-credit-zero-mark general viva to ascertain the competency of the candidates for conducting the project work. The Department Level Project Committee shall give necessary guidelines, which should be taken note by the students as well as the guide.

7. The approved topics, along with the name of students and the name of the guide/supervisor should be displayed in a Notice Board under the Seal and Signature of the Head of the Department.

8. Considering the number of students available in a batch and the number of Faculty members available in a department, it is suggested that the students shall be grouped into 5 to 10 groups consisting of 3 to 5 students. Each faculty member shall thus give guidance to one or two such groups.

9. The VI Semester is fully devoted for
- Library Work and Data Collection
 - Data Analysis
 - Project Writing
 - Report Presentation and Submission

10. The candidates shall devote themselves to the project work, making use of the holidays. Hours allotted for Project work in the V and VI Semesters should be devoted for attending lecture classes on Project work and for obtaining guidance from the Supervisor.

11. Each candidate shall submit the Report of the Project work, separately under his/her name. However, in the case of group submission, the names of other members of the group shall be mentioned in the Certificate signed by the Supervisor/Guide and Head of Department.

12. MLA (VIII edition) style may be followed for documentation

13. It is of utmost importance that the student should refrain from plagiarism. The Supervisor shall take utmost care in this regard.

14. Evaluation of the Project: The Project Report shall be subjected to both internal and external evaluation. The total marks for the project is 75, of which 60 is awarded on the basis of external evaluation and 15 on the basis of internal. The Internal Evaluation shall be done at the Department

level. The criterion of awarding internal marks is given below:

Serial No.	Component	Marks
1	Originality	3
2	Methodology	3
3	Scheme/ Organization of Report	4
4	Viva Voce	5
	TOTAL	15

*The Internal Viva-Voce conducted by a three member Committee comprising the Head of Department, Supervisor, and a senior Faculty member.

The External Evaluation of the Project is done by a Board of Examiners appointed by the University. The criterion for awarding external marks is given below:

Serial No.	Component	Marks
1	Relevance of Topic, Statement of Objectives	12
2	Reference/ Bibliography, Presentation. Quality of analysis/ Use of statistical tools	12
3	Findings and Recommendations	18
4	Viva Voce	18
	TOTAL	60

The student who fails to attain 40 % of marks for Project shall redo and resubmit his/her project.

GENG6B16T: RESEARCH METHODOLOGY

SEMESTER	5 & 6
NO OF CREDITS	2
NO. OF CONTACT HOURS	36 (2 hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

AIM OF THE COURSE: The course aims to introduce students to the fundamentals of research

OBJECTIVES OF THE COURSE:

- To introduce students to the basic elements of research writing.
- To encourage students to seriously pursue the preparation of project and research papers.
- To enable students to write research papers

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To equip students with knowledge on research methodology and thesis writing.
CO2	To enhance the academic writing skills of students
CO3	To familiarize the students with the structure of theses and key terms related to it

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Research: Key concepts	5 hrs
Module 2: The Format of the Research Paper	5 hrs
Module 3: The Mechanics of Writing	10 hrs
Module 4:	10 hrs
Evaluation:	6 hrs
Total	36 hrs

COURSE DETAILS:

Module 1. Research: Key concepts

Defining Research, Selecting a topic, Using the Library, Collecting Materials, Evaluating Sources, Taking Notes, Avoiding Plagiarism.

Module 2. The Format of the Research Paper

Margins, Text formatting, Heading and title, Tables and Illustrati

Module 3. The Mechanics of Writing

Synopsis, Parts of the Dissertation, Writing Drafts, Spelling and Punctuation, Capitalization, Underlining and Italics, Quotations, Documentation, In-text and End text citations and Bibliography

READING LIST

MLA Handbook for Research Writing VIII edition

OPEN COURSES

GENG5D01T: ENGLISH FOR COMPETITIVE EXAMINATIONS

SEMESTER	5
NO OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

AIM OF THE COURSE: To prepare the students for competitive exams such as UPSC, Defence, SSC, Banking, KPSC, Insurance and other examinations.

OBJECTIVES OF THE COURSE:

- a. To help the students to approach and qualify competitive examinations by introducing the usually discussed areas in the exams.
- b. To enable the learners to acquire necessary professional skills in the usage of English.
- c. To provide opportunities for the students to improve their listening and reading comprehension skills.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To make the students competent for both subjective and objective types of examinations.
CO2	To enable students to choose from MCQs on English grammar
CO3	To equip the students with necessary tools and methods for scoring high marks English in competitive exams.

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Word based questions	16 hrs
Module 2: Sentence based questions	14 hrs
Module 3: Passage based questions	14 hrs
Evaluation	10 hrs
Total	54 hrs

COURSE DETAILS:

Module 1: Word based questions

Synonyms, antonyms, analogy, one-word substitution, idiomatic use of verbs, test of spellings, Correct use of prepositions and articles.

Module 2: Sentence based questions

Error identification, Sentence correction, Jumbled words in a sentence, Sentence completion.

Module 3: Passage based questions

Jumbled sentences in a paragraph, Reading comprehension, English comprehension.

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Edgar Thorpe and Showick Thorpe, *Objective English for Competitive Exams*.
2. Michael Swan, *Practical English Usage*.
3. Wren and Martin, *High School English Grammar & Composition*.

GENG5D02T: CREATIVE WRITING IN ENGLISH

SEMESTER	5
NO OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

AIM OF THE COURSE: To expose the students to the different kinds of writing and to enable them to write creatively

OBJECTIVES OF THE COURSE:

- a. To help the students to analyse and appreciate poems and short stories
- b. To identify different literary forms and genres.
- c. To enable the learners to write professional articles – blogs, book and film reviews etc.
- d. To train students in free translation and thereby improve their professional and linguistic skills.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To enable the students to pursue creative writing in English
CO2	To equip the students with different methods for writing each genre.
CO3	To guide them on how to get their writings published in famous journals and magazines

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Poetry Writing	10 hrs
Module 2: Prose Writing	10 hrs
Module 3: Review Writing	10 hrs
Module 4: Writing New Media and Screenplays	12 hrs
Evaluation	12 hrs
Total	54 hrs

COURSE DETAILS:

Module 1: Poetry Writing

Analysis of the theme, structure, imagery and symbols, and rhythm - major poetic forms with examples. Critical appreciation – emphasis on theme, structure, style, symbols, images, rhythm and diction.

Poetry writing sessions based on common/everyday themes in various forms – to initiate students into poetry writing.

Translation-types of translation-Creativity in poetic translation followed by practical session.

Module 2: Prose Writing

History – origin – short story and novel – characteristic features– plot construction, characterization, narration, local colour, atmosphere and title.

Speeches-Letters-Biographies.

Short Story appreciation - critical appreciation of stories - emphasis on theme, structure, style, images and dialogue.

Practice sessions – building up short stories, speeches and letters based on given topics / themes from everyday life and situations.

Module 3: Review Writing

Elements of book/film reviewing/screenplays – Features of a good review must - sample book/film reviews from newspapers and magazines - practice sessions on book and film reviews.

Module 4: Writing New Media and Screenplays

Newspaper Articles – Writing for the Media-Editorials- Letters to the editor

Writings on Art, Music and Culture- Blog writing-Web-Advertisement-language in visual media-News reading-documentary-Radio talks

Screenplays- Constituent parts, Model sessions on screenplays for short films and documentaries

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. *Creative Writing in English*, Pearson Longman. Sethuraman, V.S *Practical Criticism*
2. Prasad B, *A Background to the Study of Literature*
3. Scholes, Robert, ed. *Elements of Literature: Fiction, Poetry, Drama, Essay, Film*
4. Hatim, Basil and Jeremy Munday. *Translation: An Advanced Resource Book*.
5. Morley, *A Cambridge companion to Creative Writing*.

GENG5D03T: APPRECIATING LITERATURE

SEMESTER	5
NO OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)
MARKS	75 (Internal : 15 & External : 60)

AIM OF THE COURSE: This course aims to generate genuine interest in literature. Focus is given on the literary aspects than the technical aspects of literary texts.

OBJECTIVES OF THE COURSE:

- To teach students how to appreciate literature through simple and popular literary works.
- To familiarize the students with the different genres and different varieties of English literature through the selected pieces without formal introduction.
- To teach students how literature can function as a reflection of life in its varied forms.
- To teach students how literature is philosophical and social.

COURSE OUTCOMES:

COs	COURSE OUTCOMES
CO1	To enable the students to critically analyse a literary work
CO2	To train them on how to write reviews
CO3	To enable them to reflect on the portrayal of life in literature

COURSE DESCRIPTION:

COURSE SUMMARY:

Module 1: Poetry	10 hrs
Module 2: Prose	10 hrs
Module 3: Short Stories	14hrs
Module4: Drama	10 hrs
Evaluation:	10 hrs
Total:	36 hrs

COURSE DETAILS:

Module 1: Poetry

1. The Waking: Theodore Roethke.
2. The Enchanted Shirt: John Hay.
3. Peacock and Nightingale: Robert Finch.
4. Ozymandias: PB Shelley.
5. Night of the Scorpion: Nissim Ezekiel.

Module 2: Prose

1. On Doors: Christopher Darlington Morley.
2. On running After One's Hat: G.K. Chesterton.

Module 3: Short Stories.

1. The Gift of the Magi: O. Henry.
2. Mark of Vishnu: Khushwant Singh.
3. Happy Prince: Oscar Wilde.

Module 4: Drama

1. The Monkey's Paw. W.W. Jacobs.

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

1. Thomas, C.T. *Twentieth Century Verse*. Macmillan India Limited: 1979.
2. Wilde, Oskar. *The Happy Prince and Other short stories*. www.ibiblio.org/gutenberg

SCHEME OF EXAMINATION

Core courses consist of fifteen theory papers and a project work.

The evaluation scheme for each course including the project work shall contain two parts. There will be TWO types of scheme of examinations.

Question Paper Type 1 for the papers having 4 or 5 credits:

This scheme consists of external question paper with 80 marks and internal examination with 20 marks. Duration of each external examination is 2.5 hours. The students can answer all the questions in A&B sections. But there shall be ceiling in each section.

Section A

Short Answer type that carries 2 marks each – 15 questions Ceiling – 25 marks

Section B

Paragraph/problem type that carries 5 marks each – 8 questions Ceiling – 35 marks

Section C

Essay type that carries 10 marks (2 out of 4) 2X10=20marks

Question Paper Type 2 for the papers having 2 or 3 credits:

This scheme consists of external question paper with 60 marks and internal examination with 15 marks. Duration of each external examination is 2 hours. The students can answer all the questions in A&B sections. But there shall be ceiling in each section.

Section A

Short Answer type that carries 2 marks each – 12 questions Ceiling – 20 marks

Section B

Paragraph/problem type that carries 5 marks each – 7 questions Ceiling – 30 marks

Section C

Essay type that carries 10 marks (1 out of 2) 1X10=10 marks

For the project work, out of the total 50 marks, 10 for Internal assessment and 40 for External evaluation.

Evaluation of Project

This is done under mark system. There will be an Internal assessment by the supervising teacher of the Project and an External evaluation by an External Examiner appointed by the University. Grade will be awarded to the candidates by combining the external and internal marks. The internal and external components are to be taken in the ratio 1:4. The internal will be 20 percent of the total and external will be 80 percent of the total.

COMPONENTS	INTERNAL in MARKS Total in 20 Marks	EXTERNAL in MARKS Total in 80 Marks
Originality – Relevance of the topic, statement of the objectives	4	16
Methodology- Reference/Bibliography, Presentation, quality of analysis/use of statistical tools	4	16
Scheme/ Organisation of report-Findings and Recommendations	6	24
Viva-Voce	6	24