

**BCM COLLEGE, KOTTAYAM**

**Affiliated to the Mahatma Gandhi University, Kottayam, Kerala**

**CURRICULUM FOR  
UNDER GRADUATE PROGRAMME**

**PROGRAMME: B A ENGLISH LANGUAGE AND LITERATURE MODEL I**

**GRADUATE PROGRAMME OUTCOMES (GPO)**

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

<b>GPO No.</b>	<b>Graduate Programme Outcomes</b>
<b>GPO No. 1</b>	<b>Disciplinary Knowledge &amp; Critical Thinking:</b> Articulate knowledge of one or more disciplines that form a part of UG programme. Critically think, analyse, apply and evaluate various information and follow scientific approach to the development of knowledge.
<b>GPO No. 2</b>	<b>Communication Skill:</b> Communicate thoughts and ideas clearly in writing and orally. Develop careful listening, logical thinking and proficiency in interpersonal communication.
<b>GPO No. 3</b>	<b>Environmental Awareness:</b> Sustainable approach to use of natural resources. Capable of addressing issues, promoting values and give up practices that harm the ecosystem and our planet.
<b>GPO No. 4</b>	<b>Ethical Awareness:</b> Uphold ethics/morals in all spheres of life. Identify and avoid unethical behaviour in all aspects of work.
<b>GPO No. 5</b>	<b>Social Commitment:</b> Be aware of individual roles in society as nation builders, contributing to the betterment of society. Foster social skills to value fellow beings and be aware of one's responsibilities as international citizens.
<b>GPO No. 6</b>	<b>Lifelong learners:</b> Equip students to be life long learners. Be flexible to take up the changing demands of work place as well as for personal spheres of activities.

PSO NO.	PROGRAMME SPECIFIC OUTCOME
1.	<b>Define</b> Historicity and Contemporaneity of Language and Literature
2.	<b>Describe</b> how daily activities and affairs are linked with social and cultural activities
3.	<b>Implement</b> linguistic and communicative abilities.
4.	<b>Deconstruct</b> cultural conventions and attribute novelty in research
5.	<b>Evaluate</b> and rationally <b>critique</b> literary texts
6.	<b>Generate</b> Alternate Styles of Writing
7.	<b>Compare and contrast</b> English Literatures across the world
8.	<b>Enable</b> students to improve their overall Communication and writing skill required for various job opportunities.
9.	<b>Understanding</b> the basic concept of psychology as a scientific discipline

COURSE		DETAILS
<b>CODE:</b>		<b>ENCN1</b>
<b>TITLE</b>		<b>COMMUNICATION SKILLS IN ENGLISH</b>
<b>DEGREE</b>		BA/BSC/BCOM
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		1 / I
<b>TYPE</b>		COMMON
<b>CREDITS</b>		3
<b>TOTAL NO: OF CONTACT HOURS:</b>	90	<b>HOURS PER WEEK: 5</b>

Sl no.	Course Outcomes	CL	PSO
1	Identify the speech sounds of English for better communication.	R	3,8
2	Interpret and comprehend English and speak with global intelligibility	U	3,8
3	Implement a better reading habit by refining their reading strategies.	Ap	3,8
4	Identify and rectify the common errors in English usage	An	3,8
5	Produce error free speech ease and confidence	C	3,8

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1: Speech Sounds</b>	<b>18</b>	
<b>1.1</b>	Phonemic symbols	1	1,2
<b>1.2</b>	Vowels; Consonants	2	1,2
<b>1.3</b>	Syllables	1	1,2
<b>1.4</b>	Word stress	2	1,2
<b>1.5</b>	Stress in polysyllabic words	2	1,2
<b>1.6</b>	Stress in words used as different parts of speech	2	1,2
<b>1.7</b>	Sentence stress	2	1,2,5

<b>1.8</b>	Weak forms and strong forms	2	1,2,5
<b>1.9</b>	Intonation	2	1,2,5
<b>1.10</b>	Awareness of different accents: American, British and Indian	1	1,2,5
<b>1.11</b>	Influence of the mother tongue	1	1,2,4,5
<b>2.0</b>	<b>Module 2: Listening</b>	<b>18</b>	
<b>2.1</b>	Active listening	4	1,2
<b>2.2</b>	Barriers to listening	4	1,2,4
<b>2.3</b>	Listening and note taking	4	1,2
<b>2.4</b>	Listening to announcements	3	1,2
<b>2.5</b>	Listening to news on the radio and television	3	1,2
<b>3.0</b>	<b>Module 3: Speaking</b>	<b>36</b>	
<b>3.1</b>	Word stress and rhythm	4	1,2,5
<b>3.2</b>	Pauses and sense groups	4	1,2,5
<b>3.3</b>	Falling and rising tones	4	1,2,5
<b>3.4</b>	Fluency and pace of delivery	4	1,2,5
<b>3.5</b>	Art of small talk	4	1,2,5
<b>3.6</b>	Participating in conversations	4	1,2,5
<b>3.7</b>	Making a short formal speech	4	1,2,5
<b>3.8</b>	Describing people, place, events and things	4	1,2,5
<b>3.9</b>	Group discussion skills and telephone skills	4	1,2,5
<b>4.0</b>	<b>Module 4: Reading</b>	<b>18</b>	
<b>4.1</b>	Reading: theory and Practice	1	1,2,3
<b>4.2</b>	Scanning	2	1,2,3
<b>4.3</b>	Surveying a textbook using an index	2	1,2,3
<b>4.4</b>	Reading with a purpose	2	1,2,3
<b>4.5</b>	Making predictions	1	1,2,3
<b>4.6</b>	Understanding text structure	2	1,2,3
<b>4.7</b>	Locating main points	2	1,2,3

<b>4.8</b>	Making inferences	2	1,2,3
<b>4.9</b>	Reading graphics	2	1,2,3
<b>4.10</b>	Reading critically	1	1,2,3
<b>4.11</b>	Reading for research	1	1,2,3

**Core Text:** V.Sasikumar, P Kiranmai Dutt and Geetha Rajeevan, . *Communication Skills in English*. Cambridge University Press and Mahatma Gandhi University.

COURSE		DETAILS
<b>CODE:</b>		EN1CR01
<b>TITLE</b>		METHODOLOGY OF HUMANITIES AND LITERATURE
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		1 /I
<b>TYPE</b>		CORE
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	108	<b>HOURS PER WEEK: 6</b>

Sl no.	Course Outcomes	CL	PSO
<b>1</b>	To identify the major signposts in the historical evolution of literary studies from its inception to the current postcolonial realm	R	1,5
<b>2</b>	To categorize the various approaches to the study of literature	U	5,7
<b>3</b>	To use the basic skills necessary for the study of literature.	Ap	2,3
<b>4</b>	To apply key literary terms in the critical reading of literary texts.	Ap	5,6,7
<b>5</b>	To analyse and interpret the literary works in different genres of literature	An	5,7

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1</b>	<b>18</b>	
<b>1.1</b>	<b>Part A:</b> W.H. Hudson: “Some ways of Studying Literature” from <i>An Introduction to the Study of Literature</i>	9	2,3,5
<b>1.2</b>	<b>Part B:</b> William Shakespeare: Sonnet 116- “Let Me Not to the Marriage of True Minds”	9	3,4,5
<b>2.0</b>	<b>Module 2</b>	<b>18</b>	
<b>2.1</b>	<b>Part A:</b> Cleanth Brookes: “The Formalist Critics” from the <i>My Credo</i> series: <i>The Kenyon Review</i>	9	1,2
<b>2.2</b>	<b>Part B:</b> Emily Dickinson: “Because I could not stop for Death” (poem 479)	9	3,4,5
<b>3.0</b>	<b>Module 3</b>	<b>18</b>	
<b>3.1</b>	<b>Part A:</b> Terry Eagleton: “What is Literature?” from <i>Literary Theory: An Introduction</i>	9	1,2
<b>3.2</b>	<b>Part B:</b> Mahasweta Devi: “Kunti and Nishadin”	9	3,4,5
<b>4.0</b>	<b>Module 4</b>	<b>18</b>	
<b>4.1</b>	<b>Part A:</b> Lois Tyson: “Feminist Criticism”	9	1,2
<b>4.2</b>	<b>Part B:</b> Sara Joseph: “Inside Every Woman Writer”	9	3,4,5
<b>5.0</b>	<b>Module 5</b>	<b>18</b>	
<b>5.1</b>	<b>Part A:</b> Peter Barry: Postcolonial Criticism	9	1,2
<b>5.2</b>	<b>Part B:</b> 2 Poems in tandem: Mahmoud Darwish: “Identity Card” and S. Joseph: “Identity Card”	9	3,4,5
<b>6.0</b>	<b>Module 6</b>	<b>18</b>	
<b>6.1</b>	<b>Part A:</b> Pradeepan Pampirikunnu: What did Literary Histories Say to You?”	9	1,2
<b>6.2</b>	<b>Part B:</b> Poikayil Appachan: “No Alphabet in Sight”	9	3,4,5

**Core Text: 1. *Methodology and Perspectives of Humanities.***

***Pearson Longman 2009 (except chapter 4 “Indian Philosophy)***

**2. *Social Roots of Literature* edited by Dr. K. M. Krishnan and Tom Thomas.**

COURSE		DETAILS
<b>CODE:</b>		<b>ENCN2</b>
<b>TITLE</b>		<b>READING LITERATURE IN ENGLISH</b>
<b>DEGREE</b>		BA/BSC
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		1/I
<b>TYPE</b>		COMMON
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	72	<b>HOURS PER WEEK: 4</b>

Sl no.	Course Outcomes	CL	PSO
<b>1</b>	Recognize and appreciate the aesthetic, cultural and social aspects of literature.	R	1,3,5,7
<b>2</b>	Examine the subtle nuances of literary expression.	R	1,3,5,7
<b>3</b>	Identify and revalue literature as cultural and communicative events.	An	2,5,7
<b>4</b>	Distinguish between the different forms of literature and develop an ability to understand and appreciate literary pieces.	An	1,3,5,7
<b>5</b>	Compose original writings using language as a means of subjective expression.	C	3,4,6

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1: ESSAYS</b>	<b>18</b>	
<b>1.1</b>	E.V. Lucas : “Bores”	4	1,2,3,4,5
<b>1.2</b>	Jawaharlal Nehru : “A Glory has Departed”	5	1,2,3,4,5
<b>1.3</b>	Amartya Sen : “Tryst with Destiny”	4	1,2,3,4,5



1.4	Bertrand Russell : “How to Escape from Intellectual Rubbish”	5	1,2,3,4,5
2.0	<b>Module 2: POETRY</b>	<b>18</b>	
2.1	William Shakespeare : Sonnet XXX	2	1,2,3,4,5
2.2	John Keats : “Ode to the Nightingale”	2	1,2,3,4,5
2.3	Robert Frost : “Mending Wall”	2	1,2,3,4,5
2.4	David Malouf : “The Bicycle”	3	1,2,3,4,5
2.5	Maya Angelou : “Poor Girl”	2	1,2,3,4,5
2.6	Kamala Das : “The Mask”	3	1,2,3,4,5
2.7	Nissim Ezekiel : “Goodbye party for Miss Pushpa T.S”	2	1,2,3,4,5
2.8	Gabriel Okara : “Once Upon a Time”	2	1,2,3,4,5
3.0	<b>Module 3: SHORT STORIES</b>	<b>18</b>	
3.1	Anton Chekov : “The Lottery Ticket”	5	1,2,3,4,5
3.2	O. Henry : “Jimmy Valentine”	5	1,2,3,4,5
3.3	R. K. Narayan : “A Shadow”	4	1,2,3,4,5
3.4	Anita Desai : “A Devoted Son”	4	1,2,3,4,5
3.5	A J Cronin : “Two Gentlemen of Verona”	5	1,2,3,4,5
4.0	<b>Module 4: ONE-ACT PLAYS</b>	<b>18</b>	
4.1	Fritz Karinthy : “Refund”	6	1,2,3,4,5
4.2	Tennessee Williams : “Lord Byron’s Love Letter”	6	1,2,3,4,5
4.3	W W Jacobs : “Monkey’s Paw”	6	1,2,3,4,5

**Core Text:** Dr Leesa Sadasivan Ed. *Reading Literature in English*. Foundation Books and Mahatma Gandhi Universit

COURSE		DETAILS
<b>CODE:</b>		PSY1 C 1
<b>TITLE</b>		BASIC PSYCHOLOGICAL PROCESS
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		PSYCHOLOGY
<b>YEAR/SEMESTER</b>		1/ I
<b>TYPE</b>		COMPLEMENTARY
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	90	<b>HOURS PER WEEK: 6</b>

CO No.	Expected Course Outcomes Upon completion of this course the students will be able to:	Cognitive level	PSO No.
1	Understand basic concept of psychological process	U	1
2	Understand basic idea regarding various theories in psychology	U	1
3	Understand basic concept of Learning.	U	1
4	Understand basic concept and process like attention and memory	U	1
5	Understand basic concept of consciousness.	U	1

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Introducing Psychology</b>	<b>15</b>	
<b>1.1</b>	Definition of psychology, what is not psychology, pseudo psychologies	2	1,2

1.2	Origin of psychology, Philosophical origin, early Indian and Greek thoughts	3	1,2
1.3	Major ideas of Descartes, Locke, Biological origins	2	1,2
1.4	Contribution from Ancient Indian and Greek philosophies: Darwin, Genetics.	2	1,2
1.5	Branches of psychology, scope of psychology	2	1,2
1.6	brief history of modern scientific psychology, Structuralism, Functionalism, Gestalt	2	1,2
1.7	Piaget, Psychoanalysis, Cognitive Approach, Behaviourism	2	1,2
2.0	<b>Attention and perception</b>	<b>15</b>	
2.1	Attentional process, Factors affecting attention – subjective and objective models	2	4,1
2.2	Models of attention, Attention and information processing, phenomena associated with attention.	2	4,1
2.3	Division of attention distraction of attention, perceptual organization, figure – ground perception	2	4,1
2.4	Perceptual constancies, colour perception(application), theories	2	4,1
2.5	Illusion of different types. Perceptual styles. Subliminal perception. Perceptual defence	2	4,1
2.6	Space perception. Extra sensory perception.	5	4,1

	Perceptual; Critical view.		
<b>3.0</b>	<b>Consciousness</b>	<b>20</b>	
<b>3.1</b>	States of mind: Nature of consciousness, Changes in consciousness	5	1,5
<b>3.2</b>	Dream and sleep. Stages of sleep.	5	1,5
<b>3.3</b>	Altered states; Hypnosis- facts and myths, meditation	5	1,5
<b>3.4</b>	Drug induced states. (application)	5	1,5
<b>4.0</b>	<b>Learning</b>	<b>20</b>	
<b>4.1</b>	Definition, classical conditioning, elements, principles, Generalization, discriminations,	3	1,3
<b>4.2</b>	second order conditioning, illusions (child, developmental, school),Applications, Trial and error and operant conditioning	3	1,3
<b>4.5</b>	reinforcement and punishment effects and applications Contingencies in schools, Premack principle.	3	1,3
<b>4.6</b>	Behaviour modification. (other illusions: conditioning pets, Conditioning in industries in business children, adults )	5	1,3
<b>4.7</b>	Verbal learning, Social and cognitive learning, observational learning, Process and principles	3	1,3
<b>4.8</b>	Latent learning and cognitive map, Insight learning and applications.	3	1,3

<b>5.0</b>	<b>Memory</b>	<b>20</b>	
<b>5.1</b>	Encoding, storage and retrieval process. Sensory short term and long term memories	3	4,1
<b>5.2</b>	Chunking. working memory, levels processing, Implicit and explicit memory	3	4,1
<b>5.3</b>	Semantic and episodic and procedural memory. State dependent memory. Memory construction	4	4,1
<b>5.4</b>	Other phenomena related memory: eyewitness testimony, implicit memory, false memory,	2	4,1
<b>5.5</b>	Child hood amnesia, flashbulb memory. Measuring memory: recall recognition. Mnemonics, Forgetting	3	4,1
<b>5.6</b>	Fading, interference, distortion, repression, amnesia (In brief) strategies for remembering: rehearsal, elaboration, organization.	5	4,1

### **Text Books for Reference**

- 1) Baron, R.A. & Misra, G. (2004). Psychology, 5 th ed. New Delhi: Pearson Education, Ch. 1.
- 2) Bootzin, R., & Brown, G.H. (1991). Psychology today – An introduction, 7<sup>th</sup> edition. New York: McGraw Hill Inc.
- 3) Coon, D. (1983). Introduction to psychology: exploration and application. New York: West publishing Co.
- 4) Kuppaswamy, B. (1990). Element of ancient Indian psychology, 3ed. New Delhi:

Konark publishers Pvt.Ltd.

- 5) Mishra, B.K.(2008). Psychology: The study of human behaviour .New Delhi: prentice Hall of India.
- 6) Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(1993).Introduction to psychology, 7<sup>th</sup> ed. New Delhi: Tata McGraw Hill.
- 7) Weiten, W. (2002).psychology: Them and variations, 5<sup>th</sup> ed. New York: Brooks/Cole publishing Co.

**For additional reading:**

Friedman, H.S., and schustak, M.W. (2003). Personality: Classic theories and modern research, 2<sup>nd</sup> edition. Delhi: Pearson education.

COURSE		DETAILS
CODE:		ENCN3
TITLE		CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION
DEGREE		BA/BSC/BCOM
BRANCH(S)		ENGLISH
YEAR/SEMESTER		1 / II
TYPE		COMMON
CREDITS		4
TOTAL NO: OF CONTACT HOURS:	90	HOURS PER WEEK: 5

Sl no.	Course Outcomes	CL	PSO
1	Identify the fundamental concepts of critical reasoning and enable them to read and respond critically	R	1,2,4,5
2	Draw conclusions, generalize, and differentiate fact from opinion and create their own arguments.	Ap	1,2,4,5, 6, 8

3	Implement academic presentations effectively and impressively.	Ap	8
4	Analyse structural imperfections and make appropriate corrections	An	3,5,8
5	Coordinate the critical and analytical faculty of students to improve their proficiency in reading, writing and presentation.	E	2,3,5,6,8
6	Produce appropriate and impressive writing styles for various contexts.	C	3,6,8

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1: Critical Thinking</b>	<b>18</b>	
1.1	Introduction to critical thinking	3	1,2,5
1.2	Benefits - Barriers – Reasoning	3	1,2,5
1.3	Arguments - Deductive and inductive arguments	3	1,2,5
1.4	Fallacies - Inferential comprehension	3	1,2,4,5
1.5	Critical thinking in academic writing	3	1,2,3,4,5,6
1.6	Clarity - Accuracy – Precision - Relevance	3	1,2,3,4,5,6
<b>2.0</b>	<b>Module 2: Research for Academic Writing and the Writing Process</b>	<b>18</b>	
2.1	Data collection - Use of print, electronic sources and digital sources -	4	1,2,3,4,5,6
2.2	Selecting key points - Note making, paraphrasing, summary	4	1,2,3,4,5,6
2.3	Documentation - Plagiarism – Title	4	1,2,3,4,5,6
2.4	Body paragraphs - Introduction and conclusion	3	1,2,3,4,5,6
2.5	Revising - Proof-reading	3	1,2,3,4,5,6
<b>3.0</b>	<b>Module 3: Accuracy in Academic Writing</b>	<b>18</b>	
3.1	Articles - Nouns and prepositions	2	3,4,5,6
3.2	Subject-verb agreement - Phrasal verbs	3	3,4,5,6

3.3	Modals - Tenses - Conditionals	3	3,4,5,6
3.4	Prefixes and suffixes – Prepositions	2	3,4,5,6
3.5	Adverbs – Relative pronouns	2	3,4,5,6
3.6	Passives	2	3,4,5,6
3.7	Conjunctions - Embedded questions	2	3,4,5,6
3.8	Punctuation – Abbreviations	2	3,4,5,6
4.0	<b>Module 4: Writing Models</b>	<b>18</b>	
4.1	Letters - Letters to the editor	3	3,4,5,6
4.2	Resume and covering letters - e-mail	3	3,4,5,6
4.3	Seminar papers - Project reports - Notices	4	3,4,5,6
4.4	Filling application forms - Minutes, agenda	4	3,4,5,6
4.5	Essays	4	1,2,3,4,5,6
5.0	<b>Module 5: Presentation Skills</b>	<b>18</b>	
5.1	Soft skills for academic presentations - Effective communication skills	5	1,2,3,4,5,6
5.2	Structuring the presentation - Choosing appropriate medium – Flip charts – OHP - PowerPoint presentation Clarity and brevity	5	1,2,3,4,5,6
5.3	Interaction and persuasion - Interview skills	4	1,2,3,4,5,6
5.4	Group Discussions	4	1,2,3,4,5,6

**Core Text:** Marilyn Anderson, Pramod K Nayar and Madhucchandra Sen. *Critical Thinking, Academic Writing and Presentation Skills*. Pearson Education and Mahatma Gandhi University.



COURSE		DETAILS
<b>CODE:</b>		<b>ENCN4</b>
<b>TITLE</b>		<b>MUSINGS ON VITAL ISSUES</b>
<b>DEGREE</b>		BA/BSC
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		1 / II
<b>TYPE</b>		COMMON
<b>CREDITS</b>		3
<b>TOTAL NO: OF CONTACT HOURS:</b>	72	<b>HOURS PER WEEK: 4</b>

Sl no.	Course Outcomes	CL	PSO
1	Recognise relevant societal and global issues through a critical reading of appropriate literary pieces.	R	1,2,5,7
2	Understand issues that are of vital importance in today's world.	U	1,2,5,7
3	Analyse social issues and respond to them empathetically	An	1,2,3,4,5,7
4	Critique various events in the contemporary world illustrated in selected works	E	2,3,4,5,7
5	Compose literary and critical pieces on issues of social relevance.	C	2,3,4,5,7

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1: Globalization and its consequences</b>	<b>18</b>	
<b>1.1</b>	Fritjof Capra : "The Dark Side of Growth"	3	1,2,3,4,5
<b>1.2</b>	Joseph Stiglitz : "Globalization"	3	1,2,3,4,5
<b>1.3</b>	D H Lawrence : "Money Madness"	3	1,2,3,4,5
<b>1.4</b>	S Joseph : "For the Dispossessed"	3	1,2,3,4,5
<b>1.5</b>	Vandana Shiva : "The Social Costs of Economic Globalization"	3	1,2,3,4,5
<b>1.6</b>	Jagannath Prasad Das : "Kalahandi"	3	1,2,3,4,5

<b>2.0</b>	<b>Module 2: Human Rights</b>	<b>36</b>	
<b>2.1</b>	Leah Levin : “Universal Declaration of Human Rights”	4	1,2,3,4,5
<b>2.2</b>	Nani A Palkivala : “Human Rights and Legal Responsibilities”	4	1,2,3,4,5
<b>2.3</b>	Martin Luther King : “I Have a Dream”	4	1,2,3,4,5
<b>2.4</b>	Kalpana Jain : “Stigma, Shame and Silence”	4	1,2,3,4,5
<b>2.5</b>	Wole Soyinka : “Telephone Conversation”	4	1,2,3,4,5
<b>2.6</b>	Richard Wright : “Twelve Million Black Voices”	4	1,2,3,4,5
<b>2.7</b>	Aruna Roy : “Tune in to the Voice of the Deprived”	4	1,2,3,4,5
<b>2.8</b>	Johannes V. Jensen : “Lost Forests”	4	1,2,3,4,5
<b>2.9</b>	Omprakash Valmiki : “Joothan”	4	1,2,3,4,5
<b>3.0</b>	<b>Module 3: Gender Questions</b>	<b>18</b>	
<b>3.1</b>	Jamaica Kincaid : “Girl”	4	1,2,3,4,5
<b>3.2</b>	Taslima Nasrin : “At the Back of Progress”	4	1,2,3,4,5
<b>3.3</b>	Judy Brady : “Why I Want a Wife”	4	1,2,3,4,5
<b>3.4</b>	J B Priestley : “Mother’s Day”	3	1,2,3,4,5
<b>3.5</b>	Amartya Sen : “More Than 100 Million Women are Missing	3	1,2,3,4,5

**Core Text:** Dr P J George Ed. *Musings on Vital Issues*. Orient Blackswan and Mahatma Gandhi University.

COURSE		DETAILS
<b>CODE:</b>		EN2CR2
<b>TITLE</b>		INTRODUCTION TO LANGUAGE AND LITERATURE
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		1 / II
<b>TYPE</b>		CORE
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	108	<b>HOURS PER WEEK: 6</b>

Sl no.	Course Outcomes	CL	PSO
1	Recollect the evolution of literature from antiquity to postmodern times	R	1,7
2	Compare and contrast the diversity of genres and techniques of representation	U	1
3	Focus on the periods of literature and examine the varieties of language	An	2,7
4	Evaluate the significance of the periods of literature with special reference to language variations	E	3,5
5	Generate, design and produce narratives and research on links between film and literature	C	3,6

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1</b>	<b>18</b>	
1.1	What is literature	4	1,3,4
1.2	What is a text	4	1,3,4
1.3	Major genres in textual studies	10	1,3,4
<b>2.0</b>	<b>Module 2</b>	<b>36</b>	
2.1	Periods of English Literature	18	1,3,4
2.2	Theoretical approaches to literature	18	1,3,4
<b>3.0</b>	<b>Module 3</b>	<b>36</b>	
3.1	Language families – Indo European family of languages: Branches of Indo European – Home of the Indo Europeans – Main characteristics of Indo European languages	10	1,3,4
3.2	Germanic family of languages	4	1,2,3,4
3.3	Grimm's law	4	1,2,3,4

3.4	Verner's Law		1,2,3,4
3.5	Periods in the History of English Language	18	1,2,3,4
4.0	<b>Module 4</b>	<b>18</b>	
4.1	Influences on English	6	1,2,3,4,5
4.2	Word formation	6	2,3,4,5
4.3	Semantics	6	1,2,3,4,5

**Core Texts:** V. Shyamala: *A Short History of English Language* and Mario Klarer: *An Introduction to Literary Studies* (excluding the 4<sup>th</sup> chapter on 'Theoretical approaches to Literature')

COURSE		DETAILS
<b>CODE:</b>		PSY1 C 1
<b>TITLE</b>		BASIC PSYCHOLOGICAL PROCESS
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		1 / II
<b>TYPE</b>		COMPLEMENTARY
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	90	<b>HOURS PER WEEK: 6</b>

CO No.	Expected Course Outcomes Upon completion of this course the students will be able to:	Cognitive level	PSO No.
1	Understand basic concept of psychological process	U	2
2	Understand basic idea regarding various theories in psychology	U	2
3	Understand basic concept of Learning.	U	2
4	Understand basic concept and process like attention and memory	U	2
5	Understand basic concept of consciousness.	U	2

Module	Course Description	Hrs	CO. No.
<b>1.0</b>	<b>Introducing Psychology</b>	<b>20</b>	
<b>1.1</b>	Definition of psychology, what is not psychology, pseudo psychologies	2	1,2
<b>1.2</b>	Origin of psychology, Philosophical origin, early Indian and Greek thoughts	5	1,2
<b>1.3</b>	Major ideas of Descartes, Locke, Biological origins	2	1,2
<b>1.4</b>	Contribution from Ancient Indian and Greek philosophies: Darwin, Genetics.	2	1,2
<b>1.5</b>	Branches of psychology, scope of psychology	2	1,2
<b>1.6</b>	brief history of modern scientific psychology, Structuralism, Functionalism, Gestalt	2	1,2
<b>1.7</b>	Piaget, Psychoanalysis	3	
<b>1.8</b>	Cognitive Approach, Behaviourism	2	4,1
<b>2.0</b>	<b>Attention and perception</b>	<b>15</b>	
<b>2.1</b>	Attentional process, Factors affecting attention – subjective and objective models	2	4,1
<b>2.2</b>	Models of attention,. Attention and information processing, phenomena associated with attention.	2	4,1
<b>2.3</b>	Division of attention distraction of attention, perceptual organization, figure – ground perception	2	4,1
<b>2.4</b>	Perceptual constancies, colour perception(application), theories	2	4,1

<b>2.5</b>	Illusion of different types. Perceptual styles. Subliminal perception. Perceptual defence	2	
<b>2.6</b>	Space perception. Extra sensory perception. Perceptual; Critical view.	5	1,5
<b>3.0</b>	<b>Consciousness</b>	<b>15</b>	1,5
<b>3.1</b>	States of mind: Nature of consciousness, Changes in consciousness	3	1,5
<b>3.2</b>	Dream and sleep. Stages of sleep.	3	1,5
<b>3.3</b>	Altered states; Hypnosis- facts and myths, meditation	3	
<b>3.4</b>	Drug induced states. (application)	2	1,3
<b>4.0</b>	<b>Learning</b>	<b>15</b>	
<b>4.1</b>	Definition, classical conditioning, elements, principles, Generalization, discriminations,	3	1,3
<b>4.2</b>	second order conditioning, illusions (child, developmental, school), Applications, Trail and error and operant conditioning	3	1,3
<b>4.5</b>	Reinforcement and punishment effects and applications Contingencies in schools, Premack principle.	3	1,3
<b>4.6</b>	Behaviour modification. (other illusions: conditioning pets, Conditioning in industries in business children, adults )		1,3
<b>4.7</b>	Verbal learning, Social and cognitive learning, observational learning, Process and principles		
<b>4.8</b>	Latent learning and cognitive map, Insight learning and applications.		4,1

<b>5.0</b>	<b>Memory</b>	<b>15</b>	
<b>5.1</b>	Encoding, storage and retrieval process. Sensory short term and long term memories	2	4,1
<b>5.2</b>	Chunking. working memory, levels processing, Implicit and explicit memory	2	4,1
<b>5.3</b>	Semantic and episodic and procedural memory. State dependent memory. Memory construction	2	4,1
<b>5.4</b>	Other phenomena related memory: eyewitness testimony, implicit memory, false memory,	2	4,1
<b>5.5</b>	Child hood amnesia, flashbulb memory. Measuring memory: recall recognition. Mnemonics, Forgetting	2	
<b>5.6</b>	Fading, interference, distortion, repression, amnesia (In brief) strategies for remembering: rehearsal, elaboration, organization.	5	

### **Text Books for Reference**

- 1) Baron, R.A. & Misra, G. (2004). Psychology, 5 th ed. New Delhi: Pearson Education, Ch. 1.
- 2) Bootzin, R., & Brown, G.H. (1991). psychology today – An introduction, 7<sup>th</sup> edition. New York: McGraw Hill Inc.
- 3) Coon, D. (1983). introduction to psychology: exploration and application. New York: West publishing Co.
- 4) Kuppaswamy, B. (1990). Element of ancient Indian psychology, 3ed. New Delhi:

Konark publishers Pvt.Ltd.

- 5) Mishra, B.K.(2008). Psychology: The study of human behaviour .New Delhi: prentice Hall of India.
- 6) Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(1993).Introduction to psychology, 7<sup>th</sup> ed. New Delhi: Tata McGraw Hill.
- 7) Weiten, W. (2002).psychology: Themns and variations, 5<sup>th</sup> ed. New York: Brooks/Cole publishing Co.

**For additional reading:**

Lefrancois, G.R.(2000). Theories of human learning, 4<sup>th</sup> ed. London: Wadsworth

COURSE		DETAILS
CODE:		ENCN5
TITLE		REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT
DEGREE		BA/BSC
BRANCH(S)		ENGLISH
YEAR/SEMESTER		2/ III
TYPE		COMMON
CREDITS		4
TOTAL NO: OF CONTACT HOURS:	90	HOURS PER WEEK: 5



Sl no.	Course Outcomes	CL	PSO
1	Recognise the importance of Gandhian values and implement them in day to day life.	R/Ap	2,4
2	Understand the concepts of secularism, democracy and love of nature.	U	1, 2,5,7
3	Focus on the secular and democratic traditions of the country and grow into responsible citizens.	An	1, 2,5,7
4	Critique divisive forces in the society and inculcate a cosmopolitan outlook to fight against them.	E	1, 2,5,7
5	Create awareness of the consequences of mindless exploitation of nature.	C	1, 2,5,7

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
1.0	<b>Module 1: Readings on Indian Constitution and Federalism</b>	<b>18</b>	
1.1	The Preamble of the Constitution	4	1,2,3,4,5
1.2	Rajendra Prasad : “Let Posterity Judge”	4	1,2,3,4,5
1.3	Sebastian : “Exciting Views”	5	2,3,4,5
1.4	Amulal Hingorani : “Brother Abdul Rahman”	5	1,2,3,4,5
2.0	<b>Module 2: Readings on Gandhian Philosophy</b>	<b>18</b>	
2.1	Vallathol : “My Master”	4	1,2,3,4,5
2.2	Louis Fischer : “Gandhi and Western World”	4	1,2,3,4,5
2.3	Raja Rao : “The Cow of the Barricades”	4	1,2,3,4,5
2.4	M.K.Gandhi : “Round Table Conference Speech”	3	1,2,3,4,5
2.5	C E M Joad : “The Gandhian Way”	3	1,2,3,4,5
3.0	<b>Module 3: Readings on Secularism</b>	<b>18</b>	
3.1	Mohinder Sing Sarna : “Smaller Gandhis”	4	1,2,3,4,5
3.2	Kumar Vikal : “Can you Make Out”	4	1,2,3,4,5

3.3	Shashi Tharoor : “The Idea of India: India’s Mosaic of Multiplicities”	4	1,2,3,4,5
3.4	Ismat Chughtai : “Roots”	3	1,2,3,4,5
3.5	Padma Sachdev : “Smoke”	3	1,2,3,4,5
4.0	<b>Module 4: Readings on Sustainable Environment</b>	<b>36</b>	
4.1	Fritjof Capra : “Deep Ecology”	5	1,2,3,4,5
4.2	A K Ramanujan : “Ecology”	5	1,2,3,4,5
4.3	Sujatha Bhatt : “The First Meeting”	5	1,2,3,4,5
4.4	Ramachandra Guha : “A Gandhian in Garhwal”	5	1,2,3,4,5
4.5	Jack London : “The Law of Life”	4	1,2,3,4,5
4.6	Elizabeth Bishop : “The Fish”	4	1,2,3,4,5
4.7	Chief Seattle : “The End of Living and the Beginning of Survival”	4	1,2,3,4,5
4.8	Robinson Jeffers : “The Last Conservative”	4	1,2,3,4,5

**Core Text:** Dr B Keralavarma Ed. *Understanding India: An Anthology on Indian Polity, Secularism and Sustainable Environment*. Macmillan and Mahatma Gandhi University.

COURSE		DETAILS
<b>CODE:</b>		ENCR3
<b>TITLE</b>		LITERATURE AND INFORMATICS
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		2 / III
<b>TYPE</b>		CORE
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	90	<b>HOURS PER WEEK: 5</b>

Sl no.	Course Outcomes	CL	PSO
1	To identify and relate to the range and scope of the popularity of the internet	R	1, 5, 7
2	To distinguish the growth and influence of the internet	U	1, 3, 5, 7
3	To analyse the sociological implications of internet on education	An	1, 3, 4, 5, 7
4	To recognize the threats that exist in the cyber world	R	1, 4, 5
5	To understand the workings of the internet and its uses in the field of education	Ap	3, 7
6	To create power point presentations on various topics	C	3, 4, 5, 6, 7

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1 [ICT skills for higher education]</b>	<b>36</b>	
1.1	Various file formats	6	1, 2, 6
1.2	Internet access methods	6	1,2,3,4,5,6
1.3	Broadband connections	4	1,2,3,4,6
1.4	Academic research techniques	5	1,2,3,4,6
1.5	Evaluation web sites, social networking	5	1,2,3,4,6
1.6	Academic web sites	5	1,2,6
1.7	Online libraries	5	1,2,3
<b>2.0</b>	<b>Module 2 [Social informatics]</b>	<b>36</b>	
2.1	Digital society and its Challenges	6	1,2,3,4,6
2.2	Threats in the cyber world	10	1,2,3,4,5,6
2.3	Privacy in the cyber world	10	1,2,3,4,5,6
2.4	Cyber ethics and cyber security	10	1,2,3,4,5,6
<b>3.0</b>	<b>Module 3 [Writings on Informatics]</b>	<b>18</b>	1,2,3,4,5

**Core Text: *Literature and Informatics***

COURSE		DETAILS
<b>CODE:</b>		ENCR4
<b>TITLE</b>		READING PROSE
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		2 / III
<b>TYPE</b>		CORE
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	72	<b>HOURS PER WEEK: 4</b>

Sl no.	Course Outcomes	CL	PSO
1	To identify and relate to the works of great masters of English prose	R	1,5,7
2	To examine and analyse essays produced by writers of Indian origin and of third world countries	R	1,5,7
3	To recognize eloquent expressions, brevity and aptness of voicing ideas in different styles	R	3,5,7
4	To distinguish between different prose styles of writers belonging to various ages	An	1,3,5,7
5	To evaluate and assess English prose by delving deep into various topics	E	3,4,5,7
6	To compose essays that show comprehension of style, topic and nuances of English language	C	3,6

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1:Different Types of Prose</b>	<b>36</b>	
<b>1.1</b>	Banquet Speech: Amarthya Sen	6	1,3,4,5
<b>1.2</b>	Journey to Niagra: Charles Dickens	6	1,3,4,5
<b>1.3</b>	How I Become a Public Speaker:George Bernard S	6	1,3,4,5
<b>1.4</b>	A Deed of Bravery:Jim Corbett	6	
<b>1.5</b>	Food :J.B.S Haldane	6	1,3,4,5
<b>1.6</b>	Of Studies:Francis Bacon	6	1,3,4,5,6
<b>2.0</b>	<b>Module 2:Perspectives on Current Issues</b>	36	1,3,4,5,6
<b>2.1</b>	The Diaspora in Indian Culture:Amitav Ghosh	5	1,3,5,6
<b>2.2</b>	The Colour Bar: Kenneth Kaunda	5	1,2,3,4,5

2.3	With the Photographer:Stephen Leacock	5	1,2,3,4,5
2.4	The Worship of the Wealthy:GK Chesterton	5	1,2,3,4,5
2.5	An Ideal Individual :Bertrand Russell	5	1,3,5,6
2.6	Martin Luther King:R N Roy	6	1,3,4,5,6
2.7	All about a Dog:A G Gardener	5	1,3,4,5,6

COURSE		DETAILS
<b>CODE:</b>		EN3CM03
<b>TITLE</b>		EVOLUTION OF LITERARY MOVEMENTS: THE SHAPERS OF DESTINY
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		2 / III
<b>TYPE</b>		COMPLEMENTARY
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	108	<b>HOURS PER WEEK: 6</b>

Sl no.	Course Outcomes	CL	PSO
1	To identify different phases in English history	R	1,5,7
2	To relate the growth of English language with English history	U	1,7
3	To understand English literature in view of historical events	U	1,5,7
4	To analyse how history, social conditions and customs moulded English writers	An	1,4,5,7
5	To critically evaluate literary movements with a historical perspective	Ap/ C	1,5,4,7

MODULES	COURSE DESCRIPTION	HOURS	CO NO
1.0	<b>Module 1: Moulding and Being Moulded</b>	<b>18</b>	
1.1	Early settlers and invaders- the Iberians, the Celts and Romans, the Angles, Saxons,	2	1,2,3,4,5

	Jutes.		
<b>1.2</b>	The Anglo Saxon heptarchy	2	1,2,3,4,5
<b>1.3</b>	The coming of Christianity	2	1,2,3,4,5
<b>1.4</b>	Theodore of Tarsus and the organization of the church	2	1,2,3,4,5
<b>1.5</b>	Alfred the Great	2	1,2,3,4,5
<b>1.6</b>	St. Dunstan and Edgar	2	1,2,3,4,5
<b>1.7</b>	Canute the Danish king, Edward the Confessor, Harold Godwin	2	1,2,3,4,5
<b>1.8</b>	Society and literature of the time	2	1,2,3,4,5
<b>1.9</b>	The Witangemot -the Anglo Saxon Chronicle,	1	1,2,3,4,5
<b>1.10</b>	Beowulf, Caedmon, Cynewulf, Venerable Bede and others	1	1,2,3,4,5
<b>2.0</b>	<b>Module 2: The True Briton</b>	<b>36</b>	
<b>2.1</b>	Normans: the last invaders	3	1,2,3,4,5
<b>2.2</b>	William the Conqueror –the reforms of Henry I	3	1,2,3,4,5
<b>2.3</b>	Feudalism	3	1,2,3,4,5
<b>2.4</b>	The Angevin kings	3	1,2,3,4,5
<b>2.5</b>	The struggle between the church and the state, St. Thomas Becket	3	1,2,3,4,5
<b>2.6</b>	The universities of Oxford and Cambridge	3	1,2,3,4,5
<b>2.7</b>	The Guilds - Richard the Lionheart and the Crusades, the Magna Carta	3	1,2,3,4,5
<b>2.8</b>	Henry III – Simon de Montfort, and the Parliament- Edward I, annexation of Wales, Scotland and Ireland	3	1,2,3,4,5
<b>2.9</b>	Edward II and Edward III	2	1,2,3,4,5
<b>2.10</b>	The Black Death, The Hundred Years War, The Peasants Revolt – the effects of these on society and literature	3	1,2,3,4,5

<b>2.11</b>	The Wars of the Roses – Chaucer and the growth of the East Midland dialect into standard English	3	1,2,3,4,5
<b>2.12</b>	Growth of drama and stage performances	1	1,2,3,4,5
<b>2.13</b>	Chaucer's contemporaries- John Wycliffe and the Lollards..	3	1,2,3,4,5
<b>3.0</b>	<b>Module 3: Britannia Rules the Waves</b>	36	
<b>3.1</b>	The Tudor Dynasty- benevolent despots	2	1,2,3,4,5
<b>3.2</b>	The Tudor Dynasty- benevolent despots	2	1,2,3,4,5
<b>3.3</b>	the scientific temper and scientific inventions	2	1,2,3,4,5
<b>3.4</b>	Flamboyant Henry VIII	2	1,2,3,4,5
<b>3.5</b>	Reformation	2	1,2,3,4,5
<b>3.6</b>	Thomas More, Erasmus, Thomas Cromwell	2	1,2,3,4,5
<b>3.7</b>	The Book of Common Prayer- Elizabeth I Shakespeare	2	1,2,3,4,5
<b>3.8</b>	England- nest of singing birds	2	1,2,3,4,5
<b>3.9</b>	Francis Drake- peace and prosperity	2	1,2,3,4,5
<b>3.10</b>	The Politics of the Protectorate and the Parliament	2	1,2,3,4,5
<b>3.11</b>	The Stuarts and the Divine Right Theory	2	1,2,3,4,5
<b>3.12</b>	The Authorised Version	2	1,2,3,4,5
<b>3.13</b>	The Civil War	2	1,2,3,4,5
<b>3.14</b>	Oliver Cromwell and the Protectorate	2	1,2,3,4,5
<b>3.15</b>	John Milton	1	1,2,3,4,5
<b>3.16</b>	the Jacobean playwrights	2	1,2,3,4,5
<b>3.17</b>	Restoration	1	1,2,3,4,5
<b>3.18</b>	Caroline writers	1	1,2,3,4,5
<b>3.19</b>	The Whigs and Tories	1	1,2,3,4,5
<b>3.20</b>	Queen Anne and the expansion of colonialism – The Glorious Revolution	2	1,2,3,4,5
<b>4.0</b>	<b>Module 4: A Precious Stone Set in the</b>	<b>18</b>	

	<b>Silver</b>		
<b>4.1</b>	The United Kingdom today	3	1,2,3,4,5
<b>4.2</b>	Physical features of the British Isles, geography, demography	3	1,2,3,4,5
<b>4.3</b>	Customs and practices	3	1,2,3,4,5
<b>4.4</b>	Myths and legends	3	1,2,3,4,5
<b>4.5</b>	The growth and development of the English language	3	1,2,3,4,5
<b>4.6</b>	The position held by the UK in today's world	3	1,2,3,4,5

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

COURSE		DETAILS
<b>CODE:</b>		<b>ENCN6</b>
<b>TITLE</b>		EVOLUTION OF THE PHILOSOPHY OF SCIENCE: LITERARY PERSPECTIVES
<b>DEGREE</b>		BA/BSC
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		2 / IV
<b>TYPE</b>		COMMON
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	90	<b>HOURS PER WEEK: 5</b>

Sl no.	Course Outcomes	CL	PSO
<b>1</b>	Recognise the importance of science and its impact on society	R	1,2, 4, 5
<b>2</b>	Understand how science and literature complement each other.	U	1,2,4, 5,7
<b>3</b>	Analyse how science evolves and affect the future of humanity	An	1, 2,4,5,7
<b>4</b>	Create interest in the social and ethical issues emerging from new scientific discoveries and technological advancement	C	1,2,3,4,5, 6,7



<b>MODULES</b>	<b>COURSE DESCRIPTION</b>	<b>HOURS</b>	<b>CO NO:</b>
<b>1.0</b>	<b>Module 1 : General Perspectives</b>	<b>18</b>	
<b>1.1</b>	What is Science? – George Orwell	4	1,2,3,4
<b>1.2</b>	The Origin of Science – Will Durant	4	1,2,3,4
<b>1.3</b>	Scientific Outlook – C.V.Raman	4	1,2,3,4
<b>1.4</b>	Our Picture of the Universe – Stephen Hawking	3	1,2,3,4
<b>1.5</b>	Our Ancestors – Carl Sagan	3	1,2,3,4
<b>2.0</b>	<b>Module 2: Specific Concerns</b>	<b>18</b>	
<b>2.1</b>	Literature and Science – Aldous Huxley	5	1,2,3,4
<b>2.2</b>	Literature and Ecology – William Rueckert	5	1,2,3,4
<b>2.3</b>	Science and Society – Albert Einstein	4	1,2,3,4
<b>2.4</b>	A Little Bit of What You Fancy – Desmond Morris	4	1,2,3,4
<b>3.0</b>	<b>Module 3 : Narratives on Science</b>	<b>18</b>	
<b>3.1</b>	Moxon's Master – Ambrose Bierce	5	1,2,3,4
<b>3.2</b>	The Stolen Bacillus – H.G.Wells	5	1,2,3,4
<b>3.3</b>	EPICAC – Kurt Vonnegut	4	1,2,3,4
<b>3.4</b>	Comets – Jayant Narlikar	4	1,2,3,4
<b>4.0</b>	<b>Module 4: Science on Stage</b>	<b>18</b>	

4.1	The Last War – Neil Grant	9	1,2,3,4
4.2	Unplugged – G. L. Horton	9	1,2,3,4
5.0	<b>Module 5 : Poetic Musings on Science</b>	<b>18</b>	
5.1	Science – Robinson Jeffers	3	1,2,3,4
5.2	Hiroshima Remembered – Satchidanandan	3	1,2,3,4
5.3	Cosmic Gall – John Updike	3	1,2,3,4
5.4	Once I Looked into Your Eyes – Paul Muldoon	3	1,2,3,4
5.5	Your Attention Please – Peter Porter	2	1,2,3,4
5.6	The Microbe – Hillaire Belloc	2	1,2,3,4
5.7	The Magnet and the Churn – William S. Gilbert	2	1,2,3,4

**Core Text:** Dr K Sujatha and Dr Sobhana Kurien Ed. *Evolution of the Philosophy of Science: Literary Perspectives*. Ane books and Mahatma Gandhi University.

COURSE		DETAILS
<b>CODE:</b>		ENCR5
<b>TITLE</b>		<b>READING POETRY</b>
<b>DEGREE</b>		BA ENGLISH
<b>BRANCH(S)</b>		ENGLISH
<b>SEMESTER</b>		4
<b>TYPE</b>		CORE
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	90	<b>HOURS PER WEEK: 5</b>

Sl.no	Course Outcome	CL	PSO
1.	To list out major poets writing in English	R	1,7
2.	To associate the students with the diversity of poetic styles	U	1,2,4,5
3.	To represent the contemporary scenario of poetry writing globally	U	1,2,5
4.	To draw an outline for the overall view of metaphors, similes and other figures of speech	R	1,2,4,5
<b>MODULES</b>	<b>COURSE DESCRIPTION</b>	<b>HOURS</b>	<b>CO NO:</b>
<b>1.0</b>	<b>Module 1 Introduction</b>	<b>18</b>	
1.1	The poet---nature and language of poetry	3	1,2,3,4,5
1.2	Rhythm and metre---scansion—free verse	3	1,2,3,4,5
1.3	Forms of poetry	3	1,2,3,4,5
1.4	Genres of poetry	3	1,2,3,4,5
1.5	Rhyme, alliteration, similie, metaphor, pun	3	1,2,3,4,5
1.6	On studying poetry-relevance	3	1,2,3,4,5
<b>2.0</b>	<b>Reading British Poets</b>	<b>36</b>	
2.1	Shakespeare, Dylan Thomas	8	1,2,3,4,6
2.2	- Milton, Eliot	8	1,2,4,6
2.3	John Donne, Thomas Gray	8	1,2, 3, 4,6
2.4	Shelly, Byron, Browning, Spender	12	1,2,3,4,6
<b>3.0</b>	<b>Other Perspectives in Poetry</b>	<b>36</b>	
3.1	Yeats, Walcott, Gabriel Okra	8	1,2,4,6
3.2	Neruda, Whitman, Ayyappa Panicker	8	1,2,3,4
3.3	Soyinka, Kroetsch, Vincent Buckley	8	1,2,3,4
3.4	Plath, Mahapatra, Dilip Chitre	12	1,2,3,4,6

**Core Text: C A Vargheses Ed. *Spring Rhythms:Poetic Selection*. DC Books.**

COURSE		DETAILS
<b>CODE:</b>		EN4CR05
<b>TITLE</b>		READING FICTION
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		IV
<b>TYPE</b>		CORE
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	72	<b>HOURS PER WEEK: 4</b>

Sl no.	Course Outcomes	CL	PSO
1	Identify the elements of the genre of fiction	R	1,2,5
2	Compare British fiction with non-British fiction.	U	1,5
3	Discuss the genre of fiction	U	1
4	Deconstruct established emotional attributes to human nature.	An	5,6,7
5	Construct similar texts based on their understanding of the genre.	C	6,7

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
1.0	Module 1 [Novel- The Great Gatsby]	36	1,3,4,5
2.0	Module 2 [Short Fiction]	36	
2.1	James Thurber : The Night the Ghost Got in	3	1,2,3,4,5
2.2	John Galsworthy : Quality	3	1,2,3,4,5
2.3	Anton Chekov : The Bet	3	1,2,3,4,5
2.4	Somerset Maugham : The Verger	3	1,2,3,4,5
2.5	Guy de Maupassant : The Terror	3	1,2,3,4,5
2.6	Mulk Raj Anand : The Gold Watch	3	1,3,4,5
2.7	D H Lawrence : The Rocking Horse Winner	3	1,2,3,4,5
2.8	Karel Capek : The Last Judgement	3	1,2,3,4,5
2.9	George Louis Borges : The Shape of the Sword	3	1,2,3,4,5
2.10	Chinua Achebe : The Sacrificial Egg	3	1,2,3,4,5

<b>2.11</b>	Nadine Godimer : A Watcher of the Dead	3	1,2,3,4,5
<b>2.12</b>	V S Naipaul : Love, Love, Love Alone	3	1,2,3,4,5

**Core Text for Modules 2: *Tales to Remember***

COURSE		DETAILS
<b>CODE:</b>		EN4CM04
<b>TITLE</b>		EVOLUTION OF LITERARY MOVEMENTS: THE CROSS CURRENTS OF CHANGE
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		2 / IV
<b>TYPE</b>		COMPLEMENTARY
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	108	<b>HOURS PER WEEK: 6</b>

Sl no.	Course Outcomes	CL	PSO
<b>1</b>	To identify different movements in the history of English literature	R	1,7
<b>2</b>	To generalize and distinguish literatures in English of other countries	U	1,7
<b>3</b>	To examine the trajectory of literature and revolution.	Ap	1
<b>4</b>	To analyse the Feminist and Dalit impact on literature	An	1,2
<b>5</b>	To critically evaluate the development of Latin American literature and the literature of the Third World, giving emphasis to the theoretical concept	E	1,2,7
<b>6.</b>	To create a critical perspective to literature and history.	C	3,6,7

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1: Literature and Revolution</b>	<b>18</b>	
<b>1.1</b>	Literature in the context of the French Revolution	2	1,3,6
<b>1.2</b>	French Society in the Eighteenth Century	2	1,3,6

1.3	Montesquieu, Diderot, The beginning of the Encyclopedie	2	1,3,6
1.4	David Hume, Voltaire, Candide, Dr. Johnson and Candide	2	1,3,6
1.5	Drifting towards new sensibility, Rousseau, Rousseau's theory on education, The social contract, Rousseau's view of the primitive men	3	1,3,6
1.6	Immanuel Kant	2	1,2,3,6
1.7	England in the Eighteenth century	2	1,3,6
1.8	Literature in the context of the Russian Revolution	3	1,2,3,6
2.0	<b>Module 2: Literature and Liberation</b>	<b>36</b>	
2.1	Black writing as a form of struggle	3	1,2,6
2.2	Literature and feminism	3	1,2,4,6
2.3	The Feminist movement	3	1,2,4,6
2.4	First wave of the feminist movement	3	1,2,4,6
2.5	Second wave of the feminist movement-Betty Friedan, Simone De Beauvoir, Kate Millet	3	1,2,4,6
2.6	The question of essentialism, Third wave of the feminist movement  Poetry and the Feminist movement	3	1,2,4,6
2.7	Feminist Literary criticism, Phallogocentric Literature,	3	1,2,4,6
2.8	Gynocriticism and Elaine Showalter, Feminine, Feminist and Female phase	3	1,2,4,6
2.9	French Theorists, Helen Cixous, Luce Irigaray, Julia Kristeva, The semiotic and the symbolic	3	1,2,4,6
2.11	Dalit writing in India	3	1,2,4,6
2.12	The Dalit Sahitya Movement	3	1,2,4,6
3.0	<b>Module 3: Literature and the Third World</b>	<b>36</b>	

3.1	Articulating the Postcolonial Experience, The problem of nomenclature	4	1,2,4,5,6
3.2	Migrant Writing	3	1,2,4,5,6
3.3	Post- Structuralism, Post Colonialism	4	1,2,4,5,6
3.4	Indigenous writing	3	1,2,4,5,6
3.5	Post Colonial criticism and an overview of new literatures	3	1,2,4,5,6
3.6	Literature and Modernism	3	1,2,4,5,6
3.7	Social context of the burgeoning of literature in Latin America	4	1,2,4,5,6
3.8	The influence of surrealism	3	1,2,4,5,6
3.9	Magic realism	3	1,2,4,5,6
3.10	The Precursors to the boom	3	1,2,4,5,6
3.11	Poetry- The Spanish generation of 1927	3	1,2,4,5,6
4.0	<b>Module 4: Literature and Renaissance</b>	<b>18</b>	
4.1	India at the dawn of the awakening, Renaissance in Kerala	4	1,2,3,5,6
4.2	The Vaikom Sathyagraha, visit of Sree Narayana Guru	4	1,2,3,4,5,6
4.3	Guruvayoor Sathyagraha, Ayyankali, Sahodaran Ayyappan  Sree Narayan Guru, V. T. Bhattathirippadu, C.Krishnan, KumaranAsan	5	1,2,3,4,5,6
4.4	Vakkom Abdul Khader Moulavi, Mannath Padmanabhan, Ananthatheerthan, T. K. Madhavan, Pandit Karuppan, PykayilYohannan, Vallathol NarayanaMenon, Ulloor S Parameswaralyer	5	1,2,3,4,5,6

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

COURSE		DETAILS
<b>CODE:</b>		ENCR7
<b>TITLE</b>		READING DRAMA
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		3 / V
<b>TYPE</b>		CORE
<b>CREDITS</b>		5
<b>TOTAL NO: OF CONTACT HOURS:</b>	108	<b>HOURS PER WEEK: 6</b>

Sl no.	Course Outcomes	CL	PSO
1	To construct intellectual and aesthetic understanding of the craft and technique of theatre arts	U/C	3
2	To appreciate and critique drama as an art form	An	6
3	To differentiate between Shakespearean plays and one act plays	An	7
4	To execute theatrical knowledge of the basic areas of theatre(acting,directing,setting,tone etc) in both written and oral formats	Ap	3,4,5
5	To debate on the cultural, social and political themes of the plays	E	2,5,7

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1</b>	<b>72</b>	
<b>1.1</b>	William Shakespeare:Macbeth	72	1,2,3,5
<b>2.0</b>	<b>Module 2: One Act plays</b>	<b>36</b>	
<b>2.1</b>	Anton Chekhov: The Swan Song	6	1,2,3,4,5
<b>2.2</b>	George Bernard Shaw: How He Lied To Her Husband	6	1,2,3,4,5
<b>2.3</b>	Eugene O Neil: Before Breakfast	6	1,2,3,4,5
<b>2.4</b>	Serafin and Joaquin Alvarez Quintero: A Sunny Morning	6	1,2,3,5
<b>2.5</b>	M Sajitha: Matsagandhi	6	1,2,3,4
<b>2.6</b>	Erisa Kironde:The Trick	6	1,3,4,5

Core Text : *DR K Sujatha Ed.One Act Plays.Orient Blackswan*



COURSE		DETAILS
<b>CODE:</b>		ENCR8
<b>TITLE</b>		LANGUAGE AND LINGUISTICS
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		3 / V
<b>TYPE</b>		CORE
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	90	<b>HOURS PER WEEK: 5</b>

Sl no.	Course Outcomes	CL	PSO
1	Identify the branches of linguistics and locate the phonetic scripts.	R	1,2,3
2	Understand language scientifically	U	1,2,3
3	Implement Linguistics in your day today life	Ap	2,3
4	Differentiate between the various branches of linguistics	An	1,3
5	Discuss the various semantic changes and growth of vocabulary	Ev	1,3,7
6.	Produce transcription based sentences	C	3,9

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
1.0	<b>Module 1: Language and Linguistics</b>	<b>36</b>	
1.1	What is Language? - What is Linguistics? Arbitrariness - Duality -Displacement – Cultural transmission	1	1,2,5
1.2	Dialect-Sociolect-Idiolect	2	1,2,4,5
1.3	Register-Pidgin-Creole	2	1,2,4,5
1.4	Traditional Grammar	2	1,2,4,5
1.5	Synchronic and Diachronic Approach	2	1,2,4,5
1.6	Evolution of Linguistics	2	1,2,4,5
1.7	Major Linguists	2	1,2,4,5
1.8	Langue Parole	2	1,2,4,5

<b>1.9</b>	Sign- Signifier-Signified	2	1,2,4,5
<b>1.10</b>	Competence- Performance	1	1,2,4,5
<b>1.11</b>	Branches of Linguistics	2	1,2,4,5
<b>1.12</b>	Phonology	2	1,2,4,5
<b>1.13</b>	Morphology	2	1,2,4,5
<b>1.14</b>	Morphemes- Allomorphs	2	1,2,4,5
<b>1.15</b>	Lexical- Content Words	2	1,2,4,5
<b>1.16</b>	Functional Words	2	1,2,3,4,5
<b>1.17</b>	Simple- Complex- Compound Words	2	1,2,3,4,5
<b>1.18</b>	Word Formations- Parts of Speech	2	1,2,3,4,5
<b>1.19</b>	PS Grammar – TG Grammar	2	1,2,3,4,5,6
<b>2.0</b>	<b>Module 2: Phonetics</b>	<b>54</b>	
<b>2.1</b>	Air Stream Mechanism	3	1,2,4,5
<b>2.2</b>	Organs of Speech	5	1,2,4,5
<b>2.3</b>	Active and Passive Articulators	3	1,2,4,5
<b>2.4</b>	Cardinal Vowels	2	1,2,4,5
<b>2.5</b>	Vowels	5	1,2,4,5
<b>2.6</b>	Consonants	5	1,2,4,5
<b>2.7</b>	RP and GIE	2	1,2,4,5
<b>2.8</b>	Uniformity and Intelligibility	2	1,2,3
<b>2.9</b>	MTI	3	1,2,4,5
<b>2.10</b>	Transcription	6	1,2,4,5
<b>2.11</b>	Suprasegmentals	4	1,2,4,5
<b>2.12</b>	Syllable	4	1,2,4,5
<b>2.13</b>	Stress	4	1,2,4,5
<b>2.14</b>	Juncture -Elision- Assimilation	4	1,2,3,4

<b>2.15</b>	Strong and Weak Forms	2	1,2,3,
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**Core Text: A Students Handbook to Language and Linguistics**

COURSE		DETAILS
<b>CODE:</b>		ENCR01
<b>TITLE</b>		LITERARY CRITICIM: THEORY& PRACTICE
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		3 / V
<b>TYPE</b>		CORE
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	90	<b>HOURS PER WEEK: 5</b>

Sl no.	Course Outcomes	CL	PSO
<b>1</b>	To correctly state and recollect the ages, movements and history of Literature	R	1,5,7
<b>2</b>	To help students understand the key concepts of literary theory and criticism, and encourage them to read contemporary literature.	U	1,3,4,5
<b>3</b>	To apply keywords of literature in texts.	Ap	3,5,6
<b>4</b>	To analyse the ideas and concepts espoused, developed and explained by traditional and contemporary writers, poets and novelists	An	1,3,4,5,7
<b>5</b>	To rationally judge or critique a text with special reference to the skills involved in formulating and analysing an idea or concept	E	3,4,5,6,7
<b>6</b>	To develop skills necessary to look at texts from a critical point of view	C	2,3,5,6

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1 Classical Criticism</b>	<b>18</b>	
<b>1.1</b>	Figures of Speech: Metaphor, Synecdoche, Irony	3	1,2,3,4,5,6
<b>1.2</b>	Movements: Neoclassicism, Humanism, Magic Realism, Symbolism, Russian Formalism, Absurd School, Modernism, Structuralism, Post structuralism, Post modernism, Deconstruction , Psycho analytic criticism.	10	1,2,3,4,5,6
<b>1.3</b>	Concepts: Intentional Fallacy, Affective Fallacy, Negative capability, Myth, Archetype, semiotics, Reader response criticism.	5	1,2,3,4,5,6
<b>2.0</b>	<b>Module 2. CLASSICAL CRITICISM.</b>	<b>18</b>	
<b>2.1</b>	Plato: Theory of Imitation (Mimesis)	8	1,2,3,4,5,6
<b>2.2</b>	Aristotle: Romanticism and Classicism	10	1,2,3,4,5,6
<b>3.0</b>	<b>Module 3. Indian Aesthetics</b>	<b>18</b>	
<b>3.1</b>	Major streams of Indian Aesthetics	10	1,2,3,4,5,6
<b>3.2</b>	Theory of Rasa	5	1,2,3,4,5,6
<b>3.3</b>	Rasa and Catharsis	3	1,2,3,4,5,6
<b>4.0</b>	<b>Module 4 ROMANTIC AND VICTORIAN CRITICISM, TWENTIETH CENTURY CRITICISM</b>	<b>18</b>	
<b>4.1</b>	Romantic Criticism	6	1,2,3,4,5,6
<b>4.2</b>	Victorian Criticism	6	1,2,3,4,5,6
<b>4.3</b>	Twentieth Century Criticism	6	1,2,3,4,5,6

**Core Texts: *A Glossary of Literary Terms* by M.H. Abrams., *English Literary Criticism and Theory* By M.S. Nagarajan, *Indian Aesthetics* by V.S. Sethuraman.**

COURSE		DETAILS
<b>CODE:</b>		ENCR10
<b>TITLE</b>		POSTCOLONIAL LITERATURES
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		3 / V
<b>TYPE</b>		CORE
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	90	<b>HOURS PER WEEK: 5</b>

Sl no.	Course Outcomes	CL	PSO
1	Identify the links between language, history and culture	R	1,7
2	Understand the social, political, cultural aspects of postcolonial societies	U	1,7
3	Evaluate the impact of colonialism and imperialism on native cultural identities	E	1,7
4	Apply the various theories of postcolonialism to the writings of different period	Ap	4
5	Develop interpretive skills of close reading	Ap	2,7

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1 [Prose]</b>	<b>36</b>	
<b>1.1</b>	Extract from Edward Said's Out of Place	18	1,2,3,4,5
<b>1.2</b>	Taisha Abraham ed. Introducing Post Colonial Theories Chapter 1 "The Colonizer and the Colonized"	18	1,2,3,4
<b>2.0</b>	<b>Module 2 [Poetry]</b>	<b>18</b>	
<b>2.1</b>	Wole Soyinka: Procession I-Hanging Day	4	2,3,4,5
<b>2.2</b>	Keki N Daruwalla: Pestilence in Nineteenth – Century Calcutta	3	2,3,4,5
<b>2.3</b>	Mahmoud Darwish: Identity Card	4	2,3,4,5
<b>2.4</b>	Derek Walcott: A Far Cry from Africa	3	2,3,4,5
<b>2.5</b>	Claude Mc Kay: The Enslaved	4	2,3,4,5
<b>2.6</b>	Jean Arasanayakam: Family Photographs	2	1,2,3,4,5
<b>3.0</b>	<b>Module 3 [Fiction]</b>	<b>18</b>	

3.1	Chinua Achebe: Things Fall Apart	18	1,2,3,4,5
4.0	<b>Module 4 [Drama]</b>	<b>18</b>	
4.1	Mahasweta Devi: Mother of 1081	18	1,2,3,4,5

**Core Text: Postcolonial Literatures**

COURSE		DETAILS
<b>CODE:</b>		EN5CROP03
<b>TITLE</b>		ENGLISH FOR CAREERS
<b>DEGREE</b>		BA/BSC/BCOM
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		3 / V
<b>TYPE</b>		OPEN COURSE
<b>CREDITS</b>		3
<b>TOTAL NO: OF CONTACT HOURS:</b>	72	<b>HOURS PER WEEK: 4</b>

Sl no.	Course Outcomes	CL	PSO
1	<b>Understand</b> and <b>recall</b> features of effective communication and <b>develop</b> competent interpersonal communication skills in professional clime.	U/R	1,9
2	<b>Identify</b> features of and barriers to presentation and develop skills to effectively <b>implement</b> it in formal and informal presentations.	R	3
3	<b>Recognise</b> common errors in English communication and eliminate it in daily communication.	R	1,3
4	<b>Comprehend</b> the different decorums to be maintained in the professional world and <b>categorise</b> different personality types to apply it in real life.	U	1,2,9

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
1.0	<b>Module 1: Oral and written skills for job and careers</b>	<b>18</b>	
1.1	What's communication	4	1,2
1.2	Resume writing	4	1,2,3
1.3	Interview skills	5	1,2,3,4
1.4	Group discussion	5	1,2,3,4
2.0	<b>Module 2: Correctness of Language usage</b>	<b>18</b>	
2.1	Functional vocabulary	6	1,3
2.2	Common errors in communication	6	1,3
2.3	Grammar for adults	6	1,3
3.0	<b>Module 3: Facing people</b>	<b>18</b>	
3.1	Presentations	9	1,2,3,4
3.2	Effective communication	9	1,2,3,4
4.0	<b>Keeping the job</b>	<b>18</b>	
4.1	Relationships in the professional world	6	1,2,3,4
4.2	Public Relations and Telephone skills	6	1,2,3,4
4.3	Soft skills for team building	6	1,2,3,4

**Core Text: English for Careers. Pearsons.**

COURSE		DETAILS
<b>CODE:</b>		ENCR11
<b>TITLE</b>		WOMEN'S LITERATURE
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		3 / VI
<b>TYPE</b>		CORE
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	90	<b>HOURS PER WEEK: 5</b>

Sl no.	Course Outcomes	CL	PSO
1	Retrieve the incidents that one see in society and identify the theoretical representation of the instances in the society.	R	1,7
2	Understand the various ways in which feminist ideologies are put into practice in the contemporary world.	U	1,7
3	Interpret how contemporary issues are dealt with in articles, memoirs, short stories and poems.	Ap	4
4	Differentiate and form critical opinions on relevant issues concerned to women writing.	An	2
5	Critique the skills and techniques employed by various poets and fiction writers.	E	1,7
6	Create a more imaginative and impactful writing stimulated by various works of eminent writers	C	3
7	Generate a series of poems and stories that mirror issues and raise questions pertinent to feminism.	C	3

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
1.0	<b>Module 1: Essays</b>	18	
1.1	Shakespeare and his Sister( Excerpt from <i>A Room of One's Own</i> )	6	1,2,4,6
1.2	In Search of Our Mother's Gardens( from <i>In Search</i>	6	1,2,4,6



	<i>of Our Mother's Gardens)</i>		
<b>1.3</b>	Indian Feminisms: The Nature of Questioning and the Search for Space in Indian Women's Writing (From <i>Writing Women Across Cultures</i> )	6	1,2,4,6
<b>2.0</b>	<b>Module 2: Introducing Poetry</b>	<b>18</b>	
<b>2.1</b>	Elizabeth Barret Browning: A Musical Instrument	3	1,2,3,4,5,6,7
<b>2.2</b>	Marianne Moore: poetry	2	1,2,3,4,5,6,7
<b>2.3</b>	Adrienne Rich: Aunt Jennifer's Tigers	3	1,2,3,4,5,6,7
<b>2.4</b>	Sylvia Plath: Lady Lazarus	2	1,2,3,4,5,6,7
<b>2.5</b>	Margaret Atwood: Spelling	2	1,2,3,4,5,6,7
<b>2.6</b>	Kishwar Naheed: I am not That Woman	2	1,2,3,4,5,6,7
<b>2.7</b>	Suniti NamJoshi: The Grass Blade	2	1,2,3,4,5,6,7
<b>2.8</b>	Nikki Giovanni: Woman	2	1,2,3,4,5,6,7
<b>3.0</b>	<b>Module 3: Novel</b>	<b>18</b>	
<b>3.1</b>	Frances Collins: The Slayer Slain	18	1,2,3,4,5,6,7
<b>4.0</b>	<b>Module 4: Short Fiction</b>	<b>18</b>	
<b>4.1</b>	Katherine Mansfield: The Fly	4	1,2,3,4,5,6,7
<b>4.2</b>	Shashi Deshpande: A Wall is Safer	4	1,2,3,4,5,6,7
<b>4.3</b>	Sara Joseph: Inside Every Woman Writer	4	1,2,3,4,5,6,7
<b>4.4</b>	Amy Tan: Rules of the Game	6	1,2,3,4,5,6,7
<b>5.0</b>	<b>Drama</b>	<b>18</b>	
<b>5.1</b>	Sheila Walsh: Molly and James	9	1,2,3,4,5,6,7
<b>5.2</b>	The Swing of Desire	9	1,2,3,4,5,6,7

**Core Text: *Breaking the Silence: An Anthology of Women's Literature***

COURSE		DETAILS
<b>CODE:</b>		ENCR12
<b>TITLE</b>		INDIAN WRITING IN ENGLISH
<b>DEGREE</b>		BA
<b>BRANCH(S)</b>		ENGLISH
<b>YEAR/SEMESTER</b>		3/ VI
<b>TYPE</b>		CORE
<b>CREDITS</b>		4
<b>TOTAL NO: OF CONTACT HOURS:</b>	90	<b>HOURS PER WEEK: 5</b>

Sl.no	Course Outcome	CL	PSO
1.	To list out major Indian authors writing in English	R	1,7
2.	To associate the students with the diversity of Indian culture and aesthetics in writing	U	1,2,4,5
3.	To represent the contemporary scenario of Indian writing in English	U	1,2,5
4.	To draw an outline for the overall view of Indian writing and to identify the relevant problems, trends and issues	R	1,2,4,5

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1 (Prose)</b>	<b>18</b>	
<b>1.1</b>	M. K Gandhi: The Need for Religion	4	1,2,4
<b>1.2</b>	C. V Raman: Water, The Elixir of Life	4	2,,4
<b>1.3</b>	Nirad C. Chaudhuri: Money and the Englishmen	5	1,2,3,4
<b>1.4</b>	Arundhati Roy: The End of Imagination	5	1,3,4
<b>2.0</b>	<b>Module 2: (Poetry)</b>	<b>18</b>	

2.1	Sarojini Naidu: The Soul's Prayer	3	1,2,3,4
2.2	Rabindranath Tagore: Silent Steps	3	1,2,3,4
2.3	Nissim Ezekiel: The Railway Clerk	2	1,2,3,4
2.4	A. K Ramanujan: The Striders	2	1,,3,4
2.5	Arun Koltkar: The Old Woman	2	1,2,3,4
2.6	Jayanta Mahapatra: An October Morning	2	2,3,4
2.7	Kamala Das: Nani	2	2,3,4
2.8	Meena Alexander: Her Garden	2	3,4
3.0	<b>Module 3: (Short Stories)</b>	<b>18</b>	
3.1	Mahasweta Devi: Arjun	6	1,2,4
3.2	Anita Desai: Circus Cat, Alley Cat	4	1,2,4
3.3	Rabindranath Tagore: The Home Coming	4	1,2,4
3.4	Abhuri Chaya Devi: The Woodrose	4	1,2,3,4
4.0	<b>Module 4: (Fiction)</b>	<b>18</b>	
4.1	Mulk Raj Anand : Untouchable	18	1,2,3,4

COURSE		DETAILS
CODE:		ENCR13
TITLE		COMPARATIVE LITERATURE
DEGREE		BA
BRANCH(S)		ENGLISH
YEAR/SEMESTER		3 / VI
TYPE		CORE
CREDITS		4
TOTAL NO: OF CONTACT HOURS:	90	HOURS PER WEEK: 5

Sl no.	Course Outcomes	CL	PSO
1	To recognize variety of literatures across the world	R	1,7
2	Name the major proponents and works of comparative literatures	R	1,7
3	Discuss the thematic and stylistic structures of various literatures	U	4
4	Illustrate various theories and techniques of writing from the prescribed texts	U	2,7
5	To evaluate and appreciate the stylistic devices employed in the prescribed poems.	E	1,2
6.	To construct a new notion of mainstream and peripheral literatures	C	3

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1 [Theoretical Perspectives]</b>	<b>36</b>	
1.1	Susan Bassnet: Introduction to Comparative Literature	10	1,2,3,4,5
1.2	Bijoy Kumar Das: Retrospect and Prospect	10	1,2,3,4,5
1.3	Balachandran Nemade: A Thematic Framework for Influence Study in the Indo-Anglian Context.	8	1,2,3,4,5
1.4	R.K.Dhavan: The Case for Comparative Literature.	8	1,2,3,4,5
<b>2.0</b>	<b>Module 2 [Study of Specific Texts]</b>	<b>54</b>	
2.1	Thomas Mann: Transposed Heads	10	1,2,3,4,6
2.2	Girish Karnad: Hayavadana	8	1,2,3,4,6
2.3	Tennessee Williams: The Glass Menagerie	8	1,2,3,4,6

2.4	Shyama Prasad: Akale	4	1,2,3,4,6
2.5	Rabindranath Tagore: Gitanjali. Versus 1-44	4	1,2,3,4,6
2.6	Edwin Arnold: Light of Asia. Section 1&2	4	1,2,3,4,6
2.7	Kishwar Naheed: Listen to Me.	4	1,2,3,4,6
2.8	Noemia De Souza: If You want to Know me	4	1,2,3,4,6
2.9	Vengayi Kunjuraman Nayanar: Dwaraka trans. By C.s. Venkkiteswaran	4	1,2,3,4,6
2.10	Sundara Rama Swamy: On Alien soil	4	1,2,3,4,6

**Core Text: Dr. K.M. Krishnan. Ed. Between the Line: A Textbook of Comparative Literature**

COURSE		DETAILS
CODE:		ENCR14
TITLE		AMERICAN LITERATURE
DEGREE		BA
BRANCH(S)		ENGLISH
YEAR/SEMESTER		3 / VI
TYPE		CORE
CREDITS		4
TOTAL NO: OF CONTACT HOURS:	90	HOURS PER WEEK: 5

Sl no.	Course Outcomes	CL	PSO
1	Understand the tenets of American Literature and identify the main authors in the period	R	1,7
2	Compare the threads of thought in American History	U	1,7
3	Apply the various theories of literature to the writings of the period	Ap	4
4	Assess the texts culturally	An	2,7
5	Evaluate the unit of study against the cultural background.	E	1,2
6.	Recreate and enact acts from the text	C	3

MODULES	COURSE DESCRIPTION	HOURS	CO NO:
<b>1.0</b>	<b>Module 1 [Essays]</b>	<b>18</b>	
<b>1.1</b>	Ralph Waldo Emerson - Art	4	1,2,3,5
<b>1.2</b>	Henry David Thoreau- The Battle of the Ants	3	1,2,3,5
<b>1.3</b>	Robert E Spiller- The First Frontier	3	1,2,3,5
<b>1.4</b>	James Baldwin: If Black English isn't Language, then Tell me, What is?	4	1,2,3,5
<b>1.5</b>	Jerzy Kosinski- TV as a Babysitter	4	1,2,3,5
<b>2.0</b>	<b>Module 2 [Poetry]</b>	<b>18</b>	
<b>2.1</b>	Walt Whitman: Oh Captain, My captain.	3	1,2,3,4,5
<b>2.2</b>	Emily Dickinson: A Bird Came Down the Walk	3	1,2,3,4,5
<b>2.3</b>	E.A Robinson: Miniver Cheevy	3	1,2,3,4,5
<b>2.4</b>	Robert Frost: Reluctance	2	1,2,3,4,5
<b>2.5</b>	E.E Cummings : My Sweet Old Ectera	2	1,2,3,4,5
<b>2.6</b>	Theodore Roethke : The Waking	2	1,2,3,4,5
<b>2.7</b>	John Berryman : The Ball Poem	3	1,2,3,4,5
<b>3.0</b>	<b>Module 3 [Fiction]</b>	<b>36</b>	

<b>3.1</b>	Nathaniel Hawthorne: The Wives of the Dead	4	1,2,3,4,5
<b>3.2</b>	Edgar Allan Poe: The Fall of the House of Usher	6	1,2,3,4,5
<b>3.3</b>	Mark Twain: The Five Boons of Life	4	1,2,3,4,5
<b>3.4</b>	Ambrose Bierce : A Horseman in the Sky	4	1,2,3,4,5
<b>3.5</b>	Kate Chopin: The Story of an Hour	4	1,2,3,4,5
<b>3.6</b>	O Henry : Mammon and the Archer	4	1,2,3,4,5
<b>3.7</b>	Ernest Hemmingway : A Clean Well Lighted Place	5	1,2,3,4,5
<b>3.8</b>	Ray Bradbury : October 2026: Million Year Picnic	5	1,2,3,4,5
<b>4.0</b>	<b>Module 4 [Drama]</b>	<b>18</b>	
<b>4.1</b>	Tennessee Williams : The Case of the Crushed Petunias	6	1,2,3,4,5,6
<b>4.2</b>	Lucille Fletcher : Sorry, Wrong Number	<b>6</b>	1,2,3,4,5,6
<b>4.3</b>	Richard A Via : Never on Wednesday  Core Text : Blooming Lilacs , An Anthology of  American Literature	6	1,2,3,4,5,6

COURSE		DETAILS	
<b>CODE:</b>		ENOF2	
<b>TITLE</b>		OPEN COURSE (FRONTIER AREAS)	
<b>DEGREE</b>		BA ENGLISH	
<b>BRANCH(S)</b>		ENGLISH	
<b>SEMESTER</b>		6	
<b>TYPE</b>		OPEN COURSE (FRONTIER AREAS)	
<b>CREDITS</b>		4	
<b>TOTAL NO: OF CONTACT HOURS:</b>	72	<b>HOURS PER WEEK: 4</b>	
Sl.no	Course Outcome		CL
1.	To list out major regional writers translated into English		R
2.	To associate the students with the cultural heterogeneity and linguistic plurality of India		U
3.	To represent the contemporary scenario of translations in our country		U
4.	To draw an outline for the overall view of diversities represented in the regional literatures in India		R
MODULES	COURSE DESCRIPTION		CO NO:
1.0	<b>Module 1 Introduction</b>		<b>18</b>
1.1	G Koshy – Translation: An Introduction		1,2,3,4,5
1.2	Thiruvalluvar, Mirza Ghalib		1,2,3,4,5
1.3	Baul Song, Padma Sachdev		1,2,3,4,5



1.4	E M Shinde	3	1,2,3,4,5
1.5	Sitakant Mahapatra, Vijayalekshmi	3	1,2,3,4,5
2.0	<b>Module 2 DRAMA</b>	<b>18</b>	
2.1	G Sankara Pillai Wings Flapping Somewhere	3	1,3,4,6
2.2	G Sankara Pillai Wings Flapping Somewhere	3	1,4,6
2.3	Safdar Hashmi - Machine	6	1,2, 4,6
2.4	Safdar Hashmi - Machine	6	1,2,3,4,6
3.0	<b>Module 3- SHORT FICTION</b>	<b>36</b>	
3.1	Thakazhi, Jayamy Kaikini	8	1,4,6
3.2	Abburi Chaya devi, Bhibuthi Bhushan Bandhopadhyaya	8	1,2,3
3.3	Atulananda Goswami, Amrita Pritam	8	1,2,3,4
3.4	Ram Swaroop Kisan, Motilal Jotwani	12	1,2,3,4,6

**Core Text**

Dr K Sujatha Ed. *Rainbow Colours: Anthology of Indian Regional Literatures in Translation*.  
DC Books