

DEPARTMENT OF ENGLISH

**Curriculum and Syllabus for
BA English Language & Literature Programme
Under Credit Semester System
(Outcome Based Education with Effect from 2022 Admissions)**





BOARD OF STUDIES

CHAIRMAN

Name	Official Address
P J Thomas	Department of English St Berchmans College Changanacherry

SUBJECT EXPERTS NOMINATED BY THE COLLEGE ACADEMIC COUNCIL

Name	Official Address
Dr. C.S Biju	Associate Professor, Department of English St Thomas College (Autonomous), Trissur
Dr. Anne Angeline	Associate Professor and HoD, Department of English, Bishop Moore College, Mavelikara

EXPERT NOMINATED BY THE VICE-CHANCELLOR

Name	Official Address
Dr. Saji Mathew	Assistant Professor, School of Letters Mahatma Gandhi University, Kottayam

ALUMNI REPRESENTATIVE

Name	Official Address
Dr. Sweeta Saji	Assistant Professor, Department of English St. Albert's College, Cochin.

REPRESENTATIVE FROM MEDIA/INDUSTRY AND ALLIED AREAS

Name	Official Address
Sujaya Parvathy	News Editor, Twenty Four (24) News Channel



**TEACHERS FROM THE DEPARTMENT NOMINATED BY THE PRINCIPAL TO
THE BOARD OF STUDIES**

Teachers' Name	Area of Specialization
Dr. Sabu Joseph	Indian Writing in English
Prof. Josy Joseph	Shakespeare Studies, Twentieth Century British Poetry, Literary Theory, Cultural Studies, Life Writing, Translation
Dr. Benny Mathew	Comparative Literature and Subaltern Studies
Dr. Raju Sebastian	English Language Teaching, Linguistics, Cultural Studies and Indian Writing in English
Fr. Jose Jacob	Literary Criticism, British Poetry and Fiction, Literary Theory
Dr. Vipin Cherian	Film Studies, Postmodernism
Dr. Teddy C Anthappai	Subaltern Studies, Self-Writing
Mr Anish K Joseph	Disability Studies, Literary Theory and English Language Teaching
Nithin Varghese	Middle English Literature, Linguistics, and Literary Theory
Dr. Vimal Mohan John	Film Studies, American Political and Cultural History, Gender and Sexuality Studies
Dr. Binny Mathew	Indian Writing in English, Postcolonial Literature
Mr Amal Toms	Modernism, Romantic Poetry
Mr Jerin B Sebastian	Literary Theory, Cultural Studies, British History
Mr Neville Thomas	Cultural Studies, Food Studies, Diasporic Literature



PROGRAMME OUTCOMES

- PO1:** Develop in-depth conceptual knowledge in the discipline for vertical growth and scholarly pursuits
- PO2:** Identify historical, theoretical, scientific, technological, economic philosophical, cultural, aesthetic and ethical bases of different disciplines and relate them effectively
- PO3:** Demonstrate problem solving skills, effective communication, interpersonal dynamics and resilience in global and local contexts
- PO4:** Transfer the knowledge of methods, skills, tools and systems of different disciplines for a sustainable and egalitarian world order
- PO5:** Generate need based innovative processes and products for personal and societal well-being

PROGRAMME SPECIFIC OUTCOMES

- PSO1:** Express effectively their knowledge of basic literary and critical terms as well as of various writers, schools and movements associated with literary and cultural texts.
- PSO2:** Illustrate their critical understanding of some of the major literary and cultural texts in English
- PSO3:** Apply basic research skills for knowledge creation and dissemination in English and Cultural Studies
- PSO4:** Use English effectively in writing, reading, speaking and listening.
- PSO5:** Demonstrate their knowledge of the history, structure and grammar of the English Language as well as of literary, visual and cinematic texts.



PROGRAMME STRUCTURE

Semester I

Sl. No.	Course Title	Hours/ Week	Credit	Marks
1	Common Course I	5	4	100
2	Common Course I	4	3	100
3	Common Course II	4	4	100
4	Core Course	6	4	100
5	Complementary Course: Sociology	6	4	100
	Total	25	19	500

Semester II

Sl. No.	Course	Hours/ Week	Credit	Marks
1	Common Course I	5	4	100
2	Common Course I	4	3	100
3	Common Course II	4	4	100
4	Core Course	6	4	100
5	Complementary Course: Sociology	6	4	100
	Total	25	19	500

Semester III

Sl. No.	Course	Hours/ Week	Credit	Marks
1	Common Course I	5	4	100
2	Common Course II	5	4	100
3	Core Course	5	4	100
4	Core Course	4	4	100
5	Complementary Course: English	6	4	100
	Total	25	20	500



Semester IV

Sl. No.	Course	Hours/ Week	Credit	Marks
1	Common Course I	5	4	100
2	Common Course II	5	4	100
3	Core Course	5	4	100
4	Core Course	4	4	100
5	Complementary Course: English	6	4	100
	Total	25	20	500

Semester V

Sl. No.	Course	Hours/ Week	Credit	Marks
1	Core Course	6	4	100
2	Core Course	5	4	100
3	Core Course	5	4	100
4	Core Course	6	4	100
5	Open Course	3	3	100
	Total	25	19	500

Semester VI

Sl. No.	Course	Hours/ Week	Credit	Marks
1	Core Course	6	4	100
2	Core Course	5	4	100
3	Core Course	5	4	100
4	Core Course	5	4	100
5	Choice Based Core Course	4	4	100
6	Dissertation and Viva Voce	-	3	100
	Total	25	23	600
	Grand Total		120	3100



OUTLINE OF CORE COURSES

Course Code	Course Title	Hours /Week	Total Hours	Credit	ISA	ESA	Total
Semester I							
CBEN101	Study of Literary Essays	6	108	4	20	80	100
Semester II							
CBEN202	Study of Poetry	6	108	4	20	80	100
Semester III							
CBEN303	Study of Drama	5	90	4	20	80	100
CBEN304	Study of Fiction	4	72	4	20	80	100
Semester IV							
CBEN405	Literary Criticism	5	90	4	20	80	100
CBEN406	Contemporary Modes of Writing	4	72	4	20	80	100
Semester V							
CBEN507	Linguistics and History of English Language	6	108	4	20	80	100
CBEN508	Literature on Gender and Environment	5	90	4	20	80	100
CBEN509	Indian Literatures in English	5	90	4	20	80	100
CBEN510	American Literature	6	108	4	20	80	100
Semester VI							
CBEN611	Introduction to Literary Theory	6	108	4	20	80	100
CBEN612	Marginal Literatures	5	90	4	20	80	100
CBEN613	Introducing Cultural Studies	5	90	4	20	80	100
CBEN614	Introducing Film Studies	5	90	4	20	80	100
CBEN6DN	Dissertation and Viva Voce	-	-	3	20	80	100

CHOICE BASED CORE COURSES

Course Code	Course Title	Hours /Week	Total Hours	Credit	ISA	ESA	Total
CBEN6E01	Classics in Art and World Literature: From Antiquity to the Modern Era	4	72	4	20	80	100
CBEN6E02	Introduction to Philosophy through Literature	4	72	4	20	80	100



COMPLEMENTARY COURSES

Course Code	Course Title	Hours /Week	Total Hours	Credit	ISA	ESA	Total
Semester III							
CDEN301	Socio-political and Cultural Aspects of Britain - I	6	108	4	20	80	100
Semester IV							
CDEN402	Socio-political and Cultural Aspects of Britain - II	6	108	4	20	80	100

OUTLINE OF COMMON COURSES IN ENGLISH FOR MODEL I BA/BSc PROGRAMMES

Course Code	Course Title	Hours /Week	Total Hours	Credit	ISA	ESA	Total
Semester I							
CCEN101	Reading Literature in English - I: Poetry and Drama	5	90	4	20	80	100
CCEN102	Writings on Contemporary Issues	4	72	3	20	80	100
Semester II							
CCEN203	Writing Skills	5	90	4	20	80	100
CCEN204	Reading Literature in English - II: Short Stories and Novel	4	72	3	20	80	100
Semester III							
CCEN305	Life and Literature	5	90	4	20	80	100
Semester IV							
CCEN406	English for Developing Job Skills	5	90	4	20	80	100

OPEN COURSE

Course Code	Course Title	Hours /Week	Total Hours	Credit	ISA	ESA	Total
COEN501	Translation Studies	3	54	3	20	80	100

SKILL DEVELOPMENT COURSES



Course Code	Course Title	Total Hours	Credit	CE	FE	Total
CENSDC01	Learn English Through Films	36	2	20	80	100
CENSDC02	Neuro-Linguistic Programming	36	2	20	80	100
CENSDC03	Foundations of Philosophy	72	2	20	80	100



SEMESTER I

CBEN101: STUDY OF LITERARY ESSAYS

Credit: 4

Total Hours: 108

Course Outcomes

On the successful completion of the course, the students will be able to

CO1: Demonstrate their understanding of the themes and literary features of Renaissance, Neoclassical, Romantic, and Victorian literary essays.

CO2: Illustrate their knowledge of the themes and literary features of modern literary essays

CO3: Demonstrate their understanding of the themes and literary features of Contemporary American, British and Indian literary essays

CO4: Critically respond to a given piece of writing analysing its theme, literary and linguistic features.

CO5: Write short pieces of writing incorporating the literary and linguistic features discussed in the course.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	1	1	-	2	1	1	1	1	-	-
CO2	Understand	1	1	-	2	1	1	1	1	-	-
CO3	Understand	1	1	-	2	1	1	1	1	-	-
CO4	Analyse	1	1	1	2	1	1	-	1	1	-
CO5	Apply	-	-	1	2	2	-	-	1	1	1
Average		1	1	1	2	1.2	1	1	1	1	1

Module 1: Renaissance and Neoclassical Prose (18 Hours)

1. Francis Bacon: "Of Marriage and Single Life"
2. Dr Johnson: "Dignity and uses of Biography"

Module 2: Romantic and Victorian Prose (18 Hours)

1. Charles Lamb "Dream Children: A Reverie"
2. Oscar Wilde: "The Soul of Man Under Socialism", Excerpts (the last part, pgs 268-273)

Module 3: Early Modern Prose (18 Hours)

1. G B Shaw: "How I became a Public Speaker"
2. G K Chesterton: "On Running after One's Hat"

Module 4: Late Modern Prose (18 Hours)

1. J B Priestley: "Travel by Train"
2. Stephen Leacock: "On the Need for a Quiet College"



Module 5: Contemporary Prose

(18 Hours)

1. Toni Morrison “Nobel Lecture 1993”
2. Zadie Smith: “A Provocation in the Park”

Module 6: Indian Prose

(18 Hours)

1. ShashiTharoor: “The Thrilling Face of a Bold India”
2. Salman Rushdie: “The Unbeliever’s Christmas”

Course designed by: Dr. Binny Mathew



SEMESTER II

CBEN202: STUDY OF POETRY

Credit: 4

Total Hours: 108

Course Outcomes

On the successful completion of the course, the students will be able to:

CO1: Compare and relate the growth and development of English poetry of various periods

CO2: Distinguish the figures of speech, poetic diction and other poetic devices in English poetry

CO3: Examine the prescribed poems as cultural and social texts

CO4: Analyze the themes and ideas in the prescribed poems with a critical bend of mind

CO5: Assess the evolution of thought in the prescribed poems

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	2	2	-	2	2	1	2	1	-	-
CO2	Understand	2	2	-	2	2	1	-	1	-	-
CO3	Apply	2	2	-	2	2	1	1	2	1	-
CO4	Apply	-	2	2	-	2	1	1	2	1	1
CO5	Analyze	-	2	2	1	2	1	1	2	2	1
	Average	2	2	2	1.75	2	1	1.25	1.6	1.3	1

Module 1: Renaissance and Restoration

(18 Hours)

1. Edmund Spenser: "Invocation" of the *Faerie Queene*
2. William Shakespeare: "Let Me Not to the Marriage of True Minds"
3. John Donne: "The Flea"

Module 2: Romantic Period

(18 Hours)

1. William Wordsworth: "Strange fits of passion have I known"
2. S T Coleridge: "Kubla Khan"
3. John Keats: "La Belle Dame sans Merci"

Module 3: Victorian Age

(18 Hours)

1. Matthew Arnold: "Dover Beach"
2. Robert Browning: "My Last Duchess"
3. G M Hopkins: "The Windhover"

Module 4: Modernist Poetry

(18 Hours)

1. W B Yeats: "Sailing to Byzantium"
2. T S Eliot: "The Journey of the Magi"
3. Dylan Thomas: "Do not Go Gentle into that Good Night"



Module 5: English War Poetry

(18 Hours)

1. Isaac Rosenberg: “August 1914”
2. Siegfried Sassoon: “Suicide in the Trenches”
3. Wilfred Owen: “Dulce et Decorum est...”

Module 6: English Poetry after the 1950s

(18 Hours)

1. Ted Hughes: “The Thought Fox”
2. Carol Ann Duffy: “Stealing”
3. Seamus Heaney: “Digging”

Reference

1. *Poetry Down the Ages*, Orient Black Swan, 2014

Course designed by: Fr Jose Jacob



SEMESTER III

CBEN303: STUDY OF DRAMA

Credit: 4

Total Hours: 90

Course Outcomes

On successful completion of the course, the students will be able to

CO1: Explain the socio-political background and linguistic features of Shakespeare plays.

CO2: Paraphrase Shakespeare passages into modern English and interpret them in terms of contemporary realities.

CO3: Explain the themes and features of modern English plays.

CO4: Compare the methods and techniques of Elizabethan drama and modern drama.

CO5: Perform short scenes from English plays.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	1	1	-	2	1	1	1	1	1	-
CO2	Apply	1	1	-	2	1	1	1	1	1	1
CO3	Understand	1	1	-	2	-	1	1	1	1	1
CO4	Understand	1	1	-	2	1	1	1	-	1	-
CO5	Create	-	1	-	2	-	-	-	2	1	1
	Average	1	1	-	2	1	1	1	1.25	1	1

Module 1, 2 and 3: Shakespeare Play

(54 Hours)

1. William Shakespeare: *Julius Caesar*

Module 4 & 5: Modern Play

(36 Hours)

1. G B Shaw: *Pygmalion*

Textbooks

1. Shakespeare, William. *Julius Caesar*. Maple Press, 2012.
2. Shaw, G B. *Pygmalion*

Course designed by: Dr Binny Mathew



CBEN304: STUDY OF FICTION

Credit: 4

Total Hours:72

Course Outcomes

On the successful completion of the course, the students shall be able to:

CO1: Explain the history and development of English fiction.

CO2: Demonstrate the ability to analyze the themes and ideas in the prescribed fiction and short fictions.

CO3: Distinguish the fictional texts as social critique within their historical and cultural milieu.

CO4: Assess prescribed fiction/short fictions and their plots, characters and narrative techniques.

CO5: Interpret the prescribed fictional texts and their contexts with a critical bend of mind.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	2	2	-	2	2	1	2	-	-	-
CO2	Analyze	2	2	-	2	2	1	-	2	2	-
CO3	Apply	-	2	2	2	2	1	2	2	1	-
CO4	Apply	1	-	2	2	2	1	-	-	2	1
CO5	Analyze	2	2	2	2	2	1	-	2	2	1
	Average	1.75	2	2	2	2	1	2	2	1.75	1

Module 1&2: Novel

(36 Hours)

1. William Golding: *Lord of the Flies*

Module 3: Short Stories

(18 Hours)

1. Somerset Maugham: "The Ant and the Grasshopper"
2. John Galsworthy: "Quality"
3. Katherine Mansfield: "A Cup of Tea"

Module 4: Short Stories

(18 Hours)

1. Maupassant: "The Confession"
2. Anton Chekhov: "The Avenger"
3. Karel Capek: "The Last Judgement"

Textbook

1. Golding, William. *Lord of the Flies*. Faber and Faber, 1954.

Reference

1. Watt, Ian P. *The Rise of the Novel: Studies in Defoe, Richardson, and Fielding*. London: Chatto & Windus, 1957.

Course designed by: Fr Jose Jacob



SEMESTER IV

CBEN405: LITERARY CRITICISM

Credit: 4

Total Hours: 90

Course Outcomes

On Successful completion of the course, the students shall be able to:

CO1: Explain the key concepts of Literary Criticism both Western and Indian.

CO2: Illustrate with clarity the history and Development of Western Literary Criticism

CO3: Explain the key ideas in Classical, Neoclassical and Romantic schools of criticism

CO4: Outline the key ideas in Victorian and Modern schools of criticism

CO5: Close read poems and prose using the tools of New/Practical Criticism

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	2	2	-	2	-	2	-	-	1	-
CO2	Understand	1	2	-	2	2	-	2	-	1	-
CO3	Understand	2	2	-	2	2	2	-	-	2	-
CO4	Understand	2	2	-	2	2	2	-	-	2	-
CO5	Analyze	2	-	2	2	2	2	-	2	-	-
Average		1.8	2	2	2	2	2	2	2	1.5	-

Module 1: Classical Criticism

(18 Hours)

1. Plato: Attack on Poetry
2. Aristotle: On Poetry and Tragedy
3. Longinus: The Sublime: Sources and Impediments
4. Mohan Thampi: "Rasa" as Aesthetic Experience - *The Rasa-Sutra*

Module 2: Neo-classical Criticism

(18 Hours)

1. John Dryden: Dramatic Poetry
2. Jonathan Swift: Ancients and Moderns in the Spider and Bee Episode in *The Battle of the Books*
3. Dr Johnson: Drama: Nature, Unities, Dramatic pleasure, Tragi-comedy

Module 3: Romantic Criticism

(18 Hours)

1. William Wordsworth: Poetry, Poet, Poetic Diction
2. S T Coleridge: Fancy, Primary Imagination, Secondary Imagination
3. John Keats: Negative Capability
4. Shelley: Reason and Imagination, Function of Poetry

Module 4: Victorian and Modern Criticism

(18 Hours)

1. Matthew Arnold: The Grand style, Touchstone Method, Classicism, Architectonics



2. T S Eliot: Impersonality theory of poetry, Objective correlative, Dissociation of sensibility.

Module 5: Practical Criticism/New Criticism and Literary Appreciation (18 Hours)

1. Practical Criticism-----I A Richards: “The Four Kinds of Meaning”
2. New Criticism: Defamiliarization, Literariness
3. Close Reading of Poetry & Close Reading of Prose

Textbook

1. Prasad, B. *An Introduction to Literary Criticism*. Trinity, 2014.

Reference

1. Wimsatt, William K, *Cleanth Brooks. Literary Criticism: A Short History*. Surjeet Publications, 2007.
2. Aristotle. *Poetics*. Hill and Wang, 1961.
3. Wordsworth, William, and W J. B. Owen. *Preface to Lyrical Ballads*. Rosenkilde and Bagger, 1957.
4. Coleridge, Samuel T, and John Shawcross. *Biographia Literaria*. Clarendon Press, 1907.
5. Richards, I A. *Practical Criticism: A Study of Literary Judgment*. Kegan Paul, Trench, Trubner, 1930.

Course designed by: Dr Sabu Joseph



CBEN406: CONTEMPORARY MODES OF WRITING

Credit: 4

Total Hours: 72

Course Outcomes

On successful completion of the course, students shall be able to:

CO1: Identify the conventions, themes and ideas of science fiction

CO2: Express an awareness of the barriers faced by the disabled through a reading of select life narratives

CO3: Examine critically the urban narratives and the multiple forms of marginalisation

CO4: Demonstrate the ability to analyse popular historical narratives

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	1	2	1	1	1	1	1	2	1	1
CO2	Understand	1	2	1	1	1	1	1	2	1	1
CO3	Understand	1	2	1	1	1	1	1	2	1	1
CO4	Understand	1	2	1	1	1	1	1	2	1	1
	Average	1	2	1	1	1	1	1	2	1	1

Module 1: Science Fiction

(18 Hours)

1. Issac Asimov: "The Last Question"
2. Kurt Vonnegut: "EPICAC"
3. Gregory Benford: "Caveat Time Traveller"

Module 2: Disability Narratives

(18 Hours)

1. Lennard J Davis: "The Grain of Sounds"
2. Rebecca Whitehead: "My Sister, My World: From Second Mum to Nurse"
3. Sudipendu Dutta: "Reflections" from *Multicoloured Wings*
4. Putul Biswas: "My Rights" from *Multicoloured Wings*

Module 3: Literature and Urban Experience

(18 Hours)

1. David Harvey: "The Right to the City"
2. Dave Mason: "Mumbai"
3. SudeepSen: "Migrants"
4. Italo Calvino: *Invisible Cities* Part 6

Module 4: Popular History

(18 Hours)

1. William Dalrymple: "1599" Excerpts (pages 1-9) from chapter 1 of *The Anarchy: The East India Company, Corporate Violence, and the Pillage of an Empire*.
2. Manu S Pillai: "What If the Mahatma Had Lived" from *The Courtesan, the Mahatma and the Italian Brahmin: Tales from Indian History*.



Reference

1. James, Edward and Farah Mendlesohn. *The Cambridge Companion to Science Fiction*, CUP, 2003.
2. Davis, Lennard J. "The Grain of Sounds". *My Sense of Silence*, U of Illinois, 2000. Pgs. 1-15.
3. *Multicoloured Wings*, Indian Institute of Cerebral Palsy, 2001.
4. Whitehead, Rebecca, "My Sister, My World: From Second Mum to Nurse". *The Palgrave Handbook of Disabled Children's Childhood Studies*. Palgrave, 2018. Pgs. 57-62.

Course designed by: Nithin Varghese



SEMESTER V

CBEN507: LINGUISTICS AND HISTORY OF ENGLISH LANGUAGE

Credit: 4

Total Hours: 108

Course Outcomes:

On successful completion of the course, students shall be able to:

CO1: Explain the origins and features of human language, language families as well as the major periods and changes in the history of the development of the English language.

CO2: Outline the field of Linguistics with its branches, interdisciplinary fields, and basic ideas.

CO3: Apply the foundational concepts in English Phonology and Morphology in appropriate contexts.

CO4: Apply the basic ideas in English Phonetics in contexts such as the phonemic transcription of words and sentences in English, use of word stress in speech and writing and the labeling of English RP phonemes.

CO5: Illustrate the basic concepts in Semantics and Syntax.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	1	-	-	1	1	1	1	1	-	-
CO2	Understand	1	-	-	1	1	1	1	1	-	1
CO3	Apply	1	-	-	1	2	1	1	1	1	2
CO4	Apply	1	-	-	1	2	1	1	1	1	2
CO5	Understand	1	-	-	1	1	1	1	1	1	1
Average		1	-	-	1	1.4	1	1	1	1	1.5

Module 1: History of English Language

(18 Hours)

1. Language, Features of Language
2. Theories of the origin of language, Language Families, Indo-European Family of Languages
3. Sound Changes: Grimm's Law, Verner's Law
4. Old English Period: Old English Dialect, Old English Vocabulary, Scandinavian Influence, Latin influence
5. Middle English Period: Norman Conquest, French influence, The East Midland Dialect
6. Modern English Period: Impacts and Influences, Standard English

Module 2: Introduction to Linguistics

(18 Hours)

1. Definition, branches, interdisciplinary fields



2. Approaches to Linguistics: Traditional, Structural and Cognitive
3. Traditional Approach: Major Fallacies
4. Saussure and his basic concepts: Language as a system of systems, Synchronic and diachronic linguistics, Langue, Parole, Language as a system of signs, Signifier and signified, Paradigmatic and Syntagmatic relations
5. Basic concepts in sociolinguistics: Dialect, Sociolect, Idiolect, Register, Pidgin, Creole
6. Basic concepts in Psycholinguistics: Innateness Hypothesis, Competence and Performance, Universal Grammar
7. Dell Hymes' Communicative competence

Module 3: Phonetics (18 Hours)

1. Air Stream Mechanism, Organs of Speech
2. RP, Cardinal Vowels, RP Vowels and Diphthongs
3. RP Consonants
4. Transcription: words and sentences

Module 4: Phonology (18 Hours)

1. Phonemes, Minimal Pairs, Contrastive Distribution
2. Allophones, Complementary Distribution, Free Variation
3. Syllable, Its Structure, Consonant Clusters and Distribution
4. Suprasegmentals: Stress and Rhythm, Weak forms and Strong forms
5. Suprasegmentals: Sentence stress, Tone groups
6. Suprasegmentals: Basic intonation –Rising tone, falling tone, and Fall-Rise tone
7. Suprasegmentals: Juncture, Elision, Assimilation

Module 5: Morphology and Semantics (18 Hours)

1. Morpheme, Allomorph, Conditioning of Allomorphs
2. Form Class and Function Class Words
3. Affixes
4. Word Formation
5. Sources and Types of meaning
6. Semantic Changes

Module 6: Syntax (18 Hours)

1. Syntactic Devices in English
2. Constituent structure: NP, VP, Aux, Adj P, Adv P, PP
3. I C Analysis



4. Introduction to PS Grammar
5. Introduction to TG Grammar

Textbooks

1. Balasubramaian, T. *English Phonetics for Indian Students*. 3rd ed. Trinity Press, 1985.
2. Shyamala, V. *A Textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 2010.

Reference

1. Barber, Charles L, Joan C. Beal, and Philip A. Shaw. *The English Language: A Historical Introduction*. 2nd ed. Cambridge UP, 2012.
2. Baugh, Albert C. *A History of the English Language*. Allied Pub., 1968.
3. Crystal, David. *The Cambridge Encyclopaedia of the English Language*. 2nd ed Cambridge UP, 2003.
4. Crystal, David. *The Cambridge Encyclopedia of Language*. 2010
5. Jespersen, Otto. *Growth and Structure of the English Language*. Oxford UP, 1982.
6. Mesthrie, Rajend and Rakesh M Bhatt. *World Englishes: The Study of New Linguistic Varieties*. Cambridge UP. 2008
7. Verma, S K and N Krishnaswamy. *Modern Linguistics: An Introduction*. Oxford UP, 1997.
8. Wood, Frederick T. *An Outline History of the English Language*. Macmillan, 1968.

Course designed by: Dr Raju Sebastian



CBEN508: LITERATURE ON GENDER AND ENVIRONMENT

Credit: 4

Total Hours: 90

Course Outcomes

On successful completion of the course, students shall be able to:

- CO1:** Outline the niche carved by the writers from various countries in the history of Gender and Ecology studies.
- CO2:** Illustrate their understanding of the broad spectrum of gender and explain how and why gender rights violations happen.
- CO3:** Explore the plurality of female experiences and familiarize themselves with the diverse concerns addressed by feminism.
- CO4:** Classify the complex environmental issues and explain the need to protect nature and natural resources.
- CO5:** Illustrate their understanding of the inter-relationship between women and environment.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	2	1	-	2	1	2	1	2	1	1
CO2	Understand	1	1	1	2	1	1	2	2	1	1
CO3	Understand	2	1	1	2	1	1	1	2	1	1
CO4	Understand	1	1	-	2	1	1	1	1	2	1
CO5	Understand	1	1	-	2	1	1	1	1	2	1
	Average	1.4	1	1	2	1	1.2	1.2	1.6	1.4	1

Module 1: Reflections on Gender – Essays (18 Hours)

1. Simone De Beauvoir: *The Second Sex* (Excerpts)
2. Virginia Woolf: “Professions for Women”
3. Judith Butler: *Gender Trouble* (Excerpts)

Module 2: Reflections on Gender – Poetry (18 Hours)

1. Aphra Behn: “To the Fair Clarinda”
2. Taslima Nazrin: “At the Back of Progress”
3. Kamala Das: “The Looking Glass”
4. Carol Ann Duffy: “Rapture”
5. Maya Angelou: “Phenomenal Woman”

Module 3: Reflections on Gender – Short Stories (18 Hours)

1. Chimamanda Ngozi Adichie: “On Monday of Last Week”
2. Alice Walker: “Everyday Use”
3. Charlotte Perkins Gilman: “The Yellow Wallpaper”



Module 4: Reflections on Environment and Ecofeminism

(18 Hours)

1. RomilaThapar: “Forests and Settlements”
2. Robinson Jeffers: “The Last Conservative”
3. Karen J Warren: “One: Taking Empirical Data Seriously: An Ecofeminist Philosophical Perspective” (excerpts)
4. O N V Kurupu: “A Requiem to Mother Earth” (trans. S Velayudhan)

Module 5: Narrating The Environment

(18 Hours)

1. Ambikasuthan Mangad: *Swarga* (Trans. J. Devika)

Textbook

1. Mangad, Ambikasuthan. *Swarga*, translated by J. Devika, Juggernaut Books, 2017.

Reference

1. Adams, W.M. *Future Nature: A Vision for Conservation*. London: Earthscan, 2003.
2. Bahuguna, Sunderlal. “Environment and Education”. *The Cultural Dimension of Ecology*. Ed. KapilaVatsyayan. New Delhi: D.K. Printworld. 1998.
3. Barrett, Michele. *Women’s Oppression Today*. London: Verso, 1988.
4. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge, 1990.
5. Carson, Rachel. *Silent Spring*. Boston: Houghton Mifflin, 1962.
6. Eagleton, Mary. Ed. *Feminist Literary Criticism*. London: Longman, 1991.
7. Guha, Ramachandra. *Environmentalism: A Global History*, New Delhi: Oxford UP, 2000.
8. Showalter, Elaine. Ed. *Speaking of Gender*. London: Routledge, 1989.

Course designed by: Mr. Amal Toms



CBEN509: INDIAN LITERATURES IN ENGLISH

Credit:4

Total Hours: 90

Course Outcomes

On successful completion of the course, students shall be able to:

CO1: Explain the themes and literary features of English prose written by Indians.

CO2: Illustrate their understanding of the themes and technical aspects of English poetry written by Indians.

CO3: Outline the themes and techniques of Indian fiction in English, both original and in translation.

CO4: Demonstrate their understanding of the themes, plots, and characters of modern Indian drama in English.

CO5: Critically respond to select prescribed and non-prescribed works on the basis of their literary techniques, linguistic features and social, literary, cultural and political contexts.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	1	1	1	2	1	1	1	2	1	1
CO2	Understand	1	1	1	2	1	1	1	2	1	1
CO3	Understand	1	1	1	2	1	1	1	2	1	1
CO4	Understand	1	1	1	2	1	1	1	2	1	1
CO5	Apply	2	2	2	2	2	2	2	2	2	2
Average		1.2	1.2	1.2	2	1.2	1.2	1.2	2	1.2	1.2

Module 1: Prose Writings – Essays and Excerpts

(18 Hours)

1. Jawaharlal Nehru: Chapter 1 of *An Autobiography*
2. Anita Desai: "A Secret Connivance" (excerpts)
3. Shashi Tharoor: "Oxford Union Speech"
4. Amitav Ghosh "The March of the Novel through History: A Testimony of my Grandfather's Bookcase" (excerpts)

Module 2: Indian English Poetry

(18 Hours)

5. Nissim Ezekiel: "Night of the Scorpion"
6. A K Ramanujan: "The Striders"
7. Kamala Das: "Nani"
8. Arun Kolatkar: "An Old Woman"
9. Dilip Chitre: "Father Returning Home"

Module 3: Indian Short Stories in English

(18 Hours)

1. Rabindranath Tagore: "The Postmaster"
2. R K Narayan: "The Martyr's Corner"



3. Ismat Chughtai. “The Quilt”
4. O V Vijayan: “After the Hanging”

Module 4: Indian English Fiction

(18 Hours)

1. Khushwant Singh: *Train to Pakistan*

Module 5: Indian Drama in English

(18 Hours)

1. Vijay Tendulkar: *Ghashiram Kotwal*

Course designed by: Josy Joseph



CBEN510: AMERICAN LITERATURE

Credit: 4

Total Hours: 108

Course Outcomes

On successful completion of the course, students shall be able to:

- CO1:** Outline the literary trends and Movements in American literature during different stages of its development.
- CO2:** Interpret American poetry with special focus on themes, poetic devices, contexts, and genres.
- CO3:** Illustrate their understanding of American prose and fiction with special focus on themes, plots, characters, and narrative techniques.
- CO4:** Demonstrate their awareness of American theatre in terms of certain distinctively American themes, plots, characters, and dramatic techniques.
- CO5:** Prepare write-ups on select prescribed and non-prescribed works on the basis of their literary techniques, linguistic variations and social, literary, cultural and political contexts.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	1	-	1	2	1	1	1	1	1	1
CO2	Understand	1	1	1	2	1	1	1	1	1	1
CO3	Understand	1	1	1	2	1	1	1	1	1	1
CO4	Understand	1	1	1	2	1	1	1	1	1	1
CO5	Apply	2	2	2	2	2	2	2	2	2	2
	Average	1.2	1.2	1.2	1.2	1	1	1	1.2	1	1

Module 1: Essays

(18 Hours)

1. Ralph Waldo Emerson: Self Reliance (Excerpts)
2. Henry David Thoreau: Civil Disobedience

Module 2: Poetry

(18 Hours)

1. Walt Whitman: "There was a Child Went Forth"
2. Emily Dickinson: "Because I Could not Stop for Death"
3. Robert Frost: "Birches"
4. Sylvia Plath: "Daddy"
5. Langston Hughes: "Harlem"

Module 3: Short Stories

(18 Hours)

1. Nathaniel Hawthorne: "The Great Carbuncle"
2. Edgar Allen Poe: "The Oval Portrait"
3. Mark Twain: "The War Prayer"



4. Kate Chopin: “The Story of an Hour”

Module 4: Novel

(18 Hours)

1. Ernest Hemingway: *The Old Man and the Sea*

Module 5 & 6: Drama

(36 Hours)

1. Arthur Miller: *Death of a Salesman*

Course designed by: Dr Benny Mathew



SEMESTER VI

CBEN611: INTRODUCTION TO LITERARY THEORY

Credit: 4

Total Hours: 108

Course Outcomes

On successful completion of the course, students shall be able to:

CO1: Explain the basic concepts in critical theory and philosophy.

CO2: Express with clarity their understanding of Theory from Structuralism to Ecocriticism.

CO3: Demonstrate their knowledge of the dynamics of power in various political theories.

CO4: Illustrate their awareness of the constructed notion of gender and sexuality.

CO5: Interpret literary, social and cultural texts using critical theories.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	1	1	1	1	1	1	1	1	1	1
CO2	Understand	1	1	1	1	1	1	1	1	1	1
CO3	Understand	1	1	1	1	1	1	1	1	1	1
CO4	Understand	1	1	1	1	1	1	1	1	1	1
CO5	Understand	1	1	1	1	1	1	1	1	1	1
	Average	1	1	1	1	1	1	1	1	1	1

Module 1: Introduction to Literary Theory and Structuralism

(18 Hours)

1. Liberal Humanism and Ten tenets of Liberal Humanism
2. Basics of Structuralism
3. Saussure and his contributions

Module 2: Poststructuralism

(18 Hours)

1. Poststructuralism: Roland Barthes - textuality, intertextuality
2. Poststructuralism: Derrida and Deconstruction - Decentering, Supplement, Différance, Free play

Module 3: Feminist Criticism and Queer Theory (18 Hours)

1. American Feminism
2. French Feminism
3. Post-Feminism
4. Queer Theory and the LGBTQIA Perspective
5. Heteronormativity/Homophobia Vs Homophilia
6. Queer Approach as anti-essentialist and anti-realist

Module 4: Psychoanalytic Criticism

(18 Hours)

1. Basics of Psychoanalysis and Psychoanalytic criticism



2. Freudian theory of the Unconscious (Id, Ego, Superego) and Stages of Psychosexual Development (Oral, Anal, Phallic)
3. Introduction to Lacan and Lacanian psychoanalysis
4. The Real, Mirror, Symbolic in Lacan
5. Difference between Freud and Lacan

Module 5: Marxism, New Historicism and Cultural Materialism (18 Hours)

1. Marxism as a Dialectic materialism
2. Base Structure, Super Structure, Class Struggle, Alienation, Ideology, ISA, RSA, Hegemony
3. New Historicism: Foucault: Discourse, Panopticon
4. Stephen Greenblatt: Poetics of Culture
5. Raymond Williams and Cultural Materialism
6. Jonathan Dollimore: Ideology and Power

Module 6: Postcolonial Criticism and Ecocriticism (18 Hours)

1. Postcolonial Criticism: Background
2. Edward Said's *Orientalism*: Eurocentrism, Orient as the 'Other'
3. Adopt, Adapt and Adept Phases of Postcolonial Literature
4. Key concepts of postcolonialism: Bhabha's 'hybridity' and Spivak's 'gendered subaltern'
5. The literary Forerunners of Ecocriticism and Green Studies: American transcendentalism and British Romanticism
6. Cheryll Glotfelty and Jonathan Bate
7. First and Second Waves of Ecocriticism
8. Culture and Nature
9. Ecofeminism

Textbook

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books, 2018

Reference

1. Bertens, Hans. *Literary Theory: The Basics*. Taylor & Francis, 2007.
2. Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. Prentice-Hall, Inc, 1994.
3. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. OUP, 1997



4. Eagleton, Terry. *Literary Theory: An Introduction*. University of Minnesota Press, 1983.

Course designed by: Nithin Varghese



CBEN612: MARGINAL LITERATURES

Credit: 4

Total Hours: 90

On successful completion of the course, students shall be able to:

- CO1:** Explain the fundamental issues and concerns of Marginal Literatures.
- CO2:** Demonstrate an awareness of the injustice and oppression suffered by the disadvantaged and underprivileged.
- CO3:** Interrelate the different marginal experiences articulated by various authors from distinct backgrounds.
- CO4:** Critically analyse the literary texts that embody the voices from the margins in different societal settings.
- CO5:** Prepare creative responses to the inequality, exploitation and exclusion in surroundings similar to those evidenced in Marginal self-writings.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	1	1	1	2	-	1	1	2	1	1
CO2	Understand	1	1	1	2	1	1	1	2	1	1
CO3	Analyse	1	1	1	2	1	1	1	2	1	1
CO4	Analyse	2	2	1	2	2	1	1	2	1	1
CO5	Create	2	2	2	2	2	-	-	2	2	2
Average		1.4	1.4	1.2	2	1.2	1	1	2	1.2	1.2

Module 1: Theory

(18 Hrs)

1. Isabel Wilkerson: “Dehumanisation and Stigma” (From *Caste: The Lies that Divide Us*)
2. W. E. B. Du Bois: “Of Our Spiritual Strivings” (From *The Souls of Black Folk, Chapter 1*)

Module 2: Poetry

(18 Hrs)

1. Langston Hughes: Mother to Son
2. Oodgeroo Noonuccal: Dark Unmarried Mothers
3. L. S. Rokade: To Be or Not to be Born
4. S. Joseph: Identity Card
5. Lee Mokobe: What it's Like to be a Transgender

Module 3: Prose

(18 Hrs)

1. Frantz Fanon: “The Fact of Blackness”- Excerpts (From *Black Skin and White Masks*)
2. Janardan Waghmare: “Black Literature and Dalit Literature”

Module 4: Short Fiction

(18 Hrs)

1. Baburao Ramji Bagul: Revolt
2. Hansa Sowvendra Shekar: The Adivasi will not Dance
3. John Henrik Clarke: The Boy Who Painted Christ Black



4. Leslie Marmon Silko: Lullaby

Module 5: Autobiography

(18 Hrs)

1. Sharankumar Limbale: *Akkarmashi* (Excerpts)
2. Bama: *Karukku* (Excerpts)
3. Solomon Northup: *Twelve Years a Slave* (Excerpts)
4. Harriet Jacobs: *Incidents in the Life of a Slave Girl* (Excerpts)

References

1. Arjun Dangle (ed), *Poisoned Bread*, Orient Longman, 1994
2. D.R. Nagaraj. *Flaming Feet and Other Essays*, Permanent Black, 2010
3. Frantz Fanon: *Black Skin and White Masks*, Grove Press, 2008
4. Isabel Wilkerson. *Caste: The Lies that Divide Us*, Penguin Books, 2020
5. Susie Tharu and K Satyanarayana. *No Alphabet in Sight*, 2011
6. W. E. B. Du Bois. *The Souls of Black Folk*, Chapter1, Dover Publications, 1994

Course designed by: Fr Dr Teddy C Anthappai



CBEN613: INTRODUCING CULTURAL STUDIES

Credit: 4

Total Hours: 90

Course Outcomes

On successful completion of the course, students shall be able to:

CO1: Explain the nature, history, and theoretical concepts of Cultural Studies.

CO2: Illustrate the various ideas and arguments associated with the theory and practice of Popular Culture.

CO3: Analyse the theoretical and socio-political arguments of Cultural Studies in the Indian context.

CO4: Analyse such notions as nation and beauty as ideological and cultural constructs.

CO5: Analyse the theoretical and semiotic connotations of food and sport as cultural practices.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	1	-	1	2	1	1	1	2	1	1
CO2	Understand	1	1	1	2	1	1	1	2	1	1
CO3	Analyse	1	1	1	2	-	1	1	2	1	1
CO4	Analyse	1	1	1	2	-	1	1	2	1	1
CO5	Analyse	1	1	1	2	1	1	1	2	1	1
Average		1	1	1	2	1	1	1	2	1	1

Module 1: Introduction to Cultural Studies

(18 Hours)

1. Toby Miller: "What it is and what it isn't: Introducing Cultural Studies" (excerpts from *A Companion to Cultural Studies*, Blackwell. pp 1-8)
2. Discussing the theoretical concepts of Culture, Ideology, Discourse, Representation, Identity, and Gender (Reference Text: Peter Brooker, *A Glossary of Cultural Theory*)

Module 2: The Semiotics of Popular Culture

(18 Hours)

1. John Storey: "What is Popular Culture?" (excerpts from *Cultural Theory and Popular Culture: An Introduction*, pp 5-14)
2. Roland Barthes "From Gemstones to Jewellery" (Chapter 5 of *The Language of Fashion*)

Module 3: Cultural Studies in the Indian Context

(18 Hours)

1. Bhaskar Mukhopadhyay. "Cultural Studies and Politics in India Today" (excerpts)
2. Sanal Mohan: "Caste and Accumulation of Wealth"

Module 4: Cultural Myths and Identity

(18 Hours)

1. Benedict Anderson: "Imagined Communities: Nationalism's Cultural Roots" (excerpts from Simon During, ed. *The Cultural Studies Reader*)



2. Naomi Wolf: The Beauty Myth (excerpts from *The Beauty Myth: How Images of Beauty are Used against Women*. pp 9-19)

Module 5: The Culture of Food and Sport

(18 Hours)

1. Bob Ashley et al: The National Diet (excerpts from Chapter 5 of *Food and Cultural Studies*)
2. C L R James: What is Art? (excerpts from *Beyond a Boundary*)

Study Tour: Visit places of cultural importance and prepare a report.

Course designed by: Josy Joseph



CBEN614: INTRODUCING FILM STUDIES

Credit: 4

Total Hours: 90

Course Outcomes

On successful completion of the course, the students shall be able to

CO1: Explain the evolution of early history of cinema and trace its development through some significant movements.

CO2: Interpret the basic aspects of film language and the concepts of visual aesthetics.

CO3: Differentiate the features of filmic genres and their significance in the growth of cinema.

CO4: Cite perspectives on films from theoretical texts and writings on cinema

CO5: Compose film appreciation and reviews

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	1	-	-	2	-	1	1	1	-	-
CO2	Understand	1	-	-	2	1	1	1	1	-	-
CO3	Analyze	1	2	1	2	1	2	1	1	-	-
CO4	Understand	1	1	1	2	-	1	1	1	1	-
CO5	Apply	1	2	2	2	1	2	-	2	1	1
	Average	1	1.7	1.3	2	1	1.4	1	1.2	1	1

Module 1: A Brief History of Cinema and its Evolution

(18 Hours)

1. Early history of cinema and Silent Era.
2. Soviet Montage
3. German Expressionism
4. Italian Neo- Realism
5. French New Wave

Module 2: Mise en Scene, Editing and Sounds

(18 Hours)

1. Setting- Costume- Lighting-Props and Acting
2. Shots and categories of shots-Camera Angles and Movements
3. Off Screen space-30-degree rule- 180-degree rule. Off Screen space-30-degree rule- 180-degree rule
4. Forms of Editing (Chronological Editing, Continuity Editing, Parallel Editing, Cross Cutting, Analytical editing), Cuts and its variations.
5. Sounds

Module 3: Film Genres

(18 Hours)

1. Musical: Features
2. *West Side Story*
3. Film Noir and Neo Noir: Features



4. *Taxi Driver*
5. Experimental/Avant-garde:
6. *Dogville*

Module 4: Film Theory: Writings on Films (18 Hours)

1. Denotative and Connotative Meaning: James Monaco
2. Second Wave Feminism and the Male Gaze: Russell Sharman
3. A Film Must Achieve its Objective: Satyajith Ray
4. Marriage and Family in Malayalam Cinema: Janaky Sreedharan (Pg 99-102)

Module 5: Film Appreciation and Review (18 Hours)

1. Rear Window (Roger Ebert Review)
2. Rear Window (American) – Alfred Hitchcock
3. Hidden review – a stalker-nightmare with a shiver of the uncanny (The Guardian Review)
4. Cache (French) - Michael Haneke
5. Thoovanathumbikal Review
6. Thoovanathumbikal (Malayalam)-Padmarajan.

Textbooks

1. N.M Babu and ReejaThankachan, *Introducing Film Studies*. Mainspring Publishers.
2. Amy Villarejo, *Film Basics*. Routledge.
3. James Monaco, *How to Read a Film*. Oxford University Press.
4. Russell Sharman, *Moving Pictures*. Creative Commons Book.
5. Meena.T. Pillai, *Women in Malayalam Cinema: Naturalizing Gender Hierarchies*.
6. Satyajith Ray, *Deep Focus*. Harper Collins.

Films

1. *West Side Story*(1961)-American- Robert Wise and Jerome Robbins
2. *Taxi Driver*(1976)- American-Martin Scorsese
3. *Dogville*(2003)-English-Lars Von Trier
4. *Rear Window* (1954)- American – Alfred Hitchcock.
5. *Cache* (2005)-French - Michael Haneke.
6. *Thoovanathumbikal* (1987) -Malayalam-Padmarajan.

Reference

1. Andrew Dix, *Beginning Film Studies*. Manchester University Press.
2. Russell Sharman, *Moving Pictures*. Creative Commons Book.
3. Andre Bazin, *What is Cinema?* University of California Press.



4. Laura Mulvey, *Visual and Other Pleasures*. Palgrave Macmillan.
5. <https://www.rogerebert.com/reviews/great-movie-rear-window-1954>
6. <https://www.theguardian.com/culture/2006/jan/27/2>
7. <https://malayalulagam.wordpress.com/2016/01/19/poongavanam-4-thoovanathumbikal/>

Course designed by: Dr. Vipin Cherian



CBEN6DN: DISSERTATION AND VIVA-VOCE

Credit: 3

Course Outcomes

On successful completion of the course, students shall be able to;

CO1: Explain the various aspects of research methodology and documentation of research work in accordance with the latest edition of MLA handbook.

CO2: Frame viable research questions, gather necessary materials and data and produce a structured, reasoned study of the prescribed length following the format and procedures suggested by MLA

CO3: Present their work and defend the same before a board of examiners

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	-	-	2	2	-	1	1	2	1	1
CO2	Apply	2	2	2	2	1	2	1	2	1	1
CO3	Apply	2	2	2	2	1	2	1	2	1	1
	Average	2	2	2	2	1	1.67	1	2	1	1

Course Details

1. Students of BA English Language and Literature will have to do individual Dissertation under the guidance of a supervising teacher and take a viva voce examination on the same.
2. The length of the dissertation must be between 20 and 25 pages. The maximum and minimum limits are to be strictly observed.
3. A Works Cited page must be attached to the end of the Dissertation.
4. The Dissertation should follow the documentation style prescribed in MLA Handbook (latest edition) .

Dissertation Evaluation: Break-up of marks

Methodology:	10 marks
Content:	20 marks
Coherence of Arguments	10 marks
Grammatical and Typographical Accuracy:	10 marks
Total:	50 marks



CHOICE BASED CORE COURSES



CBEN6E01: CLASSICS IN ART AND WORLD LITERATURE: FROM ANTIQUITY TO THE MODERN ERA

Credit: 4

Total Hours: 72

Course Outcomes

On completing the course, students shall be able to

CO1: Explain the parameters that define a classic in artistic terms and respond to the question – ‘why read the classics’

CO2: Compose critical responses to some classic selections from poetry.

CO3: Differentiate between and comment on the composition and structure of a selection of classic texts in world literature and paintings

CO4: Demonstrate their understanding of the classic philosophies informing artistic composition pertaining to various literary and non-literary forms.

CO5: Compose critical responses to some classic texts from Prose and Theatre.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	2	1	1	2	2	2	1	2	1	1
CO2	Apply	1	2	1	2	1	2	2	2	1	1
CO3	Understand	2	2	1	2	2	2	2	2	1	1
CO4	Understand	2	2	1	2	2	2	1	2	1	1
CO5	Apply	2	2	1	2	2	1	1	2	1	1
Average		1.8	1.8	1	2	1.8	1.8	1.4	2	1	1

Module 1: Introduction to Classics and selections from Classic Poetry (18 Hours)

1. Italo Calvino: “Why Read the Classics”
2. Homer: *Odyssey* (Book XXII, 201-258)
3. Dante Alighieri: *The Divine Comedy* (selections from Canto V of *The Inferno*)
4. Rubaiyat of Omar Khayyam: Quatrains XII - XV

Module 2: Classic Theatre (18 Hours)

1. Sophocles: *Oedipus Rex*

Module 3: Classic Fiction and Short Fiction (18 Hours)

1. Johann Wolfgang von Goethe: *The Sorrows of Young Werther*
2. Fyodor Dostoevsky: “An Honest Thief”

Module 4: Classic Paintings (18 Hours)

1. Leonardo Da Vinci: *Mona Lisa*
2. Claude Monet: *Bain à la Grenouillère*
3. Edvard Munch: *The Scream*
4. Salvador Dali: *The Persistence of Memory*
5. Pablo Picasso: *Guernica*

Course Designed by: Dr. Vimal Mohan John



CBEN6E02: INTRODUCTION TO PHILOSOPHY THROUGH LITERATURE

Credit: 4

Total Hours: 72

Course Outcomes

On successful completion of the course, students shall be able to;

CO1: Explain the concept of knowledge from a philosophical perspective

CO2: Demonstrate their philosophical understanding of human freedom

CO3: Illustrate the binaries of good and evil in philosophical terms

CO4: Express the philosophical concept of beauty

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	1	1	1	2	-	1	1	2	1	1
CO2	Understand	1	1	1	2	-	1	1	2	1	1
CO3	Understand	1	1	1	2	-	1	1	2	1	1
CO4	Understand	1	1	1	2	-	1	1	2	1	1
Average		1	1	1	2	-	1	1	2	1	1

Module 1: The Problem of Knowledge

(18 Hours)

1. Pedro Calderon De La Barca: “The Dream Called Life”
2. Thomas Carlyle: From “The World Out of Clothes (In *Sartor Resartus*)
3. Robinson Jeffers: “Credo”

Module 2: Human Freedom

(18 Hours)

1. Alexander Pope: “The Universal Prayer”
2. Thomas Hardy: “The Subalterns”
3. James Shirley: “Death the Leveler”

Module 3: The Problem of Evil

(18 Hours)

1. G Lowes Dickinson: “Is Evil Only Appearance?” (from *The Meaning of Good - A Dialogue*)
2. William Blake: “The Tyger”
3. George Meredith: “Martin’s Puzzle”

Module 4: The Meaning of Beauty

(18 Hours)

1. Friedrich Nietzsche: “Beautiful and Ugly” (from “Skirmishes in a War with the Age”, in *The Twilight of the Idols*)
2. George Santayana: “The Definition of Beauty” (from *The Sense of Beauty Being the Outlines of Aesthetic Theory*)
3. John Keats: “Ode On a Grecian Urn”

Course Designed by: Mr. Nithin Varghese



COMPLEMENTARY COURSES



CDEN301: SOCIO-POLITICAL AND CULTURAL ASPECTS OF BRITAIN - I

Credit: 4

Total Hours: 108

Course Outcomes

On successful completion of the course, students shall be able to;

- CO1:** Outline the various Royal Houses, customs, and spatio-temporal settings in England from the Anglo-Saxon period to the Renaissance.
- CO2:** Illustrate how English society, politics, culture and literature have been moulded and enriched by local and external influences from the Anglo-Saxon to the Renaissance period.
- CO3:** Demonstrate their understanding of the trajectory of English literature from the Anglo Saxon to the Renaissance period from a historical perspective.
- CO4:** Identify the prominent writers and the major works from the Anglo-Saxon period to the Renaissance.
- CO5:** Explain how literary works have facilitated social and political changes in England till the Renaissance.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	2	2	-	2	1	2	2	2	-	-
CO2	Understand	2	2	-	2	1	2	2	2	-	-
CO3	Understand	2	2	-	2	1	2	2	2	-	-
CO4	Understand	2	2	-	2	1	2	2	2	-	-
CO5	Understand	2	2	-	2	1	2	2	2	-	-
	Average	2	2	-	2	1	2	2	2	-	-

Module1: Shaping Influences and the Old English Period (450 AD-1066AD) (18hrs)

1. Royal Houses.
2. Shaping Influences: Greece - Homer, Aesop, Aeschylus, Sophocles, Euripides, Aristophanes, Plato and Aristotle.
3. Shaping Influences: Rome - Virgil, Horace, Seneca.
4. Shaping Influences: France - Montaigne, Voltaire, Rousseau, Sartre, Simon de Beauvoir and Camus.
5. Shaping Influences: Germany - Marx and Nietzsche.
6. Old English Poetry: Anglo-Saxon heroic Poetry - Beowulf, Widsith.
7. Anglo-Saxon Lyric and Elegiac Poetry - The Wanderer, The Seafarer.
8. Anglo- Saxon Christian Poetry - Cynewulfian Poems; Elene, Christ, Juliana, The Dream of the Rood.



9. Anglo-Saxon Prose - Alfred, Aelfric, The Anglo-Saxon Chronicle.

Module 2: Middle English Literature I (1066-1350) (18 Hours)

1. Norman Conquest
2. Middle English Poetry
3. The Verse Chronicles
4. Religious and Didactic Poetry
5. Middle English Romances, Lyric and Prose

Module 3: Middle English Literature II and the Beginning of Drama (18 Hours)

1. Background to the Middle English Period.
2. William Langland.
3. Geoffrey Chaucer.
4. Beginning of Drama - Greek, Roman and English - Miracle, Mystery, Morality and Interludes.

Module 4: The Rise of the Tudors (1485-1558) (18 Hours)

1. Renaissance
2. Renaissance Humanism
3. Reformation
4. Tudor Poetry
5. Tudor Prose

Module 5: Elizabethan Age and Shakespeare (18 Hours)

1. Background to the Elizabethan Age.
2. Elizabethan Poets: Edmund Spenser, Philip Sidney, Marlowe, Shakespeare.
3. Elizabethan Drama: The University Wits; John Lily, George Peele, Robert Greene, George Chapman.
4. The Comedy of Humours and Ben Jonson
5. Elizabethan Tragedy: Sackville and Norton, Thomas Kyd, Christopher Marlowe.
6. Introducing Shakespeare's History Plays - English and Roman
7. Introducing Shakespeare's Major Tragedies.

Module 6: The Early Stuarts and the Commonwealth (18 Hours)

1. Jacobean Prose: James I, Sir Francis Bacon, Thomas Hobbes and Izaak Walton
2. Jacobean Drama: Ben Jonson, John Fletcher and Francis Beaumont, John Webster.
3. Jacobean Poetry: Jonson and the Tribe of Ben, Metaphysical Poets; John Donne and Andrew Marvell.
4. Cavalier Poetry: Abraham Cowley and Milton.



Textbook

1. Chowdhury, Aditi and Rita Goswami. *A History of English Literature: Traversing the Centuries*, Orient Blackswan, 2014.

Course designed by: Jerin B Sebastian



CDEN402: SOCIO-POLITICAL AND CULTURAL ASPECTS OF BRITAIN - II

Credit: 4

Total Hours: 108

Course Outcomes

- CO1:** Outline the customs and spatio-temporal settings in England from the Restoration period to the contemporary period.
- CO2:** Illustrate how English society, politics, culture and literature have been moulded and enriched by local and external influences from the Restoration period to the contemporary period.
- CO3:** Demonstrate their understanding of the trajectory of English literature from the Restoration period to the contemporary period from a historical perspective.
- CO4:** Identify the prominent writers and the major works from the Restoration period to the contemporary period.
- CO5:** Explain how literary works have facilitated social and political changes in England from the Restoration period to the contemporary period.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	2	2	-	2	1	2	2	2	-	-
CO2	Understand	2	2	-	2	1	2	2	2	-	-
CO3	Understand	2	2	-	2	1	2	2	2	-	-
CO4	Understand	2	2	-	2	1	2	2	2	-	-
CO5	Understand	2	2	-	2	1	2	2	2	-	-
Average		2	2	-	2	1	2	2	2	-	-

Module 1: The Restoration Period (1660-1700)

(18 Hours)

1. Background to the Restoration Period
2. Restoration Drama: John Dryden. Restoration Comedy; John Dryden, William Wycherly, William Congreve.
3. Restoration Prose: The Royal Society, John Evelyn, Samuel Pepys, John Bunyan, John Dryden.
4. Restoration Poetry: John Dryden

Module 2: The Eighteenth Century

(18 Hours)

1. Background to the Eighteenth Century England
2. Eighteenth Century Poetry: Alexander Pope, James Thomson
3. The Graveyard School of Poetry: Thomas Gray, William Cowper.
4. Eighteenth Century Prose: The Rise of the Novel; Defoe, Swift, Richardson, Fielding, Sterne, Goldsmith.



5. The Gothic Novel: Horace Walpole, Ann Radcliffe.
6. Eighteenth Century Non-Fictional Prose: Jonathan Swift, Dr. Samuel Johnson, Edward Gibbon, James Boswell.
7. Eighteenth Century Periodical Essay: Addison and Steele.
8. Eighteenth Century Drama: Colley Cibber, Richard Steele, Henry Fielding, Nicholas Rowe.
9. Anti-sentimental Comedy

Module 3: The Romantic Period (1790-1830) (18 Hours)

1. Impact of the French Revolution and the Industrial Revolution in English literature
2. Romanticism in English Literature: Trends and Features
3. Romantic Poetry: First Generation Romantic Poets - Blake, Wordsworth, Coleridge and Southey.
4. Romantic Poetry: Second Generation Romantic Poets - Byron, Shelley, Keats.
5. Romantic Prose: The Essayists; Charles Lamb, William Hazlitt, Thomas De Quincey.
6. Non-Fictional Prose Writers: William Godwin, Mary Wollstonecraft.
7. Novelists of the Romantic Age: Mary Shelley, Sir Walter Scott, Jane Austen.

Module 4: Victorian England (1837-1901) (18 Hours)

1. Background to the Study of Victorian Literature
2. Victorian Prose: Non-fictional Prose; Carlyle, Cardinal Newman, John Stuart Mill, Charles Darwin, Matthew Arnold, Walter Pater.
3. Victorian Fiction: Thackeray, Charles Dickens, Bronte Sisters, George Eliot, Thomas Hardy, Oscar Wilde, H G Wells.
4. Victorian Poetry: Tennyson, Robert Browning, Matthew Arnold, D G Rossetti, Hopkins.

Module 5: The Modern Age I (1900-50) (18 Hours)

1. Political, Intellectual and Philosophical Influences
2. Modern Poetry: The Georgian Poetry, Imagism, War Poetry, MacSpaunday, Welsh Poetry; Ezra Pound, TS Eliot, W B Yeats
3. Modern Novel: Joseph Conrad, Sir Arthur Conan Doyle, Rudyard Kipling, Dorothy Richardson, E M Forster, James Joyce, Virginia Woolf, D H Lawrence, Aldous Huxley, George Orwell, Samuel Beckett
4. Modern Drama: George Bernard Shaw, Sir James Matthew Barrie, W B Yeats, J M Synge, T S Eliot, Samuel Beckett.
5. Non-Fictional Prose Writing, Literary Magazines and Periodicals



Module 6: The Modern Age II (The 1950s and Beyond)

(18hrs)

1. Historical Events that shaped the literature of the 1950s and beyond.
2. Poetry: Movement Poets - Philip Larkin, Thom Gunn, Ted Hughes, Seamus Heaney, Carol Ann Duffy
3. Novel: Bond thrillers, William Golding, Lawrence Durrell, Doris Lessing, John Fowles, Angela Carter, Salman Rushdie; the Bestsellers - J K Rowling
4. Drama: John Osborne, Harold Pinter, Edward Bond, Tom Stoppard, Caryl Churchill

Textbook

1. Chowdhury, Aditi and Rita Goswami. *A History of English Literature: Traversing the Centuries*, Orient Blackswan, 2014.

Course designed by: Jerin B Sebastian



**OUTLINE OF COMMON COURSES IN ENGLISH FOR
MODEL I BA/BSc PROGRAMMES**



SEMESTER I

CCEN101: READING LITERATURE IN ENGLISH - I: POETRY AND DRAMA

Credit: 4

Total Hours: 90

Course Outcomes

On successful completion of the course, students shall be able to:

CO1: Explain the themes and ideas in the prescribed poems

CO2: Analyse the prescribed poems as social, cultural, and political documents

CO3: Describe the themes, plots, and characters in the prescribed One Act Plays.

CO4: Demonstrate the ability to relate literature with contemporary realities.

CO5: Stage short scenes from plays and recite poems.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	-	-	-	-	-	2	1	2	-	-
CO2	Apply	-	-	-	-	-	2	2	2	-	-
CO3	Understand	-	-	-	-	-	1	1	2	2	1
CO4	Analyze	-	-	-	-	-	1	1	2	1	1
CO5	Create	-	-	-	-	-	1	-	2	1	1
	Average	-	-	-	-	-	1.4	1.25	2	1.33	1

Module 1: Literature and Life

(18 Hours)

1. William Shakespeare: Sonnet 1 - "From fairest creatures we desire increase"
2. John Donne: "Death Be Not Proud"
3. William Wordsworth: "The World is Too Much with Us"
4. Robert Frost: "The Road Not Taken"

Module 2: Literature and Love

(18 Hours)

1. John Keats: "The Day is gone, and all its sweets are gone"
2. Elizabeth Barrett Browning: "How Do I Love Thee?"
3. Christina Rossetti: "I Loved You First..."
4. E E Cummings: "somewhere i have never travelled, gladly beyond"

Module 3: Literature and Social Issues

(18 Hours)

1. Maya Angelou: "Still I Rise"
2. S Joseph: "My Sister's Bible"
3. Kamala Das: "An Introduction"
4. Audre Lorde: "A Litany for Survival"



Module 4: Selections from Shakespeare

(18 Hours)

1. *As You Like It* Act II Scene VII: “All the world’s a stage.”
2. *Julius Cesar* Act III, Scene II “Friends, Romans, Countrymen...”
3. *The Merchant of Venice* Act II Scene I “To bait fish withal...”
4. *Macbeth* Act V Scene V “She should have died hereafter...”

Module 5: One-Act Plays

(18 Hours)

1. Gordon Daviot: “Remember Caesar”
2. Serafin Quintero, Joaquin Quintero: “A Sunny Morning”

Course designed by: Fr Jose Jacob



CCEN102: WRITINGS ON CONTEMPORARY ISSUES

Credit: 3

Total Hours: 72

Course Outcomes

On successful completion of the course, students shall be able to:

CO1: Demonstrate their awareness of the secularism and diversity of India

CO2: Respond to contemporary environmental issues.

CO3: Describe the various human rights issues in the world.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	-	-	-	-	-	2	1	2	2	2
CO2	Apply	-	-	-	-	-	2	1	2	2	2
CO3	Understand	-	-	-	-	-	2	1	2	2	2
	Average	-	-	-	-	-	2	1	2	2	2

Module 1: Understanding India

(18 Hours)

1. The Preamble to the Constitution of India
2. Rabindranath Tagore: “Where the mind is without fear” (*Gitanjali* Song 35)
3. Shashi Tharoor: “The Invention of India” (from *The Elephant, the Tiger & the Cellphone: Reflections on India, the Emerging 21st-century Power*)

Module 2: Environment

(18 Hours)

1. Chief Seattle: “The end of living and the beginning of survival”
2. Rachel Carson: “The Obligation to Endure” (from *Silent Spring*)
3. Gerard Manley Hopkins: “Binsey Poplars”

Module 3: Issues Concerning Children, Women and the Elderly

(18 Hours)

1. Kailash Satyarthi: “Let Us Globalise Compassion and Set Our Children Free” (Nobel Lecture)
2. Anita Desai: “A Devoted Son”
3. Simon de Beauvoir: “The Coming of Age” (from Douglas Hunt, ed. *The Dolphin Reader*. Houghton Mifflin, 1990, pp. 829-35)

Module 4: Human Rights

(18 Hours)

1. Martin Luther King: “I Have a Dream”
2. Waman Nimbalkar: “Caste” (from *An Anthology of Dalit Literature: Poems*, edited by Eleanor Zelliot and Mulk Raj Anand, Gyan Pub. House, 1992, pp. 123)
3. Kalpana Jain: “Stigma, Shame and Silence” (from *Positive Lives: The Story of Ashok and Others with HIV*. Penguin, 2002)

Course designed by: Nithin Varghese



SEMESTER II

CCEN203: WRITING SKILLS

Credit: 4

Total Hours: 90

Course Outcomes

On successful completion of the course, students shall be able to:

CO1: Write short paragraphs observing the structural format.

CO2: Write letters and E-mails effectively.

CO3: Write a summary, précis or note based on given passages.

CO4: Write coherent essays of different types using appropriate cohesive devices.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Apply	-	-	-	-	-	2	-	2	1	1
CO2	Apply	-	-	-	-	-	2	-	2	1	1
CO3	Apply	-	-	-	-	-	2	-	2	1	1
CO4	Apply	-	-	-	-	-	2	-	2	1	1
Average		-	-	-	-	-	2	-	2	1	1

Module 1: Paragraph Writing

(18 Hours)

1. Writing Process: Pre-Writing, Structure and Revision
2. Practising Paragraph Writing

Module 2: Informal and Formal Communication

(18 Hours)

1. Informal Letters
2. Formal Letters
3. Business Letters
4. Writing E-mails

Module 3: Summary and Précis Writing

(18 Hours)

1. Practising Summary writing
2. Practising Précis writing

Module 4: Note-Making

(18 Hours)

1. Note-Making
2. Mind Mapping
3. Practising Note-Making

Module 5: Essay Writing

(18 Hours)

1. Descriptive Essays
2. Narrative Essays



3. Cause-and-Effect Essays
4. Argumentative Essays

Course designed by: Dr Benny Mathew



CCEN204: READING LITERATURE IN ENGLISH - II: SHORT STORIES AND NOVEL

Credit: 3

Total Hours: 72

Course Outcomes

On successful completion of the course, students shall be able to:

CO1: Demonstrate in writing their understanding of American and British short stories from different eras

CO2: Illustrate in writing their familiarity with short stories from non-Anglophone cultures from different eras

CO3: Identify the subtext and context of literary texts such as allegorical stories and novels

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	-	-	-	-	-	1	-	2	1	1
CO2	Understand	-	-	-	-	-	1	-	2	1	1
CO3	Understand	-	-	-	-	-	1	-	2	1	1
Average		-	-	-	-	-	1	-	2	1	1

Module 1: British and American Short Stories

(18 Hours)

1. W Somerset Maugham: "The Verger"
2. Oscar Wilde: "The Nightingale and the Rose"
3. O Henry: "A Retrieved Reformation"

Module 2: Stories from Non-Anglophone Cultures

(18 Hours)

1. Guy De Maupassant: "The Necklace"
2. Gabriel Garcia Marquez: "The Handsomest Drowned Man in the World"
3. Mulk Raj Anand: "The Barber's Trade Union"

Module 3 & 4: Novel

(36 Hours)

1. George Orwell: *Animal Farm*

Course designed by: Dr Vimal Mohan John



SEMESTER III

CCEN305: LIFE AND LITERATURE

Credit: 4

Total Hours: 90

Course Outcomes

On successful completion of the course, students shall be able to:

CO1: Analyse the significance of a pro-nature approach to life.

CO2: Critically respond to the nurturing attitudes to life through the reading of select texts

CO3: Respond critically to the diversity of the Indian state

CO4: Respond critically to the contemporary issues faced by independent India.

CO5: Present examples of inspiring models of human life from *their* experience.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Analyse	-	-	-	-	-	2	1	2	2	2
CO2	Apply	-	-	-	-	-	2	1	2	2	2
CO3	Apply	-	-	-	-	-	2	1	2	2	2
CO4	Apply	-	-	-	-	-	2	1	2	2	2
CO5	Apply	-	-	-	-	-	2	-	2	2	2
	Average	-	-	-	-	-	2	1	2	2	2

Module 1: Nature

(18 Hours)

1. Sanchari Pal: “The Inspiring Story of How Sikkim Became India’s Cleanest State”
2. Sarah Joseph: “Hagar: A Story of a Woman and Water” (from *Gift in Green* [chapter 2])

Module 2: Nurture

(18 Hours)

1. Bertrand Russel: “An Ideal Individual”
2. M K Gandhi: “Childhood” (from *An Autobiography or The Story of my Experiments with Truth*)
3. R. N. Roy: “Martin Luther King: A Peaceful Warrior”

Module 3: Culture

(18 Hours)

1. Jawaharlal Nehru: “The Variety and Unity of India” (from *The Discovery of India*)
2. Mahasweta Devi: “Kunti and Nishadin”

Module 4: Governance

(18 Hours)

1. RamachandraGuha: “A 50-50 Democracy” (Excerpts from “Epilogue” I and II, *India after Gandhi: The History of World’s Largest Democracy*. Picador India, 2017, pp. 751-756)



2. Arundhati Roy: “Public Power in the Age of Empire” (Address at the annual meeting of the American Sociological Association on August 16, 2004)

Module 5: Life Narratives (18 Hours)

1. Helen Keller: “Three days to see”
2. Jessie Owens: “My Greatest Olympic Prize”
3. J K Rowling: “The Fringe Benefit of Failure, and the Importance of Imagination”

Course designed by: Rev. Dr Teddy C Anthappai



SEMESTER IV

CCEN406: ENGLISH FOR DEVELOPING JOB SKILLS

Credit: 4

Total Hours: 90

Course Outcomes

On successful completion of the course, students shall be able to:

CO1: Draft an effective job application and CV

CO2: Attend an interview with confidence and with clarity of purpose.

CO3: Articulate oneself in Group Discussions observing the etiquettes in language and manners

CO4: Summarize in words the key ideas from unknown passages, charts and graphs.

CO5: Apply their knowledge of English grammar in appropriate contexts

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Apply	-	-	-	-	-	2	-	2	2	2
CO2	Apply	-	-	-	-	-	2	-	2	2	2
CO3	Apply	-	-	-	-	-	2	-	2	2	2
CO4	Apply	-	-	-	-	-	2	-	2	2	2
CO5	Apply	-	-	-	-	-	2	1	1	1	1
Average		-	-	-	-	-	2	1	1.8	1.8	1.8

Module 1: Job Applications and CV

(18 Hours)

1. Writing cover letter and application letter
2. Writing CV, Resume, Biodata

Module 2: Interview

(18 Hours)

1. Interview language skills
2. Preparing for interview
3. Practising Interview

Module 3: Group Discussion

(18 Hours)

1. Group Discussion: importance, GD etiquette, GD language
2. Doing GD

Module 4: English for Competitive Exams: Reading Comprehension

(18 Hours)

1. Comprehending passages
2. Paraphrasing charts, graphs and answering questions

Module 5: English for Competitive Exams: Remedial Grammar

(18 Hours)

1. Articles
2. Tenses: Past, Present and Future - Major uses



3. Subject-Verb agreement
4. Preposition
5. Reported Speech
6. Passive

Course designed by: Dr Raju Sebastian



OPEN COURSE



COEN501: TRANSLATION STUDIES

Credit: 3

Total Hours: 54

Course Outcomes

On successful completion of this course, the students will be able to:

CO1: Demonstrate their understanding of the various theoretical concepts in the field of Translation.

CO2: Explain the different types and techniques of translations.

CO3: Examine Malayalam literature in depth and explain the nuances involved in its translation.

CO4: Translate and describe everyday communication in the English language.

CO5: Develop creative translation projects that are sensitive to the subtleties of the translator's language.

Course Mapping Table

	Cognitive Level	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	Understand	2	1	1	2	1	2	1	2	1	1
CO2	Understand	2	2	-	2	1	1	2	2	1	1
CO3	Analyse	1	2	1	2	2	1	1	2	1	-
CO4	Apply	-	-	2	2	-	-	-	2	1	1
CO5	Create	1	1	2	2	1	1	1	2	2	2
Average		1.5	1.5	1.5	2	1.25	1.25	1.25	2	1.2	1.25

Module 1: Translation: Theoretical Aspects

(18 Hours)

1. Translation Studies – Definition
2. Types of Literary Translation
3. Types of Non-Literary Translation
4. Translation techniques
5. Deforming tendencies in translation

Module 2: Translation: Case Studies

(18 Hours)

1. Comparing “Bhagavatha” (trans. K. Satchidanandan) with its Malayalam source text “*Bhagavatham*” by Vijayalakshmi.
2. Comparing “Tharishu Bhoomi” (trans. Ayyappa Pankier) with its English source text “The Waste Land” by T S Eliot. (Excerpts)
3. Comparing “The World Renowned Nose” (trans. R. E. Asher) with its Malayalam source text “*Viswavikhyathamaya Mookku*” by Vaikom Muhammed Basheer.

Module 3: Translation: Practice

(18 Hours)

1. Literary Translation – Practice



- Translation of Poetry
 - Translation of Fiction
 - Translation of Drama
 - Translation of Prose
2. Non-Literary Translation – Practice
- Translation of Business and Everyday Communication – Letters, Brochures, Invitations.
 - English Subtitling for Malayalam Movies
 - News Translation

Reference

1. Bassnett, Susan. “Central Issues.” *Translation Studies*, Routledge, London, 2014.
2. Berman, Antoine. “Translation and the Trials of the Foreign”. *The Translation Studies Reader*, edited by Lawrence Venuti. Routledge, Abingdon, Oxon, 2021.
3. Koshy, G B. “Translation: An Introduction”. *Rainbow Colours*, edited by Dr. K Sujatha. DC Books, Kottayam. 2011

Course designed by: Mr. Amal Toms



SKILL DEVELOPMENT COURSES



CENSDC01: LEARN ENGLISH THROUGH FILMS

Credit: 2

Total Hours: 36

Course Outcomes

On successfully completing the course, students shall be able to:

CO1: Respond to audio-visual inputs as per instructions.

CO2: Do exercises on fundamental grammar on their own.

CO3: Express themselves orally based on a given movie.

CO4: Express themselves in writing based on a given movie.

Module 1: Listening and Comprehension

(9 Hrs)

Students listen to clips, trailers, informative visual presentations on various topics comprehends the meaning through repeated viewings and instructions from the teacher-complete the exercises:

Movie clips from *Bolt*, *Funny Cats*, *Indiana Jones*, *Out of Rainbow*, *Mr Bean*, *Pride and Prejudice*, *Silver Lining Playbook*, *The Great Gatsby* etc followed by exercises for comprehension and listening.

Module 2: Basic Grammar

Only the very essential aspects of grammar required for effective communication are introduced to the students. Exercises are provided based on the visual materials they see. It is an involuntary way to acquire the language structure:

Legally Blonde - Verb Patterns,

Despicable Me 2 - Simple Past,

Puss in Boots - Imperative Forms,

Kung Fu Panda 2 & Madagascar 3, *The Curious Case of Benjamin Button* *Wish*, *Closed Circuit* –Past Perfect Continuous,

Ender's Game - Adjectives Describing Leaders,

Under the Dome - Modals for Speculation,

Flight Plan - Modals for Speculation,

The Adventures of Tin Tin - Sequence Words, Narratives,

Gravity - So Vs So That,

The Secret Life of Walter Mitty *Wish*, *Frozen* - Future Will x Simple Past,

The Hunger Games *Catching Fire* - Relative Clauses,

Cloudy with a Chance of Meatballs 2 - Describing Physical Characteristics,

Zookeeper - Reported Speech,



Cellular - Emphatic Do,

Jack and the Giant Slayer - Modal for Drawing Conclusion MUST,

The Nut Job - A Number of Vs the Number of

Module 3: Speaking and Presentation

(9 Hrs)

Students are given opportunity to express their opinions and ideas on movies.

Complete a dialogue differently from the film version

Enact certain roles

Narrate the story line of movies they have watched

Exercises for dialogue reconstruction

Module 4: Writing and Translation

(9 Hrs)

Analytical approach is taken to go in to the depths of certain popular movies-They imagine the possible course of a movie and write about them in a personal way. In the translation part with computer software students learn to translate from and to their mother tongue from English.

Different writing exercises like movie reviews, alternative endings etc

Completing ideas and sentences Software aided translation

Course designed by: Dr. Vipin Cherian



CENSDC02: NEURO-LINGUISTIC PROGRAMMING

Credit: 2

Total Hours: 36

Course Outcomes

CO1: Explain the basic concepts, theoretical underpinnings and presuppositions of NLP.

CO2: Do the basic NLP exercises by themselves

CO3: Lead others do the exercises

Module 1: Theoretical Framework of NLP

(18 hrs)

1. Left/Right Brain Functions
2. Sensory Acuity
3. Accessing Cues
4. Predicates
5. Metamodel
6. Communication
7. Outcome Frames
8. Calibration

Module 2: Practising NLP

(18 hrs)

1. Anchoring
2. Pacing
3. Changing Personal History
4. New Behaviour Generator
5. Reframing
6. Changing Beliefs
7. Changing Submodalities

Course Designed by Dr. Raju Sebastian



CENSDC03: FOUNDATIONS OF PHILOSOPHY

Credit: 2

Total Hours: 72

Course Outcomes

On successful completion of the course, students shall be able to:

CO1. Explain the basic concepts in Philosophy

CO2. Recognize the Major Figures in different systems of Philosophy

CO3. Identify the basic distinctions between Western and Indian Philosophies

Module 1: Classical and Medieval Western Philosophy (16 Hours)

1. Origin and Development-Characteristics
2. *Classical Philosophy*: Method of Socrates- Plato's Theory of Ideas- Aristotle: form and matter; potentiality and actuality
3. *Scholastic Philosophy*: St Augustine's Theory of Knowledge- St Anselm's Ontological Argument- St Thomas Aquinas' Faith and Reason

Module 2: Modern Western Philosophy (12 Hours)

1. Salient Features- Rationalism and Empiricism
2. Rene Descartes' Cogito Ergo Sum- John Locke's Origin of Ideas- Immanuel Kant's Critique of Pure Reason- Hegel's Dialectic Method

Module 3: Phenomenology and Existentialism (12 Hours)

1. *Phenomenology*: Edmund Husserl's Doctrine of Intentionality
2. *Existentialism*: Soren Kierkegaard's Existential Self-Realization, Jean Paul Sartre's Freedom and Responsibility, Martin Heidegger's Dasein

Module 4: Classical Indian Philosophy (18 Hours)

1. Origin and Development- Characteristics
2. Vedic Literature and Religion- Upanishadic Conception of Brahman and Atman- Central Teachings of The Bhagavat Gita- Astika and NastikaDarsanas
3. Indian Epistemology: Sources of Knowledge
4. Indian Metaphysics: Problems of Metaphysics
5. Indian Ethics: Bondage and Liberation

Module 5: Modern Indian Thought (14 Hours)

1. Salient Features
2. Swami Vivekananda's Practical Vedanta
3. M K Gandhi's Satya, Ahimsa and Satyagraha
4. Aurobindo's Integral Yoga



5. S. Radhakrishnan's Intellect and Intuition
6. B R Ambedkar's Neo Buddhism
7. J Krishnamurti's Freedom from the Known



Programme Articulation Table

Course Code	Course Title	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
Core Courses											
CBEN101	Study of Literary Essays	1	1	1	2	1.2	1	1	1	1	1
CBEN202	Study of Poetry	2	2	2	1.75	2	1	1.25	1.6	1.3	1
CBEN303	Study of Drama	1	1	-	2	1	1	1	1.25	1	1
CBEN304	Study of Fiction	1.75	2	2	2	2	1	2	2	1.75	1
CBEN405	Literary Criticism	1.8	2	2	2	2	2	2	2	1.5	-
CBEN406	Contemporary Modes of Writing	1	2	1	1	1	1	1	2	1	1
CBEN507	Linguistics and History of English Language	1	-	-	1	1.4	1	1	1	1	1.5
CBEN508	Literature on Gender and Environment	1.4	1	1	2	1	1.2	1.2	1.6	1.4	1
CBEN509	Indian Literatures in English	1.2	1.2	1.2	2	1.2	1.2	1.2	2	1.2	1.2
CBEN510	American Literature	1.2	1.2	1.2	1.2	1	1	1	1.2	1	1
CBEN611	Introduction to Literary Theory	1	1	1	1	1	1	1	1	1	1
CBEN612	Marginal Literatures	1.4	1.4	1.2	2	1.2	1	1	2	1.2	1.2
CBEN613	Introducing the Cultural Studies	1	1	1	2	1	1	1	2	1	1
CBEN614	Introducing Film Studies	1	1.7	1.3	2	1	1.4	1	1.2	1	1
CBEN6DN	Dissertation and Viva Voce	2	2	2	2	1	1.67	1	2	1	1
Choice Based Core Courses											
CFEN601	Classics in Art and World Literature: From Antiquity to the Modern Era	1.8	1.8	1	2	1.8	1.8	1.4	2	1	1
CFEN602	Introduction to Philosophy through Literature	1	1	1	2	-	1	1	2	1	1
Complementary Course: Sociology											
CDSO101	Foundations of Sociology	1.6	-	-	-	-	2	1.66	2	1.5	-
CDSO202	Foundations of Indian Sociology	1.8	-	-	-	-	2	2	1.5	-	-



Complementary Course: English											
CDEN301	Socio-Political and Cultural Aspects of Britain - I	2	2	-	1	1	2	2	-	-	-
CDEN402	Socio-Political and Cultural Aspects of Britain - II	2	2	-	1	1	2	2	-	-	-
Open Course											
COEN501	Translation Studies	1.5	1.5	1.5	2	1.25	1.25	1.25	2	1.2	1.25
Common Course I: English											
CCEN101	Reading Literature in English - I : Poetry and Drama	1	1	-	1.8	1	1.4	1.25	2	1.33	1
CCEN102	Writings on Contemporary Issues	1	1	1	2	-	2	1	2	2	2
CCEN203	Writing Skills	-	-	1	2	-	2	-	2	1	1
CCEN204	Reading Literature in English - II: Short Stories and Novel	1	1	-	2	-	1	-	2	1	1
CCEN305	Life and Literature	1	1	1	2	1	2	1	2	2	2
CCEN406	English for Developing Job Skills	-	-	1	2	1	2	1	1.8	1.8	1.8