



SYLLABUS

Common, Core, Elective
& Open Courses

UG PROGRAMME IN ENGLISH B. A. English Language & Literature

Under Choice Based Credit Semester System
(2022 Admission onwards)

FAROOK COLLEGE
(AUTONOMOUS)

CERTIFICATE

I hereby certify that the documents attached are the bonafide copies of the UG syllabus of the Core, Common, Elective & Open courses offered by the Department of English to be effective from 2022 admission onwards.

Principal

Date: 05/7/2022

Place: Farook

College

TABLE OF CONTENT

Sl. No.	Particulars	Page	
1	Preamble	3	
2	Members of the Board of Studies	4	
3	Programme Outcomes	6	
4	Programme Specific Outcomes	8	
4	Scheme of the Programme	8	
5	Credit Distribution	10	
6	Course Structure	Core Course	11
		Common Course	11
		Elective Course	12
		Open Course	12
7	Detailed Syllabus	Common Course	18
		Core Course	36
		Elective Course	82
		Open Course	96

PREAMBLE

The syllabus of B.A. English Language and Literature is designed in view of the skills and competence an undergraduate student is expected to accomplish on completing the program. The Common Courses in the syllabus, offered to students of all disciplines, aim at enhancing the receptive and productive language skills of undergraduate students. The Core Courses ensure the students' profound knowledge in the discipline and its allied areas, focusing on the fundamentals of language and various aspects of literature. The students can also choose an Elective Course in the final semester by which they may be oriented towards a career or a field of higher study of their choice. The Open Courses facilitate the interdisciplinary nature of the programme as the students can choose a course outside their discipline in the fifth semester. The Audit Courses are mandatory courses to nurture the academic interest in an area beyond the discipline and the students have to pursue them on their own in the respective semesters.

Teaching practices and evaluation methods for each course shall be planned and executed by the teacher, understanding the nature of the course, prospects of the discipline and knowledge level of the students. Appropriate strategies shall be adopted by the teacher in and outside the classroom to accomplish the outcomes of each course. The teacher shall also provide the students with sufficient materials for further reading and reference and guide them wherever necessary according to the aptitude of the students. Individual capabilities of the students and course outcomes shall be considered when they are assigned academic tasks. Students' feedback and suggestions for improving/modifying the syllabus may be collected from time to time.

MEMBERS OF BOARD OF STUDIES

I. Chair Person

1. **Dr. M.A. Sajitha**

Assistant Professor & Head, Dept. of English, Farook College (Autonomous), Kozhikode.

Mobile: 9495633149

Email: sajitharazak@farookcollege.ac.in

II. Members from the Faculty

1. **Prof. C. Ummer**

Associate Professor & Head, Dept. of English,

Farook College (SF), Kozhikode.

Mobile: 9495175927

Email: ummerc64@gmail.com

2. **Dr. K. Rizwana Sultana**

Assistant Professor Dept. of English, Farook College (Autonomous), Kozhikode.

Mobile: 9645166732

Email: rizwana@farookcollege.ac.in

3. **Dr. K.A. Aysha Swapna**

Assistant Professor Dept. of English College (Autonomous), Farook, Kozhikode.

Mobile: 9846481119

Email: ay.spna@farookcollege.ac.in

4. **Dr. Habeeb C**

Assistant Professor, Dept. of English,

Farook College (Autonomous), Kozhikode.

Mobile: 9946265483

Email: Habeebc3@gmail.com

5. **Dr. Mufeeda T**

Assistant Professor Dept. of English, Farook College, (Autonomous), Kozhikode

Mobile: 9895677804

Email: mufeedat@farookcollege.ac.in

6. **Dr. Hashmina Habeeb**

Assistant Professor Dept. of English, Farook College (Autonomous) Kozhikode

Mobile: 8907553867

Email: hashminahabeeb@farookcollege.ac.in

III. Experts from Outside Nominated by the Academic Council

1. **Dr. Abida Farooqui**

Associate Professor of English, Govt. College Kondotty,

Vilayil, Post, Malappuram Dt. Mobile: 9446764091

Email: drabidafarooqui@gmail.com

2. Dr. Babu P.K.

Principal & Associate Professor of English,
D.G.M.MES Mampad College (Autonomous), Mampad, Malappuram Dt.
Mobile: 9656000305
Email: babu.peakay@gmail.com

IV. University Nominee

1. Dr. K. M. Sherrif

HoD & Associate Professor of English, University of Calicut.
Mobile: 9847144563
Email: sherrifkm@rediffmail.com

V. Representative from Industry or Corporate

1. Mr. Subair Kolakadan

President, Calicut Chamber of Commerce
Mobile: 8943777000
Email: kolakadan@yahoo.com

VI. Meritorious Alumnus

1. Dr. Kunammed. K.K.

Assistant Professor, Dept. of English, Kannur University
Mobile: 9946665444
Email: Kunhammad1997@gmail.com, Hodenglish@kannuruniv.ac.in

VII. Special Invitee

1. Dr. Zeenath M Kunhi,

Assistant Professor of English, Dept. of English, Farook College (Autonomous)
Mobile: 9747873638
Email: zeenathmk@farookcollege.ac.in

OUTCOME BASED EDUCATION

Programme Outcome (PO)

Upon completion of the undergraduate program at Farook College (Autonomous), the students will be able to develop:

PO1. Competency in Disciplinary Knowledge

Graduates acquire comprehensive knowledge in the subject and competence to demonstrate the same, identify the foundations of the respective discipline and develop essential interdisciplinary awareness.

PO2. Communication Skills and Digital Literacy

Graduates acquire sufficient communication skills in speech and writing to disseminate knowledge and critically analyze various discourses with the assistance of advanced communication technology in order to prepare themselves for learning, working and living in a digital society.

PO3. Critical Thinking and Problem Solving

Graduates maintain the practical experience of critical thinking both in academia and real-life situations, master appropriate skills to analyze various issues and to formulate coherent arguments using scientific approach and develop individual capacity to solve problems in the real and anticipated life.

PO4. Leadership Skills and Professionalism

Graduates are able to live and work in diverse conditions with members hailing from diverse background towards the fulfillment of the institutional and societal goals, keeping up the spirit of team work and maintaining dynamism and professional behavior based on positive leadership qualities, constructive feedback system and productive corrective measures.

PO5. Moral and Ethical Awareness

Graduates are able to embrace moral and ethical values specific to the society and culture and uphold them consistently as responsible members of the society.

PO6. Social Responsibility and Citizenship Skills.

Graduates demonstrate a sense of social responsibility and citizenship skills, including an understanding of social issues, and an awareness of cultural diversity.

PO7. Global Competence and Sustainability

Graduates are able to examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being.

PO8. Employability and Entrepreneurship

Graduates are able to achieve professional skills required to be employed in their career globally and the potential to formulate innovative ideas and to start up new enterprises.

PO9. Inclusiveness and Equity

Graduates are able to understand the importance of inclusiveness and equity in their professional and personal lives and demonstrate the ability to communicate effectively and respectfully with people from diverse backgrounds.

PO10. Scientific Temper and Open Mindedness

Graduates are able to develop scientific temper and open mindedness as processes of thinking, behaving and connecting with others based on scientific notions that contribute to the development of a society and lead to innovations to tackle complex issues and challenges.

PROGRAMME SPECIFIC OUTCOMES (PSO)

Upon completion of BA English programme, the students will be able to:

- PSO 01** Understand the fundamentals of language, nature of human communication, fundamentals of literature and the potential of literary narratives to make sense of human experiences in varied aspects
- PSO 02** Apply linguistic competence, conceptual knowledge, theoretical foundations and analytical and aesthetic skills in interpreting various literary texts to engage with various discourses
- PSO 03** Analyze various literary texts and different types of discourses by critically reading and explaining the nuances of language and unveiling literary devices in order to produce a sound argument
- PSO 04** Create academic writings, presentations and dialogues based on the foundations of the Humanities, literary significance and theoretical support of various thematic issues in literary and non-literary texts in order to develop and disseminate better understanding of human life at individual and social levels.
- PSO 05** Evaluate written and oral texts linguistically and aesthetically by comparing, contrasting and critiquing the ideas therein and making judgements on socially relevant issues.

SCHEME OF THE PROGRAMME

Credit and Mark Distribution in Each Semester

Total Credits: 140

Semester	Course	Credit	Internal Mark	External Mark	Total Mark
I	Common course: LITMOSPHERE: THE WORLD OF LITERATURE	3	15	60	75
	Common course: FUNCTIONAL GRAMMAR AND COMMUNICATION IN ENGLISH	3	15	60	75
	Common course: ADDITIONAL LANGUAGE	4	20	80	100
	Core Course 1: INTRODUCING LITERATURE	5	20	80	100
	Complementary course: BRITISH HISTORY	2	10	40	50
	Complementary course: JOURNALISM	2	10	40	50
	Audit Course: Environment studies	4	-	-	-
	Total		23		
	Common course: READING FROM THE FRINGES	4	20	80	100

II	Common course: READINGS ON KERALA	4	20	80	100
	Common course: Additional Language	4	20	80	100
	Core Course 2: APPRECIATING POETRY	5	20	80	100
	Complementary course: BRITISH HISTORY	2	10	40	50
	Complementary course: JOURNALISM	2	10	40	50
	Audit Course: Disaster Management	4	-	-	-
	Total	25			500
III	Common course: READINGS ON INDIAN LITERATURES	4	20	80	100
	Common course: Additional Language	4	20	80	100
	Core Course 3: APPRECIATING PROSE	4	20	80	100
	Core Course 4: ENGLISH GRAMMAR AND USAGE	4	20	80	100
	Complementary course: BRITISH HISTORY	2	10	40	50
	Complementary course: JOURNALISM	2	10	40	50
	Audit Course: Human Rights	4	-	-	-
	Total	24			500
IV	Common course: KALEIDOSCOPE: SONGS AND STORIES OF OUR WORLD	4	20	80	100
	Common course: Additional Language	4	20	80	100
	Core Course 5: APPRECIATING FICTION	4	20	80	100
	Core Course 6: LITERARY CRITICISM	4	20	80	100
	Complementary course: BRITISH HISTORY	2	10	40	50
	Complementary course: JOURNALISM	2	10	40	50
	Audit Course: Gender Studies	4			
Total	24			500	
	Core Course 7: APPRECIATING DRAMA AND THEATER	4	20	80	100
	Core Course 8: LITERARY THEORY	4	20	80	100
	Core Course 9: LANGUAGE AND LINGUISTICS	4	20	80	100

V	Core Course 10: INDIAN WRITING IN ENGLISH	4	20	80	100		
	Open course: ENGLISH FOR COMPETITIVE EXAMINATIONS	3	15	60	75		
	Total	19			475		
VI	Core Course 11: VOICES OF WOMEN	4	20	80	100		
	Core Course 12: CLASSICS OF WORLD LITERATURE	4	20	80	100		
	Core Course 13: FILM STUDIES	4	20	80	100		
	Core Course 14: NEW LITERATURES IN ENGLISH	4	20	80	100		
	Core 15: Project Work	2	15	60	75		
	Elective Course: ENGLISH LANGUAGE EDUCATION	3	15	60	75		
	Total	21			550		
COMMON Course: English		22			550		
Additional Language		16			400		
Complementary Course: British History		8			200		
Complementary Course: Journalism		8			200		
Core Course		58			1475		
Open Course		3			75		
Elective Course		3					
Project		2			75		
Audit Course		16					
<i>Extra Credit Activities</i>		4					
Total		140			2975		
Semester	Common Course	Core Course	Complementary Course	Open Course	Project	Audit Course	Total

Credit Distribution

Semester	English	Additional language	Core	Elective Course	British History	Journalism	Open course	Project	Audit Course	Total
1	6	4	5		2	2			4	23
2	8	4	5		2	2			4	25
3	4	4	8		2	2			4	24
4	4	4	8		2	2			4	24
5	-	-	16				3			23
6	-	-	16	3				2		21

Total	22	16	58	3	8	8	3	2	16	136
	Extra Credit Activities									4
	Grand Total = (120 + 16 Audit Courses + 4 Extra Credit Activities)									140

CORE COURSE STRUCTURE

Total Credits: 60 (Internal: 20%; External: 80%)

Semester	Code No	Course Title	Hrs/ Week	Credit	Marks
I	BEN1B01	Core Course I: Introducing Literature	6	5	100
II	BEN2B02	Core Course II: Appreciating Poetry	6	5	100
III	BEN3B03	Core Course III: Appreciating Prose	4	4	100
	BEN3B04	Core Course IV: ENGLISH GRAMMAR AND USAGE	5	4	100
IV	BEN4B05	Core Course V: APPRECIATING FICTION	4	4	100
	BEN4B06	Core Course VI: LITERARYCRITICISM	5	4	100
V	BEN5B07	Core Course VII: APPRECIATING DRAMA AND THEATER	5	4	100
	BEN5B08	Core Course VIII: LITERARY THEORY	5	4	100
	BEN5B09	Core course IX: LANGUAGE AND LINGUISTICS	5	4	100
	BEN5B10	Core Course X: INDIAN WRITING IN ENGLISH	5	4	100
VI	BEN6B11	Core Course XI: VOICES OF WOMEN	5	4	100
	BEN6B12	Core Course XII: CLASSICS OF WORLD LITERATURE	5	4	100
	BEN6B13	Core Course XIII: FILM STUDIES	5	4	100
	BEN6B14	Core Course XIV: NEW LITERATURES IN ENGLISH	5	4	100
	BEN6E01/02/ 03/04/05/06	ELECTIVES	3	3	75
	BEN6B15/16	Core Course: PROJECT / RESEARCH METHODOLOGY	2	2	75
TOTAL			75	63	1550

COMMON COURSE STRUCTURE

Semester	Code No	Course Title	Hrs/ Week	Credit	Marks
I	BEN1A01	Common Course: LITMOSPHERE: THE WORLD OF LITERATURE	4	3	75
	BEN1B02	Common Course: Appreciating Poetry	4	3	75
II	BEN2A03	Common Course: READING FROM THE FRINGES	4	4	100
	BEN2A04	Common Course: READINGS ON KERALA	5	4	100
III	BEN4B05	Common Course: READINGS ON INDIANLITERATURES	4	4	100
IV	BEN4A06	Common Course: APPRECIATING DRAMA AND THEATER	5	4	100

ELECTIVE COURSE STRUCTURE

Semester	Code No	Course Title	Hrs/ Week	Credit	Marks
VI	BEN6E01	Elective Course I: LITERATURE OF THE MARGINALIZED	3	3	75
	BEN6E02	Elective Course II: DIGITAL LITERATURE AND ENGLISH			
	BEN6E03	Elective Course III WRITING FOR THE MEDIA			
	BEN6E04	Elective Course IV: TRANSLATION STUDIES			
	BEN6E05	Elective Course V: ENGLISH LANGUAGE EDUCATION			
	BEN6E06	Elective Course VI: SHAKESPEARE			

OPEN COURSE STRUCTURE

Semester	Code No	Course Title	Hrs/ Week	Credit	Marks
V	BEN5D01	Open Course I: ENGLISH FOR COMPETITIVE EXAMINATIONS	3	3	75
	BEN5D02	Open Course II: CREATIVE WRITING IN ENGLISH			
	BEN5D03	Open Course III: APPRECIATING LITERATURE			

EVALUATION AND GRADING

Mark system is followed instead of direct grading for each question. For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.

Ten Point Indirect Grading System

Percentage of Marks (Both Internal & External put together)	Grade	Interpretation	Grade point Average (G)	Range of grade points	Class
95 and above	O	Outstanding	10	9.5 -10	First Class with Distinction
85 to below 95	A+	Excellent	9	8.5 -9.49	
75 to below 85	A	Very good	8	7.5 -8.49	

65 to below 75	B+	Good	7	6.5 -7.49	First Class
55 to below 65	B	Satisfactory	6	5.5 -6.49	
45 to below 55	C	Average	5	4.5 -5.49	Second Class
35 to below 45	P	Pass	4	3.5 -4.49	Third Class
Below 35	F	Failure	0	0	Fail
Incomplete	I	Incomplete	0	0	Fail
Absent	Ab	Absent	0	0	Fail

Course Evaluation

The evaluation scheme for each course shall contain two parts

- 1) Internal assessment
- 2) External Evaluation

20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

Internal Assessment

20% of the total marks in each course are for internal examinations. The internal assessment shall be based on a predetermined transparent system involving written tests, Class room participation based on attendance in respect of theory courses and lab involvement/records attendance in respect of Practical Courses.

Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude.

Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40%, Assignment 20%, Seminar 20% and Class room participation based on attendance 20%. Split up of marks for Test paper and Class Room Participation (CRP) for internal evaluation are as follows.

Split up of marks for Test paper

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

Split up of marks for Class Room Participation

Range of CRP	Out of 4 (Maximum internal marks is 20)	Out of 3 (Maximum internal marks is 15)
$50\% \leq \text{CRP} < 75\%$	1	1
$75\% \leq \text{CRP} < 85\%$	2	2
85 % and above	4	3

External Evaluation

External evaluation carries 80% of marks. All question papers shall be set by the College. The external question papers may be of uniform pattern with 80/60 marks. The courses with 2/3 credits will have an external examination of 2 hours duration with 60 marks and courses with 4/5 credits will have an external examination of 2.5 hours duration with 80 marks.

Study Tour

A compulsory study tour is recommended as part of the paper entitled "India's Economic Development- National and Regional" in the Fifth or Sixth Semester and the tour report should be submitted to the Head of the Department soon after the tour.

PROJECT GUIDELINES

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

1. The topics shall strictly adhere to the authors or socio-cultural backgrounds/influences of English Literature.
2. The candidates can take up a topic either from the prescribed syllabus or from outside the prescribed syllabus. The projects on the topics outside the syllabus will attract grace marks.
3. It is recommended that the project should be carried out on an individual basis. In special cases Group presentation of projects can be allowed.
4. V Semester shall be devoted to the study of methodology of research and project work. By the end of the V Semester, a Synopsis of Project work should be finalised with the help of the guide.
5. It is strongly recommended that the Department need not wait till the end of the Semester for the finalization of the topic for Project Work. The students shall be encouraged to start the project work as early as possible in the V Semester itself.
6. The Synopsis of the Project, which is finalized by the end of V Semester, should be submitted to the Department for approval.
7. A Department Level Project Committee under the Chairmanship of Head of Department, in its due course of meetings, shall approve the topics for Project work. The Department Level Project Committee may or may not conduct a zero-credit-zero-mark general viva to ascertain the competency of the candidates for conducting the project work. The Department Level Project Committee shall give necessary guidelines, which should be taken note by the students as well as the guide.
8. The approved topics, along with the name of students and the name of the guide/supervisor should be displayed in a Notice Board under the Seal and Signature of the Head of the Department.
9. Considering the number of students available in a batch and the number of Faculty members available in a department, it is suggested that the students shall be grouped into 5

to 10 groups consisting of 3 to 5 students. Each faculty member shall thus give guidance to one or two such groups.

10. The VI Semester is fully devoted for

- Library Work and Data Collection
- Data Analysis
- Project Writing
- Report Presentation and Submission

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

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

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

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

Basic Ingredients of a Project Design:

The Project shall consist of the following:

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

Structure of the Project Report:

1. Cover page (with complete title of the project, name of the student, register number of the student, name of the program, year of submission & name of the college)
2. Declaration by the student.
3. Certificate by the Project Guide.
4. Acknowledgement.
5. Content Page.

6. Introduction.
7. Chapter 1
8. Chapter 2
9. Chapter 3
10. Chapter 4
11. Conclusion
12. Bibliography / References / works Cited / Appendix.

Project Evaluation:

Internal (20% of total)			External (80% of total)		
Component	% of Marks	Marks	Component	% of Marks	Marks
Punctuality & Originality	20%	3	Relevance of Topic, Statement of Objectives	20%	12
Methodology	20%	3	Reference/ Bibliography, Presentation. Quality of analysis/ Use of statistical tools	20%	12
Scheme/ Organization of Report	26.66%	4	Findings and Recommendations	30%	18
Viva-voce	33.33%	5	Viva-voce	30%	18
Total	100%	15	Total	1	60

Pass Condition:

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

COMMON COURSE SYLLABUS

SEMESTER 1

COURSE CODE: BEN1A01				
COMMON COURSE I: LITMOSPHERE: THE WORLD OF LITERATURE				
Credit	Hours/week	Marks		
		Internal	External	Total
3	4	15	60	75

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Understand and apply problem solving skills.	Understand	PSO2
CO2	Apply logical and analytical skills in various situations	Apply	PSO3
CO3	Enhance the ability to express themselves through writing	Apply	PSO3
CO4	Attain confidence to ask questions	Create	PSO5
CO5	Develop the qualities necessary to become good, kind and responsible human being	Create	PSO5
CO6	Assimilate new perspectives on life	Create	PSO5
CO7	Evaluate different literary genres	Evaluate	PSO5

CODE	TITLE	AUTHOR	PUBLISHER
BEN1A01	LITMOSPHERE: THE WORLD OF LITERATURE	BoS English (UG) University of Calicut	University of Calicut

COURSE CONTENT	
Module I: Literature- Initiation	15 Hours
<ol style="list-style-type: none"> To Posterity (poem)- Louis MacNeice Memoirs of A Mad Man (Prose excerpts from Autobiography)-Gustave Flaubert 	

Module II: Creative Thinking and Writing	17 Hours
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<ol style="list-style-type: none"> 1. The Thought Fox (poem)-Ted Hughes 2. Poetry (poem)-Marianne Moore 3. Excerpt from An Autobiography (Prose)-Agatha Christie 4. Half a Day (Short story)-Naguib Mahfouz

Module III: Critical Thinking	15 Hours
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<ol style="list-style-type: none"> 1. To a Reason (Poem)- Arthur Rimbaud 2. The Adventures of the Retired Colourman (Short Story) --Arthur Conan Doyle 3. Trifles (One-Act Play)-Susan Glaspie

Module IV: Perspectives	17 Hours
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<ol style="list-style-type: none"> 1. Body Without the “d” (Poem)-Justice Ameer 2. Sleeping Fool (Poem)-Suniti Namjoshi 3. The Cockroach (Short Story)-Luis Fernando Verissimo; translated by Anna Vilner 4. About Dalit Literature” (Prose)-Sharankumar Limbale 5. Purl (Short Film)-Kristen Lester

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (15 Marks)	
a. Classroom participation (20%)	3 Mark
b. Test papers I (40%):	6 Mark
c. Assignment (20%):	3 Mark
d. Seminar/ Viva (20%):	3 Mark

External Assessment (60 Marks) Duration 2 Hours, No of Questions: 21

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I	15
Module II	15
Module III	15
Module IV	15
TOTAL	60

READING LIST:

CORE TEXT

TITLE	AUTHOR	PUBLISHER
LITMOSPHERE: THE WORLD OF LITERATURE	BoS English (UG) University of Calicut	University of Calicut

REFERENCES:

1. Koshy, A V- A Treatise on Poetry for Beginners. CreateSpace Independent Publishing Platform, 2012
2. Rilke, Rainer Maria -Letters to a Young Poet. Yogi Impressions, 2003.
3. Esplugas, Celia &Landwehr, Margarete. "The Use of Critical Thinking Skills in Literary Analysis". Foreign Language Annals, 2008. 29. 449 - 461. 10.1111/j.1944-9720.1996.tb01256.x.
4. LaPlante, Alice - The Making of a Story: A Norton Guide to Creative Writing. WWNorton,2009. Michael Michalko- Cracking Creativity. Ten Speed Press, 2001.

COURSE CODE: BEN1A02				
COMMON COURSE II: FUNCTIONAL GRAMMAR AND COMMUNICATION IN ENGLISH				
Credit	Hours/week	Marks		
		Internal	External	Total
3	5	15	60	75

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Demonstrate the ability to identify the syntactic structures in English language.	Analyse	PSO2
CO2	Differentiate between different linguistic structures, tense sequences and semantic patterns.	Analyse	PSO2
CO3	Develop writing skills required for various professional and career related situations	Create	PSO4
CO4	Formulate the basic skills in spoken communication in formal contexts	Apply	PSO2
CO5	Identify different grammatical units and sentence patterns	Evaluate	PSO5
CO6	Identify the key concepts of English grammar	Evaluate	PSO5

COURSE CONTENT	
Module I: Basic Concepts of Syntax	25 Hours
Word order and Sentence Patterns - Concord/ Subject-Verb Agreement - Types of Sentences based on Functions - Types of Sentences based on Clauses - Transformation of Sentences - Affirmative and Negative Sentences - Connectives- Collocations – Punctuations	
Module II: Basic Functional Aspects of Grammar	25 Hours
Use of major tense forms (Emphasis on tense forms in use in everyday transactions) – Use of Active and Passive Voice – Making use of Reported Speech – Use of functional elements in sentences – Articles – Prepositions	
Module III: Skills for Communication	30 Hours
Aspects of Formal Communication – Barriers to Communication – Preparation for Minutes of Meeting – Writing of Memos - Emails – Letter writing – Writing Curriculum Vitae/Resume Proposals and Statements of Purpose – Reviews - Case Studies – Group discussion –Presentation skills	

MODE OF TRANSACTION

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Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will

improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

External Assessment (60 Marks) Duration: 2 Hours, No of Questions: 21

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I	20
Module II	20
Module III	20

REFERENCES:

1. Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
2. Collins, Patrick. Speak with Power and Confidence. New York: Sterling, 2009.
3. Combleet. S and Carter, R The Language of Speech and writing London: Routledge. 2001.
4. Dignen, Bob. Presentation Skills in English, Orion Printers, Hyderabad. 2007.
5. Guffey, Mary Ellen. Essentials of Business Writing. Ohio: South-Western College Pubg., 2000.
6. Kroehnert, Gary. Basic Presentation Skills. Sidney: McGraw Hill, 2010.

7. Mohan Krishna and MeeraBanerji. Developing Communication Skills 2nd Edition, Trinity PressDelhi. 2009.
8. Quirk R. & Sidney Greenbaum. A University Grammar of English. ELBS.
9. Shankar. R Communication Skills in English Language ABD Publishers, New Delhi. 2011. Swan, Michael. Practical English Usage. Oxford University Press, 2005.
10. Thomson, A. J. and Martinet. A Practical English Grammar Combined Exercises Vol. 1 & 2. Oxford University Press.
11. Wallace, Michael. Study Skills in English. London: Cambridge University Press. 1988

SEMESTER 2

COURSE CODE – BEN2A03				
COMMON COURSE III: READING FROM THE FRINGES				
Credit	Hours/week	Marks		
		Internal	External	Total
4	4	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No.
	Upon completion of this course, students will be able to;		
CO1	Contemplate on the areas of gender inequality, marginalization, disability studies, racism and casteism	Understand	PSO2
CO2	Develop sensitivity towards environmental concerns and feel responsible towards protecting nature.	Analyze	PSO4
CO3	Critique the everyday realities of the marginalized sections of the society	Evaluate	PSO5
CO4	Negate the stereotypes surrounding the marginalized	Apply	PSO3
CO5	Develop scientific temper and scientific thinking	Apply	PSO3
CO6	Apply the concepts of democracy and freedom in life and understand the basic tenets of our constitution	Apply	PSO3
CO7	Critically think and examine various social issues prevailing in our society	Evaluate	PSO5

COURSE CONTENT	
Module1: Constitution, Democracy and Freedom	15 Hours
1. “The Objectives Resolution” (Speech excerpt)- Jawaharlal Nehru 2. “How Many More Days, Democracy” (Poem) - Sameer Tanti 3. “When Salihan took on the Raj” (Article) - P. Sainath	
Module 2: Ecology and Science	18 Hours
1. "Knowledge is Power"(Excerpt from Chapter 14 of <i>Sapiens: A Brief History of Humankind</i>)- Yuval Noah Harari 2. “A White Heron” (Short story) - Sarah Orne Jewett 3. “The Fish” (poem) - Elizabeth Bishop 4. “Everything I Need to Know I Learned in the Forest” (essay) - Vandana Shiva	
Module 3: Gender Equality	15 Hours
1. “Fire” - Nikita Gill - Poem	

2. "Accept Me" from *I am Vidya: A Transgender's Journey* - Living Smile Vidya
3. Dear Ijeawele (Letter-excerpt) – Chimamanda Ngozi Adichie

Module 4: Human Rights

16 Hours

1. "Entre-vous to Adulthood" from *One Little Finger* – Malini Chib
2. "The Body Politic" (Poem) - Hiromi Goto
3. "Love- lines in the time of Chathurvarna" (Article) - Chandra Bhan Prasad
4. "The History Lesson "(Poem) - Jeanette Armstrong

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- | | |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 4 Mark |
| b. Test papers I (40%): | 8 Mark |
| c. Assignment (20%): | 4 Mark |
| d. Seminar/ Viva (20%): | 4 Mark |

External Assessment (80 Marks): Duration 2.5 Hours, No of Questions: 27

MODULE WISE MARK DISTRIBUTION

Module	Marks
Module I	18
Module II	22
Module III	18
Module IV	22

REFERENCES:

1. Ambedkar, B. R. Annihilation of Caste: An undelivered Speech. New Delhi: Arnold Publishers, 1990.
2. Adichie, Chimamanda Ngozi. We Should all be Feminists. New York: Anchor Books, 2015. Shiva, Vandana. Water Wars: Privatization, Pollution and Profit. Cambridge: South End Press, 2002.
3. Fanon, Frantz. Black Skin, White Masks. London: Pluto, 2008.
4. Gearty, Conor. Can Human Rights Survive?. Cambridge: Cambridge UP, 2006.
5. Girma, Haben. Haben: The Deafblind Woman Who Conquered Harvard Law. New York: Twelve, 2019

COURSE CODE –BEN2A04
COMMON COURSE IV: READINGS ON KERALA

Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Develop critical understanding of literature of Kerala	Evaluate	PSO5
CO2	Understand the cultural and historical tradition of the society and the development of literary sensibility	Understand	PSO1
CO3	Identify the diversity of literary endeavours and the cultural representations	Evaluate	PSO5
CO4	Identify and apply the insights and values in everyday life as a Keralite	Apply	PSO3
CO5	critically analyse and interpret the present cultural production	Understand	PSO2

Course Outcomes

COURSE CONTENT	
Module 1-Formation	15 Hours
1. "History" (Prose) excerpt from Malabar Manual – William Logan 2. "Tribal Tale of Kerala" (Prose) excerpt from Kerala Culture – Prof S Achutha Warriar 3. "Ghoshayatra" (Poem excerpt) – Kunchan Nambiar	
Module 2-Selected Essays on Film	22 Hours
1. Excerpt from Indulekha (Novel) -O. ChanduMenon 2. Excerpt from "Atmopadeshathakam" (Poem) – SreeNarayana Guru 3. "Not an Alphabet in Sight" (Poem) – PoykayilAppachan 4. Ayyankali: A Dalit Leader of Organic Protest" (Prose-excerpt) -M. Nisar,MeenaKandasamy 5. "VakkomMoulavi: My Grandfather, the Rebel" (Prose) - Sabin Iqbal	
Module 3-Case Studies of Early Classics	18 Hours
1. "Daughter of Humanity" (Story) – LalithambikaAntharjanam 2. "KuttippuramPaalam"(Poem) – Edasseri 3. "Christian Heritage" (Story) - Vaikom Muhammad Basheer	

Module 4:- Case Studies of Contemporary Classics	25 Hours
1. "Myth and Literature" (Speech) -M T Vasudhevan Nair 2. "Rain at Heart" (Poem) –Sugathakumari 3. "Fifty years of Malayalam Cinema" (Prose) - VC Harris 4. "Malayalam"s Ghazal" (Poem) – JeetThayil 5. "Agni" (Story) – Sithara A 6. "Pictures Drawn on Water"(poem) - K. Satchidanandan	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Power point presentation: Screening of cinema prescribed in the syllabus is done in the classroom.

Film Screening: will be done and a discussion on the film thereafter is done to improve the understanding of the film text and theories applicable in analyzing the cinema.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- | | |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 4 Mark |
| b. Test papers I (40%): | 8 Mark |
| c. Assignment (20%): | 4 Mark |
| d. Seminar/ Viva (20%): | 4 Mark |

External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I	15
Module II	22

Module III	18
Module IV	25

REFERENCES:

1. Abdulla, V, Asher, R E (Ed.). Wind Flowers. New Delhi: Penguin, 2004.
2. Antherjanam, Lalithambika. Cast Me Out If You Will. Calcutta: Stree, 1998.
3. Appachan, Poykayil. Poykayil Appachante Paatukal (Unknown Subjects: Songs of Poykayil Appachan). Tiruvalla: IPRDS Eraviperur, 2008.
4. Logan, William. Malabar Manual. New Delhi: Low Price Publications, 2009.
5. Prasad, Muni Narayana. Narayana Guru: Complete Works. New Delhi: NBT, 2006.
6. Tharakan K M (Ed.). Malayalam Poetry Today. Thrissur: Kerala Sahitya Akademi, 1984.

SEMESTER 3

COURSE CODE –BEN3A05				
COMMON COURSE V: READINGS ON INDIAN LITERATURES				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

	Expected Course Outcome	Learning	PSO No
CO No.	Upon completion of this course, students will be able to;	Domain	
CO1	Identify and appreciate multiple genres of Indian writings cutting across different sections of Indian Society.	Analyze	PS03
CO2	Create written and oral discourses critically analysing various Indian literary texts	Create	PS04
CO3	Appraise features of “Indianness” through the works of Indian writers from different parts of India.	Evaluate	PS02
CO4	Examine the pluralistic aspects of Indian culture and identity.	Apply	PS05
CO5	Analyze the diversity of Indian writings and comprehend its nuances	Analyze	PS03

COURSE CONTENT	
Module 1. Poetry	20 Hours
<ol style="list-style-type: none"> 1.Small Townsand the River—Mamang Dai 2.Dream: Midnight – Sridala Swami 3.Whatyou do? – Omprakash Valmiki 4. Munda& Kondhsongs 5. (Other) Wordly Folk Tale–Geet Cathurvedi 	
Module 2. Short Story and Fiction	20 Hours
<ol style="list-style-type: none"> 1.Scorn– Bama 2. Two in the next world– Rajendra Yadav 3. The Bride’s Pyjamas- Akhtar Mohi- Ud-Din 4. The Night Train atDeoli- Ruskin Bond. 	

Module 3. Prose narratives	20 Hours
1. The Future of the Past - (Editorial) 2. On University Education (Speech excerpt)– Bhupesh Gupta 3. World as One Economic and Cultural Unit–Meghnad Saha	
Module 4. Theatre and Film	20 Hours
1. Beyond the Land of Hattamala(play)–BadalSirkar 2. The Burning (short film)- V.S Sanoj 3. ThatDay After Every Day (short film)- Anurag Kashyap 4. An Excerpt from Abhijnanasakuntalam	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Listening and Practicing: Students listen and watch the audio and video clips of sound productions being played in the classroom and practice the same.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- | | |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 4 Mark |
| b. Test papers I (40%): | 8 Mark |
| c. Assignment (20%): | 4 Mark |
| d. Seminar/ Viva (20%): | 4 Mark |

External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27

MODULE WISE MARK DISTRIBUTION

Module	Marks
Module I	20
Module II	20
Module III	20
Module IV	20

READINGLIST
CORE TEXT:

CODE	TITLE	AUTHOR	PUBLISHER
BEN3A05	READINGSON INDIAN LITERATURES	BoS English (UG) University of Calicut	University of Calicut

REFERENCES:

1. Kumar, Shiv K. Contemporary Indian Short Stories in English. New Delhi: Sahitya akademi, 1991.
2. Peer adina, Saleem. Contemporary Indian Poetry in English: An Assessment and Selection. Bombay: Macmillan Co. of India, 1972. Print.
3. Contemporary KashmiriPoetry:1947-2010 (An Anthology of Post – Independence Indian Poetry in Kashmiri)
Compiled by Aziz Hajini
4. Kambar, Chandrasekhara. Modern Indian Plays. New Delhi: National School of Drama, 2000. Print.
5. Sen, Amartya. The Argumentative Indian: Writings on Indian History, Culture, and Identity. New York: Farrar, StrausandGiroux, 2005. Print

SEMESTER 4

COURSE CODE –BEN4A06				
COMMON COURSE VI: KALEIDOSCOPE: SONGS AND STORIES OF OUR WORLD				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Recognize variety of classical and marginal literatures.	Remember	PS01
CO2	Acquire knowledge of literatures from around the world and from different eras.	Understand	PS02
CO3	Develop empathy and understanding on the face of diverse peoples and their experiences.	Analyze	PS03
CO4	Appraise the ways in which different cultures perceive the world around them and how they capture these experiences in literature.	Evaluate	PS05

COURSE CONTENT	
Module I: Poetry	22 Hours
<ol style="list-style-type: none"> 1. The Odyssey Book I, Lines 1-20 (Excerpt) – Homer 2. “In Kyoto” and “The Old Pond” (Haiku) – Basho 3. “I Have a Broom” – ZhaiYongming 4. “Won’t you celebrate with me” – Lucille Clifton 5. “To See Him Again” – Gabriela Mistral 6. “A Century Later” – ImtiazDharker 7. “Text” – Carol Ann Duffy 8. “Revolving Days” – David Malouf 9. “Threshold” – Ocean Vuong 	

Module II: Stories	22 Hours
<ol style="list-style-type: none"> 1. “The Barber’s Story of Himself”-The Thousand and One Nights (Arabian Nights) 2. “Uncle Podger Hangs a Picture” – Jerome K. Jerome 3. “Diary of a Madman” (Excerpt) – Nikolai Gogol 4. “War” – Luigi Pirandello 5. “The Green Leaves” – Grace Ogot 	
Module III: Plays	12 Hours
<ol style="list-style-type: none"> 1. Faust (Excerpt) – Johann Wolfgang von Goethe 2. The Tempest, Act III Scene I (The Log Scene) – William Shakespeare (Video) 	
Module IV: Prose and Speech	14 Hours
<ol style="list-style-type: none"> 1. “Getting Up on a Cold Morning” – Leigh Hunt 2. “Crediting Poetry” (Excerpts) – Seamus Heaney 3. “Commencement Speech 2016 at UC Berkley” – Sheryl Sandberg (Video) 	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.

Listening and Practicing: Students listen and watch the audio and video clips of sound productions being played in the classroom and practice the same.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- | | |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 4 Mark |
| b. Test papers I (40%): | 8 Mark |
| c. Assignment (20%): | 4 Mark |
| d. Seminar/ Viva (20%): | 4 Mark |

External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I	20
Module II	20
Module III	20
Module IV	20

REFERENCES:

1. Ferguson, Margaret, Tim Kendall, and Mary Jo Salter (Editors). The Norton Anthology of Poetry. W. W. Norton and Company, 6th Edition, 2018.
2. Kaminsky, Ilya and Susan Harris (Editors). The Ecco Anthology of International Poetry. Harper Collins, 2010.
3. Dolley, Christopher (Editor). The Penguin Book of English Short Stories. Penguin, 2011.

CORE COURSE SYLLABUS

SEMESTER 1

COURSE CODE – BEN1B01				
CORE COURSE I: INTRODUCING LITERATURE				
Credits	Hours/week	Marks		
		Internal	External	Total
5	6	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Differentiate</i> between various aspects and structures of literary language	Analyze	PS01
CO2	<i>Examine</i> linguistic structures of poetic texts	Apply	PS02
CO3	<i>Distinguish</i> diverse points of view within a single text and locate the rationale of polyphony	Analyze	PS03
CO4	<i>Interpret</i> various power structures within the text	Analyze	PS03
CO5	<i>Differentiate</i> discourses of the marginalized and voices of the child, Dalit, transgender and female.	Analyse	PS03

COURSE CONTENT

Module I: Language and its Literary Nuances	18 Hours
<p>Signifying Devices.</p> <p>The Syntax: Verb Phrases, Adjuncts, Collocations, Linkers, Sense Groups</p> <p>The Poetic: Comparisons, Exaggerations, Images, Symbols, Iamb, Trochee, Caesura, Enjambment</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Ruskin Bond “Eyes of the Cat” 2. Anton Chekhov “The Death of a Clerk” 3. Alfred Lord Tennyson “The Oak” 4. Langston Hughes “Dreams” 5. Emily Dickinson “Because I could not Stop for Death” 	

Module II: Polyphonic Texts	18 Hours
<p>Point of view (diegesis), polyphony and its rationale, single perspective and its dangers.</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Freya Stark Winter in Arabia (excerpts) 2. Laura Bohannon “Shakespeare in the Bush” 3. Akira Kurosawa dir. Rashomon 	
Module III: Literature and Ideology	30 Hours
<p>The workings of power structures in literature; explication of the terms –ideology, hegemony, interpellation, discourse, grand narratives, little narratives – using literary texts; literary devices like irony and paradox and their role in reinforcing ideology.</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Arundhati Roy “The God of Small Things” 2. Charlotte Bronte “Jane Eyre” 3. George Orwell “A Hanging” 4. Hansda Sowvendra Shekhars “The Adivasi will not Dance” 	
Module IV: Perspective of the Subaltern	30 Hours
<p>Dominant voices, marginalized voices, subaltern identities, resisting the norm/authority</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. RK Narayan Swami and Friends (Excerpt from Chapter XI “In Father’s Presence”) 2. Arun Kamble “Which language should I Speak?” and FM Shinde “Habit” 3. The Letter Q: Ely Shipley<https://www.poets.org/poetsorg/text/letter-q-ely-shipley> 4. Maxine Hong Kingston “No Name Woman” 	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.

Listening and Practicing: Students listen and watch the audio and video clips of sound productions being played in the classroom and practice the same.

MODE OF ASSESSMENT	
Internal Assessment (20 Marks)	
a. Classroom participation (20%):	4 Mark
b. Test papers I (40%):	8 Mark
c. Assignment (20%):	4 Mark
d. Seminar/ Viva (20%):	4 Mark
External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27	

MODULE WISE MARK DISTRIBUTION	
Module	Mark
Module I	15
Module II	15
Module III	25
Module IV	25

REFERENCES:

1. Achebe, Chinua. Things Fall Apart. Penguin, 1994.
2. Angelou, Maya. I know Why the Caged Bird Sings. Bantam, 1971. Austen, Jane. Pride and Prejudice. Penguin, 2003.
3. Bond, Ruskin. "The Night the Roof Blew Off" Tigers Forever: Poems and Stories. RatnaSagar, Delhi, 1996
4. Chekhov, Anton. Selected Stories of Anton Chekhov. Trans. Richard Pevear and Larissa Volokhonsky. RHUS, 2000.
5. Childs, Peter and Roger Fowler. The Routledge Dictionary of Literary Terms. Routledge, 2006. Dasan, M, et al ed. Oxford India Anthology of Malayalam Dalit Writing. OUP India, 2012. Eagleton, Terry. How to Read a Poem. Blackwell, 2007.
6. Fry, Stephen. The Ode Less Travelled: Unlocking the Poet Within. Arrow, 2007. Garner, James Finn. Politically Correct Bedtime Stories. Wheeler, 1995.
7. Golding, William. Lord of the Flies. Penguin, 1954.
8. Hemingway, Ernest. "Hills like White Elephants" Men without Women. Amereon, 1940
9. McCarthy, Michael and Felicity O'Dell. English Collocations in Use Advanced Book with Answers: How Words Work Together for Fluent and Natural English (Vocabulary in Use). Cambridge UP, 2017. McCarthy, Michael and Felicity O'Dell. English Phrasal Verbs in Use Advanced. Cambridge UP, 2007.
10. Noys, Benjamin. Introducing Theory: A Practical Guide. Continuum, 2007.
11. Orwell, George. 1984. General Press, 2017.
12. Popkin, Cathy, ed. Anton Chekhov's Selected Stories (Norton Critical Edition). WW Norton & Co Inc,

13. 2014. Roy, Arundhati. *The God of Small Things*. Penguin, 2017.
14. Seidman, Steven, Nancy Fischer and Chet Meeks. *Introducing the New Sexuality Studies*. Routledge,
15. 2011. Shakespeare, William. *Hamlet*. Barron's Educational Series, 1986.
16. Shamsie, Kamila. *Home Fire*. Bloomsbury, 2017.
17. Shekhar, HansdaSowvendra. *The Adivasi will not Dance: Stories*. Speaking Tiger Publishing Private Limited, 2017.
18. Swan, Michael. *Practical English Usage*. Oxford, 2017.
19. Wilde, Oscar. "The Happy Prince" *The Young King and Other Stories*. Penguin, 2000
20. Wilkie-Stibbs, Christine. *The Outside Child: In and out of the Book*. Routledge, 2008
21. Woolf, Virginia. "Jane Eyre and Wuthering Heights". *The Norton Anthology of Literature by Women*:
22. *The Tradition in English*, edited by Sandra M. Gilbert and Susan Gubar, W.W. Norton & Company, 1985, pp. 1345-49.

FURTHER REFERENCES (Web Resources):

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

SEMESTER 2

COURSE CODE –BEN2B02				
CORE COURSE II: APPRECIATING POETRY				
Credit	Hours/week	Marks		
		Internal	External	Total
5	6	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Examine</i> the basic elements of poetry, the stylistic and rhetorical devices and various genres of poetry	Apply	PS01
CO2	<i>Analyze</i> and identify the trends in poetry and the linguistic structures of poetic texts.	Analyze	PS02
CO3	<i>Illustrate</i> various perspectives in reading poetry like gender, race, caste, ethnicity, religion, region, environment and nation.	Apply	PS05
CO4	<i>Compare</i> different forms of poetry in British and American literature and classify different forms and themes of poetry across the globe in the history of literature.	Analyze	PS03
CO5	<i>Develop</i> creative writing skills in appreciating poetry as an art form.	Create	PS04

COURSE CONTENT

Module 1: Poetry- Some Key Concepts	16 Hours
<p>Basic Elements of Poetry: Prosody: Rhythm, Meter– Rhyme– hard rhyme, soft rhyme, internal rhyme, Alliteration, Assonance– Diction.</p> <p>Figures of Speech: Metaphor, Simile, Personification, Oxymoron, Metonymy, Synecdoche, Transferred Epithet.</p> <p>Poetic Forms: Lyric, Ode, Sonnet, Haiku, Ballad, Couplet, Villanelle, Dramatic Monologue, Elegy, Satire, Mock Epic, Free Verse, Tanka, Jintishi, Ghazal, Rubai, Prose poetry, Narrative poetry, Performance Poetry.</p>	

Module 2: Poetic Forms	35 Hours
<ol style="list-style-type: none"> 1. Sonnet: William Shakespeare: Shall I Compare thee to a Summer's Day (Sonnet XVIII), John Milton: On His Blindness 2. Ballad: John Keats: La Belle Dame sans Merci 3. Ode: PB Shelley: Ode to a Skylark 4. Elegy: WH Auden: In Memory of W. B. Yeats 5. Villanelle: Dylan Thomas: Do not go Gentle into that Good Night 6. (Dramatic) Monologue: Robert Browning: My Last Duchess 7. Metaphysical: John Donne: A Valediction Forbidding Mourning 8. Heroic Couplet: Alexander Pope: Extract from Essay on Man (Epistle I, Section, II) "Presumptuous man! The reason wouldst thou find..." 9. Free Verse: Stanley Kunitz: The Layers 10. Song: Leonard Cohen: I'm your Man 	
Module 3: World Poetry	35 Hours
<ol style="list-style-type: none"> 1. Childhood: Rainer Maria Rilke: Childhood 2. Love and Loss: Pablo Neruda: Tonight, I Can Write the Saddest Lines 3. Protest: Nazim Hikmet: Some Advice to those who will Serve Time in Prison 4. Family: Langston Hughes: Mother to Son 5. Survival: Namdeo Dhasal: Stoneman, My Father & Me 6. Alienation: Diane Glancy: Without Title 7. War: Yehuda Amichai: Anniversaries of War 8. Representation from Middle East: Passport: Mahmoud Darwish 9. Commitment and Passion: Charles Baudelaire: Be Drunk 10. Cultural Difference: Bassey Ikpi: Homeward 	
Module 4 – Appreciation of Poetry	10 Hours
<p>Students can be briefed about how to analyze a poem. A few poems other than those given for the detailed study can be given to the students for practical analysis.</p> <p>*NB: The learners are asked only short essay/s(paragraph/s) questions for appreciation (based on unseen poems) in the end semester examinations</p>	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT	
Internal Assessment (20 Marks)	
a. Classroom participation (20%):	4 Mark
b. Test papers I (40%):	8 Mark
c. Assignment (20%):	4 Mark
d. Seminar/ Viva (20%):	4 Mark
External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27	

MODULE WISE MARK DISTRIBUTION	
Module	Mark
Module I	12
Module II	25
Module III	25
Module IV	18

REFERENCES:

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

COURSE CODE –BEN3B03				
CORE COURSE III: APPRECIATING PROSE				
Credits	Hours/week	Marks		
		Internal	External	Total
4	4	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Develop critical thinking.	Create	PS03
CO2	Interpret and appreciate different types of prose.	Apply	PS02
CO3	Identify different styles of prose writing and understand the use of literary devices.	Remember	PS02
CO4	Analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts	Analyze	PS03
CO5	Develop creative writing skills	Create	PS04

COURSE CONTENT

Module 1 – Introduction to Prose	30 Hours
<p>Etymology – Prose varieties –Fiction/Short Story/Tales –Autobiography/Biography – Newspaper/Journal Articles–Philosophical/Scientific Essays–Travelogues–Speech. Functions of prose. Evolution of Prose – Early translations- King Alfred- the Anglo-Saxon Chronicle- homilies-bible translations-secularprose-MorteD’ Arthur-Elizabethanprose-tracts, pamphlets and treatises-eighteenth century prose– Victorian and modern prose.</p> <ul style="list-style-type: none"> •Essay– formal/impersonal essay and informal/personal essay •Types of formal essays: periodical essay, critical essay •Personal essays/Life Writing: biography, autobiography, memoir and diaries. <p>(*Module1 is meant for Assignment and Seminar presentation only)</p>	
Module 2: Reflections and Speeches	30 Hours

1. Francis Bacon: Of Studies
2. Charles Lamb: Dream Children: A Reverie.
3. G. K Chesterton: On Running After One's Hat
4. Albert Camus: Nobel Acceptance Speech
5. Arundhati Roy: Come September
6. Pico Iyer: In Praise of the Humble Comma
(Biography/Autobiography/Memoir)
7. Chinua Achebe: The Education of a British Protected Child (extract from the text.)
8. Marcel Junod: The First Atom Bomb. (Extract from Warrior With out Weapons, translated by Edward Fitzgerald.)
9. Usha Jesu dasan: Justicevs Mercy

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Listening and Practicing: Students listen and watch the audio and video clips of sound productions being played in the classroom and practice the same.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- | | |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 4 Mark |
| b. Test papers I (40%): | 8 Mark |
| c. Assignment (20%): | 4 Mark |
| d. Seminar/ Viva (20%): | 4 Mark |

External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27

MODULE WISE MARK DISTRIBUTION	
Module	Marks
Module I	40
Module II	40

REFERENCES

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

COURSE CODE –BEN3B04				
CORE COURSE IV: ENGLISH GRAMMAR AND USAGE				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Appraise</i> contemporary English usage.	Understand	PSO1
CO2	<i>Form</i> grammatically correct sentences understanding the context and meaning.	Apply	PSO2
CO3	<i>Identify</i> various components of language in different discourses and understand their grammatical significance.	Evaluate	PSO 5
CO4	<i>Edit</i> various passages and prepare grammatically correct sentences.	Create	PSO 3
CO5	Be able to <i>produce</i> grammatically correct sentences in different discourses according to the context.	Apply	PSO2
CO6	<i>Manipulate</i> the language in a better way by understanding the sentence patterns in English	Create	PSO 3
CO7	<i>Understand</i> key concepts key concepts of English grammar and to apply them more sensitively in their day-to-day communication needs.	Apply	PSO 1

COURSE CONTENT	
Module I	20 Hours
Basic Grammatical Units: 1. Form class and Function words 2. Identifying the Grammatical labels and Functional labels of words 3. Verb in Function—Gerund, Infinitives, Participles—their uses 4. Synonyms, Antonyms, Precise Use 5. Mood and Modality 6. English Morphology – Compounding, Affixation, Inflexion, Derivation 7. Phrasal verbs and idioms	
Module II: The Sentence	10 Hours
1. Word order and Sentence Pattern 2. Coordination and Subordination	

Module III Sentence Transformations: A Relook at Traditional Category	15 Hours
<ol style="list-style-type: none"> 1. Tag questions 2. Active passive 3. Direct and indirect 4. Simple, complex, Compound 5. Movement – Collocation 	
Module IV Important Grammatical Concepts	15 Hours
<ol style="list-style-type: none"> 1. Time, Tenses and Aspects 2. Lexical Verbs and Auxiliary verbs: Their uses 3. Anomalous Finites 4. Subject—Verb agreement in sentences 5. Degrees of Comparison 	
Module V Practical Exercises	20 Hours
Reorder jumbled sentences 2. Correct the given sentences according to accepted Modern usage and justify the changes made 3. Paragraph Editing (with more focus on grammatical corrections) 4. Translate a passage from Mother Tongue to English	
<p>Field Work: To visit reputed Universities within and outside Kerala that offer subjects related to English Language and Literature. To interact with journalists and media persons. To visit private institutes engaging in ELT and related short-term courses</p>	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Listening and Practicing: Students listen and watch the audio and video clips of sound productions being played in the classroom and practice the same.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- a. Classroom participation (25%): 5 Mark
- b. Test papers I (25%): 5 Mark
- c. Assignment (25%): 5 Mark
- d. Seminar/ Viva (25%): 5 Mark

External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27**MODULE WISE MARK DISTRIBUTION**

Module	Marks
Module I	20
Module II	10
Module III	15
Module IV	15
Module V	20

REFERENCES:

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

SEMESTER 4

COURSE CODE –BEN4B05				
CORE COURSE V: APPRECIATING FICTION				
Credit	Hours/week	Marks		
		Internal	External	Total
4	4	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Discuss</i> different aspects of fiction including plot, character, atmosphere, narrative techniques, points of view	Understand	PSO2
CO2	<i>Analyze</i> and discover various types of fiction	Prepare	PSO5
CO3	<i>Critique</i> how complexities of life reflect in the works prescribed	Prepare	PSO5
CO4	<i>Differentiate</i> between emotive and referential language through pragmatic exposure to fiction	Evaluate Interpret	PSO4
CO5	<i>Interpret</i> analytically and reflectively with attention to the subtleties of language	Construct	PSO3
CO6	<i>Explain</i> the features and concepts of genre in fiction	Understand	PSO2

COURSE CONTENT

Module I: Understanding Fiction	8 Hours
What is fiction – Plot- Character- Atmosphere- Narrative Techniques- Points of view-Difference between long and short fiction- Different types of fiction.	

Module II: Short Fiction	34 Hours
<ol style="list-style-type: none"> 1. O Henry- The Cactus 2. Maxim Gorky- Her Lover 3. HH Munro- Open Window 4. Ray Bradbury- Sound of Thunder 5. Sally Morgan- The Letter 6. Arun Joshi- The Homecoming 7. Ken Liu- The Paper Menagerie 	
Module III Long Fiction	14 Hours
George Orwell- Animal Farm	
Module IV: Film	8 Hours
<p>Dr. Jekyll and Mr. Hyde dir. Victor Fleming (Module first is meant for assignment and seminar presentation only)</p>	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- a. Classroom participation (20%): 4 Mark
- b. Test papers I (40%): 8 Mark
- c. Assignment (20%): 4 Mark

d. Seminar/ Viva (20%):	4 Mark
External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27	

MODULE WISE MARK DISTRIBUTION	
Module	Marks
Module I	15
Module II	30
Module III	20
Module IV	15

REFERENCES:

1. Craft, Stephen and Helen D Cross. Literature, Criticism and Style: A Practical Guide to Advanced Level English Language. Oxford: OUP, 2000.
2. Watt, Ian. The Rise of the Novel. University of California Press, 2001.
3. Booth, Wayne C. Rhetoric and Fiction. University of Chicago Press,
4. 1983 Lubbock, Percy. Craft of Fiction. Penguin 2017.
5. Lazar, Gillian. Literature and Language Teaching: A Guide for Teachers and Learners. Cambridge University Press, 2008.
6. Guerin, Wilfred L et al. A Handbook of Critical Approaches to Literature. New Delhi: OUP, 2007.
7. Borges, Jorge Luis and Andrew Hurley. Collected Fictions. The Penguin Press, 1954.
8. Camus, Albert. The Stranger. New York: Vintage Books, 1954
9. Evans, Arthur B eds. The Wesleyan Anthology of Science Fiction. Middletown, Conn: Wesleyan University Press, 2010
10. Gorky, Maxim. The Collected Short Stories of Maxim Gorky. Citadel Press, 1988
11. Joyce, James – Dubliners at Planet eBook
12. Liu, Ken. The Paper Menagerie and Other Stories. London, Sydney, New York: Saga Press, 2016
13. Maupassant, Guy De. Complete Maupassant Original Short Stories at Project Gutenberg www.gutenberg.org
14. Morgan, Sally. My Place. New York: Seaver Books, 1987.
15. O’ Henry. Works by O Henry- at Project Gutenberg www.gutenberg.org
16. Orwell, George – 1984. London: Secker and Warburg, 1949
17. Poe, Edgar Allan – The Complete Tales and Poems of Edgar Allan Poe. New York: Vintage Books, 1975
18. Salinger, J D. The Catcher in the Rye. Boston: Little, Brown, 1951
19. Tagore, Rabindranath. The Hungry Stones and Other Stories. At Project Gutenberg. www.gutenberg.org
19. Tolstoy, Leo. The Death of Ivan Ilyich and Other Stories. New York: New American Library, 19

COURSE CODE –BEN4B06				
CORE COURSE VI: LITERARYCRITICISM				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Identify various literary movements and schools of the thought	Understand	PSO1
CO2	Outline important texts and movements in the history of literary criticism.	Analyze	PSO2
CO3	Compare and contrast critical perspectives of Indian Poetics and Western critical concepts.	Evaluate	PSO4
CO4	Recognize and critique the major arguments underlying critical writings.	Create	PSO5

COURSE CONTENT

Module I: Classical Literary Criticism	18 Hours
<ul style="list-style-type: none"> • Plato: Concept of Art – Mimesis, His attack on poetry, Moral Concerns of literature, View son • Drama. • Aristotle: Poetics– Mimesis, Catharsis, Hamartia–Defence of Poetry– Definition of Tragedy-Parts of Tragedy, Plot, Tragic Hero, Three Unities, Comedy, Epic, Poetic style. • Horace: Ars Poetica – Definition of art, View son Poetry and Drama. • Longinus: Romanticism, Sublimity in literature– Its sources. 	
Module II: English Literary Criticism– The Sixteenth to the Nineteenth Century	24 Hours
<ul style="list-style-type: none"> • Philip Sidney: Apology for Poetry– Reply to Stephen Gosson, The Argumentative Method • John Dryden: Neoclassicism–The function of Poetry, Dramatic Poesy, Observations on tragedy, comedy, satire, epic. • Dr. Samuel Johnson: Neoclassicism, Biographical Criticism, Historical approach, Observations on Poetry, Drama, Shakespeare, Tragicomedy, Three unities. <p>English Literary Criticism– The Nineteenth Century</p> <ul style="list-style-type: none"> • William Words worth: “Preface to Lyrical Ballads”– The Romantic Creed– Difference between Neoclassicism and Romanticism– definition of poetry– poetic diction and language. • S. T. Coleridge: Theory of Imagination, Fancy and Imagination, Primary Imagination and Secondary imagination, Poetic Genius. • P. B. Shelley: The Defence of Poetry – Concept of Poetry. • Mathew Arnold: Classicism– Concept of Culture – the use and function of poetry– Touchstone method – Moralistic criticism–Function of criticism– High seriousness and Grand Style. 	

Module III: Literary Criticism– The Twentieth Century	30 Hours
<ul style="list-style-type: none"> • T.S. Eliot: “Tradition and Individual Talent”– Historical Sense – Impersonality– Poetic Emotion – Objective, Correlative– Dissociation of Sensibility. • I. A. Richards: Poetry and Communication, Practical Criticism – The Four Kinds of Meaning – Scientific and Emotive uses of Language. • F.R. Leavis: Concept of Literature and Criticism • Formalism: Key Features of Formalism - Its Origin, Focus on language, Form, Literariness, Defamiliarization, Fabula/ Syuzet, Motivation. • New Criticism: The origin– Close reading and explication– Ambiguity, Paradox, Irony, Tension, Intentional Fallacy and Affective fallacy. • Archetypal Criticism: Myth, Archetype, Collective Unconscious, Northrop Frye. 	
Module IV: Glossary	8 Hours
<ul style="list-style-type: none"> • Indian Aesthetics: Rasa, Dhvani, Vyanjana, Alamkara, Thinai. • Literary Movements: Classicism, Neoclassicism, Romanticism, Humanism, Realism, Naturalism, symbolism. • Literary Concepts: Catharsis, Mimesis, Objective Correlative, Ambiguity, Negative Capability. 	
<p>Field Work: To arrange meetings with writers of Malayalam fiction and poetry and to organize critical deliberations on their works.</p>	

MODE OF TRANSACTION

Lecture Session: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which facilitates critical thinking and response.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- | | |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 4 Mark |
| b. Test papers I (40%): | 8 Mark |
| c. Assignment (20%): | 4 Mark |
| d. Seminar/ Viva (20%): | 4 Mark |

External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27

MODULE WISE MARK DISTRIBUTION

Module	Marks
Module I	18
Module II	22
Module III	25
Module IV	15

REFERENCES:

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

SEMESTER 5

COURSE CODE –BEN5B07				
CORE COURSE VII: Appreciating Drama and Theatre				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Establish and illustrate the basic elements of drama, including the historical progress of drama in different continents.	Evaluate	PSO5
CO2	Explain drama as an art form.	Understand	PSO1
CO3	Analyze the different genres and masters of drama.	Apply	PSO3
CO4	Assess the theatrical performances and the texts and evaluate them critically from various standpoints	Apply	PSO3
CO5	Explain the insights, conventions and experimentations associated with English Drama.	Understand	PSO1
CO6	Demonstrate how writers use the resources language as a creativity	Apply	PSO3
CO7	Examine the entire range of human experience through drama as a literary form.	Analyze	PSO4

COURSE CONTENT

Module 1 – Drama – Some Key Concepts	16 Hours
<p>Basic Elements of Drama: Tragedy, Comedy, Tragicomedy; The Constituent Parts of Drama – Plot, Character, Thought, Song, Spectacle, Diction, Three Unities, Tragic Hero, Chorus, Simple plot and Complex plot; The basic structure of tragedy History of Drama: Greek Theatre and Drama, Miracle Plays and Morality Plays, University Wits, Shakespearean Theatre, Restoration Drama, Sentimental Drama, Anti-sentimental Drama, Comedy of Manners, Drama of the Romantic Period, Decadence, Problem Play, Realism, Ibsen and Bernard Shaw. Avant-garde: Expressionism & Epic Theatre, Angry Young Man, The Theatre of the Absurd, Comedy of Menace, The Theatre of Cruelty, Feminist theatre, Street theatre, Ritualistic Theatre, The Poor theatre, Radio Dram</p>	

Module 2 – Classical Drama	30 Hours
William Shakespeare: Othello	
Module 3 – World Plays	20 Hours
Anton Chekov: The Bear/ The Boor 2. Edward Albee: Zoo Story 3. Kobo Abe: The Man who turned into a Stick – trans. Donald Keene M	
Module 4: Drama Adaptation	14 Hours
1. Roman Polanski: Macbeth (1971) 2. Syama Prasad: Akale (2004) *NB: The learners are asked only essay/s and short essay/s (paragraph/s) questions from the adaptations in the end semester examinations. Field Work: To organize Theatre Workshops and visits to Schools of Drama and Fine Arts	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Power point presentation: Screening of cinema prescribed in the syllabus is done in the classroom.

Film Screening: screening will be done and a discussion on the film thereafter is done to improve the understanding of the film text and theories applicable in analyzing the cinema.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- a. Classroom participation (20%): 4 Mark
- b. Test papers I (40%): 8 Mark
- c. Assignment (20%): 4 Mark
- d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) Duration **2.5 Hours**, No of Questions: 27

MODULE WISE MARK DISTRIBUTION

Module	Marks
Module I	16
Module II	30
Module III	20
Module IV	14

COURSE CODE –BEN5B08				
CORE COURSE VIII: LITERARY THEORY				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Understand important texts and movements in the history of literary theory	Understand	PSO1
CO2	Critique literature and culture in the context of theory.	Evaluate	PSO5
CO3	Develop various perspectives of thinking about literature and culture	Create	PSO5
CO4	Construct a pluralistic perspective of culture and literature in a multicultural society	Apply	PSO2
CO5	Classify and compare the critical ideas, values, and themes that appear in literary and cultural texts	Understand	PSO1
CO6	Identify and compare the origin of critical ideas in literature	Understand	PSO1
CO7	Define the function of criticism	Understand	PSO1

COURSE CONTENT	
Module 1: Liberal Humanism versus Theory	12 Hours
<ol style="list-style-type: none"> 1. Liberal Humanism: Dominant aspects of Liberal humanism with examples 2. Literary Theory: Dominant aspects of literary theory with examples. Linguistic Turn – Critical turn – Paradigm shift 	

Module 2: Structuralism, Poststructuralism and Psychoanalysis	18 Hours
<ol style="list-style-type: none"> 1. Structuralism: Saussure - Sign, Signifier, Signified – Claude Levi-Strauss and Roland Barthes – Structuralist narratology 2. Poststructuralism: Derrida, Logocentrism, Aporia, Decentering 3. Psychoanalytic Theory: Unconscious. Freud – Id, Ego, Superego, Oedipus Complex. Lacan – Imaginary, Symbolic, Real, Mirror Stage 	
Module 3: Marxism, Cultural Studies, Cultural Materialism and New Historicism	18 Hours
<ol style="list-style-type: none"> 1. Marxism: Base, Superstructure, Materialism, ideology. The Frankfurt School – Culture industry. Antonio Gramsci – The formation of the intellectuals, Subaltern. Louis Althusser – Ideological State apparatus and Interpellation. 2. Cultural Studies: Culturalism, New Left, CCCS, Raymond Williams’ definition of Culture, Structure of feeling, Stuart Hall and the ‘popular’, and the two paradigms of Cultural Studies 3. Cultural Materialism & New Historicism: Marxist framework of Culture and History, Historiography, Foucauldian notion of Power, Difference with Old Historicism, Stephen Greenblatt, Louis Montrose 	
Module 4: Feminism and Queer Theory	14 Hours
<ol style="list-style-type: none"> 1. Feminism: The three waves in feminism, Gynocriticism, French Feminism – Ecriture feminine, Sexual Politics, Marxist Feminism, Lesbian Feminism, Backlash, Black Feminism, Dalit Feminism, Post- feminism, Womanism. 2. Queer Theory: Social constructionism of gender and sexuality, LGBTIQ, Transgender identity. 	
Module 5: Postmodernism, Postcolonialism, and Ecocriticism	18 Hours
<ol style="list-style-type: none"> 1. Postcolonialism: Eurocentrism, Orientalism, Alterity, Diaspora, Hybridity, Uncanny, Strategic Essentialism, Subaltern Studies, Postcolonial Critique of Nationalism. 2. Postmodernism: Critique of Enlightenment and Universalism, Habermas’s notion of Modernity as an Incomplete Project, Lyotard’s concept of incredulity towards metanarratives, Baudrillard’s ideas of Simulation, Simulacra and hyperreality, Brian McHale’s concept of Postmodernist literatures. 3. Ecocriticism: Anthropocentrism, Shallow Ecology vs Deep Ecology, Environmental Imagination, Ecofeminism 	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- a. Classroom participation (20%): 4 Mark
- b. Test papers I (40%): 8 Mark
- c. Assignment (20%): 4 Mark
- d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27

MODULE WISE MARK DISTRIBUTION

Module	Marks
Module I	12
Module II	18
Module III	18
Module IV	14
Module V	18

REFERENCES:

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

COURSE CODE –BEN5B09				
CORE COURSE IX: Language and Linguistics				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Understand the key concepts of Language and Linguistics.	Understand	PSO2
CO2	Point out the features of languages, their sounds, their ways of forming words, their sentence structures, and their systems of expressing meaning.	Understand	PSO2
CO3	Operate the features of pronunciation and their general standards in every day conversation and in reading.	Apply	PSO3
CO4	Examine through an objective study the relation of language with human mind and communicative action	Analyze	PSO4
CO5	Recall the fundamental topics in Language and Linguistics	Remember	PSO1
CO6	Develop a sense of English syntax and will be able to provide complete syntactic analyses for sentences of English	Create	PSO5
CO7	Develop a sense of awareness of principles of language that govern the distribution of morphology and how morphology interacts with other components of language.	Create	PSO5

COURSE CONTENT	
Module I: Language and Linguistics	18 Hours
<p>Language – definitions – Theories related to the origin of language – Properties of human language as opposed to animal communication – Speech & Writing</p> <p>Linguistics – definition – levels of linguistic analysis- Phonetics, phonology, morphology, syntax, semantics, semiology, discourse</p> <p>Branches of linguistics – psycho- linguistics, ethno-linguistics, socio-linguistics</p> <p>Language Varieties – Idiolect – Dialect – Isogloss- Register – Pidgin, Creole – Bilingualism – Diglossia. (Concepts of linguist & polyglot)</p> <p>Approaches to the study of linguistics – synchronic & diachronic – descriptive & prescriptive – traditional & modern Concepts of language, parole, competence. Performance</p>	

Module II: Phonetics	30 Hours
<p>Airstream mechanism –Organs of speech</p> <p>Classification & description of speech sounds – vowels – monophthongs, diphthongs, triphthongs – cardinal vowels – consonants</p> <p>Phonology – phoneme – allophones- - transcription- IPA symbols, diacritics Phonemes in English – vowels, consonants, some important allophonic variants Homophones, homonyms</p> <p>Syllable- definition/description – structure – syllabic consonant – consonant clusters, abutting consonants</p> <p>Word accent</p> <p>Accent & rhythm in connected speech – weak forms</p> <p>Intonation</p> <p>Juncture- Assimilation & Elision</p> <p>Transcription</p> <p>Need for uniformity – RP & GIE</p>	
Module III: Morphology and Semantics	16 Hours
<p>Morpheme, allomorph, morph</p> <p>Free & bound morphemes – content/lexical & functional/structural words – root, stem, affixes – derivational & inflectional affixes –Word-formation Semantics – Synonymy, antonymy, hyponymy, polysemy, ambiguity, Semantic changes</p>	
Module IV: Syntax	16 Hours
<p>Types of phrases, clauses & sentences (brief repetition of Grammar already included in previous semester syllabus)</p> <p>Syntactic models - IC Analysis, labelled IC Analysis - PS Grammar – TG Grammar – kernel sentences & transforms – deep structure & surface structure – Some transformations – obligatory & optional – Interrogative – Do support – Negation – Passivisation – Co-ordination & subordination</p>	

MODE OF TRANSACTION
<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p> <p>Listening and Practicing: Students listen and watch the audio and video clips of sound productions being played in the classroom and practice the same.</p>

MODE OF ASSESSMENT	
Internal Assessment (20 Marks)	
a. Classroom participation (20%):	4 Mark
b. Test papers I (40%):	8 Mark
c. Assignment (20%):	4 Mark
d. Seminar/ Viva (20%):	4 Mark
External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27	

MODULE WISE MARK DISTRIBUTION	
Module	Marks
Module I	18
Module II	30
Module III	16
Module IV	16

REFERENCES:

1. Lyon, John. Language and Linguistics: An Introduction Gimson, A.C. An Introduction to the Pronunciation of English Murphy, Raymond. English Grammar
2. Trask, R. I. Key Concepts in Language and Linguistics Martinet, Andre. Elements of General Linguistics Swan, Michael. Practical English Usage.
3. Gleason, H.A. Linguistics and English Grammar Lyons, John. Ed. New Horizon in Language Hencock, Mark. English Pronunciation in Use
4. Hall, Christopher J. An Introduction to Language and Linguistics
5. Odden, David. Introducing Phonology Matthews, P.H. Linguistics: A Very Short Introduction Yule, George the Study of Language.

COURSE CODE –BEN5B10				
CORE COURSE X: INDIAN WRITING IN ENGLISH				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Explain</i> the various phases of the evolution of Indian writing in English	Remember	PSO5
CO2	<i>Analyse</i> various concepts and issues of social research	Understand	PSO1
CO3	<i>Distinguish</i> between various types of Indian Literatures	Analyse	PSO3
CO4	<i>Recognize</i> the pluralistic aspects of Indian culture and identity.	Remember	PSO1
CO5	<i>Analyse</i> how and why Indian literature emerged as a distinct field of study	Understand	PSO1
CO6	<i>Identify</i> the development of history of Indian English literature from its beginning to the present day.	Analyse	PSO3
CO7	<i>Interpret</i> the works of great Indian writers in English.	Analyse	PSO3
CO8	<i>Analyse</i> , through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature	Analyse	PSO3
CO9	<i>Outline</i> the various phases of the evolution of Indian writing in English	Apply	PSO2

COURSE CONTENT	
Modules 1.	20 Hours
1. Rabindranath Tagore: Two verses – one each from The Gitanjali and The Gardener. 2. Sarojini Naidu: The Coromandel Fishers. 3. Kamala Das: Introduction. 4. Arun Kolatkar: Old Woman. 5. Agha Shahid Ali: Country without a Postcard.	
Module 2.	15 Hours
1. B R Ambedkar: Speech at Mahad. 2. Salman Rushdie: Imaginary Homelands	

Module 3.	25 Hours
1. R K Narayan: The Fortune Teller 2. Tamsula Ao: Laburnum for my Head. 3. Jhumpa Lahiri: The Interpreter of Maladies	
Module 4.	18 Hours
1. Girish Karnad: Fire and Rain. 2. Charulatha: dir. Satyajit Ray.	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Power point presentation: Screening of cinema prescribed in the syllabus is done in the classroom.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- | | |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 4 Mark |
| b. Test papers I (40%): | 8 Mark |
| c. Assignment (20%): | 4 Mark |
| d. Seminar/ Viva (20%): | 4 Mark |

External Assessment (80 Marks) *Duration: 2.5 Hours, No of Questions: 27*

MODULE WISE MARK DISTRIBUTION

Module	Marks
Module I	20
Module II	15
Module III	25
Module IV	20

REFERENCES:

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

SEMESTER 6

COURSE CODE –BEN6B11				
CORE COURSE XI: VOICES OF WOMEN				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Generalize</i> and infer on what grounds women’s writings can be considered as a separate genre.	Understand	PSO2
CO2	<i>Interpret</i> texts written by Women writers across different cultures.	Understand	PSO2
CO3	<i>Differentiate</i> between sex and gender and how the latter is a social construction.	Understand	PSO2
CO4	<i>Identify</i> the issues and concerns of the women writers of the developed, developing and under-developed countries.	Remember	PSO1
CO5	<i>Identify</i> the misconceptions regarding women and to evolve a human perspective about them	Remember	PSO1
CO6	<i>Develop</i> a keen interest in analyzing critically the diversity of women’s experiences across the world and to marvel at their creative skills.	Create	PSO5

COURSE CONTENT

Module 1 – Essays	15 Hours
1. Chimamanda Ngozi Adichie: We Should All Be Feminists 2. Virginia Woolf: Shakespeare’s Sister	
Module 2: Poetry	20 Hours
1. Eunice D Souza: Bequest 2. Amy Lowell: Vintage 3. Sappho: To Anactoria in Lydia 4. Inez Hernandez Avila: To Other Women Who Were Ugly Once 5. Judith Wright: Eve to her daughters	

Module 3. Fiction	30 Hours
Novel: Kate Chopin: The Awakening Short Stories: Clarice Lispector: Preciousness Alice Walker: The Flowers	
Module 4. Drama and Film	15 Hours
Thozhil kendrathilekku At Five in the Afternoon: dir. Samira Makhmalbuf Mustang: director; Denize Gamze Erguven	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- | | |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 4 Mark |
| b. Test papers I (40%): | 8 Mark |
| c. Assignment (20%): | 4 Mark |
| d. Seminar/ Viva (20%): | 4 Mark |

External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27

MODULE WISE MARK DISTRIBUTION

Module	Marks
Module I	15
Module II	20
Module III	30
Module IV	15

REFERENCES:

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

COURSE CODE –BEN6B12				
CORE COURSE XII: CLASSICS OF WORLD LITERATURE				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Identify</i> the classic literature and thereby composite cultures of the world	Analyze	PSO4
CO2	<i>Discuss</i> issues of cultural plurality and hybridity	Understand	PSO2
CO3	<i>Develop</i> cross-cultural perspectives	Apply	PSO3
CO4	<i>Describe</i> the literary, historical, social and cultural backgrounds of these texts.	Understand	PSO2
CO5	<i>Classify</i> literary texts in English or English translation in terms of their main stylistic and thematic features.	Understand	PSO2
CO6	<i>Identify</i> some of the main theoretical and methodological issues involved in reading World Literature	Analyze	PSO4

COURSE CONTENT

Module I: Introduction to the Ancient World	5 Hours
Introducing epics of the world and conventions: TheIliad, Odyssey, Aeneid, The Epic of Gilgamesh, The Mahabharata and Ramayana– Introduction to Greek theatre and Indian theatre	
Module II: Poetry	20 Hours
<ol style="list-style-type: none"> 1. Dante: Divine Comedy Canto IV 2. Goethe: The Violet 3. Alexander Pushkin: A Flower Shrivelled Bare of Fragrance 4. Rilke: Adam 5. Omar Khayyam: TheRubaiyat:68-72 6. Rumi: Let Go of Your Worries, Look at Love, I died from Minerality 7. Matsuo Basho: In the Twilight Rain 	

Module III: Drama and Film	35 Hours
1. Sophocles: Oedipus Rex 2. Bhasa: Urubhangam 3. Les Miserables: dir. Bille August	
Module IV: Fiction	20 Hours
1. Maupassant: Mother Savage 2. Tolstoy: The Three Questions 3. Firdausi: Shahnamah: The Story of Sohrab and Rustum 4. Ryunosuke Akutagawa: In a Grove 5. PU Song ling: The Painted Wall	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- | | |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 4 Mark |
| b. Test papers I (40%): | 8 Mark |
| c. Assignment (20%): | 4 Mark |
| d. Seminar/ Viva (20%): | 4 Mark |

External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27

MODULE WISE MARK DISTRIBUTION

Module	Marks
Module I	5
Module II	20
Module III	35
Module IV	20

REFERENCES:

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

COURSE CODE –BE65B13				
CORE COURSE XIII: FILM STUDIES				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Appraise</i> film as an art form and its aesthetics.	Evaluate	PSO5
CO2	<i>Associate</i> and connect film with history, politics, technology, psychology and performance.	Understand	PSO1
CO3	<i>Appraise</i> the nature of representation on screen and how class, race ethnicity and sexuality are represented.	Evaluate	PSO5
CO4	<i>Develop</i> analytical skills so that the student can produce informed and thorough close readings of films	Apply	PSO3
CO5	<i>Understand</i> the articulation of a film’s content, form and structure.	Understand	PSO1
CO6	<i>Develop</i> an understanding of film language and terminology, and analyze the ways in which this language constructs meaning and ideology	Apply	PSO3
CO7	<i>Identify</i> and interpret significant film movements and key concepts.	Analyze	PSO4
CO8	<i>Interpret</i> diverse forms of the moving image, including, for example, the feature film, experimental and avant-garde cinema, video art and moving image installation, television and digital media.	Analyze	PSO4
CO9	<i>Identify</i> and define the formal and stylistic elements of film.	Analyze	PSO4

COURSE CONTENT**Module 1: Introduction to the basic terminology of filmmaking****20 Hours**

- A. Mise-en-scene, long takes, shallow focus, deep focus, Shots: (close up, medium shot, long shot). Camera Angle: Straight on Angle Shots, High Angle Shots, Low Angle shots. Shot-Reverse Shot. Editing: chronological editing, Continuity Editing, Cross cutting, Montage, continuity cuts, jump cuts, match cuts, Compilation cuts, 30 degree rule, 180 degree rule. Sound: Diegetic and Extra-diegetic sound, Speech and Music. Colour: Black and White Cinema, Technicolour, Eastman Colour.
- B. Introduction to film genres: The Major genres: Narrative, Avant-garde, Documentary, Feature Films, Short Films. Other genres: Thriller, Melodrama, Musical, Horror, Western, Fantasy, Animation, Film noir, Expressionist, Historical, Mythological, Science fiction, Road movies, Digital films, Tele-films, 3-D films.
- C. Introduction to major movements and theories The silent era, Classic Hollywood cinema, Italian Neo-Realism, French New wave, Asian Cinemas, Third Cinema and Indian cinema. Introduction to the basic concepts of film theories: Realism, Formalism, Auteur theory, Apparatus Theory, Suture Theory, Culture Industry, Male Gaze, Film Semiotics.

Module 2: Selected Essays on Film**20 Hours**

1. Andre Bazin: The Evolution of the Language of Cinema (from What is Cinema)
2. Gilbert Harman: Semiotics and the Cinema: Metz and Wollen 43
3. Laura Mulvey: Visual pleasure and Narrative Cinema
4. Bill Nichols: The Voice of the Documentary

Module 3: Case Studies of Early Classics**20 Hours**

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

Module 4: Case Studies of Contemporary Classics**20 Hours**

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

MODE OF TRANSACTION

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Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Power point presentation: Screening of cinema prescribed in the syllabus is done in the classroom.

Film Screening will be done and a discussion on the film there after is done to improve the understanding of the film text and theories applicable in analysing the cinema.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- a. Classroom participation (20%): 4 Mark
- b. Test papers I (40%): 8 Mark
- c. Assignment (20%): 4 Mark
- d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27

MODULE WISE MARK DISTRIBUTION

Module	Mark in
Module I: Introduction to Economics	20
Module II: How Markets Works	20
Module III: Measuring and interpreting economic figures	20
Module IV: Public Policies	20

REFERENCES:

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

COURSE CODE –BEN6B14				
CORE COURSE XIV: NEW LITERATURES IN ENGLISH				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Identify</i> diverse cultures and modes of expression	Analyze	PSO4
CO2	<i>Discuss</i> issues of cultural plurality and hybridity	Understand	PSO2
CO3	<i>Interpret</i> literary negotiations of colonization and decolonization, identity, inequality, marginalization and so on	Apply	PSO3
CO4	<i>Distinguish</i> diverse cultures and modes of expression.	Understand	PSO2
CO5	<i>Discuss</i> issues of cultural plurality and hybridity	Understand	PSO2
CO6	<i>Identify</i> literary negotiations of colonization and decolonization, identity, inequality, marginalization and so on	Analyze	PSO4

COURSE CONTENT	
Module I: Introduction	5 Hours
A brief introduction to the canon of English literature, Commonwealth literature, post Colonialism and the context of New Literatures	
Module II: Poetry	25 Hours
<ol style="list-style-type: none"> 1. Alice Walker: Remember Me? (U.S) 2. A D Hope: Australia (Australia) 3. Derek Walcott: A Far Cry from Africa (Caribbean) 4. Faiz Ahmed Faiz: When Autumn Came (Pakistan) 5. Li Young Lee: I Ask my Mother to Sing (China) 6. Tenzin Tsundue: When it Rains in Dharamsala (Tibet) 7. David Diop: The White Man Killed my father (West Africa) 8. Margaret Atwood: Helen of Troy Does Countertop Dancing (Canada) 9. Yasmine Gooneratne: There was a Country (Sri Lanka) 	

Module III: Prose and Short Fiction	25 Hours
1. Gabriel Garcia Marquez: The Handsomest Drowned Man in the World 2. Alice Munroe: Voices 3. Robyn Davidson: Tracks: One Woman’s Journey across 1700 miles of Australian Outbreak	
Module IV: Drama	20 Hours
1. Wole Soyinka: Death and the King’s Horseman 2. Eugene O’Neil: Long Day’s Journey into Night	
Module V: Film	5 Hours
1. Kite Runner: dir Marc Forster 2. Embrace of the Serpent: dir Ciro Guerra	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

- e. Classroom participation (20%): 4 Mark
- f. Test papers I (40%): 8 Mark
- g. Assignment (20%): 4 Mark
- h. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) Duration 2.5 Hours, No of Questions: 27

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I	10
Module II	25
Module III	25
Module IV	20
Module V	5

REFERENCES:

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

COURSE CODE: BEN6B15P				
CORE COURSE XV: PROJECT				
Credit	Hours/week	Marks		
		Internal	External	Total
2	2	15	60	75

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Demonstrate</i> knowledge of the chosen research topic or problem statement.	Remember	PSO1
CO2	<i>Interpret</i> and explain the significance of the research problem or topic	Understand	PSO2
CO3	<i>Apply</i> research methods or techniques to collect and analyze data.	Apply	PSO3
CO4	<i>Analyze</i> and evaluate research data or findings using appropriate statistical or qualitative methods.	Analyze	PSO5
CO5	<i>Critically</i> evaluate the strengths and weaknesses of the research design or methodology used in the project.	Evaluate	PSO5
CO6	<i>Generate</i> innovative ideas or solutions based on research outcomes.	Create	PSO4
CO7	<i>Evaluate</i> the validity and reliability of research findings.	Evaluate	PSO5
CO8	<i>Reflect</i> on the limitations and future directions of the research.	Evaluate	PSO5
CO9	<i>Create</i> a comprehensive report or presentation that integrates research findings, literature review, and theoretical framework.	Create	PSO4

MODE OF TRANSACTION
<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.</p>

CONTENT	
PROJECT GUIDELINES	32 Hours
<p>The following are the guidelines for conducting, reporting and submitting the Project in partial fulfilment of the requirements for the award of the degree of Bachelor of Arts in English of the University of Calicut. The entire course of Project Work is spread in the last two Semesters namely V and VI Semesters of the BA degree Programme. In the V Semester, the Course of Project work, with two hours per week allotted is a non-credit Course. In the VI Semester, the Course of Project Work is a continuation of the Course of Project work done in the V Semester. The number of hours allotted per week is 2 hrs in Vth and VIth semester.</p> <p>The guidelines to be followed in the preparation, conducting, reporting, submission and evaluation of the Project work are as follows: -</p> <ol style="list-style-type: none"> 1. The topics shall strictly adhere to the authors or socio-cultural backgrounds/influences of English Literature 2. The candidates can take up a topic either from the prescribed syllabus or from outside the prescribed syllabus. The projects on the topics outside the syllabus will attract grace marks. 3. It is recommended that the project should be carried out on an individual basis. In special cases Group presentation of projects can be allowed. 4. V Semester shall be devoted to the study of methodology of research and project work. By the end of the V Semester, a Synopsis of Project work should be finalised with the help of the guide. 5. The Synopsis of the Project, which is finalized by the end of V Semester, should be submitted to the Department for approval. <p>It shall consist of the following:</p> <ul style="list-style-type: none"> • Title of the Project • Objectives • Review of Literature • Methodology including the reading list. <p>It is strongly recommended that the Department need not wait till the end of the Semester for the finalization of the topic for Project Work. The students shall be encouraged to start the project work as early as possible in the V Semester itself</p> <ol style="list-style-type: none"> 6. A Department Level Project Committee under the Chairmanship of Head of Department, in its due course of meetings, shall approve the topics for Project work. The Department Level Project Committee may or may not conduct a zero-credit-zero-mark general viva to ascertain the competency of the candidates for conducting the project work. The Department Level Project Committee shall give necessary guidelines, which should be taken note by the students as well as the guide. 7. The approved topics, along with the name of students and the name of the guide/supervisor should be displayed in a Notice Board under the Seal and Signature of the Head of the Department. 8. Considering the number of students available in a batch and the number of Faculty members available in a department, it is suggested that the students shall be grouped into 5 to 10 groups consisting of 3 to 5 students. Each faculty member shall thus give guidance to one or two such groups. 9. The VI Semester is fully devoted for <ul style="list-style-type: none"> • Library Work and Data Collection • Data Analysis • Project Writing • Report Presentation and Submission 	

10. The candidates shall devote themselves to the project work, making use of the holidays. Hours allotted for Project work in the V and VI Semesters should be devoted for attending lecture classes on Project work and for obtaining guidance from the Supervisor.
11. Each candidate shall submit the Report of the Project work, separately under his/her name. However, in the case of group submission, the names of other members of the group shall be mentioned in the Certificate signed by the Supervisor/Guide and Head of Department.
12. MLA (VIII edition) style may be followed for documentation
13. It is of utmost importance that the student should refrain from plagiarism. The Supervisor shall take utmost care in this regard
14. Evaluation of the Project: The Project Report shall be subjected to both internal and external evaluation. The total marks for the project are 75, of which 60 is awarded on the basis of external evaluation and 15 on the basis of internal. The Internal Evaluation shall be done at the Department level. The criterion of awarding internal marks is given below:

MODE OF ASSESSMENT

Internal Assessment (15 Marks)

- | | |
|--------------------------------------------|--------|
| a. Originality (20%): | 3 Mark |
| b. Methodology (20%): | 3 Mark |
| c. Scheme/ Organization of Report (26.6%): | 4 Mark |
| d. Viva Voce (33.3%): | 5 Mark |

External Assessment (60 Marks)

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

COMPONENT WISE MARK DISTRIBUTION

Components	Mark
Relevance of Topic, Statement of the Objectives	12
Reference/ Bibliography, Presentation. Quality of analysis/ Use of statistical tools	12
Findings and Recommendations	18
Viva Voce	18

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

COURSE CODE –BEN6B16				
CORE COURSE XVI: RESEARCH METHODOLOGY				
Credit	Hours/week	Marks		
		Internal	External	Total
2	2	15	60	75

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Recognize and identify the fundamentals of research.	Understand	PSO1
CO2	Interpret and explain the significance of the research problem or topic	Understand	PSO2
CO3	Apply research methods or techniques to collect and analyze data.	Apply	PSO3
CO4	Analyze and evaluate research data or findings using appropriate statistical or qualitative methods.	Analyze	PSO5
CO5	Critically evaluate the strengths and weaknesses of the research design or methodology used in the project.	Evaluate	PSO5
CO6	Generate innovative ideas or solutions based on research outcomes.	Create	PSO4
CO7	Evaluate the validity and reliability of research findings.	Evaluate	PSO5
CO8	Reflect on the limitations and future directions of the research.	Evaluate	PSO5
CO9	Create a comprehensive report or presentation that integrates research findings, literature review, and theoretical framework.	Create	PSO4

COURSE CONTENT	
Module I: Research: Key concepts	7 Hours
Defining Research, selecting a topic, Using the Library, Collecting Materials, Evaluating Sources, Taking Notes, Avoiding Plagiarism.	
Module II: The Format of the Research Paper	7 Hours
Margins, Text formatting, Heading and title, Tables and Illustration	
Module III: The Mechanics of Writing I	9 Hours

Synopsis, Parts of the Dissertation, Writing Drafts, Spelling and Punctuation, Capitalization, Underlining and Italics, Quotations,	
Module IV: The Mechanics of Writing II	9 Hours
Documentation, In-text and End text citations and Bibliography	

MODE OF TRANSACTION
<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.</p>

MODE OF ASSESSMENT
<p>Internal Assessment (15 Marks)</p> <p>a. Classroom participation (20%): 3 Mark</p> <p>b. Test papers I (40%): 6 Mark</p> <p>c. Assignment (20%): 3 Mark</p> <p>d. Seminar/ Viva (20%): 3 Mark</p>
External Assessment (60 Marks) Duration 2 Hours, No of Questions: 21

MODULE WISE MARK DISTRIBUTION	
Module	Mark
Module I	13
Module II	13
Module III	17
Module IV	17

REFERENCES:

1. MLA Handbook for Research Writing VIII edition.

ELECTIVE COURSE SYLLABUS

SEMESTER 6

COURSE CODE –BEN6E01				
ELECTIVE COURSE I: LITERATURE OF THE MARGINALIZED				
Credits	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Identify the various aspects of marginality such as Dalit, female, child and sexual minorities.	Understand	PSO1
CO2	Identify how marginality is often a contextual factor related to sociocultural reality.	Understand	PSO2
CO3	Analyse the subaltern perspectives reflected in literature.	Analyze	PSO3
CO4	Critique the process of evolution of marginality and the formation of stereotypes.	Evaluate	PSO5
CO5	Classify the evolving patterns of generic and other technical possibilities that the marginalize use to represent their predicament.	Evaluate	PSO5
CO6	Create ad form strategies to identify the representation of marginalized in different socio cultural and linguistic contexts.	Create	PSO4

COURSE CONTENT

Module I: Prose	12 Hours
<ol style="list-style-type: none"> 1. The opening section of Mother Forest.:? C.K. Janu. 2. Covey the Negro Breaker. My bondage and my Freedom: Frederick Douglass. 3. Rain. From the Section: Sinking Ship. On sight and Insight, A journey into the world of blindness: John Hull. 4. Yves, is now finally safe in Australia thanks to Sanctuary www.sanctuaryaustraliafoundation.org. 	

Module II: Poetry	12 Hours
1. Mascara: Meena Kandaswami. 2. It's a new day: L.J. Mark. 3. A ring to me is bondage: Mina Asadi. 4. I am not one of the: Cheryl Marie Wade.	
Module III: Short Story	13 Hours
1. Johnson and the Cascadura: Samuel Selvon. 2. Annamma Teacher Ororma: Sakkariya.. 3. Turumpu Mullaaniyude Hridayam: Shihabudheen Poythum Kadavu.	
Module IV: Documentary/ Film	13 Hours
Ara Jeevithangalkke Oru Swargam: Dr M A Rahman	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (15 Marks)

- | | |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 3 Mark |
| b. Test papers I (40%): | 6 Mark |
| c. Assignment (20%): | 3 Mark |
| d. Seminar/ Viva (20%): | 3 Mark |

External Assessment (60 Marks) Duration 2 Hours, No of Questions: 21

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I	14
Module II	14
Module III	16
Module IV	16

REFERENCES:

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

COURSE CODE –BEN6E02				
ELECTIVE COURSE II: DIGITAL LITERATURE AND ENGLISH				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Understand</i> the new environment of literature facilitated by the digital communication	Understand	PSO1
CO2	<i>Discover</i> the important concepts like digital literature, digital humanities, hypertexts, cyberpunk literature, blogging and vlogging.	Evaluate	PSO5
CO3	<i>Develop</i> the critical skill with which e- literature can be appreciated.	Create	PSO4
CO4	<i>Formulate</i> the socio-cultural aspects of literature of various nations	Create	PSO4
CO5	<i>Illustrate</i> various forms of e-literature.	Apply	PSO2

COURSE CONTENT	
Module I: Key concepts	10 Hours
Digital literature, Digital Humanities, Hypertext, Cyberpunk Literature, Blogging and Vlogging	
Module II: Selected Essays	20 Hours
1. Jeffrey Masten, Peter Stally Brass and Nancy Vickers: Introduction to Language Machines 2. Robert Coover: The End of Books (New York Times) 3. Matt Kirschenbaum: “Materiality and Matter and Stuff: What Electronic Texts Are Made Of” 4. Alice Bell: “Theory: Hypertext Fiction and the Significance of Worlds” (Ch.2, The Possible Worlds of Hypert text Fiction)	
Module III: Digital Literature – Selected Texts	18 Hours
1. Stuart Moulthrop: Victory Garden (Hypertext Novel) 2. Talan Memmott: “Lexia to Perplexia” (e-literature)	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

External Assessment (60 Marks): Duration 2 Hours, No of Questions: 21

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I	13
Module II	25
Module III	22

REFERENCES:

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

COURSE CODE –BEN6E03				
ELECTIVE COURSE III: WRITING FOR THE MEDIA				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Identify</i> the linguistic elements and writing styles in various media discourses.	Understand	PSO 1
CO2	<i>Practice</i> literary and media style of writing.	Apply	PSO2
CO3	<i>Assess</i> and critique the latest trends in media.	Evaluate	PSO 5
CO4	<i>Develop</i> technical and creative skills to write for the media.	Create	PSO 4
CO5	<i>Master</i> the stylistic features of literary and media language.	Apply	PSO2
CO6	<i>Develop</i> individual writing style and critique.	Create	PSO 3

COURSE CONTENT	
Module I: Technical Writing	10 Hours
Definition- types of technical writing- structure of user manuals, technical descriptions, instructions and accessories –dissertation and thesis writing	
Module II: Writing for audio visual media	13 Hours
a. Radio – types of programmes- writing for broadcast-scripting for drama feature, talks and discussions-news writing for radio-fixed programme chart preparation-scope of radio in podcasting community and commercial FM broadcasting. b. Television and film documentary-concept to story structure-narrative arc –script-screenplay and storyboard –production book and set design-difference between various media content- TV programmes- documentary and fiction.	
Module III: Advertisement	10 Hours
Various types of commercials- copywriting for print- radio and online advertisement-creative content filling- TV commercial	

Module IV: Writing for digital media	15 Hours
Digital reporting-writing for websites-blogging and vlogging script- news gathering and online stylistics- laws and ethics of new media-. cyber laws	

MODE OF TRANSACTION
<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p> <p>Listening and Practicing: Students listen and watch the audio and video clips of sound productions being played in the classroom and practice the same.</p>

MODE OF ASSESSMENT
<p>Internal Assessment (15 Marks)</p> <p>a. Classroom participation (33.3%): 5 Mark</p> <p>b. Test papers I (33.3%): 5 Mark</p> <p>c. Assignment/ Seminar (33.3%): 5 Mark</p>

External Assessment (60 Marks): Duration 2 Hours, No of Questions: 21

MODULE WISE MARK DISTRIBUTION	
Module	Mark
Module I	13
Module II	15
Module III	12
Module IV	20

REFERENCES:

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

COURSE CODE –BEN6E04				
ELECTIVE COURSE IV: TRANSLATION STUDIES				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Describe</i> the basic theories of translation studies.	Understand	PSO1
CO2	<i>Develop</i> an in-depth knowledge about the diverse techniques and strategies of translation.	Apply	PSO2
CO3	<i>Critically</i> analyze translated texts and evaluate their cultural linguistic aspects.	Evaluate	PSO 5
CO4	<i>Develop</i> the skill to translate texts from one language to another.	Create	PSO 4
CO5	<i>Identify</i> the cultural and dialectical nuances of a literary text and critically approach them while translating.	Apply	PSO2
CO6	<i>Familiarize</i> them with the diverse techniques and strategies of translation	Create	PSO 3

COURSE CONTENT	
Module I: The two W's of Translation	10 Hours
What is translation? Why is translation studies important? – Different definitions of translation – Source language and Target language	
Module II: Types of Translation	10 Hours
Inter lingual, Intra lingual and inters miotic, Full vs. Partial, Total vs. Restricted, Transliteration, Transcreation, Adaptation.	
Module III: Short Story in Translation	13 Hours
The Flood (Vellappokkathil) by ThakazhiSivasankara Pillai translated by O.V. Usha (Included in David Davidar ed. “A Clutch of Indian Masterpieces’ – Extraordinary Short Stories from the 19th century to the Present.” New Delhi, Aleph Book Company, 2014	

Module IV: Translation in Practice	15 Hours
Practical translation exercises from Malayalam or any regional language to English of poetry and short stories.	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Listening and Practicing: Students listen and watch the audio and video clips of sound productions being played in the classroom and practice the same.

MODE OF ASSESSMENT

Internal Assessment (15 Marks)

- a. Classroom participation (33.3%): 5 Mark
- b. Test papers I (33.3%): 5 Mark
- c. Assignment/ Seminar (33.3%): 5 Mark

External Assessment (60 Marks): Duration 2 Hours, No of Questions: 21

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I	13
Module II	12
Module III	15
Module IV	20

REFERENCES:

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

COURSE CODE –BEN6E05				
ELECTIVE COURSE V: ENGLISH LANGUAGE EDUCATION				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Identify</i> the strategies and methods that best suit the classrooms for English language teaching.	Understand	PSO1
CO2	<i>Acquire</i> the skill to effectively transact language items to the class.	Apply	PSO2
CO3	<i>Develop</i> an in-depth knowledge about the theories of English language teaching.	Evaluate	PSO 5
CO4	<i>Practice</i> effective teaching of English language in actual classrooms.	Create	PSO 4
CO5	<i>Prepare</i> for teaching communication skills in effective manner.	Apply	PSO2
CO6	<i>Equipped</i> with practical ways of teaching the English language <i>using</i> different methods.	Create	PSO 3

COURSE CONTENT	
Module I: Introduction to ELT	10 Hours
Basic glossary-(L1/L2, ESL/EFL, TESOL, CALL, ICT, CLT, EAP, ESP, ELL, PPP, TBL, IELTS/TOEFL, PT, AT, CE)-Receptive and Productive Skills-Acquisition and Learning-World English (es)-the history of ELE in India-GIE-the future of English(es).	
Module II: Principles and Practices	13 Hours
Defining approach –Structural, Lexical, Eclectic and Communicative approaches –defining method Grammar Translation, Direct, Bilingual, PPP Methods –Task Based Learning and Teaching Post method Concept. (Practical ways of teaching a single language component using different approaches/methods have to be demonstrated in the classroom)	

Module III: From Theory to Practice	25 Hours
The Flood (Vellappokkathil) by Thakazhi Sivasankara Pillai translated by O.V. Usha (Included in David Davidar ed. “A Clutch of Indian Masterpieces’ – Extraordinary Short Stories from the 19th century to the Present.” New Delhi, Aleph Book Company, 2014	

MODE OF TRANSACTION
<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p> <p>Listening and Practicing: Students listen and watch the audio and video clips of sound productions being played in the classroom and practice the same.</p>

MODE OF ASSESSMENT
<p>Internal Assessment (15 Marks)</p> <p>a. Classroom participation (33.3%): 5 Mark</p> <p>b. Test papers I (33.3%): 5 Mark</p> <p>c. Assignment/ Seminar (33.3%): 5 Mark</p>
<p>External Assessment (60 Marks): Duration 2 Hours, No of Questions: 21</p>

MODULE WISE MARK DISTRIBUTION	
Module	Mark
Module I	13
Module II	17
Module III	30

REFERENCES:

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

COURSE CODE –BEN6E06				
ELECTIVE COURSE VI: SHAKESPEARE				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Read and appreciate the works of Shakespeare	Understand	PSO1
CO2	Develop awareness about the universal appeal and the literary charm of Shakespeare's works.	Understand	PSO2
CO3	Analyze drama, practice of drama performance and the literary sensibility of different ages with regards to the Shakespearean Canon.	Analyze	PSO3
CO4	Identify the cultural and political positions of Shakespeare and develop her own sense of critiquing a classical text.	Evaluate	PSO5
CO5	Evaluate the characters, their motivations, and relationships in Shakespeare's works, considering their complexity, contradictions, and development over time.	Evaluate	PSO5
CO6	Create interpretations, adaptations, or critiques of Shakespeare's works, integrating multiple sources, perspectives, and artistic forms.	Create	PSO4

COURSE CONTENT	
Module I: Relevance of Shakespeare	11 Hours
The influence of Shakespeare in the 21st century – Popular quotes – How to do things with Shakespeare: New Approaches, New essays (2 essays)	
Module II: The Different Artist	11 Hours
The four phases of Shakespeare's dramatic career – Shakespearean tragedy – Shakespearean comedy – Shakespeare' characters	

Module III: Representative Works for non-detailed study	11 Hours
The Twelfth Night The Tempest	
Module IV: Excerpts for Detailed Study	15 Hours
The Trial Scene in 'The Merchant of Venice' Act IV Scene 1 lines 1- 163 Antony's speech in 'Julius Caesar' Act III Scene 2	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

External Assessment (60 Marks): **Duration 2 Hours**, No of Questions: 21

MODULE WISE MARK DISTRIBUTION	
Module	Mark
Module I	14
Module	14
Module III	14
Module VI	18

REFERENCES:

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

OPEN COURSE SYLLABUS

SEMESTER 5

COURSE CODE –BEN5D01				
OPEN COURSE I: ENGLISH FOR COMPETITIVE EXAMINATIONS				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Identify</i> the important skills necessary for professional development	Understand	PSO2
CO2	<i>Solve</i> the incorrect sentences in English	Apply	PSO3
CO3	<i>Appraise</i> important aspects necessary for language development	Evaluate	PSO5
CO4	<i>Recognize</i> the importance of getting prepared for competitive exams	Understand	PSO2
CO5	<i>Develop</i> necessary linguistics skills that are relevant in English	Remember	PSO5

COURSE CONTENT

Module I: Word based questions	18 Hours
Synonyms, antonyms, analogy, one-word substitution, idiomatic use of verbs, test of spellings, Correct use of prepositions and articles.	
Module II: Sentence based questions	15 Hours
Error identification, Sentence correction, Jumbled words in a sentence, Sentence completion.	
Module III: Passage based questions	15 Hours

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

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

External Assessment (60 Marks): Duration 2 Hours, No of Questions: 21

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I	24
Module	18
Module III	18

REFERENCES:

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

COURSE CODE –BEN5D02				
OPEN COURSE II: CREATIVE WRITING IN ENGLISH				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Analyze</i> a poem on the basis of theme, structure, imagery and symbols, and rhythm	Analyze	PSO4
CO2	<i>Critically</i> appreciate a poem considering theme, structure, style, symbols, images, rhythm and diction.	Evaluate	PSO5
CO3	<i>Write</i> poems on their own	Create	PSO5
CO4	<i>Translate</i> poems from English to a regional language and vice versa	Apply	PSO3
CO5	<i>Discuss</i> the history and origin of short story and novel	Understand	PSO2
CO6	<i>Critically</i> appreciate short stories	Evaluate	PSO5
CO7	<i>Write</i> short stories, speeches and letters based on given topic/themes from everyday life and situations	Create	PSO5
CO8	<i>Prepare</i> book reviews and film reviews	Create	PSO5

COURSE CONTENT	
Module I: Poetry Writing	10 Hours
<p>Analysis of the theme, structure, imagery and symbols, and rhythm - major poetic forms with examples.</p> <p>Critical appreciation – emphasis on theme, structure, style, symbols, images, rhythm and diction.</p> <p>Poetry writing sessions based on common/everyday themes in various forms – to initiate students into poetry writing.</p> <p>Translation-types of translation-Creativity in poetic translation followed by practical sessions</p>	
Module II: Prose Writing	12 Hours
<p>History – origin – short story and novel – characteristic features– plot construction, characterization, narration, local colour, atmosphere and title.</p>	

<p>Speeches-Letters-Biographies.</p> <p>Short Story appreciation - critical appreciation of stories - emphasis on theme, structure, style, images and dialogue.</p> <p>Practice sessions – building up short stories, speeches and letters based on given topics / themes from everyday life and situations.</p>	
Module III: Review Writing	10 Hours
<p>Elements of book/film reviewing/screenplays – Features of a good review must - sample book/film reviews from newspapers and magazines - practice sessions on book and film reviews.</p>	
Module IV: Writing New Media and Screenplays	16 Hours
<p>Newspaper Articles – Writing for the Media-Editorials- Letters to the editor</p> <p>Writings on Art, Music and Culture- Blog writing-Web-Advertisement-language in visual media-</p> <p>News reading-documentary-Radio talks</p> <p>Screenplays- Constituent parts, Model sessions on screenplays for short films and documentaries</p>	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (15 Marks)

- | | |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 3 Mark |
| b. Test papers I (40%): | 6 Mark |
| c. Assignment (20%): | 3 Mark |
| d. Seminar/ Viva (20%): | 3 Mark |

External Assessment (60 Marks): **Duration 2 Hours**, No of Questions: 21

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I	13
Module	15
Module III	14
Module VI	18

REFERENCES:

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

COURSE CODE –BEN5D03				
OPEN COURSE III: APPRECIATING LITERATURE				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Identify</i> the different aspects of the language of literature.	Remember	PS01
CO2	<i>Analyze</i> the features of creative texts.	Apply	PS03
CO3	<i>Distinguish</i> diverse points of view in creative writing.	Analyze	PS03
CO4	<i>Identify</i> the genres of literary works.	Remember	PS01
CO5	<i>Examine</i> the function of literary texts as a reflection of life in its philosophical and social levels.	Apply	PS05

COURSE CONTENT	
Module I: Poetry	12 Hours
<ol style="list-style-type: none"> 1. The Waking: Theodore Roethke. 2. The Enchanted Shirt: John Hay. 3. Peacock and Nightingale: Robert Finch. 4. Ozymandias: PB Shelley. 5. Night of the Scorpion: Nissim Ezekiel. 	
Module II: Prose	12 Hours
<ol style="list-style-type: none"> 1. On Doors: Christopher Darlington Morley. 2. On running After One's Hat: G.K. Chesterton. 	
Module III: Short Stories	12 Hours
<ol style="list-style-type: none"> 1. The Gift of the Magi: O. Henry. 2. Mark of Vishnu: Khushwant Singh. 3. Happy Prince: Oscar Wilde. 	

Module IV: Drama	12 Hours
1. TheMonkey's Paw. W.W. Jacobs	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which provides opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Listening and Practicing: Students listen and watch the audio and video clips of sound productions being played in the classroom and practice the same.

MODE OF ASSESSMENT

Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

External Assessment (60 Marks): Duration 2 Hours, No of Questions: 21

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I	15
Module	15
Module III	15
Module VI	15

REFERENCES:

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