CURRICULUM FRAMEWORK AND SYLLABUS

FOR OUTCOME BASED EDUCATION IN

BACHELOR OF ARTS (BA) DEGREE IN ENGLISH LANGUAGE AND LITERATURE

FOR THE STUDENTS ADMITTED DURING

THE ACADEMIC YEAR 2022-2023

Naipunnya Institute of Management and Information Technology

(Affiliated to the University of Calicut, Accredited by NAAC with B++, ISO 9001-2015 Certified)

Pongam, Koratty East, Thrissur District, Kerala - 680308

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PG DEPARTMENT OF ENGLISH

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1. <u>**About the Department**</u>

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<u>**VISION**</u>

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Creating a community of individuals with knowledge in world literature, and English Literature in particular, with confidence in their literary skills, creativity, and critical thinking, so as to understand humanity as a global family.

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<u>**MISSION**</u>

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- To enrich and enhance the experience of students' understanding of literary texts in intellectual and historical contexts.
- To equip students with language and literary competency
- To mould them into better human beings grounded in human values
- To groom them to become global citizens and competent professionals in their chosen profession.

Courses Offered
- B. A. English Language and Literature
- M. A. English Language and Literature

2. Programme Outcomes

PO1: Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2: Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. Citizenship Ethics, and Sustainability: Demonstrate empathetic social concern and equity centered national development. Guided by ethics. Promoting social, economic and environment

sustainability.

PO4: Use of Computer Skills: Use the knowledge of computers and information technology for data acquisition and data analysis in experimental investigations and in communication.

PO5: Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

3. Programme Specific Outcomes

PSO 1: Apply acquired knowledge and skills to enhance employability of English Graduates across diverse fields such as teaching, publishing, script-writing, translations, documenting, journalism, and media studies.

PSO 2: Analyze and differentiate between literary genres and employ various approaches to interpret and comprehend literature with depth and perception.

PSO 3: Demonstrate proficiency in generating analytical content through diverse formats including essays, research papers, reflective writing, and critical reviews of secondary sources.

PSO 4: Evaluate texts within their historical and cultural context to demonstrate a comprehensive understanding of English literature.

PSO 5: Utilize critical and theoretical frameworks to interpret and analyze literary and cultural texts effectively.

PSO 6: Comprehend the process of communication and interpretation of human experiences through literary presentation, integrating historical contexts and disciplinary methodologies.

4. PSO-PO Mapping

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
PO1: Critical Thinking	3	3	2	3	2	3
PO2: Effective Communication	3	3	3	3	3	1
PO3: Solve Problems	2	3	1	3	2	1
PO4: Effective Citizenship	1	2	1	3	2	3
PO5: Use of Computer Skills	3	3	2	3	3	3

5. Programme Structure

B. A. English Language and Literature

(Choice Based Credit and Semester System for Under Graduate Curriculum)

Credits(C): Each course shall have certain credits. A student is required to acquire a minimum of 140 credits for the completion of the UG programme, of which 120 credits are to be acquired from class room study and shall only be counted for SGPA and CGPA. Out of the 120 credits, 14 credits for common courses (English), 8 credits for additional language courses and 16 credits for General courses. The maximum credits for a course shall not exceed 5. Audit courses shall have 4 credits per course and a total of 16 credits in the entire programme. The maximum credit acquired under extra credit shall be 4. If more Extra credit activities are done by a student, it may be mentioned in the Grade card. The credits of audited courses or extra credits are not counted for SGPA or CGPA. 'Letter Grade" or simply „Grade" (G): in a course is a letter symbol (O, A+, A, B+, B, C, P, F, I and Ab). Grade shall mean the prescribed alphabetical grade awarded to a student based on his/her performance in various examinations. "Credit Point"(P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: P=G x C. 'Extra Credit" is the additional credit awarded to a student over and above the minimum credits required in a programme, for achievements in co-curricular activities and social activities conducted outside the regular class hours, as decided by the University. For calculating CGPA, extra credits will not be considered.

Attendance: A student shall be permitted to appear for the semester examination, only if he/she secures not less than 75% attendance in each semester. Attendance shall be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by university remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college/university with the prior concurrence of the Head of the institution. Participation in such activities may be treated as presence in lieu of their absence on production of participation/attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester). Students can avail of condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonations during the entire programme). If a student fails to get 65% attendance, he/she can move to the next

semester only if he/she acquires 50% attendance. In that case, a provisional registration is needed. Such students can appear for supplementary examinations for such semesters after the completion of the programme. Less than 50% attendance requires Readmission. Readmission is permitted only once during the entire programme. Strike off the roll: A student who is continuously absent for 14 days without sufficient reason and proper intimation to the principal of the college shall be removed from the roll.

Ability Enhancement courses/Audit courses: These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course in the first semester. This course is not meant for classroom study. The students can attain only pass (Grade P) for this course. At the end of each semester there shall be an examination conducted by the college from a pool of questions (Question Bank) set by the University. The students can also attain these credits through online courses like SWAYAM, MOOC etc. (optional). The list of passed students is sent to the University from the colleges.

Grace Marks: Grace Marks may be awarded to a student for meritorious achievements in co-curricular activities (in Sports/Arts/ NSS/NCC/ Student Entrepreneurship) carried out besides the regular class hours. Such a benefit is applicable and limited to a maximum of 8 courses in an academic year spreading over two semesters. No credit shall be assigned for such activities. In addition, maximum of 6 marks per semester can be awarded to the students of UG Programmes, for participating in the College Fitness Education Programme (COFE).

Extension Activities: Compulsory social service (CSS) for a period of 15 days is essential for the successful completion of the B.Sc. Computer Science Programme.

5. 1. Programme Structure in NIMIT

- The Bachelor Degree in English literature will equip the students with the necessary knowledge and skills for the existing and emerging challenges in the work industry and also equipping them for higher studies and for engaging in competitive exams.

- In additional to it, it prepares graduates to show high quality of independent thought, flexibility and maturity based on the theoretical and literary aspects of the subject.

- The Bachelor Degree aims to provide graduates with the skills and methods needed in creative writing and technical writing which can provide better career options.

- The focus of the programme would be inculcating an aptitude for literature, with reference to world literature, updating on latest trends in this particular area. A detailed study on the literary ages would definitely give them an upper edge to perform for their Masters programme in English Literature, they will also be competent to write State and National eligibility tests.

- After the completion of the papers in the first year, students will be introduced to the world of literature and would also be taught how to appreciate the works of literature, the authors and the social context. Literary devices and interpretation of texts will be dealt in great detail. After the first-year classes, students would have a general understanding of world literature, in particular, English Literature.

- After the successful completion of second year, students will be taught on speech mechanism— organs of speech, pronunciation, intonation, and articulation, transcription and grammar and syntax. In addition to the above-mentioned topics, literary criticism, and recent literary critics will be made familiar to students.

- After the successful completion of third year, the students will have an overview of English Literature and world literature, language learning is also given importance, so that, students are introduced to diverse topics- post colonialism, post structuralism, literary theory so on and so forth.

- Apart from the university syllabus, students are given opportunities to explore the society around them, they are taken to cultural festivals, like Biennale, book festivals, and media houses. Such experiences will enrich their knowledge and widen their horizon on the subject matter.

- Students are given add-on courses to broaden their skill sets and enhance their employability in a competitive job market. These courses offer additional knowledge and expertise beyond their primary field of study, allowing them to adapt to evolving industry demands and pursue diverse career opportunities. Add-on courses also provide students with a competitive edge by equipping them with specialized skills that complement their core education.

- Regular continuous internal evaluation on the courses is followed up seriously. Weak students are given extra help and guidance. Remedial classes are also held and one to one interaction and effective guidance provided to the students. Module exams, Internal and model exams following the university formats are held in college.

6. Semester Wise Courses

Semester	Sl. No	Course Type	Course Code	Course Description	Course Credit	No. of Hours	Internal	External	Total Marks
1	1	Common	ENG1A01	Litmosphere: The World of Literature	3	72 (4hrs/wk)	15	60	75
	2	Common	ENG1A02	Functional Grammar and Communication in English	3	90 (5hrs/wk)	15	60	75
	3	Second Language	HIN1A07(1) MAL1A07(1)	Prose and Drama Malayala Sahithyam 1	4	90 (5hrs/wk)	20	80	100
	4	Core	ENG1B01	Introducing Literature	5	108 (6hrs/wk)	20	80	100
	5	Complementary	JOU1(2) CO1	Introduction to Communication and Journalism	4	108 (6hrs/wk)	20	80	100
	6	Audit	AUD1E01	Environmental Studies	4	-	-	100	100
	7	Add On	NLA 1AOP01	English Language Enrichment	-	30 hrs	20	100	100

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2	1	Common	ENG2A03	Readings from the Fringes	4	72 (4hrs/wk)	20	80	100
	2	Common	ENG2A04	Readings on Kerala	4	90 (5hrs/wk	20	80	100
	3	Second Language	HIN2A08(1) MAL2A08(1)	Grammar and Translation Malayala Sahithyam 2	4	90 (5hrs/wk)	20	80	100
	4	Core	ENG2B02	Appreciating Poetry	5	108 (6hrs/wk)	20	80	100
	5	Complem entary	ICP1(2) CO1	Indian Constitution and Politics: Basic Features and Governmental Structures	4	108 (6hrs/wk)	20	80	100
	6	Audit	AUD2E02	Disaster Management	4	-	-	100	100
3	1	Common	ENG3A05	Readings on Indian Literatures	4	90 (5hrs/wk)	20	80	100
	2	Second Language	HIN3A09 MAL3A09	Poetry in Hindi Malayala Sahithyam 3	4	90 (5hrs/wk)	20	80	100

	3	Core	ENG3B03	Appreciating Prose	4	72 (4hrs/wk)	20	80	100
	4	Core	ENG3B04	English Grammar and Usage	4	90 (5hrs/wk)	20	80	100
	5	Complementary	ICP4 (3) CO3	Indian Constitution and Politics: Federalism, Decentralization and Political Dynamics	4	108 (6hrs/wk)	20	80	100
	6	Audit	AUD3E03	Human Rights	4	-	-	100	100
	7	Add On	NLA 3AOP01	History of English Language and Literature	-	30 hrs	20	100	100
4	1	Core	ENG4B05	Appreciating Fiction	4	90 (5hrs/wk)	20	80	100
	2	Common	ENG4A06	Songs and Stories of Our World	4	90 (5hrs/wk)	20	80	100

	3	Second Language	HIN4A10 MAL4A10	Novel and Short Stories Malayala Sahithyam 4	4	90 (5hrs/wk)	20	80	100
	4	Core	ENG4B06	Literary Criticism	4	72 (4hrs/wk)	20	80	100
	5	Complementary	JOU 4(3) CO1	Journalistic practices	4	108 (6hrs/wk)	20	80	100
	6	Audit	AUD4E06	Gender Studies	4	-	-	100	100
5	1	Core	ENG5B07	Appreciating Drama And Theatre	4	90 (5hrs/wk)	20	80	100
	2	Core	ENG5B08	Literary Theory	4	90 (5hrs/wk)	20	80	100
	3	Core	ENG5B09	Language And Linguistics	4	90 (5hrs/wk)	20	80	100
	4	Core	ENG5B10	Indian Writing In English	4	90 (5hrs/wk)	20	80	100
	5	Open	BBA5DO3 BCM5D02	Business Organisation and Communication Basics of Entrepreneurship and Management	3	54 (3hrs/wk)	10	40	50

			BCM5D03	Basic Accounting					
			BCM5D01	E-Commerce					
			BCA5D02	Web Designing					
			BCS5D01	Introduction to Computers and Office Automation					
			PE5D03	Physical Activity, Health and Wellness					
	6	Project	ENG6B21	Project/ Research Methodology	-	36 (2hrs/wk)	-	-	-
6	1	Core	ENG6B11	Voices of Women	4	90 (5hrs/wk)	20	80	100
	2	Core	ENG6B12	Classics of World Literature	4	90 (5hrs/wk)	20	80	100
	3	Core	ENG6B13	Film Studies	4	90 (5hrs/wk)	20	80	100
	4	Core	ENG6B14	New Literatures in	4	90 (5hrs/wk)	20	80	100

			English					
5	Elective	ENG6B15	Literature of the Marginalised	3	54 (3hrs/wk)	15	60	100
6	Core	ENG6B22	Project/ Research Methodology	2	36 (2hrs/wk)	10	40	50

7. Activities

Sl. No.	Activity Type	Activity Details
1	Peer Teaching	To enable students to face an audience confidently and to present themselves on a topic assigned to them
2	Seminars	To broaden students' knowledge on trending topics happening around the globe, which is connected to the world of literature —new modern concepts and literary theories
3	Workshops	To introduce students to skill enhancement programme and research methodology
4	Add-on courses	To provide additional knowledge on the history of English Literature equipping them for higher studies and competitive exams
5	Intradepartmental competitions	To enable students, learn and to cultivate an interest in the field of world literature
6	Language Lab	To enhance four skills of communication — LSRW, especially on pronunciation, intonation and articulation
7	Research Forum	To equip students to critically think, evaluate and analyse on subjects

		and to present papers confidently
8	Book Publication	To encourage creative writing skills and to induce critical thinking
9	Screening Classic movies	To introduce them to the world of movies which are critically acclaimed as world classics useful for their study and comprehension of a subject
10	Debates and discussions	To widen the horizon of knowledge on a vast realm of literature and to enhance communication skills

8. Detailed Syllabus of Courses with Course Objectives, Course Outcomes, CO-PO/PSO Mapping and Module-CO Mapping

SEMESTER 1

COMMON COURSE - ENG1A01: LITMOSPHERE: THE WORLD OF LITERATURE

COURSE CODE	ENG1A01
TITLE OF THE COURSE	LITMOSPHERE: THE WORLD OF LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	3
NO. OF CONTACT HOURS	72 (4 Hours/Week)
Course Objectives	

1. To develop the ability to appreciate life and literature
2. To cultivate an interest in society and culture
3. To envisage creative approach to life and literature

Course Outcomes
CO1: Develop the qualities necessary to become good, kind and responsible human being
CO2: Attain confidence to ask questions
CO3: Apply logical and analytical skills in various situations
CO4: Understand and apply problem solving skills
CO5: Assimilate new perspectives on life
CO6: Enhance the ability to express themselves through writing

AIM OF THE COURSE:

This course aims to introduce the nature and types of literature to undergraduate students. This course is envisaged in such a way as to help students gain some insights into the art of creative thinking and writing and also to assist them in approaching literature in an analytical way. This eventually leads to develop the students' ability to understand various perspectives on life and literature. Another major purpose of the course is to familiarise the students with English language and literature so that they can appreciate and embrace the creative side of life too.

CO-PO/PSO Mapping

PO→ CO↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	3	3	2	3	3	3	3	3	3
CO2	3	3	2	2	3	3	2	3	3	3	3
CO3	2	3	2	3	3	2	3	3	2	3	2
CO4	3	3	2	3	2	2	1	2	2	3	3
CO5	3	3	2	3	3	3	3	1	3	3	3
CO6	2	3	3	3	2	3	3	3	3	3	3

Module-CO Mapping

Outcomes	Module 1	Module 2	Module 3	Module 4
CO1	3	3	3	3

Outcomes	Module 1	Module 2	Module 3	Module 4
CO2	3	3	3	2
CO3	2	2	2	2
CO4	2	2	2	3
CO5	3	3	3	3
CO6	2	3	2	2

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1: 14 hrs

Module 2: 16 hrs

Module 3: 14 hrs

Module 4: 16 hrs

Evaluation: 12 hrs

Total: 72 hrs

B. COURSE DETAILS:

MODULE 1: Literature- Initiation

1. To Posterity (poem)- Louis MacNeice

2. The Rocking Horse Winner (Short Story) -D H Lawrence

3. " Memoirs of A Mad Man (Prose excerpts from Autobiography)-Gustave Flaubert

MODULE 2: Creative Thinking and Writing

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 3: Critical Thinking

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 Glaspe

MODULE 4: Perspectives

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

READING LIST: CORE TEXT

CODE: ENG1A01

TITLE: LITMOSPHERE: THE WORLD OF LITERATURE

AUTHOR: BoS English (UG) University of Calicut

PUBLISHER: University of Calicut

FURTHER READING:

Koshy, A V- A Treatise On Poetry for Beginners. CreateSpace Independent Publishing Platform, 2012

Rilke, Rainer Maria -Letters to a Young Poet. Yogi Impressions, 2003.

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.

LaPlante, Alice - The Making of a Story: A Norton Guide to Creative Writing. WW Norton, 2009.

Michael Michalko- Cracking Creativity. Ten Speed Press, 2001.

COMMON COURSE - ENG1A02: FUNCTIONAL GRAMMAR AND COMMUNICATION IN ENGLISH

COURSE CODE	A02
Title of the Course	Functional Grammar and Communication in English
Semester in which the course is to be taught	1
No. of Credits	3
No of contact hours	90(5 Hours / Week)

AIM OF THE COURSE:

This course aims at preparing undergraduate students to learn how to use the structure of language systematically and to get a good command over the language to produce the learned grammatical structures accurately. It aims to enable the learner to communicate effectively at the written and spoken level appropriately in real-life situations.

Course Objectives
1. To identify the key concepts of English grammar.
2. To describe the use of appropriate language through the understanding of the sentence patterns in English.
Course Outcomes
CO1: Demonstrate the ability to use the syntactic structures within English texts.
CO2: Distinguish logical and analytical skills in the use of language for communication.
CO3: Develop writing skills in various professional and career related situations
CO4: Formulate the basic skills in spoken communication in formal contexts

CO-PO/PSO Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	2	3	3	3	3	3	3
CO2	3	3	2	1	3	3	2	3	3	3	3
CO3	3	1	2	1	2	2	3	3	2	3	2
CO4	1	3	2	3	1	2	1	2	2	3	3

Module-CO Mapping

Outcomes	Module 1	Module 2	Module 3
CO1	3	3	2
CO2	2	2	3

Outcomes	Module 1	Module 2	Module 3
CO3	1	1	3
CO4	1	1	3

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1: 26 hrs

Module 2: 26 hrs

Module 3: 26 hrs

Evaluation: 12 hrs

Total: 90 hrs

B. COURSE DETAILS:

Module1: Basic Concepts of Syntax

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 2: Basic Functional Aspects of Grammar

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 3: Skills for Communication

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

READING LIST:

CORE TEXT: FUNCTIONAL GRAMMAR AND COMMUNICATIO N IN ENGLISH

CODE TITLE: ENG1A02

AUTHOR: BoS English (UG) University of Calicut

PUBLISHER: University of Calicut

FURTHER READING:

Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003. Collins, Patrick. Speak with Power and Confidence. New York: Sterling, 2009.

Combleet. S and Carter, R The Language of Speech and writing London: Routledge. 2001. Dignen, Bob. Presentation Skills in English, Orion Printers, Hyderabad. 2007.

Guffey, Mary Ellen. Essentials of Business Writing. Ohio: South-Western College Pubg., 2000.

Kroehnert, Gary. Basic Presentation Skills. Sidney: McGraw Hill, 2010.

Mohan Krishna and Meera Banerji. Developing Communication Skills 2nd Edition, Trinity Press Delhi. 2009.

Quirk R. & Sidney Greenbaum. A University Grammar of English. ELBS.

Shankar. R Communication Skills in English Language ABD Publishers, New Delhi. 2011. Swan, Michael. Practical English Usage. Oxford University Press, 2005.

Thomson, A. J. and Martinet. A Practical English Grammar Combined Exercises Vol. 1 & 2. Oxford University Press.

Wallace, Michael. Study Skills in English. London: Cambridge University Press. 1988

CORE COURSE - ENG1B01: INTRODUCING LITERATURE

COURSE CODE	ENG1B01
TITLE OF THE COURSE	INTRODUCING LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	5
NO. OF CONTACT HOURS	108 (6 hrs per week)

Course Objectives
a. To introduce students to the language of literature, i.e., the meaning-making devices, verb phrases, collocations, linkers, sense groups and their functions in the literary text
b. To train the students to identify the linguistic structures of poetic texts: symbols, metaphors, and other tropes and equip them in poetic conventions

c. To recognize diverse points of view within a single text and to understand the rationale of polyphony
d. To prepare students in reading literary/cultural texts closely, beyond the literal.
e. To enable students to recognize the dominant voice/s within the text and its agendas
f. To encourage questioning the text in order to perceive marginalized voices - the voices of the child, Dalit, transgender and female
g. To comprehend how the subaltern perspectives question and counter the privileged voices in the mainstream texts

Course Outcomes

CO1: Understand the language of Literature and its various functions.

CO2: Identify the linguistic structures of poetic texts.

CO3: Comprehend literary/cultural texts closely, beyond the literal.

CO4: Recognize the dominant voice/s within the text and its agendas.

CO5: Analyze the text and perceive marginalized voices.

CO-PO/PSO Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	2	3	3	3	3	3	3	3
CO2	2	3	2	3	2	3	2	3	3	3	3
CO3	3	3	3	2	2	2	3	3	2	3	2
CO4	3	3	2	2	3	2	1	2	2	3	3
CO5	3	3	3	2	3	3	3	1	3	3	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	1	2	1
CO2	3	1	1	1

	Module 1	Module 2	Module 3	Module 4
CO3	3	1	3	1
CO4	2	2	3	3
CO5	2	3	3	3

COURSE DESCRIPTION:

A. COURSE SUMMARY	
Module 1:	18 hrs
Module 2:	18 hrs
Module 3:	30 hrs
Module4:	30 hrs
Evaluation:	12 hrs
Total:	108 hours

B. COURSE DETAILS:

Module 1: Language and its Literary Nuances

Signifying Devices

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

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

Texts:

1. Ruskin Bond "Eyes of the Cat"

2. Anton Chekhov "The Death of a Clerk"

3. Alfred Lord Tennyson "The Oak"

4. Langston Hughes "Dreams"

5. Emily Dickinson "Because I could not Stop for Death"

Module 2: Polyphonic Texts

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

Texts:

1. Freya Stark Winter in Arabia (excerpts)

2. Laura Bohannan "Shakespeare in the Bush"

3. Akira Kurosawa dir. Rashomon

Module 3: Literature and Ideology

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

Texts:

1. Arundhati Roy "The God of Small Things"

2. Charlotte Bronte "Jane Eyre"

3. George Orwell "A Hanging"

4. Hansda Sowvendra Shekhars "The Adivasi will not Dance"

Module 4: Perspective of the Subaltern

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

Texts:

1. RK Narayan Swami and Friends (Excerpt from Chapter XI "In Father's Presence")

2. Arun Kamble "Which language should I Speak?" and FM Shinde "Habit"

3. The Letter Q: Ely Shipley<https://www.poets.org/poetsorg/text/letter-q-ely-shipley>

4. Maxine Hong Kingston "No Name Woman"

COMPLEMENTARY COURSE - JOU1(2) C01: INTRODUCTION TO COMMUNICATION AND JOURNALISM

COURSE CODE	JOU1(2)C01
TITLE OF THE COURSE	Introduction to Communication and Journalism
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	4
NO. OF CONTACT HOURS	108 (6 hrs per week)

Course Objectives
a. To introduce the fundamentals of language - Definitions of communication and Models of Communication
b. To recognize different media and its characteristics
c. To discuss freedom of the press and the rights granted to the press by the constitution of India
d. To analyse the evolution of the press in India and the world
e. To review the development of Malayalam press and the contributions made by prominent personalities of Indian journalism
Course Outcomes
CO1: Understand the elements of communication and its various models.
CO2: Identify the different media and their characteristics.
CO3: Evaluate the freedom and rights enjoyed by the press.
CO4: Appraise the transformation of the press.
CO5: Validate the development of Malayalam press.

CO-PO/PSO Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	3	2	3	3	3	3	3	3
CO2	3	3	3	3	3	3	2	3	3	3	3
CO3	2	3	3	2	3	2	3	3	2	3	2
CO4	3	2	3	3	1	2	1	2	2	3	3
CO5	3	2	3	3	3	3	3	1	3	3	3

Module-CO Mapping

	Module I	Module II	Module III	Module IV	Module V	Module VI
CO1	3	2	1	1	1	1

	Module I	Module II	Module III	Module IV	Module V	Module VI
CO2	3	3	2	1	3	1
CO3	1	1	3	3	2	2
CO4	1	2	2	3	2	3
CO5	1	3	1	2	3	3

COURSE DESCRIPTION:

A. COURSE SUMMARY	
Module 1:	16 hrs
Module 2:	16 hrs
Module 3:	17 hrs
Module4:	17 hrs
Module4:	17 hrs
Module4:	17 hrs
Evaluation:	08 hrs
Total:	108 hours

B. COURSE DETAILS:

Module I: Fundamentals of communication

Definitions of communication, elements of communication, types of communication, functions and dysfunctions of mass communication; Models of Communication - Aristotle, Shannon and Weaver, Lasswell, Schramm and Berlo; Normative theories; Magic Bullet theory.

Module II: Different Media

Print media –advantages and limitations of print media, Challenges faced by Print Media. Electronic media and film: characteristics of radio and television – strengths and limitations of radio and television, F.M radio, Community radio, radio on mobile; 24X7 News Channels in India. – Communication aspect of film.

New media: Definitions- characteristics of new media – evolution of internet – online media

platform: blog – online newspapers – citizen journalism – social media- troll. Impact of New media on other media

Module III: Freedom of the press

Freedom of speech and expression in Indian Constitution – Article 19(1) (a) and reasonable restrictions – defamation; Right to Information Act, Media ethics; contempt of court, Film Censorship and CBFC, Plagiarism, sting operations.

Module IV: Evolution of Indian press

Evolution of Print Media world-wide; Evolution of Indian Press: James Augustus Hicky – James Silk Buckingham – Serampore missionaries – Raja Ram Mohan Roy – freedom movement and the press – Gandhi as a journalist – press in the post-independence period Press Commissions, Press Council of India, Press during the Internal Emergency, Contemporary Press in India: Paid News, Corporatisation of media.

Module V: History of Malayalam press

Rajya samacharam – Paschimodayam – Jnana Nikshepam Western Star and Paschima Tharaka; Deepika– Kerala Mithram – Kerala Patrika – Malayala Manorama – Mathrubhumi – Kerala Kaumudi – Al-Ameen – Deenabhandu; Early Literary publications in Malayalam; Early Women's publications in Malayalam; Publications by political and religious organizations, Malayalam press during the Freedom Struggle.

Module VI: Legends of journalism

Prominent personalities of Indian journalism- S.Sadanand, Ram Nath Goenka, Pothen Joseph, Kuldeep Nayyar, Leela Menon, Legends of Malayalam Journalism: Hermann Gundert – Kandathil Varughese Mappillai – Swadeshabhimani Ramakrishna Pillai – Kesari Balakrishna Pillai – K.P. Kesava Menon – V.K. Madhavan Kutty, C.V.Kunhiraman, K. Jayachandran, T N Gopakumar.

SECOND LANGUAGE - MAL1AO7 (1): MALAYALASAHITHYAM-1

No. of sessions: 64

Course Objectives
1. Familiarize the students with different stages of growth and development of Malayalam language.

| 2. Acquaint the students of different writing styles and features of various writers. |
| 3. Familiarize with Malayalam literature and the stylistic use of language in various period. |

Course Outcomes
CO1: Cultivate an interest in Mother tongue and regional literature for enhanced cultural development.
CO2: Enhance language skills.
CO3: Familiarize with diverse cultural realms within Kerala culture.
CO4: Develop communication skills and nurture a penchant for creative writing.
CO5: Improve the fundamental grammatical structure of language usage.

CO-PO/PSO Mapping

PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	3	2	2	3	2	2	3
CO2	3	3	2	2	3	3	3	2	2	3	2
CO3	3	2	3	2	3	2	2	3	2	2	3
CO4	3	3	1	2	2	2	2	2	3	3	2
CO5	1	1	2	3	2	3	2	2	2	2	3

Module-CO Mapping

	Module 1	**Module 2**	**Module 3**	**Module 4**
CO1	3	1	2	1
CO2	2	1	1	1
CO3	1	3	1	1
CO4	1	1	2	3
CO5	1	1	1	2

COURSE DETAILS

Module 1: Poems

Krishnagadha-Cherusseri

Lakshmanaswanthanam(Adhyathmaramayanam)-Ezhuthachan

Njyanappana-Poonthanam

Rukmini swayamvaram-Kunchan Nambiar

Module 2: Folk lore

Nadan pattu

Vadakkan pattu

Mappila pattu

Module 3: Stories

Mothiram –Karoor

Double Act-K Saraswathiamma

Raciamma-Uroob

Module 4: Stories

Ullurukkam-N P Muhammed

Ottuchedi-C V Sreeraman

Geetha Hiranyan-Khare bayire

Pramod Raman-Thanthathazhu

SECOND LANGUAGE - HIN 1 A07(1): PROSE AND DRAMA

No. of sessions: 72

Course Objectives
1.To acquaint the students with different forms of thoughts and styles used in Hindi prose writing, to make them able to express their thoughts in these different forms.
2. To introduce Hindi Drama to the students for appreciation and critical analysis.
3. To help them to develop their creative thinking and writing.

Course Outcomes
CO1: Analyze literary texts concerning genre, gender, and the canon.
CO2: Apply academic conventions such as referencing and bibliography.
CO3: Investigate the origin, development, and themes of Hindi drama across different ages and stages.
CO4: Explore how writers utilize language resources creatively to depict the range of human experiences through dramas.

CO-PO/PSO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	1	1	2	2	2	3	2	2
CO2	1	2	1	1	1	2	3	2	2	2	3
CO3	3	1	1	1	2	2	3	1	2	2	2
CO4	3	1	3	1	2	2	3	2	2	2	3

Module – CO Mapping

	Module 1	Module 2	Module 3
CO1	3	1	1
CO2	1	1	0
CO3	1	1	3
CO4	1	1	2

COURSE DETAILS

Module 1

1.HARI BINDI by MRIDULA GARG

2. SHAVYATRA by OMPRAKASH VATMIKI

3. NAKHUN KYON BADHTE HAI by HAZARI PRASAD DWIVEDI

Module 2

4. SONA by MAHADEVI VARMA

5. SADACHAR KAA TAAWEEZ by HARISHANKAR PARSAI

Module 3

Drama: SAKKUBAI

PRESCRIBED TEXT BOOKS:

1.GADYATARA –AMAN PRAKASHAN ,104 A/80C RAMBAG, KANPUR. Edited by: UG Hindi

Board of Studies, Calicut University

2.SAKKUBAI BY NADIRA ZAHIR BABBAAR – VANI PRAKASHAN, 21-A DARYA GANJ, NEW

DELHI

AUDIT COURSE - AUD1E01: ENVIRONMENTAL STUDIES

Course Objective

The study aims at imparting basic knowledge about the environment and its allied problems and

acquiring an environmentally conscious mindset.

Course Outcomes
CO1: Comprehend the importance of ecosystem and biodiversity.
CO2: To correlate the human population growth and its trend to the environmental degradation and develop the awareness about his/her role towards environmental protection and prevention. Identify different types of environmental pollution and control measures.
CO3: To correlate the exploitation and utilization of conventional and non-conventional resources.

CO-PO/PSO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	0	1	0	1	1	1	1	1
CO2	3	3	3	0	1	3	3	3	1	1	1
CO3	3	3	3	0	1	0	1	1	1	1	1

Module – CO Mapping

	CO1	CO2	CO3
Module 1	3	3	1
Module 2	3	3	3
Module 3	3	3	3
Module 4	3	3	3
Module 5	3	3	3
Module 6	2	2	2

COURSE DETAILS

Module 1

Introduction – Environment in the Indian context: Concept of an ecosystem, Multidisciplinary nature of environmental studies. Components of environment- Atmosphere, hydrosphere, lithosphere and biosphere. Definition, scope and importance. Concept of sustainability and sustainable development.

Module 2

Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems. a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies. f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. • Role of an individual in conservation of natural resources. Carbon footprint Water conservation, rain water harvesting, watershed management

Module 3

Structure and function of an ecosystem. • Producers, consumers and decomposers. • Energy flow in the ecosystem. • Ecological succession. • Food chains, food webs and ecological pyramids. • Introduction, types, characteristic features, structure and function of the following ecosystem: - a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Module 4

Biodiversity and its conservation • Introduction – Definition: genetic, species and ecosystem diversity. • Biogeographical classification of India • Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values • Biodiversity at global, National and local levels. • Hot-spots of biodiversity. • Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. • Endangered and endemic species of India • Conservation of biodiversity:

Module 5

Environmental Pollution Definition • Cause, effects and control measures of: - a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards • Solid waste Management: Causes, effects and control measures of urban and industrial wastes. • Role of an individual in prevention of pollution.

Module 6

Environmental Policies and practices: Climate change, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents.

ESSENTIAL READING

1. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R) c)

2. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p

3. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.

4. Gadgil, M., & Guha, R.1993. This Fissured Land: An Ecological History of India. Univ. of California Press.

3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.

4. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the

Twentieth Century.

5. Singh, J. S., Singh, S. P. and Gupta, S. R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.

ADD ON COURSE - NLA 1AOP01 - ENGLISH LANGUAGE ENRICHMENT

No. of sessions: 30

Course Objectives
1. To educate the students about the relevance of the English language in the contemporary society and how this language acts as a lingua franca in a multilingual context
2. To help students develop language and vocabulary skills relevant to a professional level.
3. To enable the students to interpret, summaries and analyze different sorts of textual content.
4. To improve the basic aspects of LSRW skills of students so as to help them to use it accordingly.
5. To teach them to create technical and professional documents that are precise and vivid.
Course Outcomes
CO1: Students will demonstrate enhanced proficiency in spoken and written English, including vocabulary expansion, effective sentence structure, and coherent expression of ideas.
CO2: Students will gain insight into cultural nuances and contextual usage of English language, fostering appreciation for diverse linguistic expressions and the ability to navigate cross-cultural communication effectively.
CO3: Students will cultivate critical thinking skills by engaging with complex texts, analyzing language usage, and evaluating arguments, enabling them to articulate well-supported perspectives and engage in intellectual discourse with confidence.
CO4: Students will be capable of creating technical and Professional documents that are precise and vivid.
CO5: Students will acquire the skills and mindset for self-directed and lifelong learning, enabling them to adapt to socio-technological changes and continuously enhance their English proficiency beyond the courses.

CO-PO/PSO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	1	1	3	3	2	3	2	2	2
CO2	3	3	2	3	3	2	3	3	3	3	3
CO3	3	3	2	1	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	2	3	1	3	2
CO5	2	3	2	3	3	2	2	3	1	2	2

Module – CO Mapping

CO	Module 1	Module 2	Module 3	Module 4	Module 5
CO1	3	3	3	3	3
CO2	2	1	2	1	2
CO3	1	1	3	1	3
CO4	1	1	1	3	1
CO5	2	1	3	1	3

COURSE DESCRIPTION:

A. COURSE SUMMARY:

Module 1:2 hrs

Module 2: 4 hrs

Module 3: 10 hrs

Module 4: 5 hrs

Module 5: 9 hrs

Total: 30 hrs

B. COURSE DETAILS:

Module 1 (2 hrs.)

Introduction to the English Language: English as the lingua franca: The relevance of using English in

multilingual contexts and communication.

English as a non-phonetic language, change in the meaning of words with respect to pronunciation, loan words from other languages such as French, German, Chinese etc.

Module 2 (4 hrs.)

Grammar: Basic Verb forms, pragmatic usage in sentences, auxiliary verbs, Subject-Verb agreement, common errors in the usage of the English language.

Module 3 (10 hrs.

Tenses: Present Tense, Past Tense and Future Tense; Sentences: declarative sentences, imperative sentences, interrogative sentences, exclamatory sentences; using different sentence types in your writing, dependent clause, independent clause

Module 4 (5 hrs.)

Sentence types: Simple Sentences, Compound Sentences, Complex Sentences and Compound-Complex Sentences; Practice Questions; Conjunctions, linkers, connectors; degrees of comparison; idioms, onomatopoeic words, acronyms, homophones, Punctuation marks and its uses, the differences that punctuation marks make in a sentence

Module 5 (9 hrs.)

Introduction to LSRW: listening, speaking, reading and writing; Verbal communication, Non-verbal communication, Barriers to effective communication, fluency and accuracy, skimming, scanning, summarizing, paraphrasing

REFERENCE BOOKS

1. Raman Sharma, "Technical Communications", Oxford Publication, London, 2004.

2. Meenakshi Raman and Sangeetha Sharma, "Technical Communication: Principles and Practice", 2nd Edition, Oxford University Press, 2011

English for Engineers and Technologists (Combined edition, Vol. 1 and 2), Orient Blackswan 2010.

3. Stephen E. Lucas, "The Art of Public Speaking", 10th Edition; McGraw Hill Education, 2012. 4. Ashraf Rizvi, "Effective Technical Communication", 2nd Edition, McGraw Hill Education, 2017.

5. The Ace of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson Education; 1 edition, 2013.

William Strunk Jr. & E.B. White, "The Elements of Style", 4th Edition, Pearson, 1999.

7. Goodheart-Willcox, "Professional Communication", First Edition, 2017.

8. Training in Interpersonal Skills: Tips for Managing People at Work, Pearson Education, India, 6 editions, 2015.

10. Anand Ganguly, "Success in Interview", RPH, 5th Edition, 2016.

SEMESTER 2

COMMON COURSE- ENG2A03: READINGS FROM THE FRINGES

No. of hours: 72 (4hrs/wk)

COURSE CODE	ENG2 A03
TITLE OF THE COURSE	READINGS FROM THE FRINGES
SEMESTER IN WHICH COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	72 (4hrs/week)

Aim of the Course:

This course aims to make the student understand the gender inequality, marginalization, disability studies, racism and casteism in our society. Though this engagement has been part of literary academic analysis, it has just begun making its foray into the syllabus of English departments of Indian universities. This paper hopes to introduce undergraduate students to perspectives within literatures that acquaint them with both experiences of marginalization, as well as the examination of modes of literary stylistics that offer a variation from conventional practice.

Course Objectives
1. To inculcate and apply the concepts of democracy and freedom in life and understand the basic tenets of our constitution
2. To critically think and examine various social issues prevailing in our society

Course Outcomes
CO1: Discuss and contemplate on the areas of gender inequality, marginalization, disability studies, racism and casteism
CO2: Develop sensitivity towards environmental concerns and feel responsible towards protecting nature.
CO3: Understand the everyday realities of the marginalized sections of the society and negate the stereotypes surrounding them and accept them as allies.
CO4: To develop scientific temper and scientific thinking

CO-PO/PSO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	1	2	2	3	2	3	3	2
CO2	1	3	1	1	2	3	2	3	2	2	3
CO3	2	2	1	1	1	1	3	2	1	3	2
CO4	2	2	1	2	3	3	2	1	3	3	2

Module-CO Mapping

Outcomes	Module 1	Module 2	Module 3	Module 4
CO1	3	2	3	3
CO2	3	3	1	2
CO3	2	1	3	3
CO4	1	3	1	1

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1: 15 hrs

Module 2: 15 hrs

Module 3: 15 hrs

Module 4: 15 hrs

Evaluation: 12 hrs

Total: 72 hrs

B. COURSE DETAILS:

Module 1: Constitution, Democracy and Freedom

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

1.   "Knowledge is Power"(Excerpt from Chapter 14 of Sapiens: A Brief History of Humankind)-
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

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

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

READING LIST:

CORE TEXT: Readings from the Fringes

CODE TITLE	AUTHOR	PUBLISHER
ENG2A03	BoS (UG) University of Calicut	University of Calicut

FURTHER READING:

Ambedkar, B. R. Annihilation of Caste: An undelivered Speech. New Delhi: Arnold Publishers, 1990.

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.

Fanon, Frantz. Black Skin, White Masks. London: Pluto, 2008.

Gearty, Conor. Can Human Rights Survive? Cambridge: Cambridge UP, 2006.

Girma, Haben. Haben: The Deafblind Woman Who Conquered Harvard Law. New York: 12, 2019.

COMMON COURSE - ENG2AO4: READINGS ON KERALA

No. of hours: 90 (5hrs/wk)

COURSE CODE	ENG2AO4
TITLE OF THE COURSE	READINGS ON KERALA
SEMESTER IN WHICH COURSE IS TO BE TAUGHT	2
NO OF CREDITS	4
NO OF CONTACT HOURS	90(5HRS / WEEK)

Aim of the Course:

This course aims to give an overview of Malayalam literature and provides a detailed understanding of the cultural and historical tradition of the society and the development of literary sensibility. The course also provides a detailed analysis of the evolution of Malayalam literature through various genres.

Course Objectives
1. To enable the students to read and critically appreciate the different varieties of Kerala literature, writings and films
2. To read and understand the diversity of Malayalam literature and understand its distinctions
Course Outcomes
CO1: Develop critical understanding of literature of Kerala
CO2: Interrelate the cultural and historical tradition of the society and the development of literary sensibility

CO3: Identity the diversity of literary endeavours and the cultural representations

CO4: Identify and apply the insights and values in everyday life as a Keralite

CO5: Critically analyse and interpret the present cultural production

CO-PO/PSO Mapping

PO → / CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	1	2	1	2	3	1	2	1	3	2
CO2	1	1	2	1	3	2	1	3	2	2	3
CO3	3	2	3	1	3	3	2	2	3	3	2
CO4	3	2	3	1	1	2	3	2	2	3	2
CO5	2	2	3	1	1	2	3	3	2	2	3

Module-CO Mapping

Outcomes	Module 1	Module 2	Module 3	Module 4
CO1	2	2	3	1
CO2	3	3	2	2
CO3	3	3	2	3
CO4	2	2	1	1
CO5	2	2	1	3

COURSE DESCRIPTION:

A.   COURSE SUMMARY:

Module 1: Formation 15 hrs

Module 2: Evolution   22 hrs

Module 3: Stimulation   16 hrs

Module 4: Propagation   25 hrs

Evaluation   12 hrs

Total 90 hrs

B.   COURSE DETAILS:

Module 1: Formation

1.   "History" (Prose) excerpt from Malabar Manual – William Logan

2.   "Tribal Tale of Kerala" (Prose) excerpt from Kerala Culture – Prof S Achutha Warrier

3.   "Ghoshayatra" (Poem excerpt) – Kunchan Nambiar

Module 2: Evolution

1.   Excerpt from Indulekha (Novel) -O. Chandu Menon

2.   Excerpt from "Atmopadeshashathakam" (Poem) - Sree Narayana Guru

3.   "Not an Alphabet in Sight" (Poem) – Poykayil Appachan

4.   " Ayyankali: A Dalit Leader of Organic Protest" (Prose-excerpt) -

M. Nisar,Meena Kandasamy

5.   "Vakkom Moulavi: My Grandfather, the Rebel" (Prose) - Sabin Iqbal

Module 3: Stimulation

1.   "Daughter of Humanity" (Story) - Lalithambika Antharjanam

2.   "Kuttippuram Paalam"(Poem) – Edasseri

3.   "Christian Heritage" (Story) - Vaikom Muhammad Basheer

Module 4: Propagation

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) – Jeet Thayil

5.   "Agni" (Story) - Sithara A

6.   "Pictures Drawn on Water" (poem) - K.Satchidanandan

READING LIST:

CORE TEXT: Readings on Kerala

CODE	TITLE	AUTHOR	PUBLISHER
ENG2A04		BoS English (UG), University of Calicut	University of Calicut

FURTHER READING

Logan, William. Malabar Manual. New Delhi: Low Price Publications, 2009 Prasad, Muni Narayana.

Narayana Guru: Complete Works. New Delhi: NBT, 2006

Appachan, Poykayil. Poykayil Appachante Paatukal (Unknown Subjects: Songs of Poykayil Appachan).

Tiruvalla: IPRDS Eraviperur, 2008

Antherjanam, Lalithambika. Cast Me Out If You Will. Calcutta: Stree, 1998

Tharakan K M (Ed.). Malayalam Poetry Today. Thrissur: Kerala Sahitya Akademi, 1984 Abdulla, V,

Asher, R E (Ed.). Wind Flowers. New Delhi: Penguin, 2004

CORE COURSE - ENG2B02– APPRECIATING POETRY

No. of hours: 108 (6hrs/wk)

Course Objectives
1. To introduce the students to the basic elements of poetry, including the stylistic and rhetorical devices employed in poetry, and to various genres of poetry
2. To facilitate students to attain various perspective in reading poetry like gender, race, caste, ethnicity, religion, region, environment and nation.
3. To familiarize the learners with different forms of poetry written in British and American literature.
4. To create an awareness among the learners about different forms and themes of poetry produced across the globe in the history of literature.
5. To cultivate in students, an active interest in the literary world around them.
Course Outcomes
CO1: Analyze the basic elements of poetry and various genres, identifying stylistic and rhetorical devices used in poetry.
CO2: Evaluate poetry from multiple perspectives such as gender, race, caste, ethnicity, religion, region, environment, and nation.
CO3: Classify different forms of poetry found in British and American literature.
CO4: Compare diverse forms and themes of poetry across global literary history.
CO5: Develop an active interest in the literary world.

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	3	3	1
CO2	1	1	2	1
CO3	3	3	1	1
CO4	3	3	3	1
CO5	1	1	2	3

CO-PO/PSO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	1	1	3	2	3	3	2	1
CO2	3	2	3	1	2	3	3	2	3	1	3
CO3	2	2	2	1	1	2	3	3	2	2	2
CO4	3	2	2	1	2	3	2	2	3	1	3
CO5	2	1	2	1	2	2	3	3	2	2	2

A. COURSE SUMMARY:

Module 1:   16 Hours

Module 2:   40 Hours

Module 3:   30 Hours

Module 4:   10 Hours

Evaluation: 12 hours

Total: 108 hrs

B. COURSE DETAILS:

Module 1: Poetry- Some Key Concepts

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

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

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

Module 2: Poetic Forms

1. Sonnet: William Shakespeare: Shall I Compare thee to a Summer's Day (Sonnet XVIII), John Milton: On His Blindness

2. Ballad: John Keats: La Belle Dame sans Merci

3. Ode: P B Shelley: Ode to a Skylark

4. Elegy: W H 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), "Presumptous 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

1. Childhood: Rainer Maria Rilke: Childhood

2. Love and Loss: Pablo Neruda: Tonight I Can Write the Saddest Lines

3. Protest: Nazim Hikmet: Some Advice to those who will Serve Time in Prison

4. Family: Langston Hughes: Mother to Son

5. Survival: Namdeo Dhasal: Stoneman, My Father & Me

6. Alienation: Diane Glancy: Without Title

7. War: Yehuda Amichai: Anniversaries of War

8. Environment: Joao Cabral de Melo Neto: Landscape of the Capibaribe River

9. Commitment and Passion: Charles Baudelaire: Be Drunk

10. Cultural Difference: Bassey Ikpi: Homeward

Module 4: Appreciation of Poetry

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

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

READING LIST

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

FURTHER READING

A Concise Companion to Literary Forms. Emerald, 2013.

Bernard Blackstone. Practical English Prosody: A Handbook for Students. Longman, 2009.

C. T. Thomas Ed. Chaucer to Housman Vol I. New Delhi: B.I. Publications 1990.

Katherine Washburn and John S. Major Ed. World Poetry: An anthology of Verse from Antiquity to Our Time. New York: W. W. Norton, 1998.

Margaret Ferguson, Mary Jo Salter and Jon Stallworthy. The Noeton Anthology of Poetry. 5th Ed. New York: W. W. Norton, 2005. Neil Corcoran. English Poetry since 1940. London: Longman, 1993.

Neil Roberts. A Companion to Twentieth Century Poetry. Malden, Blackwell,2003.

Philip Hobsbaum. Metre, Rhythm and Verse Form. London: Routledge, 2006.

Rajiv Patke, Postcolonial Poetry in English. Oxford: OUP, 2006.

R. P. Draper. An Introduction to Twentieth Century Poetry in English. Basingstoke, Palgrave,1999.

Tom Furniss and Michael Bath. Reading Poetry- An Introduction. London: Prentice Hall, 1996.

COMPLEMENTARY COURSE - ICP1 (2) – INDIAN CONSTITUTION AND POLITICS: BASIC FEATURES AND GOVERNMENTAL STRUCTURES

No. of hours: 108 (6hrs/wk)

Course Objectives
1. To make the learners able to understand the process through which the constitution of India came into existence and its salient features
2. To develop in students the basic knowledge on fundamental rights and duties

3. To impart learners with the knowledge of the directive principles of state policy

4. To familiarize the students with the structure and functions of different organs of governments in India; legislature, executive and judiciary

5. To cultivate in students, an active interest in the constitution of the country.

Course Outcomes

CO1: Understand the process of the formation of the Indian Constitution and its essential features.

CO2: Demonstrate awareness and comprehension of fundamental rights and duties.

CO3: Apply conceptual knowledge regarding the directive principles of state policy.

CO4: Develop an understanding of the structure and functions of India's different government organs: legislature, executive, and judiciary.

CO5: Cultivate an interest in the nation's constitution and promote responsible citizenship.

CO-PO/PSO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	1	2	3	2	2	3	3	2
CO2	2	1	2	1	3	3	2	2	3	3	2
CO3	3	2	1	1	1	3	3	2	2	2	3
CO4	2	1	3	1	2	3	2	3	3	3	2
CO5	2	2	2	1	3	3	2	3	3	2	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4	Module 5
CO1	3	3	1	1	3
CO2	2	3	2	2	2
CO3	1	3	1	1	1
CO4	2	1	3	3	3

	Module 1	Module 2	Module 3	Module 4	Module 5
CO5	1	2	2	1	2

A. COURSE SUMMARY

Module 1:   16 Hours

Module 2:   40 Hours

Module 3:   30 Hours

Module 4:   5 Hours

Module 5:   5 Hours

Evaluation: 12 hours

Total: 108 hrs

B. COURSE DETAILS

Module 1

a) Importance of Constitution

b) Constitutional developments with special reference to Govt. of India Acts: 1909; 1919; 1935 and Indian Independence Act 1947

Module 11

a) Basic features of the constitution

b) The Preamble – with special reference to 42nd amendment act

c) Fundamental Rights and Fundamental Duties,

d) Directive Principles of State Policies, Tussle between Fundamental Rights and Directive Principles

Module 1II

a. Union Executive- President and Vice President; Prime Minister; Council of Ministers – powers and functions

b. Bureaucracy - Civil Services in India, UPSC

c. Union Legislature – a) Lok Sabha & Rajya Sabha – Composition, powers and functions; Role of the Speaker

Module 1V

a. State Executive – Governor; Chief Minister; Council of Ministers – powers and functions

b. State Legislature – Assembly and Council- Composition, powers and functions

Module V

a. Supreme Court and High Court- Composition, jurisdiction and functions

b. Judicial review, Judicial Activism and Independence of Judiciary

REFERENCE

Baxi, U (1981), The Right to be Human. India International Centre, New Delhi.

Desai A.R. (1986), Violation of Democratic Rights in India, Popular Prakashan, Bombay.

Kothari, R and Sethi, H (1987), Special Issue on the Politics of Human Rights, Lokayan, Bulletin, 5/4/5, p.33.

Lutz, P and Burke (1989), New Directions in Human Rights, University of Pennsylvania Press, Phiiadelphia

Basu, D. D (2007), Introduction to the Constitution of India, S.Chand and Company, p.98.

Welch, E. Jr, and Leary, V.A (1990), Asian Perspective on Human Rights, Western Press, Oxford.

Diwan, P & Diwan, P (1998), Human Rights and the Law-Universal and Indian, Deep & Deep Publications Pvt. Ltd., New Delhi, p.23.

Mehta, P.L & Verma, N (1999), Human Rights Under the Indian Constitution, Deep & Deep Publications Pvt. Ltd, New Delhi, p.56.

Sehgal, B.P.S (2004), Human Rights in India: Problems and Perspectives, Deep & Deep Publications Pvt. Ltd., New Delhi, p.23.

Sharma, G (2003), Human Rights and Legal Remedies, Deep & Deep Publications Pvt. Ltd., New Delhi

SECOND LANGUAGE - MAL2AO8(1): MALAYALASAHITHYAM-2

No. of sessions:64

Course Objectives
1. Familiarize the students with different stages of growth and development of Malayalam Poetry and literature.
2. Familiarize the students with different stages of growth and development of Malayalam Prose and literature
3. Give an awareness of literary criticism in Malayalam literature.

Course Outcomes
CO1: Foster an appreciation for Mother tongue and regional literature, enhancing cultural development through increased engagement and interest. (Cultural Development, Appreciation)
CO2: Enhance language skills to improve communication, demonstrating proficiency in linguistic abilities. (Language Mastery, Communication)
CO3: Familiarize with diverse cultural aspects within Kerala's culture, recognizing and comprehending various cultural dimensions. (Cultural Familiarity, Understanding)
CO4: Develop communication skills and the capacity for creative writing, demonstrating refined expression and creativity. (Communication Proficiency, Creativity)
CO5: Gain familiarity with different literary forms and communication modes in the Malayalam language. (Literary Understanding, Language Comprehension)

CO-PO/PSO Mapping

PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	3	1	3	2	2	3	2	1	3
CO2	3	2	3	1	3	2	3	2	2	3	2
CO3	2	2	3	1	3	2	2	3	1	2	3
CO4	3	3	2	1	2	2	3	2	3	3	2
CO5	2	2	3	1	2	3	2	2	2	2	2

Module-CO Mapping

Outcomes	Module 1	Module 2	Module 3, 4
CO1	3	3	2
CO2	3	3	2
CO3	2	2	3
CO4	2	2	3
CO5	2	2	3

COURSE DETAILS

Module 1: Poems

Nalini-Kumaranasan

Suryakanthi-G Sankarakkuruppu

Maninadam-Idappalli

Module 2: Poems

Kalopasakan-Akkitham

Kuthirakkompu-Ayyappapanicker

Puthenchollu-Attoor

Ammaye kulippikkumpol-Savithri Rajeevan

Module 3,4: Criticism

Amba-Kuttikrishna Marar

Kalidasanum Kalathinte Dasan-Mundasseri

Maranathinte Soundaryam-K P Appan

Sthreeyillatha mathrubhoomi-Kalppatta Narayanan

Ezhuthum Adhikaravum-P K Rajasekharan

SECOND LANGUAGE - HIN 2 A08(1): GRAMMAR AND TRANSLATION

No. of sessions: 72

Course Objectives
1. Grammar is essential to the study of language. Developing a correct grammar sense is very important for written communication.
2. A student who successfully complete the course should be able to write in Hindi independently in their personal and professional life.
3. Familiarizing the technology of translation with its possibilities.
Course Outcomes
CO1: Cultivate an appreciation for regional literature to enhance cultural development.
CO2: Enhance language skills and proficiency.
CO3: Familiarize with diverse cultural aspects within Kerala's heritage.

CO4: Improve communication skills and foster an inclination towards creative writing.

CO5: Acquaint with various literary forms and communication modes specific to Malayalam language.

CO-PO/PSO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	1	1	3	2	1	3	2	3	2
CO2	1	3	1	2	3	2	1	3	1	3	2
CO3	2	3	1	1	1	2	1	2	2	2	2
CO4	2	2	1	2	2	2	1	3	1	2	2
CO5	2	2	1	1	1	2	1	3	1	2	2
CO6	2	2	1	1	1	2	1	2	1	2	2

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	3	1	1
CO2	3	3	1	1
CO3	2	2	2	2
CO4	2	2	2	2
CO5	1	1	3	3

COURSE DETAILS

Module 1 – shabda vichar,sangya,ling,vachan,karak

Module 2 – sarvanaam ,visheshan ,kriya ,kriya ke roopaanthar –kal ,vachya

Module 3 - kriya visheshan ,sambandh bodhak, samuchchaya bodhak,vismayaadi bodhak

Module 4 – Translation from English to Hindi

PRESCRIBED BOOK FOR STUDY:

1. SAMANYA HINDI VYAKARAN TATHA RACHANA: SREEKRISHNA PANDEY,

LOKMANGAL PRAKASHAN, B-32, KAILASH COLONY, SHAHDARA, DELHI.

AUDIT COURSE - AUD2E02: DISASTER MANAGEMENT

Course Objectives

- The study aims at providing an understanding on disaster management and various types of disasters.
- It provides an awareness about disaster prevention and risk reduction and enables to impart knowledge on climate change adaptation and scenarios.

Course Outcomes
CO1: Understand the need and significance of studying disaster management.
CO2: Understand the different types of disasters and causes for disasters.
CO3: Gain knowledge on the impacts Disasters on environment and society
CO4: Study and assess vulnerability of a geographical area.
CO5: Students will be equipped with various methods of risk reduction measures and risk mitigation.

CO-PO/PSO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO 1	3	3	3	0	3	0	0	0	0	0	1
CO 2	3	3	3	0	3	0	0	0	0	0	1
CO 3	3	3	3	0	3	0	1	1	1	1	1
CO 4	3	3	3	0	3	0	0	0	0	0	1
CO 5	3	3	3	0	3	0	0	0	0	0	1

Module-CO Mapping

	CO1	CO2	CO3	CO4	CO5
Module 1	3	3	3	3	3

	CO1	CO2	CO3	CO4	CO5
Module 2	3	3	3	3	3
Module 3	3	3	3	3	3
Module 4	3	3	3	3	3
Module 5	3	3	2	0	3

COURSE DETAILS

Module 1

Introduction – Hazard and Disaster. Concepts of Hazard, Vulnerability, Risks. Different Types of Disaster: A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Manmade Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. Slow Disasters (famine, draught, epidemics) and Rapid Onset Disasters (Air Crash, tidal waves, Tsunami) Causes, effects and practical examples for all disasters.

Water and Climate Disaster: flood, hail storms, cloudburst, cyclones, heat and snow avalanches, cold waves, droughts, sea erosion, thunder and lightning. Geological Disaster: landslides, earthquakes, Tsunami, mine fires, dam failures and general fires. Biological Disaster: epidemics, pest attacks, cattle epidemic and food poisoning. Nuclear and Industrial Disaster: chemical and industrial disasters, nuclear accidents. Accidental Disaster: urban and forest fires, oil spill, mine flooding incidents, collapse of huge building structures.

Module 2

Natural disasters- Earthquakes, Tsunami, Floods, Drought, Landslides, Cyclones and Volcanic eruptions. Their case studies. Coastal disasters. Coastal regulation Zone.

Risk and Vulnerability Analysis 1. Risk: Its concept and analysis 2. Risk Reduction 3. Vulnerability: Its concept and analysis 4. Strategic Development for Vulnerability Reduction Disaster Prevention and Mitigation. Refugee operations during disasters, Human Resettlement and Rehabilitation issues during and after disasters, Inter-sectoral coordination during disasters,

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Models in Disasters.

Module 3

Disaster Preparedness and Response Concept and Nature Disaster Preparedness Plan

Prediction, Early Warnings and Safety Measures of Disaster. Role of Information, Education,

Communication, and Training, Disaster Management: Role of Government, International and NGO

Bodies. Role of IT in Disaster Preparedness Role of Engineers on Disaster Management. Response

Disaster Response: Introduction Disaster Response Plan Communication, Participation, and Activation

of Emergency Preparedness Plan Search, Rescue, Evacuation and Logistic Management Role of

Government, International and NGO Bodies Psychological Response and Management (Trauma, Stress,

Rumor and Panic) Relief and Recovery Medical Health Response to Different

Disasters.

Module 4

Rehabilitation, Reconstruction and Recovery Reconstruction and Rehabilitation as a Means of

Development. Damage Assessment Post Disaster effects and Remedial Measures. Creation of

Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction

Sanitation and Hygiene Education and Awareness, Dealing with Victims' Psychology, Long-term

Counter Disaster Planning Role of Educational Institute.

Module 5

The vulnerability atlas of India. Disaster Prevention and Mitigation. Agencies involved in

Disaster Management. Warning and Prediction

ESSENTIAL READING:

1. Pandey, M., 2014. Disaster Management, Wiley India Pvt. Ltd., 240p.

2. Tushar Bhattacharya, Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd

3. Jagbir Singh, Disaster, Management: Future Challenges and Opportunities, K W Publishers Pvt. Ltd.

4. J.P. Singhal, Disaster Management, Laxmi Publications

5. C. K. Rajan, Navale Pandharinath, Earth and Atmospheric Disaster Management: Nature and

Manmade, B S Publication

6. Shailesh Shukla, Shamna Hussain, Biodiversity, Environment and Disaster Management,

SEMESTER 3

CORE COURSE - ENG3B03– APPRECIATING PROSE

No. of sessions: 72 (4 hrs per week)

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

Course Outcomes
CO1: Demonstrate knowledge acquisition of the history of English prose writings, spanning from King Alfred to Victorian and modern prose.
CO2: Understand and analyze the various literary techniques and devices employed by writers in prose.
CO3: Explore diverse cultures through prose to develop a deeper appreciation for cultural diversity expressed in literary works.
CO4: Cultivate a critical perspective fostering both creative and critical writing skills.

CO-PO/PSO Mapping

PO→ CO↓	P01	P02	P03	P04	P05	PS01	PS02	PS03	PS04	PS05	PS06
CO1	2	1	1	1	2	3	3	2	2	2	2
CO2	1	2	2	1	2	2	3	3	3	3	1
CO3	3	2	2	2	1	2	2	2	3	3	3
CO4	3	3	3	1	2	3	2	3	1	3	2

Module-CO Mapping

	Module 1	Module 2
CO1	3	3
CO2	3	3

	Module 1	Module 2
CO3	2	2
CO4	2	2

A. COURSE SUMMARY

Module 1: 30 hrs

Module 2: 30 hrs

Evaluation: 12 hrs

Total: 72 hrs

B. COURSE DETAILS:

Module 1: Introduction to Prose

Etymology – Prose varieties –Fiction/Short Story/Tales -Autobiography/Biography -Newspaper/Journal Articles -Philosophical/Scientific Essays –Travelogues –Speech. Functions of prose. Evolution of Prose - Early

translations- King Alfred- the Anglo-Saxon Chronicle- homilies- bible translations-secular prose-Morte D'arthur- Elizabethan prose-tracts, pamphlets and treatises- eighteenth century prose – Victorian and modern

prose.

•Essay – formal/impersonal essay and informal/personal essay

•Types of formal essays: periodical essay, critical essay

•Personal essays /Life Writing: biography, autobiography, memoir and diaries.

Module 2: Reflections and Speeches

1. Francis Bacon: Of Studies

2. Charles Lamb: Dream Children: A Reverie.

3. G. K Chesterton: On Running After One's Hat

4. Albert Camus: Nobel Acceptance Speech

5. Arundhati Roy: Come September

6. Pico Iyer: In Praise of the Humble Comma

(Biography/Autobiography/Memoir)

7. Chinua Achebe: The Education of a British Protected Child (extract from the text.)

8. Marcel Junod: The First Atom Bomb. (Extract from Warrior Without Weapons, translated by Edward Fitzgerald.)

9. Usha Jesudasan: Justice vs Mercy

READING LIST

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

FURTHER READING

A Concise Companion to Literary Forms. Emerald, 2013. (Chapter IV)

Dr. Takashi Nagai: Letter from Nagasaki & Dr. Tamiki Hara: Letter from Hiroshima

Doris Lessing: On not winning the Nobel Prize (Nobel Lecture, December 7,2007)

Bertrand Russell: Ideas that have helped mankind.

Marilynne Robinson: When I Was a Child

Thomas de Quincey: The Literature of Knowledge and The Literature of Power

J.B Priestley: On Doing Nothing

Robert Lynd: On Forgetting

AG. Gardiner: On Living Again

CORE COURSE - ENG3B04– ENGLISH GRAMMAR AND USAGE

No. of sessions: 90 (5 hours per week)

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

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Course Outcomes
CO1: Demonstrate comprehension of the key concepts of English Grammar, enhancing communication skills.
CO2: Apply and develop competence in the four communication skills: listening, speaking, reading, and writing.
CO3: Evaluate and apply correct usage of English Grammar in both written and spoken communication.
CO4: Analyze critically as readers and writers, applying acquired grammar skills.
CO5: Master the art of proficiently communicating in English.

CO-PO/PSO Mapping

PO→ CO↓	P01	P02	P03	P04	P05	PS01	PS02	PS03	PS04	PS05	PS06
CO1	2	3	1	2	1	3	1	2	1	2	2
CO2	2	3	1	2	1	3	2	2	2	3	3
CO3	2	3	1	1	1	3	1	3	2	2	2
CO4	3	3	2	1	1	3	2	3	2	3	3
CO5	2	3	2	2	1	3	1	2	2	3	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4	Module 5
CO1	3	1	2	3	2
CO2	3	2	2	3	2
CO3	3	1	2	3	3
CO4	2	2	2	3	2
CO5	2	1	2	3	3

A. COURSE SUMMARY

Module 1: 18 hrs

Module 2: 10 hrs

Module 3: 15 hrs

Module 4: 15 hrs

Module 5: 20 hrs

Evaluation: 12 hrs

Total: 90 hrs

B. COURSE DETAILS:

Module 1: Basic Grammatical Units:

1. Form class and Function words

2. Identifying the Grammatical labels and Functional labels of words

3. Verb in Function—Gerund, Infinitives, Participles—their uses

4. Synonyms, Antonyms, Precise Use

5. Mood and Modality

6. English Morphology – Compounding, Affixation, Inflexion, Derivation

7. Phrasal verbs and idioms

Module 2: The Sentence

1. Word order and Sentence Pattern

2. Coordination and Subordination

Module 3: Sentence Transformations: A Relook at Traditional Categories

1. Tag questions

2. Active passive

3. Direct and indirect

4. Simple, complex, Compound

5. Movement – Collocation

Module 4: Important Grammatical Concepts

1. Time, Tenses and Aspects

2. Lexical Verbs and Auxiliary verbs: Their uses

3. Anomalous Finites

4. Subject—Verb agreement in sentences

5. Degrees of Comparison

Module 5: Practical Exercises

1. Reorder jumbled sentences

2. Correct the given sentences according to accepted Modern usage and justify the changes made

3. Paragraph Editing (with more focus on grammatical corrections)

4. Translate a passage from Mother Tongue to English

READING LIST

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

FURTHER READING

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

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.

Swan, Michael. Practical English Usage. Oxford University Press, 2005.

Thomson, A. J. and Martinet. A Practical English Grammar Combined Exercises Vol. 1 & 2. . Oxford University Press.

Quirk, Randolph. The Use of English. Longman, 1968.

Sailaja, Pingali. Indian English. Edinburgh University Press, 2009.

COMMON COURSE - ENG3A05: READINGS ON INDIAN LITERATURES

No. of sessions: 90 (5 hours per week)

COURSE CODE	ENG3 A05
TITLE OF THE COURSE	READINGS ON INDIAN LITERATURES
SEMESTER IN WHICH COURSE IS TO BE TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5hrs/week)

Aim of the Course:

The aim of this course is to familiarize the students with the emerging trends and growth of regional literatures in India. This course offers a choice selection of significant modern Indian literary works, produced in regional languages.

Course Objectives
1. To enable the students to read and critically appreciate the different varieties of Indian literature, writings and films
2. To read and understand the diversity of Indian writings and comprehend its nuances

Course Outcomes
CO1: Evaluate and classify Indian writings across genres, applying critical analysis to comprehend the diversity of Indian society portrayed in literature.
CO2: Analyze the representation of social issues within Indian literature, employing critical thinking to interpret their significance and implications.
CO3: Synthesize an understanding of 'Indianness' through critical examination of works by Indian writers from diverse regions, applying evaluative skills to discern cultural identities.
CO4: Appraise and assess the pluralistic facets of Indian culture and identity within literary works, utilizing analytical skills to comprehend their complex representations.

CO-PO/PSO Mapping

PO → CO ↓	P01	P02	P03	P04	P05	PS01	PS02	PS03	PS04	PS05	PS06
CO1	3	3	3	1	1	3	3	3	3	3	3
CO2	3	2	3	1	2	3	2	2	3	2	3
CO3	3	2	3	3	1	3	2	3	3	3	3
CO4	2	1	2	2	1	3	3	3	2	3	3

Module – CO Mapping

Outcomes	Module 1	Module 2	Module 3	Module 4
CO1	3	2	1	1
CO2	3	3	1	2
CO3	3	2	1	2
CO4	2	1	1	3

COURSE DESCRIPTION

A.   COURSE SUMMARY

Module 1: Poems   20 hrs

Module 2: Short stories   20 hrs

Module 3: Prose narratives   20 hrs

Module 4: Plays and Films   18 hrs

Evaluation   12 hrs

Total 90 hrs

B.   COURSE DETAILS:

Module 1- Poem

1.   Small Towns and the River -- Mamang Dai

2.   Dream: Midnight -- Sridala Swami

3.   What you do? -- Omprakash Valmiki

4.   Munda & Kondh songs

5.   (Other) Wordly Folk Tale - Geet Cathurvedi

Module 2--Short story and Fiction

1.   Scorn - Bama

2.   Two in the next world - Rajendra Yadav

3.   The Bride's Pyjamas- Akhtar Mohi- Ud-Din

4.   The Night Train at Deoli   - Ruskin Bond

Module 3 - Prose narratives

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 films

1.   Beyond the Land of Hattamala (play) - Badal Sirkar

2.   The Burning – (short film)- V.S Sanoj

3.   That Day After Every Day – (short film)- Anurag Kashyap

4.   An Excerpt from Abhijnanasakuntalam

READING LIST

CORE TEXT: READINGS ON INDIAN LITERATURES

CODE TITLE AUTHOR   PUBLISHER

ENG3AO5   BoS (UG)University of Calicut   University of Calicut

FURTHER READING

Kumar, Shiv K. Contemporary Indian Short Stories in English. New Delhi: Sahitya Akademi, 1991. Prin

Peeradina, Saleem. Contemporary Indian Poetry in English: An Assessment and Selection. Bombay: Macmillan Co. of India, 1972. Print.

Contemporary Kashmiri Poetry: 1947-2010 (An Anthology of Post - Independence Indian Poetry in Kashmiri) Compiled by Aziz Hajini

Kambar, Chandrasekhara. Modern Indian Plays. New Delhi: National School of Drama, 2000. Print.

Sen, Amartya. The Argumentative Indian: Writings on Indian History, Culture, and Identity. New York: Farrar, Straus and Giroux, 2005. Print.

COMPLEMENTARY COURSE - ICP4(3) CO3: INDIAN CONSTITUTION AND POLITICS: FEDERALISM, DECENTRALISATION AND POLITICAL DYNAMICS

No. of sessions: 108

Course Objectives
1. To critically evaluate the main features of Indian federal system, centre-state relations and three tier system of decentralization.

2. To make students aware of the process of constitutional amendments.	
3. To make students aware about party system, regionalism, minority rights, etc.	
Course Outcomes	
CO1: Demonstrate an in-depth comprehension of the features of a federal system.	
CO2: Apply understanding of the constitutional amendment process.	
CO3: Engage actively and critically with political and ideological issues.	

CO-PO/PSO Mapping

PO→ CO↓	P01	P02	P03	P04	P05	PS01	PS02	PS03	PS04	PS05	PS06
CO1	3	2	3	1	1	2	1	2	3	1	3
CO2	2	2	2	2	1	2	1	2	3	1	3
CO3	1	2	2	1	2	2	1	2	3	1	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4	Module 5
CO1	3	2	1	1	3
CO2	1	1	3	1	1
CO3	2	1	1	2	3

COURSE DETAILS

Module 1

a) Indian Federalism - Constitutional provisions

b) Union- State Relations- Legislative, Administrative and Financial provisions

c) Challenges to Indian federalism

d) Finance Commission, Niti Ayog, GST Council, Inter State Council- Composition, Powers and

Functions

Module 2

a) Panchayath Raj System in Kerala- 73RD and 74th Constitutional Amendments, People's Planning Programme

b) Impact of reservation in Panchayath Raj system

Module 3

a) Procedure to amend the constitution

b) Major constitutional amendments with special reference to 1, 42, 44, 52, 86, 101

Module 4

a) Indian Party System- Major features and Emerging trends

b) Major National and Regional political parties

c) Regionalism – threat or strengthening of democracy?

Module 5

a) Constitutional provisions to protect human rights – Civil and Political rights, Socio-Economic and Cultural rights

b) Protection of minorities – religious, linguistic and sexual minorities, Right to Information Act

READING LIST

1 D. D. Basu, Introduction to the Constitution of India, Prentice Hall, 2010.

2. Dr. M. V. Pylee, India's Constitution, Vikas, New Delhi 2010.

3. Dr.B.L.Fadia, Indian Government and Politics, Sahitya Bhavan Publications, 2010.

4. Dr.A.P, Avasthi, Indian Government and Politics, Lakshmi Narayan Agarwal, 2012.

5. J.C.Johari, Indian Political System, Anmol Publications, 2008.

6. Grenville Austin, Indian Constitution: A cornerstone of a Nation, OUP, New Delhi, 2008.

7. Brij Kishore Shama, Introduction to the Constitution of India. Prentice Hall, New Delhi, 2007.

8. Bidyut Chakrabarthy, Indian Government and Politics. Sage, New Delhi 2008.

9., Lakshmi Kanth, Indian Polity, TATA Magrow, New Delhi2010.

SECOND LANGUAGE - MAL3AO9: MALAYALASAHITHYAM-3

No. of sessions:80

Course Objectives
1. Give the students a general idea about drama of Malayalam literature.
2 Familiarize the students with script writing in Malayalam.
3.Give an awareness about Autobiography writing.
4.Give an awareness about travelogue writing.
Course Outcomes
CO1: Analyze the evolution of Malayalam literature and the stylistic use of language across different periods.
CO2: Cultivate an appreciation for regional literature, contributing to cultural development.
CO3: Explore diverse cultural dimensions within Kerala's culture.
CO4: Enhance communication skills and nurture a penchant for creative writing.
CO5: Acquire familiarity with various literary forms and communication modes within the Malayalam language.

CO-PO/PSO Mapping

PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	1	2	2	2	3	2	1	3
CO2	1	2	3	2	2	2	3	3	2	3	2
CO3	2	2	2	2	3	2	1	3	1	2	3
CO4	3	3	3	1	2	2	3	2	3	3	2
CO5	2	2	1	1	2	3	3	2	2	2	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	1	1	1

	Module 1	Module 2	Module 3	Module 4
CO2	1	1	2	1
CO3	1	1	1	1
CO4	1	1	1	1
CO5	1	2	1	3

COURSE DETAILS

Module 1: Drama

G Sankarappillai-Bharathavakyam

Vayala Vasudevan Pillai-Thanathu nadakadarsanam (Nadaka padanangal)

Module 2: Script

M T-Perunthachan

Adoor Gopalakrishnan-Samvidhayakante Kala (cinimayude lokam)

Module 3: Autobiograbhy/Memoire

V T Bhattathirippad-Kedatha theenalangal(Kanneerum kinavum)

P Kunjiraman Nair-Pushpagopuram(Kaviyude kalppadukal)

Rosi Thomas-Neela kadalasil pothinja pachakkuthira(Ivanente priya C J)

Echaravarrier-Karuthivachoru Pothichore (Orachante Ormmakkurippukal)

Module:4 Travelogue

Rajan Kakkanadan-Himavante Mukalthattil

SECOND LANGUAGE - HIN 3 A09: POETRY IN HINDI

No. of sessions: 90

Course Objectives
1. Appreciation of poetry using the best specimens provided in an anthology .
2. Understanding the origin and development of Hindi poetry through selected poems .

Course Outcomes
CO1: Analyze the common techniques inherent in free verse and traditional forms of poetry.
CO2: Identify and utilize personal experiences for crafting poems.
CO3: Understand the fundamental terminology and practical elements involved in poetry.

CO-PO/PSO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	1	1	1	2	3	1	2	2	2
CO2	2	3	2	1	1	2	2	2	2	2	3
CO3	2	2	3	1	2	2	2	2	2	2	2

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	3	3	1
CO2	3	2	3	1
CO3	3	3	3	1

COURSE DETAILS

Module 1

1.Kabeer das -5 Dohas

2.Soordas – 3 padas

3.Tulsidas – 3 Dohas

Module 2

4.Maithilee sharan gupt – Sakhi ve mujhse kahkar jaate

5.Niraalaa -jaago phir ek baar

6.Naagaarjun – ham bhee saajheedaar the

7.Agyey - maine kaha ped

Module 3

8. Arunkamal – putalee mein sansaar

9. Gyanendrapati – beej vyatha

10.Anaamika - bejagah

11.Jayaprakaash kardam - mere adhikaar kahaan hai

Module 4

Dharmveer bhaarati – Kanupriya

PRESCRIBED TEXT BOOKS

1.PADYA VIHAR – RAJKAMAL PUBLICATIONS ,1B NETAJI SUBHASH MARG,

DARIYAGANJ, NEW DELHI, Edited by: UG Hindi Board of Studies, Calicut University

2.KANUPRIYA – BHARATEEYA GYAANPEETH, 18, INDUSTRIAL AREA, LODHI ROAD, NEW DELHI

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AUDIT COURSE - AUD3E03: HUMAN RIGHTS

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Course Objective

In-depth insight into the constitutional, statutory and institutional aspects of human rights and special legislations dealing with protection of vulnerable and marginalized groups.

Course Outcomes
CO1: Understand the importance and different approaches to Human rights
CO2: Understand the different mechanisms of United Nations to ensure and protect the Human Rights.
CO3: Understand the different Constitutional provisions and legislations to protect Human Rights in India.
CO4: Analyse the functions of NHRC, Judiciary and PIL for protecting Human Rights in India.
CO5: Examine the challenges to Human Rights of different vulnerable sections.

CO-PO/PSO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	0	3	3	3	3	3	3	3
CO2	3	3	3	0	3	3	3	3	3	3	3
CO3	3	3	3	0	3	3	3	3	3	3	3
CO4	3	3	3	0	3	3	3	3	3	3	3
CO5	3	3	3	0	3	3	3	3	3	3	3

Module-CO Mapping

Module	CO1	CO2	CO3	CO4	CO5
Module 1	3	1	1	1	1
Module 2	2	3	1	1	1
Module 3	1	1	3	3	1
Module 4	1	1	1	1	3

COURSE DETAILS

MODULE –I

HUMAN RIGHTS; Meaning, Evolution and Importance Approaches; Western, Marxian, Feminist and Third World

MODULE – II

U N O AND HUMAN RIGHTS

(a)Universal Declaration of Human Rights

(b)International Covenants on Civil and Political Rights (ICCPR), International Covenant on Social Economic and Cultural Rights (ICSECR)

(c) The Office of the United Nations High Commissioners for Human Rights (UNHCHR)

MODULE- III

HUMAN RIGHTS IN INDIA

(a)Constitutional Provisions- Fundamental Rights, Directive Principles of State Policy

(b)Some important Legislations

1) Protection of Civil Rights Act-1955

2) Prevention of Atrocities (SC and ST) Act 1989

3) Sexual Harassment of Women at workplace (Prevention, Prohibition and Redressal) Act, 2013

4) The Rights of Persons with Disabilities Act-2016

5) Right to information Act 2005

(c) Agencies Protecting Human Rights; Judiciary, Public Interest Litigation, National Human Rights Commission and Media

MODULE- IV

CHALLENGES TO HUMAN RIGHTS

Human Rights Violations against Women, Children, Other marginalized sections like Minorities, Dalits, Adivasis and Women, Refugees

BOOKS AND REFERENCES

1 Andrew Clapham, Human Rights: A Very Short Introduction, Oxford University Press, New York, 2007

2 Darren J O Byrne, (ed), Human Rights: An Introduction, Pearson, New Delhi,2004

3 Chiranjeevi Nirmal, Human Rights in India, Oxford University Press, New Delhi,1997.

4 Pavithran K S, (ed), Human Rights in India: Discourse and Contentions, Gyan books, NewDelhi,2018

5 Ujwal Kumar Singh, (ed), Human Rights and peace: Ideas, Laws, Institutions and Movements, Sage, New Delhi,2009

6 Upendra Bax, The RIGHT to be Human Lasncer International New Delhi, 1987.

7 Johari J.C Human Rights and New World Order Anmol Publications, New Delhi, 0998

ADD ON COURSE - NLA 3AOP01: HISTORY OF ENGLISH LANGUAGE AND LITERATURE

No. of sessions: 30

Course Outcomes
1.   Develop a chronological understanding of major historical developments in the English

language and literature from its earliest origins to contemporary times.

2. Develop critical thinking skills through engaging with diverse perspectives, debates, and interpretations within the field of English language and literature, explore the evolution and variation of the English language over time.

3. Examine the interplay between English language development and broader historical, cultural, and societal factors, such as religious movements, political upheavals, colonialism, globalization, and the emergence of new literary movements.

4. Enhance the ability to critically analyze and interpret a variety of literary texts from different historical periods, genres, and cultural contexts.

Course Outcomes

CO1: Students will have an overall view of the history of English Literature

CO2: The students will be able to trace the evolution of literary ages and the characteristic works.

CO3: The students will be familiar with the circumstances that shaped the processes of literary production.

CO4: The students will be able to have a critical understanding of the intellectual history of England and to equip the learners to analyse literary products within particular socio-historical contexts.

CO-PO/PSO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	1	1	2	3	2	3	3	3	3	3
CO2	3	1	1	3	3	3	3	2	3	3	2
CO3	3	2	1	2	3	2	3	2	3	3	3
CO4	3	3	1	3	3	2	3	3	3	3	3

Module-CO Mapping

Module	CO1	CO2	CO3	CO4
Module 1	3	3	2	3

Module	CO1	CO2	CO3	CO4
Module 2	3	3	2	3
Module 3	3	3	2	3
Module 4	3	3	2	3
Module 5	3	3	2	3

COURSE SUMMARY

Introduction and Old English Period

Middle English Period and Renaissance

English Renaissance and Elizabethan Period

The Age of Shakespeare

The Restoration Age to Enlightenment

Augustan Age

The Romantic Age

The Age of Wordsworth and Romantic Poetry

The Victorian Age

The Rise of the Novel

The Age of Modernism

The Age of Postmodernism

COURSE DESCRIPTION:

Module 1

Introduction: Literary History

Locating the Starting Points: The Anglo-Saxon Period

Old English period: Anglo-Saxon period

Middle English Period: English Before Chaucer

The Age of Chaucer

Middle English period after Chaucer

The Development of the English Language - Tracing the Origins and Early Influences

The Development of the English Language - Old English to Middle English

Module 2

Introducing the Elizabethan Era - The English Reformation

The Elizabethan Age: The Beginning of a Golden Era

Elizabethan Age: English Drama Before Shakespeare

The Emergence of Elizabethan Romantic Drama

The University Wits: A Prelude to Shakespeare

William Shakespeare: The Man, the Dramatist, and an Age

William Shakespeare: An Overview of his Drama

Elizabethan Theatre

Elizabethan Poetry and Prose

Module 3

The Jacobean Age

The Jacobean Drama

The Caroline Period / The Age of Milton & The Interregnum

The Age of Milton: Prose & Poetry

Changes in Language: Early Modern English

The Age of Restoration

The Age of Dryden

The Restoration Drama

The Age of Restoration (new)

Module 4

The Age of the Pope / The Augustan Age

The Age of Pope: Prose (Periodicals, Essays, and The Rise of the Novel)

Scottish Enlightenment of the 18th Century

The Age of Johnson (1745 - 1798)

The Rise of the Novel

The Rise of the Woman Writer in the 18th Century

The Revival of Romance

The Age of Romanticism: Introduction

The Age of Wordsworth

Prose in the Age of Romanticism

Drama in the Age of Romanticism

Novel in the Age of Romanticism

Women writers in the Romantic Age

Module 5
The Age of Tennyson: Victorian Era

The Age of Tennyson: Victorian Poetry

Prose in the Victorian Age

Drama in the Victorian Age Victorian Novel and the Late Victorian Period

Towards Modernism

 Modernist Literature

 Modernist Poetry

Modernist Prose and Fiction Post-1945: Post-Modern Age

REFERENCE BOOKS

1. *The Cambridge Encyclopedia of the English Language* by David Crystal

2. *A History of the English Language* by Albert C. Baugh and Thomas Cable

3. *The Oxford History of English Literature* edited by Pat Rogers

4. *The Norton Anthology of English Literature* edited by Stephen Greenblatt

5. *The Origins and Development of the English Language* by Thomas Pyles and John Algeo

6. *The English Language: A Historical Introduction* by Charles Barber

7. *A Short History of English Literature* by Harry Blamires

8. *The Stories of English* by David Crystal

SEMESTER 4

CORE COURSE - ENG4B05 – APPRECIATING FICTION

No. of sessions: 90

Course Objectives
1. To help learners discover the pleasures in reading fiction
2. To enable the learners to gain an insight into the human condition and the complexities of life
3. To acquaint the students with different types of fiction and analyze them.
4. To inculcate in learners a taste for deeper pursuit of literary fiction.
5. To guide students on how to participate in discussions and make seminar presentations with special focus on various perspectives of analysis.

Course Outcomes
CO1: Engage in a passion for reading fiction through exploration and analysis.
CO2: Enhance vocabulary and narrative style through reading and analyzing fiction.
CO3: Develop sensitivity towards various humane and societal circumstances depicted in fiction.
CO4: Cultivate empathy to improve intrapersonal and interpersonal relationships through fiction.
CO5: Demonstrate enhanced capabilities in interpreting, analyzing, and inferring from fiction.

CO-PO/PSO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	2	1	2	2	2	3	3	3
CO2	2	3	2	1	2	2	2	3	3	3	3
CO3	3	2	2	1	1	2	1	2	3	3	3
CO4	2	2	3	2	1	3	1	1	2	3	3
CO5	3	2	3	2	1	3	2	3	3	3	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	3	2	1
CO2	3	3	1	1
CO3	3	3	2	1
CO4	3	3	2	1
CO5	3	3	2	1

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1:   20 hrs

Module 2:   35 hrs

Module 3:   15 hrs

Module 4:   8 hrs

Evaluation: 12 hrs

TOTAL   90 hrs

B. COURSE DETAILS

Module 1: Understanding Fiction

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

Module 2: Short Fiction

1. Henry- The Cactus

2. Maxim Gorky- Her Lover

3. James Joyce- Eveline

4. Ray Bradbury- Sound of Thunder

5. Sally Morgan- The Letter

6. Arun Joshi- The Homecoming

7. Ken Liu- The Paper Menagerie

Module 3: Long Fiction

George Orwell- *Animal Farm*

Module 4: Film

Moby Dick: dir. John Huston

READING LIST

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

FURTHER READING

Craft, Stephen and Helen D Cross. *Literature, Criticism and Style: A Practical Guide to Advanced Level English Language*. Oxford: OUP,2000.

Watt, Ian. *The Rise of the Novel*. University of California Press, 2001.

Booth, Wayne C. *Rhetoric and Fiction.* University of Chicago Press, 1983

Lubbock, Percy. *Craft of Fiction.* Penguin 2017.

Lazar, Gillian. *Literature and Language Teaching: A Guide for Teachers and Learners.* Cambridge University Press, 2008.

Guerin, Wilfred L et al. *A Handbook of Critical Approaches to Literature.* New Delhi: OUP, 2007.

Borges, Jorge Luis and Andrew Hurley. *Collected Fictions*. The Penguin Press,1954.

Camus, Albert. *The Stranger.* New York: Vintage Books,1954

Evans, Arthur B eds. *The Wesleyan Anthology of Science Fiction.* Middletown, Conn: Wesleyan University Press, 2010

Gorky, Maxim. *The Collected Short Stories of Maxim Gorky*. Citadel Press, 1988

Joyce, James - *Dubliners* at *Planet eBook*

Liu, Ken. *The Paper Menagerie and Other Stories*. London, Sydney, New York: Saga Press, 2016

Maupassant, Guy De. *Complete Maupassant Original Short Stories* at *Project Gutenberg* www.gutenberg.org

Morgan, Sally. *My Place*. New York: Seaver Books, 1987.

O' Henry. *Works by O Henry-* at *Project Gutenberg* www.gutenberg.org

Orwell, George –*1984.* London: Secker and Warburg, 1949

Poe, Edgar Allan –*The Complete Tales and Poems of Edgar Allan Poe.* New York: Vintage Books,1975

Salinger, J D.*The Catcher in the Rye.* Boston: Little, Brown,1951

Tagore, Rabindranath. *The Hungry Stones and Other Stories*.at *Project Gutenberg*. www.gutenberg.org

Tolstoy, Leo. *The Death of Ivan Ilyich and Other Stories*. New York: New American Library, 1960

CORE COURSE - ENG4B06 – LITERARY CRITICISM

No. of sessions: 72

Course Objectives
1. To introduce the history and principles of literary criticism
2. To have an understanding of important texts and movements in the history of literary criticism
3. To examine how literary criticism shapes literature and culture across centuries
4. To recognize and critique the major arguments underlying critical writings
5. To cultivate in students, the philosophical and critical skills with which literature can be appreciated
Course Outcomes
CO1: Analyze literary discourses from diverse perspectives, applying critical thinking and evaluation skills.
CO2: Demonstrate holistic development and an inclusive approach towards diverse perspectives in literary analysis.
CO3: Perceive literature, life, and society with an open and broad-minded perspective, applying synthesis and evaluation skills.
CO4: Juxtapose various norms, values, and notions in literary analysis, demonstrating critical thinking and synthesis.
CO5: Exhibit a profound passion for literature and apply diverse tools and frameworks for analysis with creativity and evaluation skills.

CO-PO/PSO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	3	1	1	3	3	2	3	3

CO2	**3**	**1**	**3**	**3**	**1**	**1**	**2**	**3**	**1**	**3**	**3**
CO3	**3**	**2**	**3**	**3**	**1**	**1**	**1**	**3**	**3**	**3**	**3**
CO4	**3**	**2**	**3**	**3**	**1**	**2**	**2**	**3**	**3**	**3**	**3**
CO5	**3**	**2**	**3**	**3**	**1**	**2**	**3**	**2**	**3**	**3**	**3**

Module-CO Mapping

	Module 1	**Module 2**	**Module 3**	**Module 4**
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3

A. COURSE SUMMARY

Module 1:   12 hrs

Module 2:   24 hrs

Module 3:   18 hrs

Module 4:   06 hrs

Evaluation: 12 hrs

Total   72 hrs

B. COURSE DETAILS

Module 1: Classical Literary Criticism

1. Plato: Concept of Art - Mimesis, His attack on poetry, Moral Concerns of literature, Views on Drama.

2. Aristotle: Poetics - Mimesis, Catharsis, Hamartia - Defence of Poetry -Definition of Tragedy - Parts of

Tragedy, Plot, Tragic Hero, Three Unities, Comedy, Epic, Poetic style.

3. Horace: Ars Poetica - Definition of art, Views on Poetry and Drama.

4. Longinus: Romanticism, Sublimity in literature – Its sources.

Module 2: English Literary Criticism

The Sixteenth to the Nineteenth Century

1. Philip Sidney: Apology for Poetry – Reply to Stephen Gosson, The Argumentative Method

2. John Dryden: Neoclassicism – The function of Poetry, Dramatic Poesy, Observations on tragedy, comedy, satire, epic.

3. Dr. Samuel Johnson: Neoclassicism, Biographical Criticism, Historical approach, Observations on Poetry, Drama, Shakespeare, Tragicomedy, Three unities

The Nineteenth Century

1. William Wordsworth: *"*Preface to Lyrical Ballads*"* – The Romantic Creed - Difference between Neoclassicism and Romanticism - definition of poetry – poetic diction and language.

2. S. T. Coleridge: Theory of Imagination, Fancy and Imagination, Primary Imagination and Secondary imagination, Poetic Genius.

3. P. B. Shelley: The Defence of Poetry – Concept of Poetry.

4. Mathew Arnold: Classicism - Concept of Culture – the use and function of poetry - Touchstone method – Moralistic criticism – Function of criticism – High seriousness and Grand Style

Module 3: Literary Criticism – The Twentieth Century

1. T.S. Eliot: "Tradition and Individual Talent" – Historical Sense – Impersonality – Poetic Emotion – Objective Correlative – Dissociation of Sensibility.

2. I. A. Richards: Poetry and Communication, Practical Criticism - The Four Kinds of Meaning – Scientific and Emotive uses of Language.

3. F.R. Leavis: Concept of Literature and Criticism

4. Formalism: Key Features of Formalism - Its Origin, Focus on language, Form, Literariness, Defamiliarization, Fabula/Syuzet, Motivation.

5. New Criticism: The origin - Close reading and explication - Ambiguity, Paradox, Irony, Tension, Intentional Fallacy and Affective fallacy.

6. Archetypal Criticism: Myth, Archetype, Collective Unconscious, Northrop Frye.

Module 4: Glossary

1. Indian Aesthetics: Rasa, Dhwani, Vyanjana, Alamkara, Thinai.

2. Literary Movements: Classicism, Neoclassicism, Romanticism, Humanism, Realism, Naturalism, symbolism.

3. Literary Concepts: Catharsis, Mimesis, Objective Correlative, Ambiguity, Negative Capability.

READING LIST

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

FURTHER READING

B Prasad, *An Introduction to English Criticism.*

Lois Tyson, *Critical Theory Today.*

David Daiches, *Critical Approaches to Literature.*

Harry Blamires. *A History of Literary Criticism.*

Ramaswamy S & Sethuraman V.S. *The English Critical Tradition.*

Das B. B., *Literary Criticism: A Reading*

COMMON COURSE - ENG4A06 – SONGS AND STORIES OF OUR WORLD

No. of sessions: 90

COURSE CODE	ENG4 A06
TITLE OF THE COURSE	SONGS AND STORIES OF OUR WORLD
SEMESTER IN WHICH COURSE IS TO BE TAUGHT	4
NO OF CREDITS	4
NO OF CONTACT HOURS	90 (5 hrs/wk)

Aim of the course:

The course aims to provide students an overview of literary works from around the world. Through a selection of literary texts from different parts of the world and from different eras, the course offers an insight into the varied ways of self-expression of different peoples of the world.

Course Objectives
1. To enable students to read, appreciate, and critically respond to literature of different cultures.

2. To introduce a variety of literary texts from around the world from ancient to contemporary times.

Course Outcomes

CO1: Recognize and classify diverse classical and marginal literatures through critical analysis and evaluation.

CO2: Apply knowledge and comprehension of literature from various global regions and historical periods, demonstrating understanding and analysis.

CO3: Evaluate and analyze how different cultures perceive and represent their experiences in literature, applying synthesis and evaluation.

CO4: Demonstrate empathy and understanding towards diverse cultures and their experiences portrayed in literature through analysis and synthesis.

CO-PO/PSO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	1	1	1	1	2	1	2	2	3	3
CO2	3	2	3	1	1	2	1	3	3	3	3
CO3	3	3	2	2	1	2	1	3	3	3	3
CO4	3	2	1	2	1	2	1	3	3	3	3

Module-CO Mapping

Outcomes	Module I	Module II	Module III	Module IV
CO1	3	2	2	1
CO2	3	3	1	2
CO3	3	2	1	2
CO4	2	2	1	3

COURSE DESCRIPTION

A.   COURSE SUMMARY

Module I   24 Hours

Module II   24 Hours

Module III   15 Hours

Module IV   15 Hours

Evaluation   12 Hours

Total   90 Hours

B.   COURSE DETAILS

Module I: Poetry

1.   The Odyssey Book I, Lines 1-20 (Excerpt) – Homer

2.   "In Kyoto" and "The Old Pond" (Haiku) – Basho

3.   "I Have a Broom" – Zhai Yongming

4.   "Won't you celebrate with me" – Lucille Clifton

5.   "To See Him Again" – Gabriela Mistral

6.   "A Century Later" – Imtiaz Dharker

7.   "Text" – Carol Ann Duffy

8.   "Revolving Days" – David Malouf

9.   "Threshold" – Ocean Vuong

Module II: Stories

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

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

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)

READING LIST

Core Text: Kaleidoscope: Songs and Stories of Our World

CODE TITLE	AUTHOR	PUBLISHER
ENG4A06	BoS English (UG) University of Calicut	University of Calicut

FURTHER READING

Ferguson, Margaret, Tim Kendall, and Mary Jo Salter (Editors). The Norton Anthology of Poetry.

W. W. Norton and Company, 6th Edition, 2018.

Kaminsky, Ilya and Susan Harris (Editors). The Ecco Anthology of International Poetry. Harper Collins, 2010.

Dolley, Christopher (Editor). The Penguin Book of English Short Stories. Penguin, 2011.

COMPLEMENTARY COURSE - JOU 4(3) – JOURNALISTIC PRACTICES

No. of sessions: 108

Course Objectives
1. To make the learners aware of the organizational structure of media business
2. To develop in students the basic knowledge on Media editing
3. To inculcate the ethics and sound practices that uphold the honour of media as a pillar of democracy
4. To familiarize the learners with concepts, practices and ethics in PR and advertisement
5. To cultivate in students, an active interest in Journalism and Media.
Course Outcomes
CO1: Demonstrate practical knowledge in reporting and editing.
CO2: Exhibit an awareness of various journalistic practices such as P.R. and advertising.
CO3: Develop conceptual knowledge in Media editing.
CO4: Acquire conceptual and practical knowledge in various copywriting practices.
CO5: Gain an understanding of the organizational structure of media business.

CO-PO/PSO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	2	2	3	1	3	1	2	2
CO2	2	2	2	2	2	3	1	3	2	2	2
CO3	2	2	2	1	2	3	2	3	3	2	1
CO4	1	3	3	1	3	3	2	3	1	2	1
CO5	1	1	1	1	2	3	1	1	1	1	1

Module-CO Mapping

	Module I	Module II	Module III	Module IV	Module V	Module VI
CO1	3	3	3	1	1	1
CO2	1	1	1	3	3	2
CO3	1	1	3	1	1	1
CO4	1	1	2	1	1	3
CO5	2	2	1	2	3	1

COURSE SUMMARY:

Module I: Print Media Journalism: Organisational structure of a newspaper

Business, Mechanical and editorial departmental chart- responsibilities and qualities of

chief editor - news editor, chief sub editors, sub editors, Bureau: bureau chief- chief

reporter -reporters, stringers and freelancers; photo journalists.

Module II: Print Media Journalism: Contents and Reporting practices

News - definitions - types of news - news determinants(values) - News story structure -

lead (intro) and body - inverted pyramid and hour glass, principles of news writing;

features - articles- middles - interviews - reviews - profiles - columns - travelogues -

cartoons. Reporting practices - basics of reporting - on the spot, beats assignments - types of reporting - straight, interpretative, investigative, crime. Sources for reporting; Principles of reporting - news sources- news agencies

Module III: Print Media Journalism: Editing

Editing for newspapers - line editing, creative editing and design editing; general rules of editing - headlines - writing Headline; writing editorials; condensing stories, News agencies and handling news agency copies; Design and page make-up; systems of page make-up.

Module IV: Public Relations

Introduction to PR: definitions, origin and evolution of public relations - external and internal publics- role and functions of PR - PR tools - qualities of a PRO - PRSI, IPRA, PR campaign, PR campaign conducted by Central and State governments; Political P R, *Ethics* in Public relations; PRSI code of conduct; Corporate Communication and CSR.

Module V: Advertising

Definition - evolution of advertising - functions and effects of advertising - types of ads advertorial- ad agencies and functions of advertising agencies - ASCI and DAVP - Ad. Campaign.

Module VI: Copy writing practices

Ad copy - elements of copy: Principles of illustration, HL, display and caption, text, logo and baseline - copywriting for broadcast commercials - jingles and internet ads. Ethics of advertising: ethical issues of advertising - professional organizations and code of ethics.

BOOKS FOR REFERENCE

Shrivastava, K.M., News reporting and editing ', Sterling publishers Pvt. Ltd, New Delhi, 2003.

Kamath M.V., Professional Journalism', Vikas publishing House, New Delhi.1980.

Bruce Westly, News Editing.

M.L. Stein. and Susan F Paterno,,'The News Writer's Hand book,' Surjeet Publications, New Delhi, 2003.

George A Hough, 'News Writing', Kanishka Publishers, New Delhi, 2006.

Joseph M.K., Outline of Reporting', Anmol Publications, News Delhi, 2002.

Franklin, et al., Key Concepts in Journalism Studies', Vistaar Publications, New Delhi, 2005.

8.Jan, R. Hakemulder, 'News Reporting and Editing', Anmol Publications, New Delhi,1998.

Sandeep Sharma & Deepak Kumar, Advertising, Planning, implementations and

      i.   Control', Mangal Deep Publications, Jaipur.

Sanjay Kaptan & Akhilesh Acharya, Advertisement in Print Media', Book Enclave, Jaipur.

S.A Chunawalla, Advertisement an Introductory Text', Himalaya Publishing,

Chunnawalla etal, Advertising Theory and Practice', Himalaya Publishing, New Delhi

Otto Klepner, Advertising Procedures', Atlanta Books.

Sam Black, Practical Public Relation', UBS Publishers Distributors Pvt Ltd.

D.S. Mehta, Handbook of PR in India

Scott M Cutlip and Allan H. Centre, Effective Public Relations', Pearson Education Ltd. Delhi

SECOND LANGUAGE - MAL4A10: MALAYALA SAHITHYAM-4

No. of sessions:80

Course Objectives
1. Give an awareness about Malayalam language in general.
2. Familiarize the students with script writing in Malayalam.
3. Give an exposure in writing.
4. Give an idea about translation.
5.Introduce study of Novel.
Course Outcomes
CO1: Analyze Malayalam literature and its stylistic evolution across various periods.   **CO2**: Cultivate an appreciation for regional literature, thereby enhancing cultural development.   **CO3**: Explore diverse cultural dimensions within Kerala's cultural landscape.   **CO4**: Enhance communication skills and foster a penchant for creative writing.   **CO5**: Identify and comprehend different literary forms and communication modes in Malayalam literature.

CO-PO/PSO Mapping

PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	1	1	2	2	2	3	1	2	3
CO2	3	2	3	1	2	2	3	3	2	3	2
CO3	3	2	3	1	3	2	2	3	1	1	3
CO4	3	3	3	2	3	2	3	2	3	3	1
CO5	2	2	3	1	2	3	3	2	2	2	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	2	2	1
CO2	3	1	1	2
CO3	3	1	2	1
CO4	2	1	1	3
CO5	2	1	1	2

COURSE DETAILS

Module 1: Essays

K M Prabhakaravarrier-Bhashayum Asayavinimayavum (Bhashayum Manasasthravum)

C V Vasudevabhattathiri-Vruthasthoolatha(Nalla Malayalam)

M N Karasseri-Theettayum Janadhipathyavum,Bhangivakku(Thaimozhi)

PPavithran-DoctormarudeRogamvendathusoundaryathmaka

vidhyabhyasam(Mathrubhashakkuvendiyulla samara)

Module 2: Translation

K P Sankaran-Aprapyamaya vidhanam

Roomi-Vyajasoochanakal

Omprakash Valmeeki-Echil

Module 3: Cultural History

M Govindan-Arivinte bhalangal(M Govindante Upanyasangal)

M V Vishunamboothiri-Vyakthinamapadanangal(Nattarivum Namapadanavum)

M K Sanu-Manushyarellam sodarar(Narayaguruswami)

Module 4: Novel

Nandanar-Anubhavangal

SECOND LANGUAGE - HIN 4 A10: NOVEL AND SHORT STORIES

No. of sessions: 90

Course Objectives
1. To acquaint the students with different forms of thoughts and styles of Hindi fiction.
2. To help them develop their thinking and writing.
Course Outcomes
CO1: Analyze literature and fiction utilizing appropriate theoretical, historical, and cultural frameworks.   **CO2**: Understand various cultures and explore the construction of gender, nation, and race throughout history.   **CO3**: Learn human values and behavioral patterns from significant literary works, enhancing the understanding of the human race.

CO-PO/PSO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	1	1	3	2	2	2	3	2
CO2	2	2	1	1	2	2	3	2	2	2	2
CO3	1	2	1	1	1	3	2	2	2	3	2

Module-CO Mapping

	Module 1	Module 2	Module 3
CO1	3	2	1
CO2	3	2	1
CO3	2	2	3

COURSE DETAILS

Module 1

1.Eedgaah –Premchand

2.Jaj ka faisala – Vishnuprabhaakar

3.Aparaadh – udayprakaash

Module 2

4.Pitha – Gyanranjan

5.Partition – swayamprakaash

6. Em dot com – S.R.Hrnot

Module 3

Novel: Mamta Kaliya –Sapnon kee hom delivery

BOOKS FOR STUDY

1.SADABAHAR KAHANIYAN – RAJPAL AND SONS, MADRASA ROAD, KASHMIRI GATE, NEW DELHI, Edited by: UG Hindi Board of Studies, Calicut University
2. SAPNON KEE HOM DELIVERY –MAMATA KAALIAYA, LOKBHARATI PRAKASHAN, DARBARI BUILDING, M.G ROAD, CIVIL LINES, ALLHABAAD

AUDIT COURSE - AUD4E06: GENDER STUDIES

Course Objectives

• To provide the relevance and significance of the ideas of gender equality and gender justice in our society

• To develop an understanding about the basic concepts of gender studies

• To provide a historical background of women's movements and its relevance

• To understand the major debates around gendered ways of violence and to introduce gender perspectives on popular culture

Course Outcomes
CO1: It helps the student to acquire knowledge about the importance of gender equality and women's rights.
CO2: It helps the student to develop gender sensitivity through an analysis of contemporary social issues at the global, national and local levels.
CO3: It helps the student to familiarize with analyzing the popular culture and media with a gender perspective.
CO4: It equips the student to acquire knowledge about the various organs, conventions, constitutional provisions and redressal systems to combat gender discrimination.

CO-PO/PSO Mapping

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	0	3	3	1	1	1	1	1
CO2	3	3	3	0	3	0	3	1	1	1	1
CO3	3	3	3	0	3	0	1	1	1	1	1
CO4	3	3	3	0	3	0	1	1	1	1	1

Module-CO Mapping

	Module 1	Module 2	Module 3
CO1	3	3	3
CO2	3	3	3
CO3	3	0	3
CO4	0	3	3

COURSE DETAILS

Module I

Introducing the concepts of sex and gender, gender division of labour, patriarchy, sexualities and sexual orientations, gender stereotypes, masculinities, intersectionalities of race, class, caste and gender in family and society

Suggested Readings

1. 50 Key concepts in Gender Studies, Jane Pilcher and Imelda Whelehan, Sage Publications, 2005

2. Understanding Gender: Kamala Bhasin, Women Unlimited, New Delhi, 2003.

3. What is Patriarchy? Kamala Bhasin, Women Unlimited, New Delhi, 2003.

4. Exploring Masculinity, Kamala Bhasin, Women Unlimited, New Delhi, 2003.

Module II

Women's Experiences in family & work, community, public sphere kinship structures, various forms of violence against women – female foeticide, infanticide, dowry, domestic violence, sexual assaults, rape, sexual harassment at workplace, honour killings –Government mechanisms to combat Violence against women in India

Suggested Readings

1. An overview of the status of women in India: Neera Desai and Maithreyi Krishnaraj, P 296-319, Class, Caste, Gender- Readings in Indian Government and Politics-5, Ed. Manoranjan Mohanty, Sage Publications, New Delhi, 2004

2. 'Towards Equality', Report of the Committee on the Status of Women in India, 1975

Module III

Historical Roots of Women's Movements in India and global – Right to vote –Women's Question and social reform in 19th early 20th Century in India and Kerala –Women in National Movement – Left Movement- The Contemporary Women's Movements in India – Queer movements – International human rights instruments & UN conventions on gender rights, Indian Constitutional guarantees of equality and citizenship rights – gender in higher Education

Suggested Readings

1. History of Doing, Radha Kumar, Kali for Women, New Delhi

2. Mapping of Women's Movement, Threfall. M. (Ed.). Verso, London

3. Women, Ecology and Culture: Gabriele Dietrich, P. 72- 95, Gender and Politics in India, Kali for Women

4. Saksham Report on Measures for Ensuring the Safety of Women and Programmes for Gender Sensitisation on Campuses, 2013,

https://www.ugc.ac.in/pdfnews/5873997_saksham-book.pdf

Module IV

Gender perspectives on popular culture, discourse and practices of cinema, television, popular music, magazines and advertisements, representations of women and gender/sexual minorities in media, gendered dimensions of social media – analysis of gender in news – print, television, web and women's media initiatives

Suggested Readings

1. Whose News: The Media and Women's Issues, Ammu Joseph & Kalpana Sharma (Ed), Sage Publishing, 2006

2. Films and Feminism - Essays in Indian Cinema - Jasbir Jain and Sudha Rai (Ed.), Rawat Publications.

Suggested Activities

1. Analysis of popular films – films for analysis: (1) The Great Indian Kitchen (Malayalam), Thappad (Hindi)

2. Analysis of (1) commercial television advertisements (2) Matrimonial Classifieds in Malayalam Newspapers.

REFERENCES

3. Understanding Gender: Kamala Bhasin, Women Unlimited, New Delhi

4. What is Patriarchy? Kamala Bhasin, Women Unlimited, New Delhi

5. Exploring Masculinity, Kamala Bhasin, Women Unlimited, New Delhi

6. History of Doing, Radha Kumar, Kali for Women, New Delhi

7. Gendering caste through a feminist lens, Uma Chakravarti, Sage Publications

8. Feminism in India, Maitreyi Chaudhuri (Ed.), Women Unlimited, New Delhi 2005

9. 50 Key concepts in Gender Studies, Jane Pilcher and Imelda Whelehan, Sage Publications

10. Feminism, Jane Freedman, Buckingham Open University Press, Buckingham, 2001,

11. Mapping of Women's Movement, Threfall. M. (Ed.). Verso, London

12. Anila Agarwal, Human Rights for surivial of civilization, Kalinga Publication, Delhi (2004).

13. V.N. Shukla's Constitution of India, Eastern Book Company, 13thedn.

14. Who's News? Ammu Joseph and Kalpana Sharma, Sage Publications, New Delhi, 1994

Link to Syllabus and Question Bank:

Syllabus: Audit Course Syllabus

Question Bank: Audit Course Question Bank

SEMESTER 5

CORE COURSE - ENG5B07– APPRECIATING DRAMA AND THEATRE

No. of sessions: 90

Course Objectives
1. To introduce the students to the basic elements of drama, including the historical progress of drama in different continents.
2. To foster an ability in the students for appreciating drama as an art form.
3. To familiarize the students with the different genres and masters of drama.
4. To facilitate the learners to critically go beyond the theatrical performances to the texts and approach them critically from various standpoints.
Course Outcomes
CO1: Introduce students to the fundamental elements of drama across historical progress in different continents.
CO2: Cultivate an appreciation for drama as an art form.
CO3: Familiarize students with various drama genres and masterpieces.
CO4: Encourage critical analysis of theatrical texts from diverse perspectives.

CO-PO/PSO Mapping

PO→ CO↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	1	1	1	3	3	3	3	3
CO2	1	2	2	1	2	2	3	3	2	2	3
CO3	1	2	2	2	1	1	3	3	3	3	3
CO4	3	2	3	1	2	2	3	3	3	3	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	1	2	1
CO2	3	3	2	1
CO3	3	3	3	2
CO4	3	3	3	3

COURSE DESCRIPTION

A. COURSE SUMMARY

Module 1: 16 hrs

Module 2: 30 hrs

Module 3: 20 hrs

Module 4: 12 hrs

Evaluation 12 hrs

Total 90 hrs

COURSE DETAILS

Module 1: Drama - Some Key Concepts

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

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

Module 2: Classical Drama

William Shakespeare: *Othello*

Module 3: World Plays

1. Anton Chekov: *The Bear/ The Boor*

2. Edward Albee: *Zoo Story*

3. Kobo Abe: *The Man who turned into a Stick* – trans. Donald Keene

Module 4: Drama Adaptation

1. Roman Polanski: *Macbeth* (1971)

2. Syamaprasad: *Akale* (2004)

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

READING LIST

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

FURTHER READING

Catherine Belsey. *The Subject of Tragedy- Identity and Difference in Renaissance Drama*. London: Methuen, 1985.

Jean Chothia. *English Drama of the Early Modern Period, 1890-1940*. London: Longman, 1996.

A C Bradley, *Shakespearean Tragedy*. London: Elibron, 1904.

H. Granville-Barker, *Study of Drama*. London: Sedgwick, 1931.

Peter Womack and Simon Shepherd. *English Drama: A Cultural History*. Cambridge: Blackwell, 1996.

CORE COURSE - ENG5B08– LITERARY THEORY

No. of sessions: 90

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

Course Outcomes
CO1: Comprehend significant texts and movements in the history of literary theory.
CO2: Apply critical approaches to literature and culture within a theoretical context.
CO3: Demonstrate a pluralistic perspective on culture and literature in a multicultural society.
CO4: Utilize various perspectives to analyze and critique major theoretical arguments.

CO-PO/PSO Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	1	1	1	2	2	3	3	3	3	3
CO2	3	2	3	1	1	2	3	2	3	3	3
CO3	3	1	2	2	2	2	3	2	3	3	3
CO4	3	1	3	1	1	2	2	3	2	3	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4	Module 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	2	2	2	3	3
CO4	3	3	3	3	3

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1: 12 hrs

Module 2: 18 hrs

Module 3: 18 hrs

Module 4: 12 hrs

Module 5: 18 hrs

Pongam, Koratty East, Thrissur District, Kerala State, India. Pin-680308.

Phone +91 9605001987, 04802730340, 2730341, 2733573

www.naipunnya.ac.in, mail@naipunnya.ac.in

Evaluation 12 hrs

Total 90 hrs

B. COURSE DETAILS:

Module 1: Liberal Humanism versus Theory

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

1. Structuralism: Saussure - Sign, Signifier, Signified – Claude Levi-Strauss and Roland Barthes – Structuralist narratology

2. Poststructuralism: Derrrida, Logocentrism, Aporia, Decentering

3. Psychoanalytic Theory: Unconscious. Freud – Id, Ego, Superego, Oedipus Complex. Lacan – Imaginary, Symbolic, Real, Mirror Stage

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

1. Marxism: Base, Superstructure, Materialism, ideology. The Frankfurt School – Culture industry. Antonio Gramsci – The formation of the intellectuals, Subaltern. Louis Althusser – Ideological State apparatus and Interpellation.

2. Cultural Studies: Culturalism, New Left, CCCS, Raymond Williams' definition of Culture, Structure of feeling, Stuart Hall and the 'popular', and the two paradigms of Cultural Studies.

3. Cultural Materialism & New Historicism: Marxist framework of Culture and History, Historiography, Foucauldian notion of Power, Difference with Old Historicism, Stephen Greenblatt, Louis Montrose

Module 4: Feminism and Queer Theory

1. Feminism: The three waves in feminism, Gynocriticism, French Feminism - Ecriture feminine, Sexual Politics, Marxist Feminism, Lesbian Feminism, Backlash, Black Feminism, Dalit Feminism, Postfeminism, Womanism.

2. Queer Theory: Social constructionism of gender and sexuality, LGBTIQ, Transgender identity

Module 5: Postmodernism, Postcolonialism, and Ecocriticism

1. Postcolonialism: Eurocentrism, Orientalism, Alterity, Diaspora, Hybridity, Uncanny, Strategic Essentialism, Subaltern Studies, Postcolonial Critique of Nationalism.

2. Postmodernism: Critique of Enlightenment and Universalism, Habermas's notion of Modernity as an Incomplete Project, Lyotard's concept of incredulity towards metanarratives, Baudrillard's ideas of Simulation, Simulacra and hyperreality, Brian McHale's concept of Postmodernist literatures.

3. Ecocriticism: Anthropocentrism, Shallow Ecology vs Deep Ecology, Environmental Imagination, Ecofeminism

READING LIST

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

FURTHER READING

Hans Bertons. *Literary Theory*.

Terry Eagleton. *Literary Theory: An Introduction*.

Aijaz Ahmad. *In Theory: Classes, Nations, Literatures*.

Jonathan Culler. *Literary Theory: A Very Short Introduction*.

Terry Eagleton. *After Theory*.

Peter Barry. *Beginning Theory*.

CORE COURSE - ENG5B09- LANGUAGE AND LINGUISTICS

No. of sessions: 90

Course Objectives
1. To lead to a greater understanding of the human mind, of human communicative action and relations through an objective study of language
2. To familiarize students with key concepts of Linguistics and develop awareness of latest trends in Language study
3. To help students towards a better pronunciation and to improve the general standard of pronunciation in every day conversation and in reading.
4. To help the students develop a sense of English grammar, syntax and usage.
5. To improve writing and speech skills
Course Outcomes
CO1: Understand the complexities of human communication through an objective study of language.
CO2: Apply key concepts of Linguistics and stay updated with contemporary Language study trends.

CO3: Demonstrate improved pronunciation skills in everyday conversations and reading.

CO4: Apply advanced knowledge of English grammar, syntax, and usage.

CO5: Enhance writing and speech skills.

CO-PO/PSO Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	1	2	2	1	2	1	1	2
CO2	2	2	2	1	1	3	2	2	2	1	1
CO3	1	3	1	1	2	3	1	2	1	1	1
CO4	3	1	2	1	1	3	2	3	2	3	3
CO5	2	3	2	1	1	3	2	3	2	2	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	2	2	2
CO2	3	3	1	1
CO3	2	3	1	1
CO4	2	2	2	3
CO5	1	1	1	3

COURSE DESCRIPTION:

A. COURSE SUMMARY:

Module 1:18 hrs

Module 2:30 hrs

Module 3: 15 hrs

Module 4: 15 hrs

Evaluation: 12 hrs

Total: 90 hrs

B. COURSE DETAILS:

Module 1: Language and Linguistics

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

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

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

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

Approaches to the study of linguistics - synchronic & diachronic - descriptive& prescriptive - traditional & modern

Concepts of langue, parole, competence. Performance

Module 2: Phonetics

Airstream mechanism -Organs of speech

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

vowels - consonants

Phonology - phoneme - allophones- - transcription- IPA symbols, diacritics

Phonemes in English - vowels, consonants, some important allophonic variants

Homophones, homonyms

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

Word accent

Accent & rhythm in connected speech - weak forms

Intonation

Juncture- Assimilation & Elision

Transcription

Need for uniformity - RP & GIE

Module 3: Morphology and Semantics

Morpheme, allomorph & morph

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

Semantic changes

Module 4: Syntax

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

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

READING LIST

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

FURTHER READING

Lyon, John. Language and Linguistics: An Introduction

Gimson, A.C. An Introduction to the Pronunciation of English

Murphy, Raymond. English Grammar

Trask, R. I. Key Concepts in Language and Linguistics

Martinet, Andre. Elements of General Linguistics

Swan, Michael. Practical English Usage.

Gleason, H.A. Linguistics and English Grammar

Lyons, John. Ed. New Horizon in Language

Hencock, Mark. English Pronunciation in Use

Hall, Christopher J. An Introduction to Language and Linguistics

Odden, David. Introducing Phonology

Matthews, P.H. Linguistics: A Very Short Introduction

Yule, George The Study of Language.

CORE COURSE - ENG5B10– INDIAN WRITING IN ENGLISH

No. of sessions: 90

Course Objectives
1. To provide an overview of the various phases of the evolution of Indian writing in English.
2. To introduce students to the thematic concerns, genres and trends of Indian writing in English
3. To expose students to the pluralistic aspects of Indian culture and identity
Course Outcomes
CO1: Summarize the various phases of the evolution of Indian writing in English.
CO2: Identify the thematic concerns, genres, and trends in Indian writing in English.
CO3: Introduce the diverse aspects of Indian culture and identity.

CO-PO/PSO Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	1	2	1	1	2	1	3	3	2	2
CO2	2	1	1	1	2	1	2	2	2	2	3
CO3	2	2	1	1	1	1	2	3	3	2	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	1	1	1
CO2	2	2	2	1
CO3	2	1	2	2

COURSE DESCRIPTION:

COURSE SUMMARY

Module 1:20 hrs

Module 2:15 hrs

Module 3:25 hrs

Module 4:18hrs

Evaluation: 12 hrs

Total: 90 hrs

B. COURSE DETAILS

Module 1: Poetry

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: Prose

1. B R Ambedkar: Speech at Mahad.

2. Salman Rushdie: Imaginary Homelands.

Module 3: Fiction

1. R K Narayan: The Fortune Teller

2. Temsula Ao: Laburnum for my Head.

3. Jhumpa Lahiri: The Interpreter of Maladies

Module 4: Drama and Film

1. Girish Karnad: Fire and Rain.

2. Charulatha: dir. Satyajit Ray.

READING LIST

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

FURTHER READING

Iyengar, Sreenivasa. *Indian Writing in English.* Delhi: Sterling, 1984.

Naik, M.K. *A History of Indian English Literature.* Delhi: Sahitya Academy, 1982.

Mehrotra, A.K. *A Concise History of Indian Literature in English.* Delhi: Permanent Black, 2008

Naik, M.K. *Perspectives on Indian Poetry in English.* Delhi: Abhinav Publication, 1984

N.V. Bhairava and V. Sarang ed. *Indian English Fiction 1980-1990: An Assessment.* Delhi: Permanent Black, 1994.

Naik, M.K. and S.M. Panekar ed. *Perspectives on Indian Drama in English.* Delhi: Permanent Black, 1977.

Nelson, F.S., *Reworlding: The Literature of Indian Diaspora.* New York: Permanent Black, 1992.

Williams, H.M. *Indo Anglian Literature, 1800-1970.* Bombay: Orient Longman, 1976.

Amga, H.I., *Indo-English Poetry.* Jaipur: Surabhi Publication, 2000.

Roy, Anuradha. *Patterns of Feminist Consciousness in Indian Women Writers: Some Feminist Issues.*
Delhi: Prestige Books, 1999

OPEN COURSE OFFERED TO OTHER DEPARTMENTS - ENG5D03– APPRECIATING LITERATURE

No. of sessions: 54

Course Objectives
1. To teach students how to appreciate literature through simple and popular literary works.
2. To familiarize the students with the different genres and different varieties of English literature through the selected pieces without formal introduction.
3. To teach students how literature can function as a reflection of life in its varied forms.
4. To teach students how literature is philosophical and social.
Course Outcomes
CO1: Recognize and appreciate literary themes through simple and popular literary works.
CO2: Identify and differentiate various genres and English literary varieties through selected pieces without formal introduction.
CO3: Understand the reflective nature of literature, representing diverse aspects of life.
CO4: Analyze the philosophical and social dimensions inherent in literature.

CO-PO/PSO Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	1	2	1	2	2	3	3	3
CO2	2	1	2	1	1	1	3	2	3	3	3

CO3	3	2	3	1	2	1	2	3	3	2	3
CO4	3	1	2	1	1	2	2	3	3	2	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	1	2	1
CO2	2	2	2	1
CO3	3	1	2	1
CO4	2	1	1	2

COURSE DESCRIPTION:

COURSE SUMMARY

Module 1: 10 hrs

Module 2: 10 hrs

Module 3: 14hrs

Module4: 10 hrs

Evaluation: 10 hrs

Total: 36 hrs

COURSE DETAILS

Module 1: Poetry

1. The Waking: Theodore Roethke.

2. The Enchanted Shirt: John Hay.

3. Peacock and Nightingale: Robert Finch.

4. Ozymandias: PB Shelley.

5. Night of the Scorpion: Nissim Ezekiel.

Module 2: Prose

1. On Doors: Christopher Darlington Morley.

2. On running After One's Hat: G.K. Chesterton.

Module 3: Short Stories.

2. Mark of Vishnu: Khushwant Singh.

3. Happy Prince: Oscar Wilde.

Module 4: Drama

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

READING LIST

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

FURTHER READING

Thomas, C.T. *Twentieth Century Verse.* Macmillan India Limited: 1979.

Wilde, Oskar. *The Happy Prince and Other short stories.* www.ibiblio.org/gutenberg

OPEN COURSE FOR B. A. ENGLISH BY THE DEPT. OF COMMERCE - BBA5DO3: BUSINESS ORGANISATION AND COMMUNICATION

Objective

This course aims to enable the students to get a theoretical knowledge on business and various forms of business organisation. This course also aims to enable the students to develop their both oral and written communication skills needed to perform Business issues.

Course Outcomes
CO1: Differentiate between various forms of business organizations such as sole proprietorships, partnerships, corporations, and limited liability companies
CO2: Understand the legal and regulatory aspects associated with each form of business organization
CO3: Analyze the advantages and disadvantages of different business structures in diverse industry contexts.
CO4: Evaluate the impact of communication on organizational culture, employee morale, and overall business performance
CO5: Demonstrate effective interpersonal communication skills in various business scenarios, including meetings, negotiations, and interviews

CO-PO/PSO Mapping

PSO → CO ↓	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5
CO1	3	0	0	1	0	1	3	3	3	3	3
CO2	3	0	1	1	0	1	3	3	3	3	3
CO3	3	2	1	0	0	0	3	3	3	3	3
CO4	2	3	3	0	3	0	3	3	2	2	2
CO5	0	2	0	3	3	3	3	3	3	3	3

Module - CO Mapping

Module	CO1	CO2	CO3	CO4	CO5
Module I	3	2	2	0	0
Module II	0	0	0	3	3
Module III	0	0	0	3	3

COURSE DETAILS

Module I - 20 Hours

Business: Meaning and importance of business; Meaning, features, Objectives, importance, and Functions of Business organization; Classification of business activities. Forms of Business Organization: Sole proprietorship – meaning, features and limitations; Partnership. Meaning, features and limitations. Company Organization: Meaning, Definition, Formation of a Company, Merits and Demerits, Types of Companies. Cooperative Organization: Need, Meaning, Significance and its Merits-Demerits. Public Enterprises-Concept, Meaning, Characteristics, Objectives and Significance, Multi-National Corporation (MNC'S) – An Introduction in India.

Module II - 14 hours

Elements of Business Communication: Meaning, importance, objectives & principles and process of business communication. Effective Communication: Strategies and barriers; Channels of business communication; Types and forms of communication; Meaning and significance of soft skill in business

communication. Effective and polite verbal communication. Business etiquette Professional phone, letter and email etiquette, general disability etiquette. Non-Verbal Page 66 of 67 46 Communication: Body Language, Paralanguage, and Sign Language.

Module III - 14 hours

Business Correspondence: Meaning and objectives of written communication; Business correspondence – Types of business correspondences: Business letter- Essentials of a business letter, layout and parts of a business letter; memos and Email; Internal, external and routine Correspondence; Trade enquiries, Circulars, Quotations, tenders, Orders, Acknowledgments Executions, Complaints, claim and adjustment Banking and insurance correspondence, Agency correspondence, Sales letters. Modern Forms of Communication: E-mails and Video Conferencing.

OPEN COURSE FOR B. A. ENGLISH BY THE DEPT. OF COMMERCE - BCM5D02: BASICS OF ENTREPRENEURSHIP AND MANAGEMENT

Objectives:

1. To enable the students to have an understanding of the basics of business, entrepreneurship

2. To enable the students to have an understanding of the organizational management

Course Outcomes
CO1: Understanding about business and its basic working
CO2: Understanding specialties relating to entrepreneur in conducting business
CO3: Analyses knowledge relating to management and its various functions
CO4: Understanding the management concepts
CO5: Analyses the controlling process

CO-PO/PSO Mapping

PO → CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	1	2	1	2	3	1	0	0	1	0
CO2	1	3	3	2	2	3	0	1	0	1	1
CO3	2	2	1	3	2	3	0	1	0	1	1

CO4	1	2	2	3	3	1	1	1	1	1	1
CO5	1	1	1	1	1	1	1	1	1	1	1

Module - CO Mapping

Module	CO1	CO2	CO3	CO4	CO5
Module I	3	1	1	1	1
Module II	1	3	1	1	1
Module III	1	1	3	3	3

COURSE DETAILS

Module I

Foundation of Business: Concept of business – Industry, Trade and Commerce – Classification of Industry, Types of trade and Aids to trade – Forms of Business enterprises: Sole trader – Partnership - Joint-stock Companies – Cooperative organisations – One man company. Factors to be considered while setting up of a business - Social Responsibility of business.

Module II

Entrepreneurship: Concept of entrepreneur - Characteristics of entrepreneur - Functions of an entrepreneur - Difference between entrepreneur and manager – Micro, Small and Medium Enterprises, Definition, Registration procedure of Sole proprietorship and partnership units.

Module III

Management Concepts: Meaning - Nature and characteristics of management – Management as science, art and profession - Levels of management –Henry Fayol's Principles of management. Functions of Management: Planning - Steps in planning – Organising – Types of organisation – Line, Staff and Functional- Centralisation Vs decentralisation - Authority Vs responsibility - Staffing – Elements of Staffing - Directing - Leadership - Leadership styles - Controlling - Steps in controlling.

REFERENCES

1. Poornima M Charantimath, Entrepreneurship Development and Small Business

Enterprise, Pearson Education

2. Manjeeth Kalra, Entrepreneurship Development and Planning, AITBS Publishers

3. S.Anil Kumar, Entrepreneurship Development , New Age Publishers

4. E Gordon & K Natarajan, Entrepreneurship Development, Himalaya Publishing House

5. Basu, Business Organisation and Management, Tata McGraw Hill.

6. Gupta. C.B, Modern Business Organisations, Mayur Paper Backs.

7. Mishra, N, Modern Business Organisation, Sahitya Bhawan

8. Singh, B.P., T.N. Chhabra, Business Organisation and Management, Dhanpat Rai & Co.

9. Prasad. L.M., Principles and Practice of Management., Sultan Chand & Sons.

10. Rao. V.S.P, Narayana.P.S., Principles and Practice of Management, Sultan Chand & Sons

11. Koontz, H and Wechrick, H, Management, McGraw Hill Inc.

12. Khanka.S.S. Entrepreneurship Development, Sultan Chand

OPEN COURSE FOR B. A. ENGLISH BY THE DEPT. OF COMMERCE - BCM5D03: BASIC ACCOUNTING

Course Objective

To enable the students to acquire knowledge of Accounting Principles and Practice.

Course Outcomes
CO1: Understand the basic accounting concepts and apply the essential numerical skills required for accounting.
CO2: Explain the relationship between the accounting equation and double-entry bookkeeping.
CO3: Record transactions in Journal and post them in the appropriate ledger accounts using the double-entry bookkeeping system.
CO4: Evaluate the arithmetical accuracy of accounts through preparation of trial balance.
CO5: Analyse the financial performance and position of the business enterprises by preparing the Trading & Profit & Loss a/c and Balance Sheet.

CO-PO/PSO Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	2	1	1	1	1	1	1
CO2	2	2	2	2	2	1	1	1	1	1	1
CO3	2	2	3	2	1	1	1	1	1	1	1
CO4	2	1	2	1	2	1	1	1	1	1	1
CO5	2	2	2	2	2	1	1	1	1	1	1

Module - CO Mapping

Module	CO1	CO2	CO3	CO4	CO5
Module I	3	3	3	0	0
Module II	0	0	3	3	0
Module III	0	0	0	3	3

COURSE DETAILS

Module I

Basic Accounting Concepts: Kinds of accounts - Financial Accounting VsManagement Accounting - Double Entry book keeping - Rules of debit and credit - Preparation of Journal and Ledger accounts - Problems. (20 Hours)

Module II

Subsidiary Books: Cash Book - Types of Cash Book - problems - PurchaseBook -Sales Book - Sales Return Book - Purchases Return Book – Journal Proper - Trial Balance (18 Hours)

Module III

Final Accounts of sole trading concerns: Trading and Profit & Loss Account -Balance Sheet - Problems with simple adjustments. (10Hours)

Problems with simple adjustments. (10 Hours, 10 marks)

(Theory and Problems may be in the ratio of 40% and 60% respectively)

REFERENCE BOOKS

1. Grewal T.S., Double Entry Book Keeping

2. Jain and Narang, Advanced Accountancy.

3. Shukla and Grewal, Advanced Accountancy.

4. Gupta and Radhaswamy, Advanced Accountancy

OPEN COURSE FOR B. A. ENGLISH BY THE DEPT. OF COMMERCE - BCM5D01: E-COMMERCE

Course Objectives:

1.To enable the students to understand basics of E- Commerce.

2. To Gain a practical orientation to E-Commerce and E- Business management.

Course Outcomes
CO1: To Understand the basic concepts and technologies used in the field of management information systems
CO2: To acquire the knowledge of the different types of management information systems
CO3: To analyse the processes of developing and implementing information systems
CO4: To understand the   ethical, social, and security issues of information systems
CO5: To Understand how to protect your online business, keeping your accounts secure and being aware of cyber crime

CO-PO/PSO Mapping

PSO → CO ↓	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5
CO1	3	1	1	1	1	1	3	3	2	3	3
CO2	3	1	1	1	1	1	2	3	3	3	3
CO3	3	1	1	1	1	1	3	3	3	3	2
CO4	1	1	1	1	1	1	2	3	3	3	3
CO5	1	1	1	1	1	1	3	3	3	3	3

Module - CO Mapping

Module	CO1	CO2	CO3	CO4	CO5
Module I	3	3	3	3	1
Module II	1	1	1	1	1
Module III	1	1	1	1	3

COURSE DETAILS

Module I

Introduction to E-Commerce: Meaning and concept - E-Commerce v/s Traditional Commerce

- E-Business &. E-Commerce - History of E- Commerce - EDI - Importance, features & benefits of E-Commerce - Impacts, challenges & limitations of E-Commerce -Supply chain management & E-Commerce - E- Commerce infrastructure - Business Models of E -Commerce: Business to business - Business to customers -customers to customers – Business to government - Business to employee - E -Commerce strategy - Influencing factors of successful E- Commerce.

(20 Hours, 20 marks)

Module II

Marketing Strategies & E - Commerce: Website - Components of website - Concept &designing website for E- Commerce - Corporate website - Portal - Search Engine – Internet advertising - Emergence of the internet as a competitive advertising media - Models of internet advertising - Weakness in internet advertising.

(18 Hour, 10 marks)

Module III

Electronic Payment System: Introduction - Online payment systems - prepaid and postpaid payment systems - E-cash - E- cheque - Smart card - Credit card - Debit card -Electronic

purse - Security issues on electronic payment system - Solutions to security issues -Biometrics - Types of biometrics. (10 Hours, 10 marks)

REFERENCE BOOKS

1. Turban, Efraim, David King et. el.: Electronic Commerce: A Managerial Perspective, Pearson Education Asia, Delhi.

2. Kalakota, Ravi: Frontiers of Electronic Commerce, Addison - Wesley, Delhi.

3. Rayport, Jeffrey F and Jaworksi. Bernard J: Introduction to E-Commerce, Tata McGraw-Hill

4. Smantha Shurety: E-Business with Net Commerce, Addison - Wesley, Singapore.

5. Rich, Jason R: Stalling an E-Commerce Business, IDG Books, Delhi.

6. Laudon, Kenneth C and Carol Guercio Traver: E-Commerce business. Technology. Society, Pearson Education, Delhi.

7. Stamper David A. and Thomas L.Case: Business Data Communications, Pearson Education, New Delhi.

8. Willam Stallings: Business Data Communications. Pearson Education, New Delhi.

OPEN COURSE FOR B. A. ENGLISH BY THE DEPT. OF COMPUTER SCIENCE - BCA5D02 - WEB DESIGNING

No. of sessions: 60

Course Objectives
1. To learn Web designing.
2. To introduce the fundamentals of the Internet, and the principles of web design.
3. To construct basic websites using HTML and Cascading Style Sheets.
4. To build dynamic web pages with validation using Java Script objects and by applying different event handling mechanisms.
5. To develop modern interactive web applications and familiarize with HTML editing.

Course Outcomes
CO1: Enable students to understand internet and develop web page creation using basic HTML Tags
CO2: Understand the concept of DHTML, HTML editors and write server side scripting programs using java script
CO3: Enable students to create web pages with different styles and formats.
CO4: Develop the students to create programs using basic JavaScript, Decision making statements,

branching statements, looping statements and functions.

CO5: Develop the students to create programs using Java script and HTML.

CO-PO/PSO Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	1	0	2	2	3	1	1	1	1	1
CO2	2	1	1	3	2	3	1	1	1	1	1
CO3	1	2	1	3	1	3	1	1	1	1	1
CO4	2	1	1	2	2	3	1	1	1	1	1
CO5	3	2	1	2	1	3	1	1	1	1	1

Module-CO Mapping

Unit	CO1	CO2	CO3	CO4	CO5
Unit I	3	1	2	1	3
Unit II	1	3	1	1	3
Unit III	1	3	1	3	3
Unit IV	3	2	3	3	3

COURSE DETAILS

Unit I [12T]

HTML: Introduction - history of html, sgml - structure of html document, web page layout, html tags and types - font type, paragraph formatting, meta data, blockquote, hyperlinks, linking, comments, white space, horizontal ruler,images, ordered and unordered lists, frames, tables, forms

Unit II [12T]

DHTML: Introduction, DHTML technologies, elements of DHTML, document object model, events - window events, form events, keyboard events, mouse events, style sheets, properties used in style

sheets- background properties, positioning properties.

Unit III [12T]

Javascript: Introduction and advantages of javascript, java script syntax, writing javascript in html, Javascript operators, arrays and expressions, programming constructs - for in loop, while loop - dialog boxes and prompts - alert, prompt, confirm methods - functions - built-in functions and userdefined functions, scope of variables, handling events, using event handlers and event methods, form object, properties, methods, form element's properties and methods.

Unit IV [12T]

HTML Editor: Introduction, advantages, creating, opening, saving a web page, building forms, formatting and aligning text and paragraph, adding lists, styles and themes, linking pages, working with images, frames.

REFERENCE BOOK

1. H. M. Dietel, Internet and World Wide Web, Pearson.

OPEN COURSE FOR B. A. ENGLISH BY THE DEPT. OF COMPUTER SCIENCE - BCS5D01 - INTRODUCTION TO COMPUTERS AND OFFICE AUTOMATION

No. of sessions: 60

Course Objectives
1. Understand the terms hardware, software, I/O devices, Networks - LAN, MAN & WAN
2. Understand the features of MS Word
3. Understand the features of MS Excel
4. Understand the features of MS PowerPoint
Course Outcomes
CO1: Understand different types of computers and networks, hardware units, system software.
CO2: Learn documentation using Word processing software such as MS word, Open Office Writer.
CO3: Learn calculations using spreadsheet MS Excel and Open Office Writer.
CO4: Learn presentations using Open Office Impress/MS-PowerPoint.
CO5: Able to work documents using various office automation tools.

CO-PO/PSO Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	0	1	0	3	3	3	1	1	1	1	1
CO2	1	3	2	3	3	3	1	1	1	1	1
CO3	3	3	2	3	3	3	1	1	1	1	1
CO4	2	3	3	3	3	3	1	1	1	1	1
CO5	3	3	3	3	3	3	1	1	1	1	1

Module-CO Mapping

Unit	CO1	CO2	CO3	CO4	CO5
Unit I	3	2	1	1	3
Unit II	1	3	1	1	3
Unit III	1	1	3	1	3
Unit IV	1	1	1	3	3

COURSE DETAILS

Unit I

Introduction to Computers: Types of Computers - DeskTop, Laptop, Notebook and Netbook.Hardware: CPU, Input / Output Devices, Storage Devices – System - Software - Operating Systems, Programming Languages, Application Software - Networks - LAN, WAN - Client - Server.

Unit II

Documentation Using a Word Processor (OpenOffice Writer / M.S. Word) - Introduction to Office Automation, Creating & Editing Document, Formatting Document, Auto-text, Autocorrect, Spelling and Grammar Tool, Document Dictionary, Page Formatting, Bookmark, Advance Features - Mail Merge, Macros, Tables, File Management, Printing, Styles, linking and embedding object, Template.

Unit III

Electronic Spreadsheet (Open Office Calc/MS-Excel) - Introduction to Spreadsheet, Creating & Editing Worksheet, Formatting and Essential Operations, Formulas and Functions, Charts, Advanced features – Pivot table & Pivot Chart, Linking and Consolidation.

Unit IV

Presentation using (OpenOffice Impress/MS-Power Point): Presentations, Creating, Manipulating & Enhancing Slides, Organizational Charts, Charts, Word Art, Layering art Objects, Animations and Sounds, Inserting Animated Pictures or Accessing through Object, Inserting Recorded Sound Effect or In-Built Sound Effect.

REFERENCES

1. Michael Miller, Absolute Beginner's Guide to Computer Basics, Prentice Hall.

2. Russell A. Stultz, Learn Microsoft Office, BPB Publication.

3. H.M.Deitel, P. J. Deitel, et al., Internet & World Wide Web - How to program, Prentice Hall.

OPEN COURSE FOR B. A. ENGLISH BY THE DEPT. OF PHYSICAL EDUCATION - PE5D03: PHYSICAL ACTIVITY, HEALTH AND WELLNESS

Course Objectives

1. To introduce the fundamental concepts of Physical Education Health and Fitness.

2. To provide a general understanding of nutrition, First aid, Yoga and stress management

3. To create awareness regarding hypo-kinetic diseases and Postural deformities

Course Outcomes
CO1. Understand the foundational principles of physical education, health, and wellness, integrating anatomy, physiology, and nutrition knowledge to promote holistic well-being.
CO2. Evaluate and apply various fitness methodologies to enhance physical performance, demonstrating an understanding of the relationship between exercise and overall health.
CO3. Assess and analyze the components of physical fitness, including strength, flexibility, endurance, and body composition, to design personalised fitness plans.
CO4. Apply the scientific principles of yoga to improve physical, mental, and emotional health, recognizing its benefits in promoting relaxation, flexibility, and mindfulness.

Pongam, Koratty East, Thrissur District, Kerala State, India. Pin-680308.

Phone +91 9605001987, 04802730340, 2730341, 2733573

www.naipunnya.ac.in, mail@naipunnya.ac.in

CO5. Develop strategies for preventing and managing sports injuries, demonstrating proficiency in administering first aid and understanding the importance of prompt intervention in maintaining athlete well-being.

CO-PO/PSO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	1	3	1	1	1	1	1	1
CO2	3	2	3	1	3	1	1	1	1	1	1
CO3	3	2	3	1	3	1	1	1	1	1	1
CO4	2	2	3	1	3	1	1	1	1	1	1
CO5	2	2	3	1	3	1	1	1	1	1	1

Module-CO Mapping

Modules	CO1	CO2	CO3	CO4	CO5
Module I	3	0	0	0	0
Module II	3	3	3	0	0
Module III	0	0	0	0	0
Module IV	0	0	3	0	0
Module V	0	0	0	0	3
Module VI	0	0	0	3	3

COURSE DETAILS

Module I: **Introduction to Physical Education, Health and Wellness** (5 hrs)

Definition, aim, objectives and importance of physical education.

Definition and Importance of Health.

Meaning and concept of wellness.

Module II: **Concept of Fitness** (12 hours)

Types of fitness. Definition of Physical Fitness. Types of physical fitness – Health related physical fitness, Performance related physical fitness and Cosmetic fitness.

Components of physical fitness, speed, strength, endurance, flexibility and coordinative abilities.

Assessment of physical fitness components. Fitness balance.

Module III: **Exercise principles** (5 hrs)

Principles of exercise programme, Types of Exercise.

Benefits of Exercise, Exercise and Heart Rate Zone.

Module IV: **Vital signs, Lifestyle/Hypo kinetic diseases and its management** (10 hours)

Vital signs- Pulse rate, Respiratory rate, Blood pressure, Body temperature, Diseases- Diabetes, Hypertension, Obesity, Osteoporosis, CHD, arthritis.

Fitness assessment- Body mass index, waist-to-hip ratio,

Module V: First Aid. Nutrition. Postural deformities (8 hrs)

Definition of First Aid, Aim of First Aid, Principles of First Aid.

RICE, ABC of First Aid, First Aid for sprain, strain, Fracture, Bleeding, Drowning and Snake Bite.

Nutritional balance, Nutritional deficiency diseases. BMR

Meaning of good posture, causes of poor posture, importance of good posture

Postural deformities and corrective measures - Kyphosis, Lordosis, Scoliosis, Bow leg, Knock knee, Flat foot

Module VI: **Science of Yoga, Emotional Control, Stress Management** (8 hrs)

Definition and meaning of Yoga, Asana, and Pranayama. Eight limbs of Ashtanga Yoga Yama, Niyama, Asana, Pranayama, Prathyahara, Dharana, Dhyana, Samadhi. Asanas and its effects: 1. Standing (Balancing) Vrikshasana, Padahasthasana, Ardha Chakrasana.

2. Sitting (Meditative) - Vajrasana, Padmasana, 3. Prone lying - Bhujangasana, Salabhasa. 4. Supine - Uttitha padmasana, Naukasana. 5. Relaxative – Savasana Pranayamas and its effects-1) Surya Bedhana(Heating), 2) Chandra bedhana(Cooling) 3) Nadisudhi (Balancing)

Stress - Definition of stress, causes of stress and stress management.

REFERENCES

1.Brown, F. Y. (2000). How to use yoga. Delhi: Sports Publication.

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SEMESTER 6

CORE COURSE - ENG6B11– VOICES OF WOMEN

No. of sessions: 90

Course Objectives
1. To understand the misconceptions regarding women and to evolve a human perspective about them
2. To arouse a keen interest in analysing critically the diversity of women's experiences across the world and to marvel at their creative skills.
3. To perceive gender as a social construct.
4. To understand the role of women in the development of society
Course Outcomes
CO1: Analyze the role of socio-cultural-economic contexts in defining womanhood.
CO2: Evaluate and interpret the representation of female experiences depicted in literature.
CO3: Recognize and assess the importance of gender specificity in literary works.
CO4: Establish connections between the status of women, societal discrimination, and social change.

CO-PO/PSO Mapping

PO	PO1	PO2	PO3	PO4	PO5	PSOI	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	1	1	3	2	2	3	3	2
CO2	3	3	2	1	2	3	3	1	3	3	2
CO3	3	2	3	1	2	3	2	3	2	3	2
CO4	3	3	3	1	1	3	2	1	2	3	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	1	2	1
CO2	1	3	3	2
CO3	2	2	2	1
CO4	2	2	3	3

COURSE DETAILS

Module 1: Essays

1. Chimamanda Ngozi Adichie: We Should All Be Feminists

2.Virginia Woolf: Shakespeare's Sister

Module 2: Poetry

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

Novel: Kate Chopin: The Awakening

Short stories

1.Clarice Lispector: Preciousness

2.Alice Walker: The Flowers

Module 4: Drama and Film

Thozhilkendrathilekku

At Five in the Afternoon: Dir. Samira Makhmalbuf

Mustang: Dir Denize Gamze Erguven

CORE COURSE - ENG6B12– CLASSICS OF WORLD LITERATURE

No. of sessions: 90

Course Objectives
1. To acquaint the students with the classic literatures and thereby composite cultures of the world.
2. To enable students to develop cross cultural perspectives.
3. To enhance the literary sensibility of students.
4. Critically examine the nuances of cultures in different world.

Course Outcomes
CO1: Analyze classic literary texts from various cultures, understanding the concept of world literature.
CO2: Appreciate and interpret classic literary texts from diverse parts of the world, relating them to one's own literary traditions.
CO3: Interpret and analyze literary texts within their respective contexts, locating their significance.
CO4: Appreciate the diversity of human experiences and literary responses worldwide, recognizing their connectedness.

CO-PO/PSO Mapping

PO	PO1	PO2	PO3	PO4	PO5	PSOI	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	1	2	1	3	2	2	3	3	2
CO2	3	2	1	1	1	3	3	1	3	3	2
CO3	3	3	1	1	1	3	2	3	2	3	2
CO4	3	3	1	2	1	3	1	1	2	3	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	2	1	2
CO2	3	3	1	2
CO3	2	2	2	3

COURSE DETAILS

Module 1: Introduction to the ancient world

Introducing epics of the world and conventions: The Iliad, Odyssey, Aeneid, The Epic of Gilgamesh,

The Mahabharata and Ramayana – Introduction to Greek theatre and Indian theatre

Module 2: Poetry

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: The Rubaiyat: 68-72

6. Rumi: Let Go of Your Worries, Look at Love, I died from Minerality

7. Matsuo Basho: In the Twilight Rain

Module 3: Drama and Film

1. Sophocles: Oedipus Rex

2. Bhasa: Urubhangam

3. Les Miserables: dir. Bille August

Module 4: Fiction

1. Maupassant: Mother Savage

2. Tolstoy: The Three Questions

3. Firdausi: Shahnamah: The Story of Sohrab and Rustum

4. Ryunosuke Akutagawa: In a Grove

5. PU Songling: The Painted Wall

CORE COURSE - ENG6B13– FILM STUDIES

No. of sessions: 90

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

Course Outcomes
CO1: Analyze film studies as a discipline and appraise film as an art form considering its aesthetics.
CO2: Evaluate how films convey social, political, and cultural ideas through their formal elements.
CO3: Develop familiarity with diverse film forms and their historical and cultural contexts.
CO4: Understand film language and conduct close analyses of its components.

CO-PO/PSO Mapping

PO	PO1	PO2	PO3	PO4	PO5	PSOI	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	1	2	1	1	2	1	3	2	3
CO2	3	2	3	1	1	1	2	2	2	3	3
CO3	1	1	2	2	1	1	1	1	3	3	3
CO4	2	3	1	1	1	1	2	2	3	3	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	2	2	3
CO2	3	3	3	2
CO3	3	1	3	3
CO4	3	3	2	3

COURSE DETAILS

Module 1:

A. Introduction to the basic terminology of filmmaking:

Mise–en-scene, long takes, shallow focus, deep focus, Shots: (close up, medium shot, long shot). Camera

Angle: Straight on Angle Shots, High Angle Shots, Low Angle shots. Shot-Reverse Shot.

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

cuts, match cuts, Compilation cuts, 30-degree rule, 180-degree rule.

Sound: Diegetic and Extra-diegetic sound, Speech and Music.

Colour: Black and White Cinema, Technicolour, Eastman Colour.

B. Introduction to film genres:

The Major genres: Narrative, Avant-garde, Documentary, Feature Films, Short Films.

Other genres: Thriller, Melodrama, Musical, Horror, Western, Fantasy, Animation, Film noir, Expressionist,

Historical, Mythological, Science fiction, Road movies, Digital films, 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

1. Andre Bazin: The Evolution of the Language of Cinema (from *What is Cinema*)

2.Gilbert Harmen: Semiotics and the Cinema: Metz and Wollen

3.Laura Mulvey: Visual pleasure and Narrative Cinema

4.Bill Nichols: The Voice of the Documentary

Module 3: Case Studies of Early Classics

1. Charlie Chaplin: The Gold Rush

2. Francois Truffaut: 400 Blows

3. Federico Fellini: 8 1/2

4. Andrei Tarkovsky: The Mirror

Module 4: Case Studies of Contemporary Classics

1. Milos Forman: One Flew over the Cuckoo's Nest

2. Adoor Gopalakrishnan: Elipathayam (The Rat Trap)

3. Ousmane Sembene: Guelwaar

4. Kim Ki-duk: Spring, Summer, Winter, Autumn and Spring

REFERENCE

- "Themes In 'Spring, Summer, Fall, Winter and Spring'."ukessays.com. 11 2018. UKEssays. 12 2021

- https://www.ukessays.com/essays/philosophy/themes-in-spring- summer-fall-winter-and-spring-philosophy-essay.php?vref=1

- https://en.wikipedia.org/wiki/Spring,_Summer,_Fall,_Winter..._and_Spring

- https://macguff.in/macguffin-content/an- appreciation/spring-summer-fall-winter-and-spring/

CORE COURSE - ENG6B14– NEW LITERATURES IN ENGLISH

No. of sessions: 90

Course Objectives
1. To expose the students to diverse cultures and modes of expression.
2. To enable them to explore issues of cultural plurality and hybridity
3. To expose the learners to literary negotiations of colonization and decolonization, identity, inequality, marginalization and so on.
Course Outcomes
CO1: Recognize and analyze diverse cultures while obtaining an extensive understanding of various forms of cultural expression.
CO2: Investigate matters concerning cultural plurality, hybridity, and their associated issues.
CO3: Grasp the concepts of colonization and decolonization, critically evaluating terms such as identity, marginalization, and inequality.

CO-PO/PSO Mapping

PO	PO1	PO2	PO3	PO4	PO5	PSOI	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	1	2	2	3	2	3	3	3
CO2	3	3	3	1	2	3	3	1	2	3	3
CO3	3	2	3	1	1	2	3	3	3	3	3

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4	Module 5
CO1	3	3	1	2	2
CO2	3	3	2	2	3
CO3	3	2	2	3	3

COURSE DETAILS

Module 1: Introduction

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

Module 2: Poetry

1. Alice Walker: Remember Me? (U.S)

2. A D Hope: Australia (Australia)

3. Derek Walcott: A Far Cry from Africa (Caribbean)

4. Faiz Ahmed Faiz: When Autumn Came (Pakistan)

5. Li Young Lee: I Ask my Mother to Sing (China)

6. Tenzin Tsundue : When it Rains in Dharamsala (Tibet)

7. David Diop: The White Man Killed my Father (West Africa)

8. Margaret Atwood: Helen of Troy Does Countertop Dancing (Canada)

9. Yasmine Gooneratne: There was a Country (Sri Lanka)

Module 3: Prose and Short Fiction

1. Gabriel Garcia Marquez: *The Handsomest Drowned Man in the World*

2. Alice Munroe: *Voices*

3. Robyn Davidson: *Tracks: One Woman's Journey across 1700 miles of*

Australian Outbreak

Module 4: Drama

1. Wole Soyinka: *Death and the King's Horseman*

2. Eugene O'Neil: *Long Day's Journey into Night*

Module 5: Film

1. Kite Runner: dir. Marc Forster

2. Embrace of the Serpent: dir. Ciro Guerra

ELECTIVE - ENG6B15 – LITERATURE OF THE MARGINALIZED

No. of sessions: 54

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

Course Outcomes
CO1: Identify the various aspects of marginality such as Dalit, female, child and sexual minorities.
CO2: Evaluate the subaltern perspectives reflect in literature.
CO3: Identify how the marginality is often a contextual factor related to the sociocultural reality.
CO4: Critique the process of evolution of marginality and the formation of stereotypes.
CO5: Classify the evolving patterns of generic and other technical possibilities that the marginalize use to represent their predicament.

CO-PO/PSO Mapping

PO	PO1	PO2	PO3	PO4	PO5	PSOI	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	1	2	2	1	3	2	2	2
CO2	3	2	2	2	3	3	2	3	1	2	2
CO3	3	1	2	1	1	3	1	3	2	1	3
CO4	3	2	2	2	3	2	2	3	1	2	3
CO5	3	2	2	2	3	3	2	3	2	2	2

Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4
CO1	3	3	2	3
CO2	3	3	3	3
CO3	2	2	2	2
CO4	3	2	3	3
CO5	3	3	3	3

COURSE DESCRIPTION:

A. COURSE SUMMARY:

Module 1: 10 hours

Module 2: 10 hours

Module 3: 10 hours

Module 4: 12 hours

Evaluation: 12 hours

Total: 54 hours

B. COURSE DETAILS:

Module 1: Prose

1. The opening section of Mother Forest.:? C.K. Janu.

2. Covey the Negro Breaker. My bondage and my Freedom: Frederick Douglass.

3. Rain. From the Section: Sinking Ship. On sight and Insight, A journey into the world of blindness: John Hull.

4. Yves, is now finally safe in Australia thanks to Sanctuary www.sanctuaryaustraliafoundation.org.

Module 2: Poetry

1. Mascara: Meena Kandaswami.

2. It's a new day: L.J. Mark.

3. A ring to me is bondage: Mina Asadi.

4. I am not one of the: Cheryl Marie Wade.

Module 3: Short Story

1. Johnson and the Cascadura: Samuel Selvon.

2. Annamma Teacher Ororma: Sakkariya..

3. Turumpu Mullaaniyude Hridayam: Shihabudheen Poythum Kadavu.

 Module 4: Documentary/ Film

1. Ara Jeevithangalkke Oru Swargam: dir. M. A. Rahman

READING LIST

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

FURTHER READING

Disability Studies Reader Second Edition. Ed. Lennard J. Davis. Routledge, 2006. Hull, John M.

Touching the Rock: An Experience of Blindness. SPCK, 1990. Douglass, Frederick. My bondage and

my freedom. www.gutenberg.org Selvon, Samuel. Ways of Sunlight. Macgibbon and Kee. 1957

PROJECT: ENG6B21

SEMESTER 5 and 6

Course Outcomes
CO1. Recall key authors or socio-cultural influences in English Literature relevant to the chosen topic.
CO2. Comprehend the socio-cultural contexts and influences surrounding the chosen authors or literary movements.
CO3. Apply research methodologies to conduct a thorough investigation of the chosen topic.
CO4. Analyze and evaluate the literature reviewed, identifying themes, motifs, and underlying messages.
CO5. Demonstrate creativity and originality in formulating the project, presenting unique insights and interpretations.

CO-PO/PSO Mapping

PO	PO1	PO2	PO3	PO4	PO5	PSOI	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	1	2	3	3	3	3	1	1
CO2	3	3	2	1	3	1	3	3	3	1	1
CO3	3	3	3	1	3	2	3	3	3	1	1
CO4	2	3	2	1	2	1	3	3	3	1	1
CO5	3	3	3	1	3	1	3	3	3	3	1

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.

PROJECT GUIDELINES

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

1. The topics shall strictly adhere to the authors or socio-cultural backgrounds/influences of English Literature.

2. The candidates can take up a topic either from the prescribed syllabus or from outside the prescribed syllabus. The projects on the topics outside the syllabus will attract grace marks.

3. It is recommended that the project should be carried out on individual basis. In special cases Group presentation of projects can be allowed.

4. V Semester shall be devoted to the study of methodology of research and project work. By the end of the V Semester, a Synopsis of Project work should be finalised with the help of the guide.

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

It shall consist of the following:

• Objectives

• Review of Literature

• Methodology including the reading list.

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

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

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

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

9. The VI Semester is fully devoted for

• Library Work and Data Collection

• Data Analysis

• Project Writing

• Report Presentation and Submission

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

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

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

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

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

Serial No. Component Marks

1 Originality 3

2 Methodology 3

3 Scheme/ Organization of Report 4

4 Viva Voce 5

TOTAL 15

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

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

Serial No. Component Marks

1 Relevance of Topic, Statement of Objectives 12

2 Reference/ Bibliography, Presentation. Quality of analysis/ Use of statistical tools 12

3 Findings and Recommendations 18

4 Viva Voce 18

TOTAL 60

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

Internal evaluation as insisted by university.

9. Detailed Description of Activities

1.	Peer Teaching	To enable students to face an audience confidently and to present themselves on a topic assigned to them
2.	Seminars	To broaden students' knowledge on trending topics happening around the globe, which is connected to the world of literature —new modern concepts and literary theories
3.	Workshops	To introduce students to skill enhancement programme and research methodology
4	Add-on courses	To provide additional knowledge on the history of English Literature equipping them for higher studies and competitive exams
5.	Intradepartmental competitions	To enable students, learn and to cultivate an interest in the field of world literature
6.	Language Lab	To enhance four skills of communication — LSRW, especially on pronunciation, intonation and articulation
7.	Research Forum	To equip students to critically think, evaluate and analyse on subjects and to present papers confidently
8.	Book Publication	To encourage creative writing skills and to induce critical thinking
9.	Screening Classic movies	To introduce them to the world of movies which are critically acclaimed as world classics useful for their study and comprehension of a subject

10.	Debates and discussions	To widen the horizon of knowledge on a vast realm of literature and to enhance communication skills

10. Course Evaluation and CIE

Total marks for each common/core/elective course is 80. The evaluation scheme for each course shall contain two parts (1) Internal evaluation (2) external evaluation. 20% weight shall be given to the internal evaluation. The remaining 60% weight shall be for the external evaluation.

INTERNAL ASSESSMENT FRAMEWORK

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

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

SPLIT UP OF MARKS FOR TEST PAPERS/VIVA VOCE

Range of Marks in test paper	Out of 8 (Maximum internal marks is20)	Out of 6 (Maximum internal marks is15)
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 CLASSROOM PARTICIPATION

Range of Marks in test paper	Range of CRP Out of 4 (Maximum internal marks is 20)	Out of 3 (Maximum internal marks Is 15)
50% ≤CRP <75%	1	1
75% ≤CRP <85%	2	2
85 % and above	4	3

EXTERNAL ASSESSMENT FRAMEWORK

END SEMESTER TEST DESIGN OF COURSES WITH 80 MARKS

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

END SEMESTER TEST DESIGN OF COURSES WITH 60MARKS

Sl. No Question Type	No. of Questions	Marks/ Question	Total Marks
Short answers (2/4 sentences)	12	2	Ceiling 25
Paragraph/problem/ Application type	7	5	Ceiling 35
Essay Type	1 out of 2	10	10
Total			**60**
Time			**2 hrs**

CIE IN NIMIT

Regular continuous internal evaluation on the courses is followed up seriously. Weak students are given extra help and guidance. Remedial classes are also held and one to one interaction and effective guidance provided to the students. Module exams, Internal and model exams following the university formats are held in college.

EXTERNAL EVALUATION

There shall be University examinations for each course at the end of the semester. External evaluation carries

80 % of marks and internal evaluation carries 20% of marks.

The model of the question paper for external examination for theory courses of 2Hours duration:

The students can answer all the questions in Sections A and B. But there shall be Ceiling in each section.

1. Section A: Short answer type carries 2 marks each - 12 questions (Ceiling - 20)

2. Section B: Paragraph/ Problem type carries 5 marks each - 7 questions (Ceiling - 30)

3. Section C: Essay type carries 10 marks (1 out of 2)- (Ceiling - 10)

The external examination will be conducted with question papers set by the University of Calicut. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation and answer keys shall be provided by the University.

Audit course: The students can attain only pass (Grade P) for these courses. At the end of the semester, an examination will be conducted by the college from a pool of questions set by the University. The students can also attain the credits through online courses like SWAYAM, MOOC etc. The College will send the list of passed students to the University at least before the commencement of fifth semester examination.

EVALUATION AND GRADING

Evaluation (both internal and external) is carried out using Mark system. The Grade on the basis of total internal and external marks will be indicated for each course, for each semester and for the entire programme. Indirect Grading System in 10-point scale is as 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