

**CURRICULUM FRAMEWORK AND SYLLABUS  
FOR OUTCOME BASED EDUCATION IN  
MASTER OF ARTS (MA) 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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P. G. DEPARTMENT OF ENGLISH

**1. About the Department**

**VISION**

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.

**MISSION**

- 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: Advanced Problem-Solving Skills:** Graduates will demonstrate the ability to identify, analyze, and solve complex, real-world problems within their field of study, applying innovative and evidence-based solutions.

**PO2: Mastery of Advanced Research Methods:** Graduates will master advanced research methodologies, including the design, execution, and dissemination of original research, contributing to the body of knowledge in their discipline.

**PO3: Professional Development and Career Readiness:** Graduates will be well-prepared for their chosen careers, possessing the necessary skills, knowledge, and experience to excel in their professional roles or pursue further advanced studies.

**PO4: Leadership and Collaborative Abilities:** Graduates will exhibit leadership qualities and the ability to work collaboratively in diverse teams, recognizing the value of teamwork, and contributing effectively to the achievement of common goals.

**PO5: Community Engagement and Service:** Graduates will engage in community service and outreach, applying their expertise to address societal issues and contribute to the betterment of the community and beyond.

### **3. Programme Specific Outcomes**

**PSO1:** Create opportunities for students to apply advanced cognitive skills through analyzing, evaluating, and synthesizing various literary works from British Literature, American Literature, Indian English Literature, Emerging New Literature in English, and Dalit Literature, fostering intellectual and imaginative growth.

**PSO2:** Demonstrate an understanding of diverse literary approaches, critical theories, and major theoretical schools, and apply these methods proficiently to interpret, critique, and analyze a wide range of texts.

**PSO3:** Apply acquired knowledge of literary theories, research methodologies, and skills in multiple literary contexts, demonstrating the ability to integrate theoretical frameworks into practical literary practices.

**PSO4:** Demonstrate advanced cognitive skills in comprehending, analyzing, interpreting, and extrapolating complex texts central to the diverse traditions of the English language, fostering higher-order thinking abilities.

**PSO5:** Develop and refine research perspectives in the field of Literature and Humanities by equipping students with the necessary tools to engage in critical inquiry, scholarly analysis, and innovative exploration of literary themes and concepts.

### **4. PSO-PO Mapping**

	PSO1	PSO2	PSO3	PSO4	PSO5
<b>PO1: Advanced Problem-Solving Skills</b>	2	3	3	3	2

<b>PO2: Mastery of Advanced Research Methods</b>	3	2	3	2	3
<b>PO3: Professional Development and Career Readiness</b>	1	3	2	3	2
<b>PO4: Leadership and Collaborative Abilities</b>	3	2	1	2	3
<b>PO5: Community Engagement and Service</b>	2	3	2	3	2

## 5. Programme Structure

### Master of Arts

#### M. A. English Language and Literature

##### (Choice Based Credit and Semester System for Post Graduate Curriculum 2022)

**Credits(C):** of a course is a measure of the weekly unit of work assigned for the course. A theory class of one hour per week or a practical class of three hours per week shall be counted as one credit. Credit point' (P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course:  $P = G \times C$ . Cumulative Grade Point Average' (CGPA) is the value obtained by dividing the sum of credit points in all the courses opted by the student for the entire programme by the total number of credits and is calculated based on the same formula given above. CGPA shall be rounded off to the first decimal place. CGPA determines the academic level of the student in a programme and is the index for ranking students. An overall letter grade (Cumulative Grade) for the entire programme shall be awarded to a student depending on the CGPA using the same criterion used for awarding Grade in a course based on the grade point.

#### **DIRECT GRADING SYSTEM**

1. Direct Grading System based on a 10 – Point scale is used to evaluate the performance (External and Internal Examination of students).
2. For all courses (Theory & Practical)/Semester/Overall Programme, Letter grades and GPA/SGPA/CGPA are given on the following way:
  - a) First Stage Evaluation for both Internal and External done by the eachers concerned in the following Scale:

Grade	Grade Points
A+	5
A	4
B	3
C	2
D	1
E	0

b) Grade range for internal examination is as follows

Average Grade Point (2 tests)	Grade for tests	Grade point for tests
4.5 to 5	A+	5
3.75 to 4.49	A	4
3 to 3.74	B	3
2 to 2.99	C	2
Below 2	D	1
Absent	E	0

c) The Grade Range for both Internal & External shall be:

Letter Grade	Grade Range	Range of Percentage (%)	Merit/Indicator
O	4.25 – 5.00	85.00 –100.00	Outstanding
A+	3.74 – 4.24	75.00 –84.99	Excellent
A	3.25 – 3.74	65.00 –74.99	Very Good
B+	2.75 – 3.24	55.00 –64.99	Good
B	2.50 – 2.74	50.00 –54.99	Above Average

C	2.25 – 2.49	45.00 -49.99	Average
P	2.00 – 2.24	40.00 –44.99	Pass
F	<2.00	Below 40	Fail
I	0	-	Incomplete
Ab	0	-	Absent

#### Semester Grade Point Average (SGPA) – Calculation

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses taken by a student. After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below.

Semester Grade Point Average - SGPA (S<sub>j</sub>) =  $\Sigma(C_i \times G_i) / Cr$

(SGPA= Total Credit Points awarded in a semester / Total credits of the semester)

Where 'S<sub>j</sub>' is the j<sup>th</sup> semester, 'G<sub>i</sub>' is the grade point scored by the student in the course 'c<sub>i</sub>' is the credit of the course, 'Cr' is the total credits of the semester.

#### Cumulative Grade Point Average (CGPA) – Calculation

Cumulative Grade Point Average (CGPA) =  $\Sigma(C_i \times S_i) / Cr$  (CGPA=

Total Credit points awarded in all semesters/Total credits of the programme)

Where C<sub>1</sub> is the credit of the 1<sup>st</sup> semester S<sub>1</sub> is the SGPA of the 1<sup>st</sup> semester and Cr is the total number of credits in the programme. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme. The SGPA and CGPA shall be rounded off to 2 decimal points. For the successful completion of a semester, a student should pass all courses and score a minimum SGPA of 2.0. However, the students are permitted to move to the next semester irrespective of their SGPA.

**Attendance:** The minimum requirement of attendance during a semester shall be 75% for each course. Attendance shall be maintained by the course teacher. 10% condonation can be granted on the attendance requirements by the Chairman of the Academic Committee on genuine grounds, provided it is also recommended by the Department Council. A fee for this purpose may be collected as prescribed by the Academic Committee and approved by the Syndicate. Candidates who do not satisfy the required

minimum attendance in a course shall be awarded zero grade point in that course.

**Ability Enhancement Courses/Audit Courses:** means a compulsory course which is mandatory for all programmes but its grade will not be counted for the computation of SGPA or CGPA. This course is to enhance the ability and skill in the concerned core area.

### **PROGRAMME STRUCTURE IN NIMIT**

- The Master's 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 addition 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 Master's 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 master's programme in English Literature, they will also be competent to write State and National eligibility tests.
- 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.
- Regular continuous internal evaluation on the courses are 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**

<b>Total</b>	<b>19 courses</b>	<b>(To be taught over 4 semesters)</b>
1	Core compulsory courses	13



2	Elective courses	4
3	Audit courses	2

### Audit Courses

1. AEC (Ability Enhancement Course) (4 credits) - ENG1 A01 Writing Skills

2. Professional Competency Course (PCC) (4 credits)- ENG2 A02 Translation Theory and Practice

18 elective courses are spread over third and fourth semesters, out of which the students shall be taught four- courses. Audited courses - (Ability Enhancement and Professional Competency Course) with 4 credits each, have to be done one each in the first two semesters.

### Semester 1

Sl No	Course Code	Title	Course Type	Hours	Credits	Internal	External	Total marks
1	ENG1C01	British Literature from Chaucer to 18th century	CORE	5	5	20	80	100
2	ENG1C02	British Literature - 19th century	CORE	5	5	20	80	100
3	ENG1C03	History of English Language	CORE	5	5	20	80	100
4	ENG1C04	Indian Literature in English	CORE	5	5	20	80	100
AEC (Ability Enhancement course)	ENG1 A01	Writing Skills	Audit Course		4			

### Semester 2

Sl no	Course Code	Title	Course Type	Hours	Credits	Internal	External	Total marks
1	ENG2 C05	Twentieth century British Literature up to 1940	CORE	5	5	20	80	100
2	ENG2 C06	Literary Criticism and Theory - Part 1 (up to New Criticism)	CORE	5	5	20	80	100
3	ENG2 C07	American Literature	CORE	5	5	20	80	100
4	ENG2 C08	Postcolonial writings	CORE	5	5	20	80	100
Professional Competency Course	ENG2 A02	Translation Theory and Practice	Audit Course		4			

### Semester 3

	Course Code	Title	Course Type	Hours	Credits	Internal	External	Total marks
1	ENG3 CO9	Twentieth century British Literature post 1940	CORE	6	5	20	80	100
2	ENG3C10	Literary Criticism and Theory - Part 2	CORE	7	5	20	80	100
3	ENG3 E03	Women's Writing	Elective 1	6	5	20	80	100
4	ENG3 E07	World Drama	Elective 2	6	5	20	80	100

### Semester 4

	Course Code	Title	Course Type	Hours	Credits	Internal	External	Total marks
1	ENG4 C11	English Literature in the 21st Century	Core	5	4	20	80	100
2	ENG4 P 01	Dissertation / Project	Core	5	4	20	80	100
3	ENG4 V01	Comprehensive viva-voce	Core	5	4	20	80	100
4	Elective 1 ENG4E14	Indian English Fiction	Elective 1	5	4	20	80	100
5	ENG4 E16	Dalit Studies	Elective 2	5	4	20	80	100

### 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	Intradepartmental	To enable students learn and to cultivate an interest in the

	Competitions	field of world literature
5	Language Lab	To enhance four skills of communication — LSRW, especially on pronunciation, intonation and articulation
6	Research Forum	To equip students to critically think, evaluate and analyse on subjects and to present papers confidently
7	Book Publication	To encourage creative writing skills and to induce critical thinking
8	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
9	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**

**CORE COURSE - ENG1CO1: BRITISH LITERATURE FROM CHAUCER TO 18<sup>TH</sup> CENTURY**

Course Code: ENG1CO1

Title of the Course: British Literature from Chaucer to 18th Century

Semester in which the course is to be taught: 1

No. of Credits: 5

No of contact hours: 90 (5 Hours / Week)

### 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 perspectives 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 and evaluate the fundamental elements of poetry, comprehending the stylistic and rhetorical devices utilized in poetry across various genres, fostering an understanding of its structure and techniques.

**CO2:** Apply multiple perspectives such as gender, race, caste, ethnicity, religion, region, environment, and nation when interpreting poetry, encouraging a comprehensive and diverse approach to literary analysis.

**CO3:** Demonstrate familiarity with different forms of poetry within British and American literature, distinguishing and categorizing these forms to understand their unique characteristics and styles.

**CO4:** Develop an awareness of the diverse forms, themes, and historical contexts of poetry across the globe throughout the history of literature, promoting a comprehensive understanding of poetry's evolution and cultural significance.

**CO5:** Cultivate an active and engaged interest in the literary landscape, encouraging students to remain actively involved and informed about the developments and contributions within the literary world.

### CO-PO/PSO Mapping

PQ/PSO →	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO ↓ ↓										

<b>CO1</b>	2	3	3	3	1	1	3	3	3	2
<b>CO2</b>	3	2	3	2	3	3	2	2	0	3
<b>CO3</b>	1	3	2	2	3	2	3	3	3	2
<b>CO4</b>	3	2	0	3	3	3	2	3	2	3
<b>CO5</b>	3	3	2	3	3	2	3	3	1	3

### Module-CO Mapping

	<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
CO1	3	0	3
CO2	3	3	3
CO3	3	0	3
CO4	3	3	3
CO5	3	2	3

### Course Description

The course features the trends and movements in British Literature from the Fourteenth to the Eighteenth Century. Prominent authors and texts are discussed. There is also an attempt to link the texts and movements to British social and cultural history.

### Course Content

#### **Section A: Poetry (All poems marked for annotation)**

1. Geoffrey Chaucer: “The General Prologue to Canterbury Tales” (first 100 lines)
2. William Shakespeare: Sonnet 18. “Shall I Compare thee to a Summer's Day”
3. John Donne: “The Canonization”
4. John Milton: “Paradise Lost” Book 1 (lines up to 270)
5. John Dryden: “Mac Flecknoe”

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6. Andrew Marvell: “To His Coy Mistress”
  7. Thomas Gray: “Elegy written in a Country Churchyard”

**Section B: Drama**

1. Shakespeare: Hamlet
2. Webster: The Duchess of Malfi
3. Sheridan: The Rivals

**Section C: Prose and Fiction**

1. Francis Bacon: “Of Marriage”
2. Joseph Addison: Sir Roger at Church
3. Swift: Gulliver’s Travels
4. Henry Fielding: Joseph Andrews
5. Daniel Defoe: Robinson Crusoe

**CORE COURSE - ENG1CO2: BRITISH LITERATURE FROM 19<sup>TH</sup> CENTURY**

Course Code: ENG1CO2

Course Title: British Literature from 19th century

Semester in which the course is to be taught: 1

No of credits: 5

No. of contact hours: 72 (5 hrs per week)

**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 perspectives 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:** Identify and describe the fundamental elements of poetry, encompassing the stylistic and rhetorical devices employed across various genres of poetry, fostering comprehension and recognition.

**CO2:** Analyze and evaluate diverse perspectives when interpreting poetry, including considerations of gender, race, caste, ethnicity, religion, region, environment, and nation, encouraging a comprehensive and multifaceted approach to literary analysis.

**CO3:** Classify and differentiate between various forms of poetry found in British and American literature, demonstrating familiarity and comprehension of their unique characteristics and styles.

**CO4:** Evaluate and examine different forms and themes of poetry across global literary traditions throughout history, fostering a broad understanding of poetry's evolution and significance within diverse cultural contexts.

**CO5:** Engage actively with the literary community and developments within the field, fostering a curiosity-driven interest in the contemporary literary landscape and its broader implications.

**CO-PO/PSO Mapping**

PO/PSO→										
CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
→ ↓										
<b>CO1</b>	2	3	3	3	1	1	3	3	3	2
<b>CO2</b>	3	2	3	2	3	3	2	2	0	3
<b>CO3</b>	1	3	2	2	3	2	3	3	3	2
<b>CO4</b>	3	2	0	3	3	3	2	3	2	3
<b>CO5</b>	3	3	2	3	3	2	3	3	1	3

### Module-CO Mapping

	Section A (Poetry)	Section B (Drama)	Section C (Fiction)
CO1	3	1	2
CO2	3	1	2
CO3	3	0	3
CO4	3	1	3
CO5	3	1	2

### Course Description

The course is intended to familiarize the students with various trends, literary movements and major writers in British Literature during the nineteenth century, one of the most important periods in British Literature and British History in terms of social change and the investments of British society in literature.

### Course Content

#### **Section A: (Poetry)**

William Blake: The Tiger, The Lamb

William Wordsworth: Lines Composed a Few Miles above Tintern Abbey

S.T. Coleridge: Kubla Khan

P.B. Shelley: Ozymandias

John Keats: Ode to a Nightingale Byron: She

Walks in Beauty

Tennyson: Tithonus

Browning: Fra Lippo Lippi

Elizabeth Barret Browning: A Musical Instrument

Mathew Arnold: Dover Beach

D.G Rossetti: The Blessed Damozel

(All poems in section A are marked for annotation)



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**Section B: (Drama)**

Oscar Wilde: The Importance of Being Earnest

P.B. Shelley: Prometheus Unbound

**Section C: (Fiction)**

Charles Lamb: “Dream Children – A Reverie”

William Hazlitt: On Reading Old Books

Charles Dickens: A Tale of Two Cities

Emily Bronte: Wuthering Heights

Thomas Hardy: Tess of the D’Urbervilles

**CORE COURSE - ENG1CO3: HISTORY OF ENGLISH LANGUAGE**

Course Code – ENG1CO3

Course Name: History of English Language

Semester in which the course is to be taught: 1

No of credits: 5

No. of contact hours: 72 (5 hrs per week)

**Course Objectives**

1. To acquaint the students with the history of the English Language from its evolution.
2. To enable students to understand the genetic relationship of English Language with other Germanic languages and with the Indo-European language family.
3. To help students to connect with courses on British literature in the syllabus with descriptions on English literature and English social and political history in respective periods in the history of the English language.
4. To familiarize students with the language varieties of English.
5. To give an awareness about use of English in new media.

**Course Outcomes**

**CO1:** Analyze and evaluate the historical evolution of human language, exploring its development from

its origins, fostering a deeper comprehension of linguistic history.

**CO2:** Compare and contrast the historical development of the English language within a broader context, fostering a comprehensive understanding of its evolution.

**CO3:** Apply critical thinking skills to analyze and assess various topics including multiculturalism, power dynamics in language evolution, mechanisms of language change,

**CO-PO/PSO Mapping**

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

**Module-CO Mapping**

	Section A	Section B	Section C
CO1	3	1	2
CO2	3	2	3
CO3	3	2	3
CO4	3	2	3
CO5	2	1	3

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### **Course Description**

The Course is offered with the aim of acquainting the learners with the history of the English Language from its evolution and its genetic relationship with other Germanic languages and with the Indo-European language family. It connects with courses on British literature in the syllabus with descriptions on English literature and English social and political history in the respective periods in the history of the English language.

### **Course Content**

#### **Section A.**

Language families - The Indo-European family of languages; Germanic Family of languages and the origin of English - The early history of English language; Old English Period - Scandinavian invasions - Middle English Period: The Impact of the Norman Conquest on the English Language; - Middle English Literature. Modern English Period – Latin and Greek influence – Loan words - The impact of the Renaissance – Bible Translations. Sound changes in English – The Great Vowel Shift - Changes in Grammar, vocabulary, phonology and morphology– Semantics – word formations

#### **Section B**

Foreign influences on English in the Seventeenth, Eighteenth and the Nineteenth Centuries – Colonialism and the English language – Expansion of Vocabulary – Semantic change- Pidgins and Creoles. Contributions of major writers to the growth of English vocabulary.

#### **Section C**

The discrepancy between spelling and pronunciation - Attempts to reform English spelling –Evolution of Standard English - Dialects of English: British and American English in India – English in the postcolonial world – English as a global language — The rise of ‘englishes’ – impact of Science and Technology – English in the digital age

### **Recommended Reading**

F. T. Wood: An Outline History of the English language  
C. L. Wrenn: The English Language  
A. C. Baugh: A History of the English Language  
David Crystal: English as a Global Language

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

**Phone +91 9605001987, 04802730340, 2730341, 2733573**

**[www.naipunnya.ac.in](http://www.naipunnya.ac.in), [mail@naipunnya.ac.in](mailto:mail@naipunnya.ac.in)**

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David Crystal: The English Language: A guided Tour of the Language

Bill Ashcroft, et al: The Empire Writes Back

Christian Mair: The Politics of English as a World Language

Andreas Sedlatschek: Contemporary Indian English: Variation and Change

Pingali Sailaja: Indian English Page 13 of 69

Michael Hanrahan & Deborah L Madsen (Ed.): Teaching, Technology, Textuality: Approaches to New Media

### **CORE COURSE - ENG1CO4: INDIAN LITERATURE IN ENGLISH**

Course code: ENG1CO4

Course Title: Indian Literature in English

Semester in which the course is to be taught: 1

No of credits: 5 Credits

No. of contact hours- 5

#### **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.
4. To enable students to develop cross cultural perspectives.
5. To enhance the literary sensibility of students.

#### **Course Outcomes**

**CO1:** Analyze and evaluate the chronological phases characterizing the evolution of Indian writing in English, fostering a comprehensive understanding of its historical development.

**CO2:** Classify and differentiate between thematic concerns, genres, and prevailing trends evident in Indian writing in English, facilitating familiarity and recognition of its literary elements.

**CO3:** Evaluate and interpret the diverse and pluralistic facets embedded within Indian culture and identity, fostering a nuanced understanding of its multifaceted nature.

**CO4:** Synthesize and compare classic literary texts from diverse global regions, allowing for an appreciation of these texts within the context of one's own literary traditions, fostering cross-cultural appreciation and interpretation.

**CO5:** Assess and analyze the interconnectedness and diversity inherent in human experiences and the varied literary responses across different global regions, fostering a holistic appreciation of diverse perspectives and cultural expressions.

**CO-PO/PSO Mapping**

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

**Module-CO Mapping**

	Section A	Section B	Section C	Section D
CO1	3	2	1	3
CO2	3	3	2	2
CO3	3	2	1	3
CO4	2	3	2	2
CO5	3	2	1	3

**Course Description**

The course is intended to familiarize the students with the various trends and movements in Indian

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

Phone +91 9605001987, 04802730340, 2730341, 2733573

[www.naipunnya.ac.in](http://www.naipunnya.ac.in), [mail@naipunnya.ac.in](mailto:mail@naipunnya.ac.in)

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English literature from its emergence to the present.

### **Course Content**

Introduction

Growth and rise of Indian writing in English - A Historical perspective –The beginning -  
Renaissance in India - Toru Dutt, Tagore, Aurobindo, Sarojini Naidu - Indian English  
poetry and fiction - Mulk Raj Anand, Raja Rao, R.K. Narayanan: The Trio of Indian  
English fiction - Indian English prose – Indian English Drama –Partition novels

Contemporary writers

### **Section A**

#### **Poetry**

Toru Dutt: “Our Casuarina Tree” Rabindranath

Tagore: “The Child”

Nizzim Ezekiel: “In the Country Cottage”

Jayantha Mahapatra: “Hunger”

A.K. Ramanujan: “Obituary”

R. Parthasarathy: “River, Once”

Kamala Das: “The Old Playhouse”

Gieve Patel: “The Ambiguous fate of Gieve Patel, he being neither Muslim nor  
Hindu in India”

Meena Alexander: “Blue Lotus”

Arundhati Subramaniam: “Home”

Meena Kandasamy: “Dead Woman Walking”

(All poems in section A are marked for annotation)

### **Section B: Fiction**

Mulk Raj Anand: Coolie

R.K. Narayanan: The Guide

Salman Rushdie: Midnight’s Children

Amitav Ghosh: The Hungry Tide

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### **Section C: Drama**

Girish Karnad: Yayati (English Translation by the author)

Mahesh Dattani: Tara

### **Section D: Prose**

JawaharLal Nehru: “What is Culture?”

Amartya Sen: “Reason and Identity” (From: The Argumentative Indian, Part IV)

## **AUDIT COURSE – ABILITY ENHANCEMENT COURSE (AEC) - ENG1AO1: WRITING SKILLS - BOOK REVIEW**

Course Code: ENG1AO1

Course Title: Writing Skills - Book Review

Semester in which the course is to be taught: 1

No. of Credits: 4

### **Course Objectives**

1. Understand the underlying themes, character development, and narrative techniques employed in various literary works and films through critical analysis and evaluation.
2. Integrate personal reflections with broader cultural and societal contexts to enhance critical thinking skills in interpreting and analyzing literature and film.
3. Enhance written communication abilities by crafting coherent and persuasive reviews that effectively convey insights on themes, characters, and narrative elements.
4. Apply principles of literary or cinematic criticism to formulate insightful evaluations of selected books or films, demonstrating proficiency in analyzing and interpreting textual and visual elements.

### **Course Outcomes**

**CO1:** Evaluate and analyze the themes, characters, and narrative elements of a book or film.

**CO2:** Demonstrate critical thinking skills by synthesizing personal reflections with broader cultural and societal contexts.

**CO3:** Develop effective written communication skills through the creation of a coherent and persuasive review.

**CO4:** Apply principles of literary or cinematic criticism to construct an insightful and well-supported evaluation of the chosen book or film.

**CO5:** Develop the linguistic, cognitive and logical skills required in writing different types of essays, anecdotes, academic papers and reports.

### CO-PO/PSO Mapping

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

### Course Description

This course aims at imparting practical skills in writing to students. The focus will be on developing the linguistic, cognitive and logical skills required in writing different types of essays, anecdotes, academic papers and reports.

### Course Content

The course material would consist of textbooks on good writing and specimen pieces representing various kinds of essays, articles, advertisements and anecdotes.

### Main Texts

Palmer, Richard Write in Style: A Guide to Good English.

Strunk, William, EB White and Maria Kalman. The Elements of Style

McCarthy and O'Dell English Vocabulary in Use



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(Evaluation: based on a paper not below 600 words)

**SEMESTER- 2**

**CORE COURSE - ENG2CO5: TWENTIETH CENTURY BRITISH LITERATURE UP TO  
1940**

Course Code: ENG2CO5

Course Title: Twentieth century British Literature up to 1940

Semester in which the course is to be taught: 2

No. of Credits: 5

No. of Contact Hours: 72 (5 hrs per week)

**Course Objectives**

1. To acquaint the students with Twentieth Century British Literature.
2. To enable students to understand the major trends and movements of British Literature.
3. To help students get a political and historical perspective through British literature
4. To familiarize students with great writers of the Twentieth Century British Literature
5. To give an awareness about various phases of Modernism and undertake an inquiry/research in the area.

**Course Outcomes**

**CO1:** Analyze and categorize major trends and movements in British literature during the first half of the Twentieth Century, fostering a comprehensive understanding of literary evolution within this era.

**CO2:** Evaluate and assess the impact and significance of historical and political events on British literature, encouraging an understanding of the contextual influences shaping literary works.

**CO3:** Conduct and synthesize research or inquiries within the domain of Twentieth Century British literature, demonstrating proficiency in critical analysis and scholarly investigation.

**CO4:** Compare and contrast the works of prominent writers in Twentieth Century British Literature, fostering recognition and appreciation of their contributions within the literary landscape.

**CO5:** Compare and contrast texts from European literatures that exemplify different phases of

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Modernism, fostering an understanding of parallel movements and influences in literary expression across various cultural contexts.

### CO-PO/PSO Mapping

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

### Module-CO Mapping

	Module 1 Section A	Module 2 Section B	Module 3 Section C
CO1	3	1	3
CO2	3	1	2
CO3	3	2	3
CO4	3	2	3
CO5	2	0	0

### Course Description

The course features major trends, movements and writers in British literature up to 1940. The Course also discusses the intellectual currents of the time and the socio- political events which are represented/refracted in literature.

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**Course Content**

**Module 1 - 20 hrs**

**Section A**

G.M. Hopkins: “The Windhover”

W.B. Yeats: The Second Coming, Byzantium

TS Eliot: The Waste Land

W.H. Auden: Funeral Blues

Wilfred Owen: A Strange Meeting

**Module 2- 20 hrs**

**Section B: Drama**

GB Shaw: Caesar and Cleopatra

TS Eliot: Murder in the Cathedral

Sean O Casey: Juno and The Paycock

**Module 3 - 20 hrs**

**Section C: Prose and Fiction**

Virginia Woolf: “Modern Fiction”

Joseph Conrad: Heart of Darkness

D.H. Lawrence: Sons and Lovers

James Joyce: A Portrait of the Artist as a Young Man

(All Poems in section A are marked for annotation purpose also)

**CORE COURSE - ENG2CO6: LITERARY CRITICISM AND THEORY – PART 1 (UP TO  
NEW CRITICISM)**

Course Code: ENG2CO6

Course Title: Literary Criticism and Theory – Part 1(Up to New Criticism)

Semester in which the course is to be taught: 2

No. of credits: 5

No. of Contact Hours: 72 (5 hrs per week)

### Course Objectives

1. To introduce the students to 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 culture, literature, material reality and critical perspectives are interrelated and influence each other.
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 and evaluate the historical trajectory of critical thought in both Western and non-Western contexts, fostering a critical mindset deeply rooted in historical awareness and contextual understanding.

**CO2:** Compare and contrast key texts in Western literary theory with central aesthetic concepts in the Sanskrit critical tradition, demonstrating familiarity with diverse critical frameworks and aesthetic principles.

**CO3:** Apply an open-minded and comprehensive perspective to perceive and interpret literature, life, and society, encouraging a holistic and intuitive approach to understanding diverse aspects of human experiences.

**CO4:** Evaluate and analyze different texts, articulating their prominent features coherently, while developing an awareness of the social implications embedded within various schools of criticism, fostering critical thinking skills.

**CO5:** Compare, contrast, and synthesize various norms, values, and notions, enabling the formulation of constructive judgments through critical analysis and thoughtful assessment of diverse perspectives.

### CO-PO/PSO Mapping

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

<b>CO2</b>	2	2	2	3	2	1	2	3	2	2
<b>CO3</b>	1	2	3	2	3	2	3	2	2	3
<b>CO4</b>	2	3	2	3	2	2	2	3	2	2
<b>CO5</b>	1	2	3	2	1	2	3	3	2	1

### Module-CO Mapping

	<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
CO1	3	1	2
CO2	3	3	3
CO3	3	2	1
CO4	3	3	2
CO5	2	2	2

### Course Description

The course offers an overview of the major contributions to literary criticism and theory from the classical times to the early twentieth century, including traditional Indian aesthetic theories. It is aimed at providing a general understanding of the critical approaches that have been prevalent in literature through the ages.

### Course Content

#### **Section A**

Plato: The Republic (Books 2 and 3)

Aristotle: Poetics

Longinus: On the Sublime (Chapters 7 – 9)

#### **Section B**

Sir Philip Sydney: An Apology for Poetry

William Wordsworth: Preface to Lyrical Ballads

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F. R Leavis: Hard Times: An Analytic note (From 'The Great Tradition')

T.S. Eliot: Tradition and Individual Talent

Cleanth Brooks: The Language of Paradox

Northrop Frye: The Archetypes of Literature

### **Section C**

S.N. Das Gupta: The Theory of Rasa

Kunjunni Raja: Theory of Dhvani

## **CORE COURSE - ENG2 CO7: AMERICAN LITERATURE**

Course Code: ENG2CO7

Course Title: American Literature

Semester in which the course is to be taught: 2

No. of credits: 5

No. of Contact Hours: 72 (5 hrs per week)

### **Course Objectives**

1. To acquaint students with the dominant trends in American Literature from the early colonial period to the twentieth century.
2. To create awareness about the growth and rise of American writing in English.
3. To introduce students to major movements related to drama, works and dramatists through study of selected texts
4. To introduce students to the socio-cultural milieu of twentieth century America through literary texts.
5. To facilitate cross-cultural perspectives and discussions on American Literature.

### **Course Outcomes**

**CO1:** Demonstrate advanced comprehension of literary history and related subject matter.

**CO2:** Apply critical and aesthetic analysis when engaging with literature as discerning readers.

**CO3:** Evaluate prescribed poems and books by categorizing characters, themes, and writing styles

within literature.

**CO4:** Assess the significance of historical events and movements within American society.

**CO5:** Analyze the diverse techniques and strategies employed across various literary texts.

**CO-PO/PSO Mapping**

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

**Module-CO Mapping**

	Section A	Section B	Section C
CO1	3	3	2
CO2	3	3	2
CO3	3	3	1
CO4	3	3	3
CO5	3	3	1

**Course Description**

This course features texts representing with the dominant trends in American Literature from the early Nineteenth Century to the twentieth century.

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## **Course Content**

### **Section A: Poetry**

Edgar Allan Poe: The Raven

Walt Whitman: A Passage to India

Emily Dickinson: There is a Certain Slant of Light

Robert Frost: Home Burial

Wallace Stevens: The Emperor of Ice Cream

EE Cummings: Buffalo Bill

Langston Hughes: I Too

Robert Lowell: For the Union Dead

Allen Ginsberg: America

Sylvia Plath: Edge

Gloria E. Anzaldua: To Live in the Borderlands Means You (All poems in section A are marked for annotation)

### **Section B: Prose and Fiction**

Ralph Waldo Emerson: Self-Reliance

Herman Melville: Moby Dick

Mark Twain: Huckleberry Finn

William Faulkner: The Sound and the Fury

Toni Morrison: Tar Baby

### **Section C: Drama**

Eugene O'Neill: The Emperor Jones

Tennessee Williams: The Glass Menagerie

Amiri Baraka (LeRoi Jones): Dutchman

## **CORE COURSE - ENG2 CO8: POSTCOLONIAL WRITINGS**

Course Code: ENG2CO8

Course Title: Postcolonial Writings

Semester in which the course is to be taught: 2



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No. of credits: 5

No. of Contact Hours: 72 (5 hrs per week)

### **Course Objectives**

1. To introduce the students what is colonization and what are its impacts on the colonized countries across the globe.
2. To provide an overview and acquaint the students about the literature written in different countries.
3. To familiarize students during the period of colonization and also after the post-colonial period when these countries were liberated from the foreign yoke.
4. To introduce the theory of colonial and postcolonial literature, resistance and representation, colonial discourses reflected in different texts written by different writers during and after the colonial times.
5. To enhance the idea of postcolonial literature and ask whether the geographically and culturally dispersed authors can be subsumed under the umbrella term, 'postcolonial'.

### **Course Outcomes**

**CO1:** Analyze and evaluate the concept of colonization and its global impacts on colonized countries, fostering an understanding of its historical significance and repercussions.

**CO2:** Compare and contrast literature from various countries, providing an overview of diverse literary traditions and cultural expressions across different regions.

**CO3:** Evaluate and comprehend the historical periods of colonization and post-colonial liberation, fostering familiarity with the transitional phases and their socio-political impacts on colonized nations.

**CO4:** Analyze and critique the theories of colonial and postcolonial literature, examining themes of resistance, representation, and colonial discourses depicted in texts by different writers during and after the colonial era.

**CO5:** Evaluate and assess the concept of postcolonial literature, questioning the inclusion of geographically and culturally dispersed authors under the umbrella term 'postcolonial', encouraging critical thinking and debate about the term's applicability and limitations.

**CO-PO/PSO Mapping**

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

**Module-CO Mapping**

	Section A	Section B	Section C
CO1	3	1	1
CO2	3	2	3
CO3	3	1	3
CO4	2	3	3
CO5	2	1	2

**Course Description**

This course on Postcolonial literature will explore colonialism and its cultural impacts, through writings produced by people from countries with a history of colonialism, primarily those concerned with the workings and legacy of colonialism and the postcolonial resistance to them.

**Course Content**

**Section A: Poetry**

- A. K. Ramanujan: “Self Portrait”

- 
- Dom Moraes: “A Letter”, “Sinbad”
  - Leopold Senghor: “New York”
  - Gabriel Okara: “The Mystic Drum”
  - David Diop: “Africa”
  - Allen Curnow: “House and Land”
  - Margaret Atwood: “Journey to the Interior”
  - E. E. Tiang Hong: “Arrival”
  - Almaghir Hashmi: “So What if I Live in a House Made by Idiots”
  - Kamau Brathwaite: “Negus”

**Section B: Drama**

- Wole Soyinka: The Road
- Girish Karnad: Hayavadana
- Timberlake Wertenbaker: Our Country’s Good

**Section C: Fiction**

- Chinua Achebe: Things Fall Apart
- V. S. Naipaul: A House for Mr. Biswas
- Margaret Laurence: The Stone Angel
- Khaled Hosseini: The Kite Runner

**AUDIT COURSE – PROFESSIONAL COMPETENCY COURSE (PCC) - ENG2AO2:  
TRANSLATION THEORY AND PRACTICE**

Course Code: ENG2AO2

Course Title: Professional Competency Course

Semester in which the course is to be taught: 2

No. of credits: 4

**Course Objectives**

1. Develop proficiency in recognizing and recalling key literary components present in both English and Malayalam/Hindi literature, fostering a comprehensive understanding of literary traditions in

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multiple languages.

2. Enhance interpretive skills to analyze and comprehend themes, characters, and cultural contexts in original texts, facilitating deeper insights into literary works across different languages.
3. Acquire practical skills in applying translation techniques to accurately convey meaning between languages, ensuring effective communication and preservation of textual integrity.
4. Gain familiarity with translation theory and contemporary positions in the field, while also receiving training in the translation and interpretation of diverse literary and non-literary texts, thereby preparing for professional endeavors in translation and interpretation.

### Course Outcomes

**CO1:** Recognize and recall key literary components in English and Malayalam/Hindi literature.

**CO2:** Interpret and understand themes, characters, and cultural context in original texts.

**CO3:** Apply translation techniques to convey meaning accurately between languages.

**CO4:** Analyze translated texts for fidelity to original work and linguistic nuances.

**CO5:** Familiarize with the core of translation theory and some of the current theoretical positions, and at offering training in translation and interpretation of literary and non-literary texts.

### CO-PO/PSO Mapping

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

### Module-CO Mapping

	Unit I	Unit II
CO1	3	3
CO2	3	1
CO3	3	3
CO4	3	1
CO5	3	3

### Course Description

The Course offers discussions on contemporary translation theory, descriptive translation studies and translation practice.

### Course Content

Texts/topics for study

#### **UNIT I – Theoretical and Descriptive Translation Studies**

Types of translation – equivalence in translation – process of translation – language and culture in translation – translatability - Audiovisual Translation – Translation in Journalism - basic features of interpreting – introduction to Machine Translation - historicity and politics in literary translation – Indian tradition in translation theory.

### Recommended Reading

Susan Bassnett: Translation Studies. Chapter I, “Central Issues.”

Andre Lefevere: “Beyond Interpretation or the Business of (Re)Writing.

Ayyappa Panikker: “Towards an Indian Theory of Literary Translation.”

P. P. Raveendran: “Translation and Sensibility: The Khasak Landscape in English and Malayalam”

Jorge Diaz Cintas: “Audio-Visual Translation: An Overview of its Potential,”

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**Phone +91 9605001987, 04802730340, 2730341, 2733573**

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New Trends in Audio Visual Translation (Ed. Jorge Diaz Cintas)

Sara Bani: “An Analysis of Press Translation Process,” Translation in Global News, (Ed. Kyle Conway and Susan Bassnett)

John Milton: “Translation Studies and Adaptation Studies”

## UNIT II – Translation Practice

Practice in translation and interpretation

The direction of translation/interpreting will be from Malayalam or Hindi into English and from English into Malayalam/Hindi. Tamil and Gujarati may be considered as additional source/target languages for translation practice on demand by students registered for the course.

**Evaluation:** Based on the translation of a work not below 600 words.

## SEMESTER- 3

### CORE COURSE - ENG3CO7: TWENTIETH CENTURY BRITISH LITERATURE POST 1940

Course Code: ENG3CO7

Course Title: Twentieth Century British Literature Post 1940

Semester in which the course is to be taught: 3

No. of Credits: 5

No. of Contact Hours: 90

### Course Objectives

1. To familiarize students with a comprehensive picture of British literature written after 1940.
2. To enable students to understand various trends and movements in British literature after the 1940s.
3. To help students to find the course a mapping of British culture and society during the period for the learners.
4. To give an outline of the theoretical paradigms that informed them the language varieties of English.

### Course Outcomes

CO1: Analyze British literature written after 1940 to construct a comprehensive overview.

**CO2:** Evaluate and compare various trends and movements in British literature post-1940 to deepen understanding.

**CO3:** Create a conceptual map illustrating the interconnections between British literature after the 1940s and the culture and society of the era.

**CO4:** Apply knowledge of theoretical paradigms to illustrate the influences on English language varieties during this period.

### CO-PO/PSO Mapping

PO/PSO→										
CO →↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	2	3	2	1	2	1	3	2	3
<b>CO2</b>	2	2	2	3	2	3	2	3	1	3
<b>CO3</b>	3	1	3	2	3	2	3	2	3	2
<b>CO4</b>	2	1	2	3	2	3	1	3	2	3

### Module-CO Mapping

	Section A	Section B	Section C
CO1	3	2	2
CO2	3	3	2
CO3	2	2	1
CO4	1	1	1

### Course Description

The course is intended to introduce to students' various trends and movements in British literature after the 1940s.

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## **Course Content**

### **Section A: Poetry**

1. Dylan Thomas: "Fern Hill"
2. Philip Larkin: "Church Going"
3. Thom Gunn: "On the Move"
4. Ted Hughes: "View of a Pig"
5. Seamus Heaney: "Punishment"
6. Charles Tomlinson: "Swimming Chenango Lake"
7. Geoffrey Hill: "In Memory of Jane Frazer"
8. Elizabeth Jennings: "One Flesh"
9. Andrew Motion: "The Last Call"

### **Section B: Drama**

1. Samuel Beckett: "Waiting for Godot"
2. Caryl Churchill: "Top Girls"
3. Harold Pinter: "The Birthday Party"
4. Edward Bond: "Lear"

### **Section C: Fiction**

1. John Fowles: "The French Lieutenant's Woman"
2. Kingsley Amis: "Lucky Jim"
3. Alan Sillitoe: "Loneliness of the Long Distance Runner"
4. Kazuo Ishiguro: "Remains of the Day"

## **CORE COURSE - ENG3C10: LITERARY CRITICISM AND THEORY – PART 2**

Course Code: ENG3C10

Title of the Course: Literary Criticism and Theory (Part2)

Semester in which the course is to be taught: 3

No. of Credits: 5



### Course Objectives

1. To introduce students to the modern critical strategies/approaches to literary texts.
2. To familiarize students with basic theoretical concepts underlying contemporary approaches.
3. Students will be able to make distinctions and draw comparisons as well as similarities between the major schools of thought in English Literature.
4. Students will gain an overview of various schools of literary theory and representative pieces from practitioners of various schools will be discussed.
5. Students will be critically reading and engaging with to literary texts with judicious appreciation.

### Course Outcomes

**CO1:** Apply modern critical strategies/approaches to analyze literary texts deeply.

**CO2:** Understand the historical context of fundamental theoretical concepts that underpin contemporary approaches to literature.

**CO3:** Compare, contrast, and classify the major schools of thought in English Literature, demonstrating the ability to discern differences and similarities.

**CO4:** Evaluate various schools of literary theory by examining representative pieces from practitioners, gaining an overview of their approaches.

**CO5:** Analyze English Literature using literary criticism, demonstrating comprehension of critical literary texts for examination purposes.

### CO-PO/PSO Mapping

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

### Module-CO Mapping

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8
CO1	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3

### Course Description

This course is structured to provide an introduction to modern critical strategies/approaches to literary texts and to familiarize students with basic theoretical concepts underlying contemporary approaches to literature and the major differences between them. Since the course is an introduction/orientation, a substantial amount of materials and schools of thought have to be discussed within the time limit of one semester. Therefore, not much time will be spent on attempting to penetrate dense theoretical texts. Instead, after brief introductions that will provide overviews of the various schools of literary theory, representative pieces from practitioners of various schools will be discussed.

### Course Content

#### **1. Structuralism: An Overview**

Major theorists: Ferdinand de Saussure, Claude-Lévi-Strauss, Roland Barthes, Gérard Genette

Key concepts: Structure, Sign, Signifier, Signified, Semiology, Semiotics, Langue and Parole, Mythemes, Structuralist Narratology.

Text for Detailed Study: Roland Barthes: “Structuralist Activity”

#### **2. Post-Structuralism/ Deconstruction: An Overview**

Major theorists: Jacques Derrida, Roland Barthes, Michel Foucault, The Yale School.

Key concepts: Deconstruction of Sign, Decentering, Logocentrism, Aporia, Supplement, The Death of the Author, Knowledge, Power, Discourse.

Text for Detailed Study: Jacques Derrida: “Structure, Sign and Play in the Discourse of Social Sciences”

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### **3. Psychoanalysis: An Overview**

Major theorists: Sigmund Freud, Jacques Lacan.

Key concepts: Id, Ego, Superego, Dream Mechanism, Oedipus Complex, Unconscious, Mirror Stage, Imaginary, Symbolic and Real, Ego Formation and Constructions of Selfhood, Jouissance, Unconscious is structured like a Language.

Text for Detailed Study: Jacques Lacan: “The Mirror Stage as Formative of the Function of the I”

### **4. Feminism: An Overview**

Major theorists: Virginia Woolf, Kate Millet, Elaine Showalter, Helene Cixous, Adrienne Rich.

Key concepts: Gynocriticism, Ecriture Feminine, Womanism, The Language Problem in Feminism, Marxist Feminism, French Feminism, Lesbian Feminism, Black Feminism, Dalit Feminism, Post-feminism.

Text for Detailed Study: Elaine Showalter: “Towards a Feminist Poetics”

### **5. Cultural Materialism/ New Historicism: An Overview**

Major theorists: Raymond Williams, Jonathan Dollimore, Stephen Greenblatt, Louis Montrose.

Key concepts: Neo-Marxism, Culture: New Definitions, Thin and Thick Descriptions, Textuality and Historicity, Texts, Contexts and Co-texts, Rereading the Renaissance and Shakespeare, The Politics of Representation and Power.

Text for Detailed Study: Louis Montrose: “Professing the Renaissance: The Poetics and Politics of Culture”

### **6. Postcolonialism: An Overview**

Major theorists: Frantz Fanon, Edward Said, Homi Bhabha, Gayatri Spivak, Benedict Anderson.

Key concepts: Critique of Eurocentrism and Universalism, Decolonization, National Consciousness, Critiquing Nationalism, Postnationalism, Imagined Communities, Orientalism, Strategic Essentialism, Subaltern Studies, Hybridity, Ambivalence, Mimicry.

Text for Detailed Study: Edward Said: “Jane Austen and Empire”

### **7. Ecocriticism: An Overview**

Major theorists: Jonathan Bate, Cheryll Glotfelty, Laurence Coupe, Patrick D Murphy, William Rueckert.

Key concepts: Anthropocentrism, Shallow Ecology Vs Deep Ecology, The Crisis of Humanism,

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Nature/Culture, Green Studies, Environmental Imagination, Ecofeminism.

Text for Detailed Study: Cheryll Glotfelty: “Introduction: Literary Studies in an age of Environmental Crisis” (From The Ecocriticism Reader)

### **8.Critiquing Theory: An Overview**

Text for Detailed Study: Graham Good: “Presentism: Postmodernism, Poststructuralism, Postcolonialism

## **CORE COURSE - ENG3E07: WORLD DRAMA**

Course Code- ENG3 E07

Course Title: World Drama

Semester in which the course is to be taught- 3

No of credits-5 Credits

No. of contact hours- 90 hrs

### **Course Objectives**

1. To acquaint the students with different genres of literature and to analyse them.
2. To develop an interest towards reading and comprehending a variety of texts.
3. To prepare students to read literary/cultural texts closely, beyond the literal.
4. To introduce World Drama to the students for appreciation and critical analysis.
5. To understand the “human” as articulated among the various cultures and promote a multicultural and plural understanding of rights.

### **Course Outcomes**

**CO1:** Demonstrate proficiency in expressing ideas across diverse formats.

**CO2:** Apply effective reading strategies to differentiate between denotative and connotative meanings.

**CO3:** Identify the prevailing narrative voice(s) within texts and discern their underlying motivations or intentions.

**CO4:** Examine the origins and evolution of World drama, exploring its diverse themes and forms across

different historical periods.

**CO5:** Develop a critical and philosophical framework to appreciate literature from an analytical perspective.

**CO-PO/ PSO Mapping**

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

**Module-CO Mapping**

	Module A	Module B	Module C	Module D
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

**Course Description**

The course is intended to familiarize the students with the various genres of world literature, the development of World drama and its various themes and forms of different ages and stages.

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### **Course Details**

#### **Section A**

Sophocles: Oedipus Rex

Sudraka: The Little Clay Cart

Shakespeare: King Lear

#### **Section B**

Ibsen: A Doll's House

Chekhov: The Cherry Orchard

Strindberg: A Dream Play

#### **Section C**

Bertolt Brecht: Mother Courage and Her Children

Ionesco: Amedee

Genet: The Balcony

#### **Section D**

Pirandello: Six Characters in Search of an Author

Dario Fo: Accidental Death of an Anarchist

Gao Xingjian: The Other Shore

### **CORE COURSE - ENG3 E03: WOMEN'S WRITING**

Course Code: ENG3 E03

Course Title: Women's Writing

Semester in which the course is to be taught-3

No of credits- 5

No. of contact hours-72 hrs

### **Course Objectives**

1. The course aims to interest students in the experience of being women writing all over the world.
2. The course is structured to study the literary work of women writers all over the world while also

discussing their struggles in overcoming barriers of gender, caste, class and culture.

3. Women's literary expressions of their lives and their navigation of socio-cultural spaces across times will be done in an attempt to chart a literary historiography of women in India.

4. To help students to understand the historical and social context in which literary expression by womenhood is developed.

5. To help students to understand and appreciate richness and variety of literary production by women.

### Course Outcomes

**CO1:** Recognize and value the contributions of women writers worldwide.

**CO2:** Evaluate the literary works of women writers globally, analyzing their challenges in overcoming gender, caste, class, and cultural barriers.

**CO3:** Analyze women's literary representations of their lives and societal spaces over time, contributing to the historiography of women's literature in India.

**CO4:** Comprehend the historical and social contexts shaping women's literary expressions.

**CO5:** Assess and embrace the diversity and depth present in the literary creations produced by women.

### CO-PO/ PSO Mapping

PQ→										
CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
↓	↓									
<b>CO1</b>	1	2	3	2	3	3	3	1	3	2
<b>CO2</b>	2	3	2	3	3	3	2	3	2	3
<b>CO3</b>	3	3	2	2	2	2	3	1	3	2
<b>CO4</b>	2	3	2	1	2	2	2	3	2	2
<b>CO5</b>	3	3	3	2	3	1	3	2	3	2

### Module-CO Mapping

	<b>Module A</b>	<b>Module B</b>	<b>Module C</b>	<b>Module D</b>
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

### Course Description

The course is introduced to create a new awareness among students concerning gender.

Students can familiarise with some theoretical writings which guide the current political and literary awareness in this field along with the creative writings of various genres by women.

### Course Content

#### **Section A**

Mary Wollstonecraft: Introduction to A Vindication of the Rights of Women

Gayatri Spivak: Can the Subaltern Speak?

Chimamanda Ngozi Adichie: Dear Ljeawele or a Feminist Manifesto in fifteen suggestions

Tejaswini Niranjana: Feminism and Cultural Studies in Asia

J. Devika and Mini Sukumaran: 'Making Space for Feminist Social Critique in Contemporary Kerala'

#### **Section B**

Adrienne Rich: Diving into the Wreck

Maya Angelou: Phenomenal Woman

Meena Alexander: Question Time

Imtiaz Dharkar: A Century Later

Kamala Das: The Looking Glass

Sylvia Plath: Mirror



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Kiswar Naheed: I Am Not That Woman

**Section C**

Soujourner Truth: Ain't I a Woman?

Lalithambika Antharjanam: PrathikaraDevatha

Alice Munroe: Lives of Girls and Women

Zadie Smith: White Teeth

Anita Nair: Ladies Coupe

**Section D**

Charlotte Keatley: My Mother Said I Never Should

Mahasweta Devi: Mother of 1084

**Further Readings**

1. Harriet Taylor Mill: The Enfranchisement of Women
2. Simon de Beauvoir: Second Sex
3. Virginia Woolf: A Room of One's Own
4. Helene Cixous: The Laugh of the Medusa
5. Susie Tharu and K Lalitha (ed): Women Writing in India: 600 BC to the present

**SEMESTER- 4**

**CORE COURSE - ENG4C11: ENGLISH LITERATURE IN THE 21<sup>ST</sup> CENTURY**

Course Code: ENG4C11

Course Title: English Literature in the 21st Century

Semester in which the course is to be taught: 4

No. of Credits: 4

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

**Course Objectives**

1. To familiarize students with a wide and varied selection of the present day literature and its sensitivities.

2. To engage in rigorous discussions that consider historical underpinnings to current events; identities that define and the issues that plague the present; and how literature, as a unique and spirited entity, gives voice to the often voiceless.
3. To make the learner capable of explaining the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text's meaning and enrich the readers understanding.
4. To examine how cultural and historical events have shaped the literature of different cultures.
5. To comprehend how the subaltern perspectives, question and counter the privileged voices in the mainstream, canonical and popular texts.

### Course Outcomes

**CO1:** Analyze and interpret the elements and contextual factors prevalent in 21st-century Literature.

**CO2:** Evaluate and appreciate the diverse literary contributions of contemporary writers, gaining a comprehensive understanding of this century's literary landscape.

**CO3:** Compare, contrast, and categorize various literary genres of the 21st century against earlier periods, demonstrating an understanding of their evolution.

**CO4:** Identify and examine the geographical, linguistic, and ethnic dimensions shaping literary history from precolonial eras to the present day.

**CO5:** Apply themes or messages from literary works to real-life situations within our country and globally, drawing connections between literature and real-world scenarios.

### CO-PO/PSO Mapping

PO/PSO →	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO ↓										
<b>CO1</b>	3	2	1	2	3	2	3	3	2	3
<b>CO2</b>	2	3	2	3	2	1	2	3	1	3
<b>CO3</b>	1	3	3	2	3	2	2	3	2	1
<b>CO4</b>	2	3	3	3	2	3	2	3	2	3

<b>CO5</b>	3	2	3	2	3	2	3	3	1	3
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### Module-CO Mapping

	<b>Module A</b>	<b>Module B</b>	<b>Module C</b>
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

### Course Description

The Course offers a selection of Twenty First Century writing in English from writers of diverse postcolonial cultures apart from works by a few native English-speaking writers who can fit in the same framework. The texts represent multicultural engagement and cultural resistance at various levels.

### Course Content

#### **Section A: Poetry – 25 hrs**

Simon Armitage: “A Vision”

Benjamin Zephaniah: “Rong Radio Station”

Martin Espada: “Alabanza: In Praise of Local 100”

Evan Boland: “Atlantis - A Lost Sonnet”

Daljit Nagra: “Look We Have Coming to Dover”

Sean O’Brien: “Water-Gardens”

Ocean Vuong: “DetoNation”

Terrance Hayes: “I Lock You in an American Sonnet that is Part Prison”

Sarah Howe: “Yangtze”

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Jorie Graham: "Fast"

Vijay Nambisan: "These were my Homes"

**Section B – Drama – 30 hrs**

Tracy Letts: August: Osage County

Lucy Kirkwood: Chimerica

Ayad Akhtar: Disgraced

**Section C: Fiction & Prose – 25 hrs**

Mohsin Hamid: The Reluctant Fundamentalist

Chimamanda Ngozi Adichie: Purple Hibiscus

Richard Powers: The Echo Maker

Viet Thanh Nguyen: The Sympathizer

Ali Smith: Autumn

Amitav Ghosh: Chapters 1-4 (Part I 'Stories' from The Great Derangement)

David Lodge: "Consciousness and the Two Cultures" (Chapter 1, Consciousness and the Novel)

**ELECTIVE - ENG4 E14: INDIAN ENGLISH FICTION**

Course Code: ENG4 E14

Course Title: Indian English Fiction

Semester in which the course is to be taught- 4

No of credits- 4 Credits

No. of contact hours-72 hrs

**Course Objectives**

1. To acquaint the trajectory of Indian English fiction from the first half of the 20th century to the beginning of the 21st century.
2. To expose the students to questions of nation, secularism, caste, gender, region and identity inherent in the writings.
3. To familiarize the students with the emergence and growth of Indian English Fiction in the context of

colonial experience.

4. To evaluate the significance of the socio-political and historical events which shaped the perspective of post-colonial writings.
5. To gain insight into “Indianness” through representative works.

### Course Outcomes

**CO1:** Analyze the evolution of Indian English fiction from the first half of the 20th century to the early 21st century, gaining a comprehensive understanding.

**CO2:** Evaluate the multifaceted concepts of nation, secularism, caste, gender, region, and identity embedded in literary works.

**CO3:** Interpret the emergence and development of Indian English Fiction within the context of the colonial experience.

**CO4:** Examine and interpret socio-political-historical events that influenced the perspectives presented in post-colonial writings.

**CO5:** Synthesize an understanding of "Indianness" through a study of representative works, gaining insight into the cultural essence portrayed in these literary pieces.

### CO-PO/ PSO Mapping

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

**Module-CO Mapping**

	<b>Module 1</b>
CO1	3
CO2	3
CO3	3
CO4	3
CO5	3

**Course Description**

This is a genre-specific course on Indian Writing in English. It offers a variety of Indian fiction in English by writers from Raja Rao to Anees Saleem.

**Course Details**

Raja Rao: Kanthapura

Mulk Raj Anand: Coolie

Khushwant Singh: Train to Pakistan

Rohinton Mistry: A Fine Balance

Arvind Adiga: The White Tiger

Deepak Unnikrishnan: Temporary People

Chitra Banerjee Divakaruni: The Palace of Illusions

Jhumpa Lahiri: The Namesake

Kiran Desai: The Inheritance of Loss

Anees Salim: The Blind Lady's Descendants

**ELCETIVE - ENG4 E16: DALIT STUDIES**

Course Code- ENG4 E16

Course Title: Dalit Studies

Semester in which the course is to be taught: 4

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

**Phone +91 9605001987, 04802730340, 2730341, 2733573**

**[www.naipunnya.ac.in](http://www.naipunnya.ac.in), [mail@naipunnya.ac.in](mailto:mail@naipunnya.ac.in)**

No of credits- 4 Credits

No. of contact hours-72 hrs

### Course Objectives

- 1.To enable students to recognize the dominant voice/s within the text and its agendas.
- 2.To comprehend how the subaltern perspectives question and counter the privileged voices in the mainstream texts.
3. To encourage students to perceive marginalized voices - the voices of Dalit, minority, suppressed of the text.
4. To develop in students, the basic knowledge on Dalit Literature.
5. To understand how Dalit narratives, intersect with the larger social realities.

### Course Outcomes

**CO1:** Identify and assess the primary narrative perspective within texts, discerning their underlying intentions or motives.

**CO2:** Analyze texts to recognize and comprehend the perspectives of marginalized voices.

**CO3:** Demonstrate awareness and acknowledgment of Dalit voices in literature.

**CO4:** Evaluate and comprehend key issues within the Dalit community, fostering empathetic responses.

**CO5:** Interpret personal narratives as reflections of a collective identity, fostering a broader societal perspective through literary insights.

### CO-PO/ PSO Mapping

PO/PSO→	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
↓ CO ↓										
<b>CO1</b>	2	3	3	3	2	3	3	1	2	1
<b>CO2</b>	3	3	1	2	3	2	3	1	3	2
<b>CO3</b>	2	3	2	3	1	1	2	3	2	1

<b>CO4</b>	3	3	1	2	3	2	2	2	3	2
<b>CO5</b>	2	3	2	1	2	3	2	2	2	3

**Module-CO Mapping**

	<b>SECTION A</b>	<b>SECTION B</b>	<b>SECTION C</b>
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

**Course Description**

The course is intended to familiarize the students with the marginalized voices - the voices of Dalit, minority, suppressed of the text.

**Course Details**

**Section A: Theoretical Writings**

Sharan Kumar Limbale: Towards an Aesthetic of Dalit Literature (chapters3&4)

Pradeepan Pampirikunnu: Nationalism, Modernity, Keralanness: A Subaltern Critique

Gopal Guru: Dalit Women Talk Differently

**Section B: Poetry**

Poikayil Appachan: Song

Prathibha Jeyachandran: Dream TellerS Joseph: Identity Card

ArunKamble: Which Language Should I Speak

Sasi Madhuravelli: Shambuka

Prakash Jadhav: Under Dadar Bridge



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**Section C: Self-Narratives & Fiction**

C Ayyappan: Madness

Potheri Kunhambu: Saraswati Vijayam

Om Prakash Valmiki: Jhootan

Narendra Jadhav Outcaste: A Memoir

MeenaKandaswamy: The Gypsy Goddess

**ENG 4 P01: DISSERTATION/PROJECT**

Course Code- ENG4 P01

Course Title: Dissertation/Project

Semester in which the course is to be taught: 4

No of credits- 4 Credits

**Course Objectives**

1. Conduct authentic research adhering to MLA guidelines, demonstrating advanced research aptitude.
2. Apply critical analysis and evaluation skills to address project challenges, showcasing methodological understanding.
3. Articulate detailed analysis of undertaken work, offering insights for future research or professional practice.

**Course Outcomes**

**CO1:** Demonstrate advanced research aptitude by conducting authentic research on a topic related to the curriculum, adhering to the guidelines of the latest version of MLA Handbook.

**CO2:** Apply critical analysis and evaluation skills to address challenges encountered during the project execution, showcasing an understanding of methodological approaches and research methodologies.

**CO3:** Articulate a detailed analysis/statement of the work undertaken, including rationale for chosen methodologies, addressing the challenges faced during the project, and offering insights into the implications of findings for future research or professional practice.

**CO4:** Apply theoretical knowledge and practical skills acquired throughout the course to execute the

project effectively, demonstrating competency in project management, problem-solving, and critical decision-making.

**CO5:** Explore the research aptitude of the learners and give them the much needed back- ground information and experience for taking up research programmes or professional assignments.

### **CO-PO/ PSO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
CO1	3	2	2	3	2	3	2	2	3	2
CO2	3	3	3	3	3	2	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	2	2	2	2	3	2	2	2	2	3

### **Course Description**

Option 1:

Dissertation: A work of authentic research on a topic related to the curriculum and approved by the Department Council. The dissertation should be a minimum of 15000 words, excluding the bibliography and title pages.

Option 2:

Translation Project: A work of annotated translation into English of literary/cultural text(s) of a regional Indian language, approved by the Department Council. The project report should include the translation and an analysis/statement of the work undertaken, addressing the challenges faced in the work of translation. The work should be a minimum of 15000 words, including the translation and the analysis, but excluding the bibliography and title pages.

Option 3:

Pedagogic Project: A practice oriented work of research, aimed at developing a teaching methodology for a specific literary/cultural area, texts(s). The report should include a detailing of the methodology, the rationale for it, and an analytical statement of the practice as executed. The report should be a minimum

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of 10000 words, excluding the bibliography and title pages.

Option 4:

Other Projects: Any other project such as producing a play, making a video film, executing field work, case study, etc., generally related to the curriculum and approved by the Department Council. The project report should include details of the work and an analytical statement of the challenges faced in the process of the work. The report should be a minimum of 10000 words, excluding the bibliography and title pages. (Dissertation/Project should follow the guidelines of the latest version of MLA Handbook. Any standard legible font can be used. Matter can be typed on both sides of the page. Soft Binding is also permitted. The Department Councils are free to decide the binding style of the project)

### **ENG4V01: COMPREHENSIVE VIVA-VOCE**

Course code- ENG4 V01

Course Title: Comprehensive Viva-Voce

Semester in which the course is to be taught: 4

No of credits- 4 Credits

#### **Course Objectives**

1. Demonstrate comprehensive understanding of key literary theories and methodologies, and their application within English Language and Literature.
2. Analyze and compare various literary genres, evaluating their thematic elements, narrative techniques, and historical contexts to deepen insights into the complexities of English literature.
3. Apply acquired knowledge of literary criticism to analyze and interpret specific texts within the student's area of interest, demonstrating proficiency in applying theoretical frameworks to literary analysis.

#### **Course Outcomes**

**CO1:** Explain key literary theories and methodologies learned during the PG course, demonstrating a comprehensive understanding of their application within English Language and Literature.

**CO2:** Analyze and compare various literary genres studied during the PG course, evaluating their thematic elements, narrative techniques, and historical contexts to deepen insights into the complexities

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of English literature.

**CO3:** Apply acquired knowledge of literary criticism to analyze and interpret specific texts within the student's area of interest, demonstrating proficiency in applying theoretical frameworks to literary analysis.

**CO4:** Evaluate the methodology and findings of the student's research project, assessing its contribution to the existing scholarship in English Language and Literature and identifying potential avenues for further research or refinement.

**CO5:** Present innovative insights or perspectives arising from the student's research project, showcasing the ability to synthesize and generate new knowledge within the field of English Language and Literature through scholarly inquiry and critical analysis.

### CO-PO/ PSO Mapping

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

### 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	Intradepartmental Competitions	To enable students learn and to cultivate an interest in the field of world literature
5.	Language Lab	To enhance four skills of communication — LSRW, especially on pronunciation, intonation and articulation
6.	Research Forum	To equip students to critically think, evaluate and analyse on subjects and to present papers confidently
7.	Book Publication	To encourage creative writing skills and to induce critical thinking
8.	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
9.	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**

### **DIRECT GRADING SYSTEM**

1. Direct Grading System based on a 10 – Point scale is used to evaluate the performance (External and Internal Examination of students).

2. For all courses (Theory & Practical)/Semester/Overall Programme, Letter grades and GPA/SGPA/CGPA are given on the following way:

a) First Stage Evaluation for both Internal and External done by the teachers concerned in the following Scale:

<b>Grade</b>	<b>Grade Points</b>
A+	5
A	4
B	3
C	2
D	1
E	0

b) Grade range for internal examination is as follows

Average Grade Point (2 tests)	Grade for tests	Grade point for tests
4.5 to 5	A+	5
3.75 to 4.49	A	4
3 to 3.74	B	3
2 to 2.99	C	2
Below 2	D	1
Absent	E	0

c) The Grade Range for both Internal & External shall be:

Letter Grade	Grade Range	Range of Percentage (%)	Merit/Indicator
O	4.25 – 5.00	85.00 –100.00	Outstanding
A+	3.74 – 4.24	75.00 –84.99	Excellent
A	3.25 – 3.74	65.00 –74.99	Very Good
B+	2.75 – 3.24	55.00 –64.99	Good
B	2.50 – 2.74	50.00 –54.99	Above Average
C	2.25 – 2.49	45.00 –49.99	Average
P	2.00 – 2.24	40.00 –44.99	Pass
F	<2.00	Below 40	Fail
I	0	-	Incomplete
Ab	0	-	Absent

Semester Grade Point Average (SGPA) – Calculation

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses taken by a student. After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below.

Semester Grade Point Average - SGPA (S<sub>j</sub>) =  $\Sigma(C_i \times G_i) / Cr$

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

Phone +91 9605001987, 04802730340, 2730341, 2733573

[www.naipunnya.ac.in](http://www.naipunnya.ac.in), [mail@naipunnya.ac.in](mailto:mail@naipunnya.ac.in)

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(SGPA= Total Credit Points awarded in a semester / Total credits of the semester)

Where 'S<sub>j</sub>' is the j<sup>th</sup> semester, 'G<sub>i</sub>' is the grade point scored by the student in the course 'c<sub>i</sub>' is the credit of the course, 'Cr' is the total credits of the semester.

Cumulative Grade Point Average (CGPA) – Calculation

Cumulative Grade Point Average (CGPA) =  $\frac{\sum(C_i \times S_i)}{Cr}$  (CGPA=

Total Credit points awarded in all semesters/Total credits of the programme)

Where C<sub>1</sub> is the credit of the 1<sup>st</sup> semester S<sub>1</sub> is the SGPA of the 1<sup>st</sup> semester and Cr is the total number of credits in the programme. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme. The SGPA and CGPA shall be rounded off to 2 decimal points. For the successful completion of a semester, a student should pass all courses and score a minimum SGPA of 2.0. However, the students are permitted to move to the next semester irrespective of their SGPA.



**Naipunnya**<sup>®</sup>  
To reach the unreachable