UNIVERSITY OF KERALA

UNDERGRADUATE PROGRAMMES
(2010 Admission onwards)

BA/BSC FIRST DEGREE PROGRAMME (CBCS System)

SEMESTERS I - IV

LANGUAGE COURSE I ENGLISH & FOUNDATION COURSE I

COURSE BREAKUP AND SYLLABUS

<table>
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<tr>
<th>SEM No</th>
<th>COURSE No</th>
<th>COURSE TITLE</th>
<th>Instructional Hrs</th>
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<td>I</td>
<td>EN 1111.1</td>
<td>Lang. Course I (English I) : Listening and Speaking Skills</td>
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<td>Foundation Course I: Writings on Contemporary Issues</td>
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<td>Lang. Course III (English II) : Reading Skills</td>
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<td>Lang. Course VIII (English V) : Readings in Literature</td>
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SEMESTER I

COURSE TITLE : LISTENING AND SPEAKING SKILLS

COURSE CATEGORY & NO : LANGUAGE COURSE I : EN 1111.1

No. of Credits : 4

No. of Instructional hours : 5 per week (Total 90 hrs.)

AIMS
1. To familiarize students with English sounds and phonemic symbols.
2. To enhance their ability in listening and speaking.

**OBJECTIVES**

: On completion of the course, the students should be able to

1. listen to lectures, public announcements and news on TV and radio.
2. engage in telephonic conversation.
3. communicate effectively and accurately in English.
4. use spoken language for various purposes.

**COURSE OUTLINE**

**Module 1**

: Pronunciation

**Module 2**

: Listening Skills
Difference between listening and hearing – active listening – barriers to listening - academic listening - listening for details - listening and note-taking - listening for sound contents of videos - listening to talks and descriptions - listening for meaning - listening to announcements - listening to news programmes.

**Module 3**

: Speaking Skills
Interactive nature of communication - importance of context - formal and informal - set expressions in different situations –greeting – introducing - making requests - asking for / giving permission - giving instructions and directions – agreeing / disagreeing - seeking and giving advice - inviting and apologizing telephonic skills - conversational manners.

**Module 4**

: Dialogue Practice
(Students should be given ample practice in dialogue, using core and supplementary materials)

**COURSE MATERIAL**
Modules 1 – 3

Core Reading

: *Listening and Speaking: A Course for Undergraduate Students*  
  (Foundation Books)

Further Reading


Module 4

: *A Book of Plays*  
  (Orient Blackswan)  
  (One-act plays prescribed)

  1. Fritz Karinthy : The Refund  
  2. Cedric Mount : Never Never Nest  
  3. Anton Chekhov : A Marriage Proposal  
  4. W. St. John Tayleur : Reunion  
  5. Lady Gregory : Rising of the Moon

Reference


SEMESTER I

COURSE TITLE

: WRITINGS ON CONTEMPORARY ISSUES

COURSE CATEGORY & NO

: FOUNDATION COURSE I : EN 1121

No. of credits

: 2

No. of Instructional hours

: 4 per week (Total 72 hrs.)

AIMS

1. To sensitize students to the major issues in the society and the world.  
2. To encourage them to read literary pieces critically.
OBJECTIVES: On completion of the course, the students should be able to

1. have an overall understanding of some of the major issues in the contemporary world.
2. respond empathetically to the issues of the society.
3. read literary texts critically.

COURSE OUTLINE

Module 1: Human Rights and Globalization

1. M K Gandhi: Ahimsa
2. Fritjof Capra: The Network of Global Capitalism
3. Anees Jung: Singing out of Sorrow

Module 2: Democracy and Constitutional Values

1. Dr. D D Basu: Philosophy of the Constitution of India
2. Abraham Lincoln: Gettysburg Speech
3. A S Hornby: A Dialogue on Democracy

Module 3: Environmental Issues

1. Gita Mehta: Trees
2. Schumacher: Technology with a Human Face

Module 4: Gender Issues

1. V. Geetha: God Made You Different, Nature Made Us Different
2. Virginia Woolf: Professions for Women

COURSE MATERIAL

Modules 1 - 4

Core Reading: Writings on Contemporary Issues
(Macmillan)

SEMESTER II
COURSE TITLE : MODERN ENGLISH GRAMMAR AND USAGE

COURSE CATEGORY & NO : LANGUAGE COURSE IV : EN 1212.1

No. of credits : 3

No. of Instructional hours : 4 per week (Total 72 hrs.)

AIMS

1. To help students have a good understanding of modern English grammar.
2. To enable them produce grammatically and idiomatically correct language.
3. To help them improve their verbal communication skills.
4. To help them minimise mother tongue influence.

OBJECTIVES :

On completion of the course, the students should be able to

1. have an appreciable understanding of English grammar.
2. produce grammatically and idiomatically correct spoken and written discourse.
3. spot language errors and correct them.

Direction to Teachers :

The items in the modules should be taught at application level with only necessary details of concepts. The emphasis should be on how grammar works rather than on what it is. The aim is the correct usage based on Standard English and not conceptual excellence.

Module 1 :

Modern English grammar - what and why and how of grammar - grammar of spoken and written language


Basic sentence patterns in English—constituents of sentences—subject—verb—object—complement—adverbials.
Clauses—main and subordinate clauses—noun clauses—relative clauses—adverbial clauses—finite and non-finite clauses—analysis and conversion of sentences.

Phrases—various types of phrases—noun, verb, adjectival and prepositional phrases.


**Module 2**

- Nouns—different types—count and uncount—collective—mass—case—number—gender
- Pronoun—different types—personal, reflexive—infinite-emphatic—reciprocal
- Adjectives—predicative—attributive—pre- and post-modification of nouns
- Verbs—tense-aspect—voice—mood—concord—types of verbs—transitive—intransitive—finite—non-finite
- Helping verbs and modal auxiliaries—function and use

**Module 3**

- Adverbs—different types—various functions—modifying and connective—
- Prepositions—different types—syntactic occurrences—prepositional phrases—adverbial function
- Conjunctions—subordinating and coordinating
- Determinatives—articles—possessives—quantifiers

**Module 4**

- Remedial grammar—error spotting—errors in terms of specific grammatical concepts like constituents of sentences—parts of speech—concord—collocation—sequences of tense—differences between English and students’ mother tongue—syntactic—semantic and idiomatic—errors due to mother tongue influence.

**COURSE MATERIAL**

**Modules 1 - 4**
Core Reading: *Oxford Practice Grammar.*


Further Reading:

SEMESTER II

COURSE TITLE: READING SKILLS
COURSE CATEGORY & NO : LANGUAGE COURSE III : EN 1211.1

No. of credits : 4

No. of Instructional hours : 5 per week (Total 90 hrs.)

AIMS

1. To make students competent in advanced reading skills like skimming, scanning and reading for meaning and pleasure.

2. To make them familiar with the concepts of extensive and intensive reading.

3. To help them increase their active and passive vocabulary.

4. To help them broaden their mental vision.

OBJECTIVES : On completion of the course, the students should be able to

1. identify various text types and comprehend them.

2. apply reading techniques like skimming and scanning to understand the main arguments and themes and distinguish supporting details.

3. use and comprehend a reasonable vocabulary and reinforce their language proficiency.

4. have a broader outlook resultant from the exposure to the study of fine specimens of reading.

COURSE OUTLINE

Module 1 : Intensive reading—reading for information—application of scanning and skimming—silent and loud reading—various techniques—advantages and disadvantages.

Module 2 : Introducing students to different text types—poetry—drama—prose—fictional/non-fictional/scientific/biographical and autobiographical—news paper and magazine articles—reviews—legal language.

Module 3 : Various types of dictionaries—how to use them—enrichment of vocabulary—both active
and passive—reinforcement of structural and grammatical items.

Module 4

Extensive reading – reading for pleasure and knowledge.

COURSE MATERIAL

Modules 1 – 4

Core Reading

: *Reading Between the Lines: Students Book.* (by John McRae and Ray Boardman, Cambridge University) (Customised edition with an audio CD and a pull-out on reading tips)

Further Reading


Reference


SEMESTER III

COURSE TITLE

: WRITING AND PRESENTATION SKILLS

COURSE CATEGORY & NO

: LANGUAGE COURSE VI: EN 1311.1

No. of credits

: 4
No. of Instructional hours : 5 per week (Total 90 hrs.)

AIMS
1. To familiarize students with different modes of general and academic writing.
2. To help them master writing techniques to meet academic and professional needs.
3. To introduce them to the basics of academic presentation
4. To sharpen their accuracy in writing.

OBJECTIVES : On completion of the course, the students should be able to
1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

COURSE OUTLINE

Module 1 : Writing as a skill – its importance - mechanism of writing – words and sentences - paragraph as a unit of structuring a whole text - combining different sources – functional use of writing – personal, academic and business writing – creative use of writing.

Module 2 : Writing process - planning a text - finding materials - drafting – revising – editing - finalizing the draft - computer as an aid - key board skills - word processing - desk top publishing.


Academic writing - writing examinations - evaluating a text - note-making- paraphrasing- summary writing - planning a text - organizing paragraphs – introduction – body – conclusion -
rereading and rewriting - copy editing - accuracy.

Module 4
Presentation as a skill - elements of presentation strategies – audience – objectives – medium - key ideas - structuring the material - organizing content - audio-visual aids - handouts - use of power point - clarity of presentation - non-verbal communication - seminar paper presentation and discussion.

COURSE MATERIAL

Modules 1 – 3

Core Reading : Write Rightly

A Course for Sharpening Your Writing Skills.
(CUP)

Further Reading:
1. Robert, Barraas. Students Must Write.

Module 4:

Core Reading : Guide to Presentations.

(by Mary Munter and Lynn Rusell.

Pearson Education)

Further Reading : Jay. Effective Presentation. New Delhi:

UNDERGRADUATE PROGRAMMES  
(2010 Admission onwards)  
BA ENGLISH LANGUAGE AND LITERATURE (CBSS)  
SEMESTERS (1 – VI)  
FOUNDATION II, CORE, COMPLEMENTARY & OPEN COURSES  
COURSE BREAKUP AND SYLLABUS

<table>
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<tr>
<th>SEM No</th>
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<td>Comp. Course VII: History of English Prose and Fiction</td>
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<td>Core Course VII: Indian Literature in English</td>
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<td>Core Course XII: New Literatures</td>
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<td>Core Course XIII: English for the Media</td>
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SEMESTER I

COURSE TITLE : METHODOLOGY AND PERSPECTIVES OF HUMANITIES

COURSE CATEGORY & No. : Core Course I : EN 1141

No. of Credits : 4

No. of Instructional hours : 6 per week (Total : 108 hrs)

AIMS : 1. To introduce students to the methodological issues specific to the humanities
       2. To develop in them a critical perspective in pursuing literary studies

OBJECTIVES : On completion of the course, the students should be able to

       1. explain the key concepts in literary theory and criticism
       2. make sense of literature
       3. read literature critically from a theoretical perspective.

COURSE OUTLINE

Module 1 : Key Concepts


Module 2 : An overview of English literature

   Periods and major movements – minority literatures – post-colonial literature

Module 3 : Approaches to literature (i)

Module 4: Approaches to literature (ii)


COURSE MATERIAL

Modules 1 - 4

Reading List


2. Eagleton, Terry. “What is Literature?”


Direction to Teachers: The various approaches to literature should be discussed with illustrations, wherever necessary.

SEMESTER I

COURSE TITLE: HISTORY OF ENGLISH LANGUAGE

COURSE CATEGORY & No: Compl. Course I: EN 1131

No. of Credits: 2

No. of Instructional Hours: 3 per week. (Total: 54 hrs)

AIMS:
1. To familiarize students with the origin and development of the English Language
2. To make them aware of the changes in different areas of the language.

OBJECTIVES:
On completion of the course, the students should be able to
1. identify the various language families
2. trace the evolution of the English language
3. list the changes in the different areas of the language.

COURSE OUTLINE

Module 1: Nature of language - human and animal languages - flux in language - language families - Indo-European family - Germanic group - broad characteristics

Module 3


Module 4

Word formation and growth of vocabulary – makers of English – changes of meaning

Reading list

Modules 1 to 4


SEMESTER II

COURSE TITLE : DRAMA

COURSE CATEGORY No. : CORE COURSE II : EN 1241

No. of Credits : 4

No. of Instructional hours : 6 per wk (Total : 108 hrs)
AIMS
1. To enable the students to read, analyse and appreciate drama
2. To sensitize them to the verbal and visual language of drama
3. To help them watch, write about, and perform plays

OBJECTIVES
On completion of the Course, the students should be able to
1. identify the various forms and schools of drama
2. analyse and appreciate drama
3. write critically about and engage actively in producing / performing drama

COURSE OUTLINE

Module 2: Shakespeare

Module 3: Modern drama (British / European)

Module 4: One-Act plays
(Study, Screening/performance)

COURSE MATERIAL
Module 1
Core Reading: 1. Prasad B. *A Background to the Study of English Literature*. Macmillan.(Section II. Drama, Chapters I, II, III and IV)

Module 2
Core Reading : Shakespeare: *Macbeth* (Cambridge University Press)

Module 3
Core Reading : Shaw: *Arms and the Man*
Edited by AC Ward, Orient Blackswan

Module 4
Core Reading : 1. Anton Chekhov : *A Marriage Proposal*
2. J.M. Synge : *Riders to the Sea*
(Orient Blackswan)

SEMESTER II

COURSE TITLE : HISTORY OF ENGLISH DRAMA

COURSE CATEGORY & No. : COMPLEMENTARY COURSE III : EN 1231

No. of Credits : 3

No. of Instructional Hours : 3 per week. (Total : 54 hrs)

AIMS : 1. To give the students an overview of the origin and development of English drama.
2. To familiarize them with the various theatres and trends in drama.
3. To provide them an insight into popular culture and its dramatic expressions.

OBJECTIVES : On completion of the course, the students should be able to
1. trace the evolution of English drama.
2. identify the popular tastes and trends in English drama.
3. explain the relationship between ideology and culture and their various dramatic expressions.

COURSE OUTLINE

Module 1 : Drama before Shakespeare

**Module 2**

: Shakespeare and his contemporaries

Elizabethan Theatre – Skakespeare – Ben Jonson – Beaumont – Fletcher – Webster

**Module 3**

: Drama after Shakespeare to Sheridan


**Module 4**

: Drama after Sheridan to the Present


**Core Reading**


**Further Reading**


: 2. Evans, Ifor. *A Short History of English Literature*. Penguin


**Direction to Teachers**

: While discussing the drama of a particular period or genre, the life, thoughts and other modes of literary expression of that period should also be referred to.
SEMESTER III

COURSE TITLE : INFORMATICS

COURSE CATEGORY & No  : Foundation Course II : EN 1321

No. of Credits  : 3

No. of Instructional Hours  : 4 per week (Total : 72 hrs)

AIMS

1. To update and expand basic informatics skill and attitudes relevant to the emerging knowledge society

2. To equip students to utilize the digital knowledge resources effectively for their chosen fields of study

OBJECTIVES

On completion of the course, the students should be able to

1. update and expand their knowledge in the field of informatics

2. understand the nature of the emerging digital knowledge society

3. use digital knowledge resources effectively for their studies

COURSE OUTLINE

Module 1

An overview of Information Technology


Module 2

Knowledge Skills

Data, information and knowledge – knowledge management – internet access methods – Dial-up, DSL, cable, ISDN, Wi-Fi – Internet as a knowledge repository – academic search techniques – creating cyber presence – case study of academic websites – open access
initiatives - open access publishing models – basic concepts of IPR – copyrights and patents – plagiarism – use of IT in teaching and learning – educational software – academic services – INFLIBNET, NICNET, BRNET

Module 3: Social Informatics


Module 4: IT Applications

e-Governance – IT for national integration – overview of IT application in medicine, healthcare, business, commerce, industry, defense, law, crime detection, publishing, communication, resource management, weather forecasting, education, film and media, IT for the disabled, futuristic IT – artificial intelligence – virtual reality.

COURSE MATERIAL

Modules (1 - 4)

Reading List:


3. Rajaraman, V. Introduction to Information Technology. Prentice Hall.


**SEMESTER III**

**COURSE TITLE** : POETRY

**COURSE CATEGORY & No.** : Core Course III : EN 1341

**No. of Credits** : 4

**No. of Instructional hrs** : 5 per week (Total: 90 hrs)

**AIMS**

1. To sensitize students to the language, forms and types of poetry.

2. To make them aware of the diverse poetic devices and strategies.

3. To help them read, analyse and appreciate poetry.

4. To enhance the level of literary and aesthetic experience and to help them respond creatively.

**OBJECTIVES**

On completion of the course, the students should be able to

1. identify the various forms and types of poetry

2. explain the diverse poetic devices and strategies employed by poets.

3. read, analyse and appreciate poetry critically.

4. respond critically and creatively to the world around.

**COURSE OUTLINE**

Module 2: Poetry up to the Victorian period.

Module 3: Modern Poetry.

Module 4: Listening, reading and writing poetry.

COURSE MATERIAL

Module 1

Core Reading: Prasad, B. A Background to the Study of English Literature. Rev. ed. Chennai: Macmillan, 2008. (Chapters I, II & III)


Module 2

Core Reading: Melodies

(Ane Books)

(Poems Prescribed)

1. Shakespeare: Sonnet 116
2. Donne: A Valediction: Forbidding Mourning
3. Milton: Paradise Lost – Book I – (Lines 1 to 26)
4. Dryden: In the First Rank .......... Left (Lines 544-568 from Absalom and Achitophel)
5. Wordsworth: The Solitary Reaper
6. Keats: Ode to a Nightingale
7. Tennyson: In Memoriam (Section VII)
8. Browning: My Last Duchess

Module 3
Core reading: Melodies
(Ane Books)
(Poems Prescribed)
1. Yeats: A Prayer for My Daughter
2. Eliot: Sweeney Among the Nightingales
3. Auden: The Unknown Citizen
4. Dylan Thomas: Do not go gentle into that good night.
5. Philip Larkin: Whitsun Weddings
6. Seamus Heaney: Digging

Module 4: Practical criticism – intensive reading of poems at phonological, structural and semantic levels.

Practical criticism of the following poems:
2. Breathes There the Man – Sir Walter Scott.

Direction to Teachers: Students should be asked to make different theoretical readings of the poems such as formalist, structuralist and feminist, fundamentals of which they have already learned. They should also be made to read and listen to the reading of poems and also be encouraged to write poems.
SEMESTER III

COURSE TITLE : HISTORY OF ENGLISH POETRY

COURSE CATEGORY & NO. : Complementary Course V : EN 1331

No. of Credits : 3

No. of Instructional hours : 3 per week. (Total : 54 hrs)

AIMS : 1. To give the students an overview of the origin and development of English poetry.

2. To make them aware of the various trends and movements in poetry.

3. To give them an insight into popular culture and ideology and their poetic expressions.

OBJECTIVES : On completion of the course, the students should be able to

1. give an account of the evolution of English poetry.

2. explain the trends and movements in English poetry.

3. recognize the relationship between ideology and culture and their various poetic expressions.

COURSE OUTLINE

Module 1 : Poetry from the Anglo-Saxons to the Pre-Romantics


Module 2 : Romantic Poetry

**Module 3**

: Victorian Poetry


**Module 4**

: 20th C. Poetry


**Core Reading**


**Further Reading**


2. Evans, Ifor. *A Short History of English Literature*.


**Direction to Teachers**

: Though the focus has to be on the development of poetry over the years, the discussion on the poetry of each school or period should be related to the social life and thoughts and to the other modes of literary expression of that period.

**SEMESTER IV**

**COURSE**

: PROSE

**COURSE CATEGORY & No.**

: Core Course IV : EN 1441

**No. of Credits**

: 4

**No. of Instructional hours**

: 5 per week (Total : 90 hrs)
AIMS

1. To help students understand and appreciate 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 enable them to write creatively and critically.

OBJECTIVES

On completion of the course, the students should be able to

1. recognize various types of prose writing.
2. analyse, understand and appreciate prose writings.
3. write creatively and critically in an expository or argumentative way.

COURSE OUTLINE

Module 1: Prose – forms of prose (excluding fiction)
Prose up to the 18th Century.


Module 2: 19th Century Prose

Module 3: Modern Prose

Module 4: Reading, listening and writing prose.

COURSE MATERIAL

Module 1

Core Reading


b. Reflections

(A Collection of Essays published by Pearson Education)

Essays:
1. Bacon: Of Studies

2. Samuel Pepys: (An extract from Pepys’ Diaries) 1660 Jan - Feb.

3. Addison: Sir Roger at the Assizes

4. James Boswell: (An extract from Life of Samuel Johnson)


Module 2

Core Reading: Reflections

Essays:
1. Lamb: Dream Children
2. Hazlitt: On Familiar Style
3. Ruskin: On Reading

Module 3

Core Reading: Reflections

Essays:
1. Robert Lynd: Indifference
2. Camus: Nobel Prize Acceptance Speech
3. Anne Frank: The Diary of a Young Girl (an extract)
4. (A Newspaper Article)

Module 4


Bertrand Russell: An Extract from Unpopular Essays

Direction to Teachers: Students should be made to listen to and read speeches and prose passages.
SEMMESTER IV

COURSE TITLE : FICTION

COURSE CATEGORY & No. : Core Course V : EN 1442

No. of Credits : 3

No. of Instructional hours : 4 per week (Total: 72 hrs)

AIMS : 1. To make students aware of the diverse fictional forms in prose.

2. To enable them to analyse and appreciate various fictional writings.

3. To give them an insight into other cultures.

4. To help them think and write imaginatively.

OBJECTIVES : On completion of the course, the students should be able to

1. identify different fictional forms

2. analyse and appreciate fictional writings.

3. write imaginatively.

COURSE OUTLINE


Module 2 : Modern British fiction

Module 3 : Modern European fiction

Module 4 : Short Stories (British and European)

COURSE MATERIAL

Module 1

(Section III Chapters II and III)


Module 2

Core Reading : Graham Greene: *Brighton Rock*

(Penguin Edition)

Module 3

Core Reading : Kafka: *The Castle*

(Penguin Modern Classics)

Module 4

Core Reading : Short stories:

1. Saki: Fur

2. Somerset Maugham: The Verger

3. Anton Chekhov: The Lottery Ticket

4. Guy de Maupassant: The Jewelry

(from *Fragrance of Fiction: A Collection of Short Stories* published by Blackswan)

Direction to Teachers : While discussing fiction, the formal, structural and stylistic aspects of the work should be referred to.
SEMESTER IV

COURSE TITLE : HISTORY OF ENGLISH PROSE AND FICTION

COURSE CATEGORY & No. : Complementary Course VII EN 1431

No. of Credits : 3

No. of Instructional hours : 3 per week (Total: 54 hrs.)

AIMS

1. To give the students an overview of the origin and development of English prose and fiction.
2. To make them aware of the various trends and schools in prose and fiction.
3. To give them an insight into popular culture and ideology and their expression in prose and other imaginative writings.

OBJECTIVES

On completion of the course, the students should be able to

1. trace the evolution of English prose and fiction
2. identify the various trends and schools in English prose and fiction
3. establish the relationship between ideology and culture and their expression in prose and fictional writings

COURSE OUTLINE

Module 1

English Prose up to the 18th century

Module 2

: English Prose from 18th century to the present


Module 3

: English fiction upto the 19th century


Module 4

: 20th century English Fiction.


COURSE MATERIAL

Modules 1 - 4

Core Reading : Peck, John and Martin Coyle. A Brief History of English Literature. Indian Reprint, Palgrave, 2008.
Further Reading  


Direction to Teachers  
Though the focus has to be on the evolution of English prose and fiction over the years, while discussing each writer, the social life of his time, his major works and their general characteristics, the school or movement, if any, he belongs to or represents should also be briefly referred to.

SEMESTER V  
COURSE TITLE  
LITERARY CRITICISM  
COURSE CATEGORY & No.  
Core Course VI : EN 1541  
No. of Credits : 4  
No. of Instructional hours : 4 per week (Total : 72 hrs)  
AIMS  
1. To give the students a historical overview of the critical practices from classical period to the present.

2. To introduce to them some of the significant concepts that had a seminal influence on the development of critical thought.

3. To develop in them a critical perspective and capacity to relate and compare various critical practices and schools.

4. To help them read and analyse literary texts from different perspectives.

OBJECTIVES  
On completion of the course, the students should be able to

1. trace the development of critical practices from ancient times to the present.
2. explain the critical concepts that emerged in different periods

3. analyse and appreciate texts critically, from different perspectives.

COURSE OUTLINE

Module 1 : Classical Criticism


Module 2 : Renaissance and Neo-Classical Criticism

Sir Philip Sydney - his defence of poetry - definition of poetry - neo-classicism - Dryden - estimate of authors - Johnson - lives of poets - Shakespeare criticism - moral judgement of literature.

Module 3 : Romantic and Victorian Criticism

Romanticism - Wordsworth - Preface to Lyrical Ballads - definition of poetry - concept of poetic diction and language – Coleridge - definition of poetry - Fancy and Imagination.

The Victorian Period - Arnold - concept of culture - the function of poetry - touchstone - disinterestedness and high seriousness - moralistic criticism.

Module 4 : Twentieth Century Criticism

COURSE MATERIAL

Modules 1 and 4

Core Reading


Further Reading


SEMESTER V

COURSE TITLE

INDIAN LITERATURE IN ENGLISH

COURSE CATEGORY & No.

Core Course VII : EN 1542

No. of credits

4

No. of Instructional Hours

4 per week (Total : 72 hrs)

AIMS

1. To introduce students to Indian writing in English.

2. To broaden and sharpen their aesthetic and analytical skills.
OBJECTIVES

: On completion of the course, the students should be able to

1. trace the development of Indian writing in English.

2. explain the Indianness in Indian literature in English.

3. read and appreciate Indian literature.

4. analyse the strength and constraints of Indian English as a literary medium.

COURSE OUTLINE

Module 1

: An overview of the origin and development of Indian writing in English


Module 2

: Poetry

Module 3

: Drama

Module 4

: Essay and Fiction

COURSE MATERIAL

Module 1
**Reading List**

1. Naik, M.K. *A History of Indian English Literature.*

2. Iyengar, K. R. Srinivasa. *Indian Writing in English.*


**Module 2**

**Core Reading**

An Anthology of Indian Writing in English. (Published by Macmillan)

Poems:

1. Toru Dutt: The Lotus.


3. Tagore: Gitanjali (Section XXXVI)


5. Nissim Ezekiel: Very Indian Poem in Indian English.


**Module 3**

**Core reading**

Girish Karnad: Hayavadana (OUP)

**Module 4**

**Core Reading**

a. An Anthology of Indian Writing in English

Essays:

1. Dr. S. Radhakrishnan: An Ideal before the Youth.

2. Jawaharlal Nehru: The Panorama of India’s Past.


c. Short Stories:

2. Bhabani Bhattacharya: Glory at Twilight.
(from Fragrance of Fiction: A Collection of Short Stories published by Blackswan)

SEMESTER V

COURSE TITLE : FILM STUDIES

COURSE CATEGORY & No : Core Course VIII EN 1543

No. of Credits : 2

No. of Instructional hours : 3 per week (Total : 54 hrs)

AIMS : 1. To give the students basic knowledge in the history, art and culture of motion picture.

2. To introduce to them the key concepts in film studies.

3. To help them analyze and appreciate films.

4. To enable them pursue higher studies and careers in film.

OBJECTIVES : On completion of the course, the students should be able to

1. discover the language of cinema.

2. explain the key concepts in film studies.

3. analyse films as texts.

4. write critically about films.

COURSE MATERIAL

Module 1 : Understanding film

– French New wave – Indian art cinema and the Indian New wave – New wave films in Malayalam cinema – contemporary international trends

**Module 2**

: Spatial Elements


**Module 3**

: Temporal and acoustic elements


**Module 4**

: Close viewing and criticism:

a. Films for close viewing

   I. Hollywood
      1. Casablanca (1942)
      2. Zorba the Greek

   II. European
      III Postino (The Postman)

   III. Asian
      Rashamon

   IV. Indian
      Pather Panchali

   V. Malayalam
      Pokkuveyil

b. Film Criticism: A brief introduction.


**COURSE MATERIAL**

Modules 1 and 4
Reading List


SEMESTER V

**COURSE TITLE** : LINGUISTICS AND PHONETICS

**COURSE CATEGORY & No.** : Core Course IX EN 1544

**No. of Credits** : 4

**No. of Instructional Hours** : 4 per week (Total : 72 hrs)

**AIMS**

1. To equip students with a thorough knowledge of the various aspects of the English language

2. To sensitize them to the nuances of spoken and written forms of English

3. To help them overcome specific problems resulting from mother tongue interference

**OBJECTIVES**

On completion of the course, the students should be able to
1. explain the key concepts in linguistics
2. develop a neutral accent and improve their general standard of pronunciation
3. speak globally intelligible English

COURSE OUTLINE


COURSE MATERIAL

Modules 1-4


Reference:


Direction to Teachers: IC analysis, PS Grammar and TG Grammar should be discussed only at introductory level.

SEMESTER V

**COURSE TITLE** : AMERICAN LITERATURE

**COURSE CATEGORY & No.** : Core Course X : EN 1545

**No. of Credits** : 4

**No. of Instructional hours** : 4 per week (Total : 72 hrs)

**AIMS**
1. To introduce students to American literature, life and culture
2. To broaden their aesthetic and intellectual faculties

**OBJECTIVES**
On completion of the course, the students should be able to
1. trace the origin and development of American literature, life and culture
2. identify what is distinctly American in American literature
3. read and appreciate American literature with insight
4. understand American culture and its varying modes of literary expression

COURSE OUTLINE

Module 1: Origin and development of American literature


Module 2: Poetry

Module 3: Drama

Module 4: Essay and Fiction

COURSE MATERIAL

Module 1

Reading List


Module 2

Core Reading

- American Literature: An Anthology

(Published by Macmillan)

Poems:

1. Edgar Allan Poe: To Helen
2. Walt Whitman: I Hear America Singing
3. Emily Dickinson: Because I could not stop for Death
4. Robert Frost: Mending Wall
5. Wallace Stevens: The Emperor of Ice-Cream
6. Sylvia Plath: Tulips

Module 3
Core Reading : Tennessee Williams: A Street Car Named Desire

Module 4
Core Reading : American Literature: An Anthology

1. Essay:
   Emerson: Manners

2. Fiction:
   F. Scott Fitzgerald: The Great Gatsby (CUP)

3. Short Story:
   O. Henry: Jimmy Valentine
   (from Fragrance of Fiction: A Collection of Short Stories published by BlackSwan)

SEMESTER V

COURSE TITLE : ENGLISH FOR COMMUNICATION AND CAREER

COURSE CATEGORY & No. : Open Course I : EN 1551.1

No. of Credits : 2

No. of Instructional hours : 3 per week (Total : 54 hrs)

AIMS : 1. To help the students attain high level proficiency in all the four language skills.
       2. To equip them for competitive examinations and various International English Language Tests.
3. To enhance their career prospects and employability.

4. To help them develop their personality by fine tuning their communication and presentation skills.

OBJECTIVES

On completion of the course, the students should be able to

1. use English for international communication.

2. engage in all kinds of communication activities – informal, formal/business related and academic.

3. perform well in language tests and competitive examinations.

COURSE OUTLINE

Module 1

Listening and Speaking


Listening for specific and general purposes

Conversation – basic techniques – how to begin, interrupt, hesitate and end – how to express time, age, feelings and emotions – how to respond – using language in various contexts/situations (To be done by creating a situation/context by showing video clips or pictures and generating a discussion) – talking about oneself, others – describing persons, places, incidents, events and objects – attending an Interview – addressing an audience – structuring and delivering presentations – using audio-visual aids – making short speeches – compering – Group discussion.

(Students should be made to listen to news readings, speeches, readings of poems or scripts of plays or films)

**Module 2**: Current English usage


**Module 3**: Reading and Writing


Words often confused and misused – synonyms – antonyms – idioms commonly used – corresponding American expressions

**Module 4**: Practical Sessions

Language Skills Test (Written)

General Knowledge – quiz – areas: current national/international events – sports – films – Indian history – Indian constitution

(Students may be divided into groups, for quiz. They should be asked to read news papers and prepare questions from specific areas. Based on the questions they prepare or their performance, one from each group may be chosen as quiz master and these quiz masters may be asked to conduct the quiz, in turn.)

**Reading List**

**Module I**

2. O’Conner, J. D. *Better English Pronunciation*. CUP.


**Module 2**


**Modules 3 & 4**


Reference


SEMESTER VI

COURSE TITLE : WORLD CLASSICS

COURSE CATEGORY & No. : Core Course XI : EN 1641

No. of Credits : 4

No. of Instructional hours : 5 per week (Total : 90 hrs)

AIMS : 1. To introduce students to the world of the classics in literature.
2. To broaden their outlook and sensibility.

OBJECTIVES : On completion of the Course, the students should be able to
1. read and appreciate classical works.
2. evaluate classical texts critically.
3. place and assess their own culture and classics.

COURSE OUTLINE

Module 2: Poetry

Module 3: Drama

Module 4: Fiction

COURSE MATERIAL

Reading List

Module 1


3. Eliot, T.S. ‘What is a Classic?’


Module 2

Core Reading


Module 3

Core Reading

1. Sophocles: *Antigone* (Cambridge University)


Module 4
Core Reading:
2. Tolstoy: *The Death of Ivan Ilyich* (Penguin Classics)
3. Hesse: *Siddhartha*
4. Kazantzakis: *Zorba the Greek* (Penguin Classics)

SEMESTER VI

COURSE TITLE: NEW LITERATURES

COURSE CATEGORY & No.: Core Course XII : EN 1642

No. of Credits: 4

No. of Instructional hours: 5 per week (Total: 90 hrs)

AIMS:
1. To introduce students to the genre of new literatures in English.
2. To help them have an exposure to the language of resistance.
3. To give them an insight into multiculturalism.

OBJECTIVES:
On completion of the course, the students should be able to
1. discuss the features of new literatures in English.
2. read, analyse and appreciate discourses of diverse cultures.
3. form a perspective on the creative use of the English language across the world.

COURSE DETAILS

Module 1: The growth of national literature in Australia, Africa, Canada and West Indies: A brief survey.

Module 2: Poetry
Module 3: Drama

Module 4: Prose and Fiction

COURSE MATERIAL

Module 1

Reading List:


Module 2

Core Reading:

*New Literatures: A Reader* (Published by Macmillan)

Poems:

1. A.D. Hope: The Death of the Bird
2. Judith Wright: Clock and Heart
3. Wole Soyinka: Dedication
4. David Diop: Africa
5. Surjeeth Kalsey: Breaking the Silence
6. Robert Kroetsch: I am Getting Old Now
7. Edward Brathwaite: So Long Charlie Parker
8. Derek Walcott: A Far Cry from Africa
Module 3

Core Reading : New Literatures: A Reader

Drama:
Ryga George: Indian

Module 4

Core Reading : a. New literatures: A Reader

Prose:
Ngugi wa Thiong’o: Decolonising the Mind.

b. Fiction: Chinua Achebe: Things Fall Apart. (Penguin)

c. New Literatures: A Reader

Short Stories:
1. E.A. Markham: Mammie’s Form at the Post Office.
2. Henry Lawson: The Drover’s Wife

SEMESTER VI

COURSE TITLE : ENGLISH FOR THE MEDIA

COURSE CATEGORY & No. : Core Course XIII : EN 1643

No. of Credits : 4

No. of Instructional hours : 5 per week (Total : 90hrs)

AIMS : 1. To sensitize students to the English language used in the media
2. To make them professionally skilled and employable in the media.

OBJECTIVES : On completion of the Course, the students should be able to
1. explain the nature and scope of the communication media
2. write headlines and articles for newspapers and magazines and design their content
3. produce and present scripts and programmes for Radio and TV
4. design and write webs, blogs and advertisements

COURSE OUTLINE

Module 1

Communication Media: An Introduction

Main-stream media – print – broadcast - visual media – new/digital media – power and vulnerability of each - media convergence

Print Media – Newspapers and Magazines

Newspapers – writing headlines – analyzing articles - practising interview skills - planning and writing news, articles, features, travelogues, snippets, reviews and editorials – understanding bias in texts – writing introductions and conclusions

Magazines – composing covers - planning the content – giving instructions for a photo shoot – planning and writing a true-life story

Module 2

Broadcast and visual Media – Radio, TV and Film

Radio – the language of presenters – the language of production – planning a news list – giving post-production feedback – giving instructions - script writing

TV - the language of production - organizing a filming schedule – vocabulary of filming procedures and equipment – vocabulary of editing a documentary – script writing

Film – writing a screenplay – technical vocabulary of filming – organizing a shoot – writing a film review
Module 3 : Digital/New Media

Briefing a website designer - E- writing - planning and writing a blog - creating a podcast - technical vocabulary of websites – technical writing

Module 4 : Advertising

Selling services to a potential client - language of slogans – creating a print ad - a screen ad - technical vocabulary - presenting a finished ad.

COURSE MATERIAL

Modules 1 - 4


Further reading


SEMESTER VI

COURSE TITLE : WOMEN’S WRITING
COURSE CATEGORY & No. : Core Course XIV : EN 1644

No. of Credits : 4

No. of Instructional hours : 4 per week (Total : 72 hrs)

AIMS : 1. To provide the students a basic understanding of women’s writing

2. To familiarize them with the key concepts and debates in women’s writing

3. To introduce to them some of the major women writers

4. To help them analyse texts written by women

OBJECTIVES : On completion of the course, the students should be able to

1. discern the distinctiveness of women’s writing as a genre.

2. identify the key concepts and debates in women’s writing.

3. discuss the salient features of the works of major women writers.

4. analyse texts written by women critically

COURSE OUTLINE

Module 1 : Women’s Writing: An Overview


Module 2 : Poetry

Module 3 : Drama

Module 4 : Essay and fiction

COURSE MATERIAL
Module 1

Reading List:


Module 2

Core Reading: Women’s Writing: An Anthology

(Published by Oxford University)

Poems:

1. Sylvia Plath: Edge
2. Adrienne Rich: The Afterwake
3. Margaret Atwood: There is Only One of Everything
4. Kamala Das: Introduction
5. Lakshmi Kannan: Oh! For Shame
6. Mahejabeen: Physical Geography
7. Meena Alexander: Fragments

Module 3

Core Reading: Women’s Writing: An Anthology

Drama:

Nabaneeta Dev Sen: Medea (Bengali)

Module 4

Core Reading: a. Women’s Writing: An Anthology

Essays:

1. Mary Wollstonecraft: A Vindication of the Rights of Women
2. Elizabeth Cady Stanton: Seneca Falls Declaration
3. Jasbir Jain: Reading Women’s Writing
4. Ritu Menon: The Right to Write

b. Fiction


c. Women’s Writing: An Anthology

Short Stories:

1. A.S. Byatt: On the Day that E.M. Forster Died
2. Shashi Desh Pande: Independence Day
SEMMESTER VI

COURSE TITLE : TRANSLATION STUDIES

COURSE CATEGORY & No. : OPEN II (ELECTIVE) : EN 1651.1

No. of Credits : 2

No. of Instructional hours : 3 per week (Total : 54 hrs)

AIMS : 1. To familiarize students with the concepts and theories of translation.

2. To introduce to them the art of translation.

3. To help them pursue translation as a profession.

OBJECTIVE : On completion of the course, the students should be able to

1. explain the concepts and theories of translation.

2. undertake various translation works.

3. find employment as translators.

COURSE OUTLINE

Module 1 : Fundamentals of translation


Module 2 : Key Concepts

Source language – Target language – Afterlife – Linguistic and cultural systems – faithfulness – confusions – equivalence
Module 3

: Case Studies

1. Analysis of a translated Text:
   a. From Malayalam to English
      i. A story
   ii. A poem
   
   b. From English to Malayalam
      1. A story
      2. Problems of translations

Module 4

: Translation Practice

a. Non – Literary
   (Equivalent technical terms – idioms, phrases, proverbs in English and Malayalam – Translation of sentences and passages from English to Malayalam and vice-versa)

b. Literary
   (Translation of short literary prose pieces including fiction from English to Malayalam and vice-versa)

COURSE MATERIAL

Modules 1 - 4

Core Reading

: Word Worlds

(Oxford University Press)

Further Reading


8. ‘Vanampadiyodu’ by Vyloppilly Sreedhara Menon. (Translation of Keats’ Ode to a Nightingale)

SEMESTER VI

COURSE TITLE : COPY-EDITING

COURSE CATEGORY & No. : OPEN COURSE II : EN 1651.2

No. of Credits : 2

No. of Instructional hours : 3 per week (Total : 54 hrs)

AIMS

1. To familiarize students with the concepts of copy- editing.

2. To impart to them basic copy-editing skills.

3. To help them find employment in the publishing field.

OBJECTIVES

On completion of the course, the students should be able to

1. copy-edit non-technical materials of moderate difficulty.

2. produce consistently well-organized written discourse.

3. find employment in the editing field as copy-editors and sub-editors.

COURSE OUTLINE

Module 1 : What is copy-editing—scope and need—various typescripts—electronic — conversion of manuscripts — copy-editing — preliminary steps.
Module 2: Preparing the text—the quantity of copy-editing needed—interacting with the author—creation of self-contained, well-edited copies and books—coherence and consistency—the question of copyrights - acknowledgements and other legal issues—incorporating illustrations—copy-editing blurbs and titles and cover descriptions—dealing with multi-authorship—proof-reading—repeated proofs.


On-screen copy editing—definition—scope—different types—technical issues involved—legal and safety concerns—software tools

Module 4

Practice Session: On grammatical trouble points - use of MLA Handbook as an in-house style manual - basic copy-editing using materials such as assignments and projects from students - use of electronic versions of these materials for on-screen copy-editing practice.

COURSE MATERIAL

Reading List


**SEMESTER I**

**COURSE TITLE** : LISTENING AND SPEAKING SKILLS

**COURSE CATEGORY & NO** : LANGUAGE COURSE I : EN 1111.2

No of credits : 4

No. of Instructional hours : 5 per week (Total 90 hrs.)

(Aims, Objectives, Course Outline and Course Material, the same as those of BA/BSc Programme)

**SEMESTER II**

**COURSE TITLE** : MODERN ENGLISH GRAMMAR AND USAGE

**COURSE CATEGORY & NO** : LANGUAGE COURSE III : EN 1211.2

No of credits : 4

No. of Instructional hours : 5 per week (Total 90 hrs.)

(Aims, Objectives, Course Outline and Course Material, the same as those of BA/BSc Programme, Language Course IV)
SEMESTER III

COURSE TITLE : WRITING AND PRESENTATION SKILLS

COURSE CATEGORY & NO : LANGUAGE COURSE IV : EN 1311.2

No. of credits : 3

No. of Instructional hours : 3 per week (Total 54 hrs)

(Aims, Objectives, Course Outline and Course Material, the same as those of BA/BSc Programme, Language Course VI)

SEMESTER IV

COURSE TITLE : READINGS IN LITERATURE

COURSE CATEGORY & NO : LANGUAGE COURSE IV : EN 1411.2

No. of credits : 3

No. of Instructional hours : 3 per week (Total 54 hrs)

AIMS

1. To sensitize students to the aesthetic, cultural, and social aspects of literature.
2. To help them analyze and appreciate literary texts.

OBJECTIVES

On completion of the course, the students should be able to

1. understand and appreciate literary discourse.
2. look at the best pieces of literary writing critically.
3. analyze literature as a cultural and interactive phenomenon.

COURSE OUTLINE

Module 1

What is literature – literature and context – genres – literature and human values – creative use of language – inculcation of aesthetic sense.

Module 2 : Drama

Module 3 : Prose
What is prose – different types – personal – impersonal – technical

Module 4 : Fiction
What is fiction – different types - plot - characters – setting - point of view

COURSE MATERIAL

Module 1
Core Reading : 1. *Poetic Impressions - A Collection of Poems*  
(Published by the University of Kerala)  
(Poems Prescribed)
1. John Milton : On His Blindness  
2. William Wordsworth : Lucy Gray  
3. John Keats : Ode to Autumn  
4. Alfred Lord Tennyson : Tithonus  
5. Rabindranath Tagore : Leave This Chanting (Poem 11 from Gitanjali)  
6. W.B. Yeats : Second Coming  
7. Ted Hughes : Full Moon and Little Frieda

Module 2
Core Reading : William Shakespeare : *Othello* (Act V)
Module 3

Core Reading : *Readings in Prose*
(Published by the University of Kerala)

Essays:
1. J Krisnamurti : The Book of Life
2. E V Lucas : The Pleasures of Ignorance
3. Martin Luther King : I Have a Dream
4. Stephen Leacock : Men in Asbestos
5. Mark Tully : No Full Stops in India

Module 4

Core Reading
1. *Frankenstein*  
   (by Mary Shelley. Annotated Edition. Ane Books)

2. Abrahms, M.H. *A Glossary of Literary Terms*

Direction to Teachers : The introduction to various genres is intended for providing basic information and no conceptual analysis is intended.

UNDERGRADUATE PROGRAMMES  
(2010 Admission onwards)

B.Com. FIRST DEGREE PROGRAMME(CBCS System)

SEMESTERS (I - IV)

LANGUAGE COURSE I ENGLISH

COURSE BREAKUP AND SYLLABUS

<table>
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<td>Compl. Course III: <strong>History of English Drama</strong></td>
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<td>Core Course II: <strong>Drama</strong></td>
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<td>Compl. Course IV : (Ext.)</td>
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Complementary Courses II (1132), IV (1232), VI (1332), and VIII (1432) may be from the following:

1. Indian History
2. Journalism
3. Sociology
4. Public Administration

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2. Folk Arts /
3. Theatre Studies | 3 | 2 |
<p>| EN 1551.2| Project/Dissertation | 3 | - |
| VI       | EN 1641 | Core Course XI : World Classics | 5 | 4 |
| EN 1642  | Core Course XII : New Literatures | 5 | 4 |
| EN 1643  | Core Course XIII : English for the Media | 5 | 4 |
| EN 1644  | Core Course XIV : Women’s Writing | 4 | 3 |</p>
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