



KANNUR UNIVERSITY  
(Abstract)

B.A English Programme- Scheme of Core & Generic Elective Courses of the Programme and Syllabus and Pattern of Question Paper of the I<sup>st</sup> Semester of B.A English (Language and Literature) under Choice Based Credit and Semester System (Outcome Based Education System-OBE) in Affiliated Colleges with effect from 2019 Admission- Implemented- Orders issued.

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ACADEMIC BRANCH

No.Acad.C3/13219/2019

Dated: Civil Station P.O .26.06.2019

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- Read:-
1. U.O.No.Acad.C2/429/2017 dated,10-10-2017
  2. The Minutes of the Meeting of the Curriculum Restructuring Committee held on 28-12-2018.
  3. U.O. No.Acad.C2/429/2017 Vol.II dated,03-06-2019.
  4. The Minutes of the Meeting of the Board of Studies in English (UG), held on 14.06.2019
  5. Scheme and Ist Semester Syllabus of B.A English (Language and Literature) Programme, Submitted by the Chairperson, Board of Studies in English (UG), dated: 22.06.2019

**ORDER**

1.A Curriculum Restructuring Committee was constituted in the University vide the paper read (1) above to co-ordinate the activities of the Syllabus Revision of UG Programmes in Affiliated Colleges of the University.

2. The meeting of the Members of the Curriculum Restructuring Committee and the Chairpersons of different Boards of Studies held, vide the paper read (2) above, proposed the different phases of Syllabus Revision Processes such as conducting the meeting of various Boards of Studies, Workshops, & discussions.

3. The Revised Regulation for UG Programmes in Affiliated Colleges under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) was implemented with effect from 2019 Admission as per paper read (3) above.

4. As per paper read (4) above, the Board of Studies in English (UG) finalized the Scheme of Core, & Generic Elective Courses ,Syllabus and Pattern of Question Papers of B.A English (Language and Literature) Programme, to be implemented with effect from 2019 Admission.

5. Subsequently, as per paper read (5) above, the Chairperson, Board of Studies in English (UG) , submitted the finalized copy of the Scheme of Core & Generic Elective Course and Syllabus and Pattern of Question Paper of the I<sup>st</sup> Semester of B.A English (Language and Literature) Programme, for implementation with effect from 2019 Admission.

6. The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with, accorded sanction to implement the Scheme of Core & Generic Elective Courses and Syllabus and Pattern of Question Papers of the I<sup>st</sup> Semester of B.A English (Language and Literature) Programme under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) in the Affiliated Colleges under the University with effect from 2019 Admission, subject to reporting to the Academic Council.

7. The Scheme of Core & Generic Elective Courses and Syllabus and Pattern of Question Paper of the I<sup>st</sup> Semester of B.A English (Language and Literature) Programme, are uploaded in the University Website ([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in))

Orders are issued accordingly.

Sd/-  
DEPUTY REGISTRAR(ACADEMIC)  
For REGISTRAR

To

The Principals of Colleges offering B.A English Programme

- Copy to:-
1. The Examination Branch (through PA to CE)
  2. The Chairperson, Board of Studies in English (UG)
  3. PS to VC/PA to PVC/PA to Registrar
  4. DR/AR-I/ARII (Academic)
  5. The Computer Programmer (for uploading in the website)
  6. SF/DF/FC



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# **KANNUR UNIVERSITY**

**BOARD OF STUDIES IN ENGLISH (U.G.)**

## **SYLLABUS OF CORE COURSES OF B.A ENGLISH LANGUAGE AND LITERATURE PROGRAMME AND GENERIC ELECTIVE COURSES**

**CHOICE BASED CREDIT AND SEMESTER SYSTEM**

**(2019 ADMISSION ONWARDS)**

**KANNUR UNIVERSITY**  
**VISION AND MISSION STATEMENTS**

**Vision:** To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and a critical application of knowledge with special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

**Mission:**

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards. To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

## Kannur University

### Programme Outcomes (PO)

#### **PO 1.Critical Thinking:**

- 1.1. Acquire the ability to apply the basic tenets of logic and science to thoughts, actions and interventions.
- 1.2. Develop the ability to chart out a progressive direction for actions and interventions by learning to recognize the presence of hegemonic ideology within certain dominant notions.
- 1.3 Develop self-critical abilities and also the ability to view positions, problems and social issues from plural perspectives.

#### **PO 2.Effective Citizenship:**

- 2.1. Learn to participate in nation building by adhering to the principles of sovereignty of the nation, socialism, secularism, democracy and the values that guide a republic.
- 2.2. Develop and practice gender sensitive attitudes, environmental awareness, empathetic social awareness about various kinds of marginalisation and the ability to understand and resist various kinds of discriminations.
- 2.3. Internalise certain highlights of the nation's and region's history. Especially of the freedom movement, the renaissance within native societies and the project of modernisation of the post-colonial society.

#### **PO 3.Effective Communication:**

- 3.1. Acquire the ability to speak, write, read and listen clearly in person and through electronic media in both English and in one Modern Indian Language
- 3.2. Learn to articulate, analyse, synthesise, and evaluate ideas and situations in a well-informed manner.
- 3.3. Generate hypotheses and articulate assent or dissent by employing both reason and creative thinking.

#### **PO 4.Interdisciplinarity:**

- 4.1. Perceive knowledge as an organic, comprehensive, interrelated and integrated faculty of the human mind.
- 4.2. Understand the issues of environmental contexts and sustainable development as a basic interdisciplinary concern of all disciplines.
- 4.3. Develop aesthetic, social, humanistic and artistic sensibilities for problem solving and evolving a comprehensive perspective.

### **Programme Specific Outcomes for BA in English Language and Literature**

PSO 1. Understand the historical contexts behind the origin and development of English literature with a special focus on various movements and the important works belonging to such movements.

PSO 2. Understand the current methodological issues in the study of literature and apply various reading strategies employed to selected literary as well as cultural texts.

PSO 3. Understand and apply the extended meaning of “English Literature” to various post-colonial and other writings in English.

PSO 4. Understand the basics of disciplines like Film Studies, Culture Studies, Fine Arts, Women’s Writing, Dalit Writings, Post-colonial writing, Indian writing in English, Malayalam Literature and Literatures in Translation.

PSO 5. Understand and appreciate the interdisciplinary links that literary studies have with disciplines like Philosophy, History, Political Science, Sociology, Anthropology and the Sciences.

**KANNUR UNIVERSITY**

**B.A ENGLISH PROGRAMME PROGRAMME**

**COURSE AND CREDIT DISTRIBUTION STATEMENT**

Courses	No of Courses		Credit	
English Common Course (ECC)		6		22
Additional Common Course (ACC)		4		16
Core Course	15	16	60	64
Discipline Elective Core Course (DSEC)	1		4	
Complimentary Elective Course (CEC)		4		16
Generic Elective Course (GEC)		2		2
<b>Total</b>		<b>32</b>		<b>120</b>

**KANNUR UNIVERSITY**

**B.A ENGLISH PROGRAMME PROGRAMME**

**WORK AND CREDIT DISTRIBUTION STATEMENT**

Semester	Course Title	Credits	Hours per week	Marks		
				CE	ESE	TOTAL
<b>I</b>	English Common Course-I	4	5	10	40	50
	English Common Course-II	3	4	10	40	50
	Additional Common Course-I	4	4	10	40	50
	Complementary Elective Course-1	4	6	10	40	50
	Core Course-I- Malayalam Literature in English Translation	5	6	10	40	50
<b>II</b>	English Common Course-III	4	5	10	40	50
	English Common Course-IV	3	4	10	40	50

	Additional Common Course-II	4	4	10	40	50
	Complementary Elective Course-II	4	6	10	40	50
	Core Course-II- Academic Writing, Methodology and Research Project	5	6	10	40	50
<b>III</b>	English Common Course-IV	4	5	10	40	50
	Additional Common Course-III	4	5	10	40	50
	Complementary Elective Course-III	4	6	10	40	50
	Core Course III- Old English to Medieval English Literature (500-1500)	3	4	10	40	50
	Core Course-IV- Renaissance and Restoration Literatures (1485-1780)	4	5	10	40	50
<b>IV</b>	English Common Course VI	4	5	10	40	50
	Additional Common Course-IV	4	5	10	40	50
	Complementary Elective Course-IV	4	6	10	40	50
	Core Course-V- The Romantic Period (1780-1832)	4	5	10	40	50
	Core Course VI- The Victorian Period (1832-1901)	3	4	10	40	50
<b>V</b>	Core Course VII- The Early Twentieth Century ((1901-1939)	4	6	10	40	50
	Core Course VIII- The Late Twentieth and Twenty-First Centuries(1939-2018)	5	6	10	40	50
	Core Course IX- Post colonial Literatures in English	5	6	10	40	50
	Core Course X- Linguistics	4	5	10	40	50



	Core Course XI- Project	2	1	5	20	25
	Generic Elective Course	2	2	5	20	25
<b>VI</b>	Core Course XII - Critical Theory	5	6	10	40	50
	Core Course XIII- Women's Writing	4	5	10	40	50
	Core Course XIV- Indian Writing in English	3	4	10	40	50
	Core Course XV- Film Studies	4	5	10	40	50
	Core Course XVI- Discipline Specific Elective	4	4	10	40	50
<b>TOTAL</b>		<b>120</b>	<b>150</b>	-	-	<b>1500</b>

**TOTAL CREDIT (Sum of total credits of all semester): 120**

**TOTAL MARKS (Sum of total marks of all semester): 1500**

**(2019 ADMISSION ONWARDS)**

**Core Courses in English Language and Literature**  
**Programme Specific Outcomes for BA in English Language and Literature**

PSO 1. Understand the historical contexts behind the origin and development of English literature with a special focus on various movements and the important works belonging to such movements.

PSO 2. Understand the current methodological issues in the study of literature and apply various reading strategies employed to selected literary as well as cultural texts.

PSO 3. Understand and apply the extended meaning of “English Literature” to various post-colonial and other writings in English.

PSO 4. Understand the basics of disciplines like Film Studies, Culture Studies, Fine Arts, Women’s Writing, Dalit Writings, Post-colonial writing, Indian writing in English, Malayalam Literature and Literatures in Translation.

PSO 5. Understand and appreciate the interdisciplinary links that literary studies have with disciplines like Philosophy, History, Political Science, Sociology, Anthropology and the Sciences.

**B.A. ENGLISH LANGUAGE AND LITERATURE--CORE COURSES**  
**WORK AND CREDIT DISTRIBUTION**  
**PART -1 (CORE COURSES)**

COURSE CODE	COURSE TITLE	SEMESTER	HOURS PER WEEK	CREDIT	EXAM HRS
1B01ENG	Malayalam Literature in English Translation	I	6	5	3
2B02ENG	Academic Writing, Methodology and Research Project	II	6	5	3
3B03ENG	Old English to Medieval English Literature (500-1500)	III	4	3	3
3B04ENG	Renaissance and Restoration Literatures (1485-1780)	III	5	4	3
4B05ENG	The Romantic Period (1780-1832)	IV	5	4	3
4B06ENG	The Victorian Period (1832-1901)	IV	4	3	3
5B07ENG	The Early Twentieth Century ((1901-1939)	V	6	4	3
5B08ENG	The Late Twentieth and Twenty-First Centuries(1939-2018)	V	6	5	3
5B09ENG	Postcolonial Literatures in English	V	6	5	3
5B10ENG	Linguistics	V	5	4	3
6B11ENG	Project	VI	1	2	--
6B12ENG	Critical Theory	VI	6	5	3
6B13ENG	Women's Writing	VI	5	4	3
6B14ENG	Indian Writing in English	VI	4	3	3
6B15ENG	Film Studies	VI	5	4	3
6B16ENG	Discipline Specific Elective	VI	4	4	3
<b>TOTAL</b>			-	<b>64</b>	

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS(EXCEPT 6B11ENG &amp; GEC)</b>
EXTERNAL	80 %	40
INTERNAL	20%	10

**CONTINUOUS INTERNAL ASSESSMENT**

<b>COMPONENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

## Course Outcomes and Content Specifications for Core Courses

### CORE COURSE 1. Malayalam Literature in English Translation

Course Code	Course Title	Semester	Credit	Hours
1B01 ENG	Malayalam Literature in English Translation	I	5	6

#### Course Outcomes

CO 1: Understand the word ‘literature’ and ‘literary’ in a broad and inclusive perspective by reading select literary pieces and by applying critical reading strategies.

CO 2: Recognise and describe literary genres and its subclasses.

CO 3: Describe with examples select literary terms and concepts.

CO 4: Understand the basic issues related to translation and in that process develop a sensibility for native and local literatures.

CO 5: Use English to translate and describe everyday activities, regional themes and personal narratives by reading Malayalam literature in translation.

CO 5: Learn to read, enjoy, analyse and critically engage with select literary pieces on their own with minimum guidance.

#### Content Specifications

##### **Module 01 (2Hrs/Week)**

9. Unit 1 (Classroom Teaching)  
What is Literature? by SwapnaGopinath
10. Unit 2 (Classroom Teaching)  
“In the Flood” by ThakazhiSivasankaraPillai
11. Unit 3 (Self Study)  
“Mother” by Vaikom Muhammad Basheer
12. Unit 4 (Classroom Teaching)  
“The Girl who spreads light” by T. Padmanabhan
13. Unit 5 (Self Study)  
“Puranavam” by Chandramathi
14. Unit 6 (Classroom Teaching)  
“Bhagavatha” by Vijayalakshmi
15. Unit 7 (Self Study)  
“Writing” by AnithaThampi
16. Unit 8 (Classroom Teaching)  
“The Last Leaf” by Veeran Kutty
17. Unit 9 (Self Study)  
“Write, Write, Write, Write” by P Raman

**Module 02 (2 Hrs/Week)**

18. Unit 10 (Classroom Teaching)  
Approaches to Literature by Sreerag P. K.
19. Unit 11 (Classroom Teaching)  
“After the Hanging” by O V Vijayan
20. Unit 12 (Self Study)  
“The Scent of a Bird” by Madhavikkutty
21. Unit 13 (Classroom Teaching)  
“Madness” by C.Ayyappan
22. Unit 14 (Self Study)  
“Cucumber Town” by N Prabhakaran
23. Unit 15 (Classroom Teaching)  
“Right in Front of Our Eyes” by P.P.Ramachandran
24. Unit 16 (Self Study)  
“After the War” by Sachidanandan
25. Unit 17 (Classroom Teaching)  
“Antony Terrikan” by P N Gopikrishnan
26. Unit 18 (Self Study)  
“Lion Hunters” by D. Vinayachandran

**Module 03 (2 Hrs/Week)**

27. Unit 19 (Classroom Teaching)  
Translations: Crossing Borders by E.V. Fathima
28. Unit 20 (Classroom Teaching)  
“Amphibious Life” by SanthoshEchikkanam
29. Unit 21 (Self Study)  
“Scooter” by Sarah Joseph
30. Unit 21 (Classroom Teaching)Sreehari  
“My Sister’s Bible” by S Joseph
31. Unit 22 (Self Study)Sreehari  
“Etc. by M R Renukumar
32. Unit 23 (Classroom Teaching)  
“The Enchantress of Fried Fish” by Paul Zacharia
33. Unit 24 (Self Study)  
“The Days of Honour and Humiliation” by NithyaChaithanyaYathi

**Prescribed Textbook:** *Crossing the Borders: Malayalam Literature in English Translation* published by Saradhi Publishers

## Model Question Paper

### Malayalam Literature in English Translation 1B01 ENG

Duration : 3hrs

Max. Marks: 40

#### Section -A

**I.** Answer any **seven** in a sentence or two:

1. How does the dog prevent the thief from breaking into the hut through the rooftop crack?
2. How does a student benefit from the study of literature?
3. Why does the leaf wait with a “mischievous” smile for the ant’s mother?
4. How did Kuttihassan greet Vellayi-appan?
5. What did Terikkan become in his life?
6. Name some of the ways of approaching a literary work?
7. Where did the train come to a stop after derailment?
8. How did the snake survive in the well without eating the frog?
9. Why is the SSLC Book kept in the Bible?
10. How does Rabassa defend the charges against translations? (7x1=7 marks)

**II.** Answer any **three** in about 80 words each:

11. What was the real reason behind the demand of Indian labourers to South Africa?
12. Bring out instances from the story “Madness”, where Krishnankutty’s subservience to his wife becomes evident.
13. How do the animals respond to the presence of the train in their midst?
14. What were the reasons behind the narrator’s decision to commit suicide in “The Girl who spreads light?”
15. What constitutes the mighty *Bhagavatha* "that will end only when my life ends?" How is it different from the other *Bhagavatha* mentioned in the poem?

16. How did the frog win the battle of life and death? (3x3=9 marks)

**III.** Answer any **one** in about 200 words:

17. How does Zachariah succeed in exploring the colonial history of South Africa?

18. Consider the story “In the Flood ”as a fable that throws light on how human beings behave when there is a natural disaster.

19. Examine how the wife and daughter of Krishnankutty manifest the contrast between tradition and modernity. (1x8=8 marks)

### **Section B**

**IV.** Answer any **two** in 80 words each:

20. Comment on the title “The Scent of a Bird”

21. Influence of Gandhian thoughts in “Mother”

22. What do the poets convey about ‘art’ in “Lion Hunters” and “Writing.”

23. Narrate Yati’s experience of student life in your words.

24. Reflection of nuclear family in “Scooter” (2x4=8 marks)

### **Section C**

**V.** Read the passage given below and answer the following questions:

A sanctuary may be defined as a place where Man is passive and the rest of Nature active. Till quite recently Nature had her own sanctuaries, where man either did not go at all or only as a tool-using animal in comparatively small numbers. But now, in this machinery age, there is no place left where man cannot go with overwhelming forces at his command. He can strangle to death all the nobler wild life in the world to-day. Tomorrow he certainly will have done so, unless he exercises due foresight and self-control in the mean time.

There is not the slightest doubt that birds and mammals are now being killed off much faster than they can breed. And it is always the largest and noblest forms of life that suffer most. The whales and elephants, lions and eagles, go. The rats and flies, and all mean parasites, remain. This is inevitable in certain cases. But it is wanton killing off that I am speaking of tonight. Civilized man begins by destroying the very forms of wild life he learns to appreciate most when he becomes still more civilized. The obvious remedy is to begin conservation at an earlier stage, when it is easier and better in every way, by enforcing laws for close seasons, game preserves, the selective protection of certain species, and sanctuaries.

I have just defined a sanctuary as a place where man is passive and the rest of Nature active. But this general definition is too absolute for any special case. The mere fact that man has to protect a sanctuary



does away with his purely passive attitude. Then, he can be beneficially active by destroying pests and parasites, like bot-flies or mosquitoes, and by finding antidotes for diseases like the epidemic which periodically kills off the rabbits and thus starves many of the carnivores to death. But, except in cases where experiment has proved his intervention to be beneficial, the less he upsets the balance of Nature the better, even when he tries to be an earthly Providence.

### **Part -I**

1. What is the definition of a sanctuary according to the speaker?
2. Which group of creatures suffer most due to human atrocities?
3. What is the obvious remedy to the problem according to the speaker?
4. How can Man be beneficially active?
5. Choose the word from the passage which means 'that which cannot be avoided'.

(5x1=5 marks )

### **Part - II**

**VI.** Based on the passage given above answer any **one** of the following question in 80 words.

6. How does the author ironically contradict his/her own definition of sanctuary in the passage?
7. The narrator is purposefully using the pronoun 'he' to refer to human beings. Elucidate
8. Comment on the tone of the author as expressed in the passage.

(1x3=3marks)

## Malayalam Literature in English Translation 1B01 ENG

### Pattern of Question Paper

#### SECTION –A (Classroom Study)

- I. Seven out of ten short answer questions from Classroom Study section in all modules (7x1=7)
- II. Three out of six paragraph questions from Classroom Study section in all modules (3x3= 9)
- III. One out of three essay questions from Classroom Study section in all modules (1x8=8)

#### SECTION B (Guided Self-Study)

- IV. Two out of five paragraph questions from **Guided Self-Study** section of all modules (2x4=8)

#### SECTION C (Comprehension Passage)

##### V. Part –I

Five out of five short answer/ one word type questions based on the passage. (1x5=5)

##### Part – II

One out of three paragraph questions of analytical nature based on the passage. (1x3=3)

## 2. Academic Writing, Methodology and Research Project

Course Code	Course Title	Semester	Credit	Hours
2B02ENG	Academic Writing, Methodology and Research Project	II	5	6

### Course Outcomes

- ☐ 1. Understand and apply the nuances of academic writing.
- ☐ 2. Understand the various methodological as well as epistemological aspects of literary studies.
- ☐ 3. Familiarise with the approaches to literature.
- ☐ 4. Choose a tentative topic for the research project to be submitted in semester six.

### Content Specifications

Academic Documentation, MLA Style sheet, Citations and Acknowledgements, Format of an Academic Paper, Choosing a Topic, Paratextual Formalities, Ontological and Epistemological Aspects of Research, Methodology, Approaches to Literature, Schools of Theory, Logical Fallacies, Scientific Method.

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	80 %	40
INTERNAL	20%	10

**CONTINUOUS INTERNAL ASSESSMENT**

<b>COMPONENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

### 3. Old English to Medieval English Literature (500-1500)

Course Code	Course Title	Semester	Credit	Hour
3B03ENG	Old English to Medieval English Literature (500-1500)	III	3	4

#### Course Outcomes

- 1. Have an understanding of the contexts which produced Old English literature.
- 2. Read translation extracts from key texts of the Old English period
- 3. Understand the key aspects of Old English language.
- 4. Understand the key genres, authors, texts, styles and themes of the Medieval English Period.
- 5. Read excerpts from the variety of writings produced during this period.
- 6. Understand the key aspects of Medieval English dialects.

#### Content Specifications

**Historical Overview:** Roman Occupation, Anglo-Saxon Conquest, Kingship, Feudalism, The Church,  
**Literary Overview:** Language, Epic and Romance, The Rise of Theatre, The Church and Literature, Wealth and Wages, Men Writing about Women, Excerpts from Select Texts.

#### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

#### CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

#### 4. Renaissance and Restoration Literatures (1485-1780)

Course Code	Course Title	Semester	Credit	Hour
3B04ENG	Renaissance and Restoration Literatures (1485-1780)	III	4	5

#### Course Outcomes

- ☐ 1. Define Renaissance literature/ Problems of definition
- ☐ 2. Trace the relationship between political economy, cultural history and production of arts and literature during the early modern period
- ☐ 3. Read specimens of major works belonging to the Renaissance period.
- ☐ 4. Understand the problematics of “modernisation” of Britain including the development of political parties and parliamentary democracy through the cultural productions of Restoration period
- ☐ 5. Identify literary narratives that deal with slave trade and colonial aspirations.
- ☐ 6. Understand the development of literary criticism as a meta-narrative to literature.
- ☐ 7. Read specimens of major works belonging to the Restoration period.

#### Content Specifications

**Historical Overview: (Renaissance)** Tudor Sovereignty, 1485-1603- The Early Stuarts and the Interregnum-The British Nations-Culture and Society of the Renaissance- Politics, Power and Ideologies, Belief and Thought.

**(Restoration):** The Monarchy, 1660-1745, Restoration- The Exclusion Crisis- James II- The Glorious Revolution- Succession Crises- The South Sea Bubble- The Last Jacobite Rebellion- Agriculture- London’s Restorations- Urbanisation- Consumer Culture- Education- Marriage- Greenwich and Political Geography- Evangelism and Methodism.

**Literary Overview: (Renaissance)** Literacy and Education, Continuities, Innovations and Influences, Intellectual Influences, Writing, Production, Consumption and the Marketplace, Language- Forms, Genres, Styles- Authors, Texts, Subjects-Texts and Political Structures- Gender Roles and Relations- Love and Sexuality- Nationhood, Race, Colonialism and Empire- Excerpts from Select Texts of the Renaissance Period.

**(Restoration):** Literature and Letters- Restoration Poetry- Restoration Drama- The Origin of the Novel- Beginnings of Literary Criticism- The Enlightenment- The Royal Society and Institutions of Modern Science- Select Texts of the Restoration Period.

#### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

**CONTINUOUS INTERNAL ASSESSMENT**

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

**5. The Romantic Period (1780-1832)**

Course Code	Course Title	Semester	Credit	Hour
4B05ENG	The Romantic Period (1780-1832)	IV	4	5

**Course Outcomes**

- ▣ 1. Understand the cultural history of the period and recognise the features of literary romanticism
- ▣ 2. Trace the relationship between political economy, cultural history and production of arts and literature with reference to the romantic period
- ▣ 3. Read specimens of major works belonging to the period.

**Content Specifications**

**Historical Overview:** Culture and Society- The Industrial Revolution- Belief and Thought Systems- Politics, Power and Ideologies- The Slave Trade and Abolitionism-

**Literary Overview:** Influence of Industrial Revolution- Modes of Production and Consumption- The Literary Marketplace- The Periodicals- Authors, Texts and Subjects- Women Romantic Poets- Labouring Poets- The Romantic Novel- Romantic Drama- Class, Power and Politics- Land and Landscape- The Sublime and the Beautiful- Science- Gender and Sexuality- Nationhood, Empire and the Orient- Slavery- Select Texts of the Romantic Period.

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	80 %	40
INTERNAL	20%	10

**CONTINUOUS INTERNAL ASSESSMENT**

<b>COMPONENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

## 6. The Victorian Period (1832-1901)

Course Code	Course Title	Semester	Credit	Hour
4B06ENG	The Victorian Period (1832-1901)	IV	3	4

### Course Outcomes

- ▣ 1. Understand a range of Victorian literature in relation to a range of contexts including Victorian anxieties about modernity, madness, sexual transgression and disease.
- ▣ 2. Analyze the work of a range of Victorian writers, both canonical and less well-known, and with a range of genres including the novel, short story and poetry.
- ▣ 3. Identify and discuss theoretical discourses concerning class, sexuality, gender and colonialism as these illuminate a range of Victorian texts.
- ▣ 4. Understand and successfully deploy a range of terms and concepts integral to Victorian literature.

### Content Specifications

**Historical Overview:** Social and Political Transformations- Queen Victoria- Government, the Reform Acts, and the Beginnings of Mass Democracy- Benjamin Disraeli- Legislative Innovations and Social Reform- Religion- Science, Technology and Innovation- The Great Exhibition- Technological Travel, Commerce and the British Empire- Printing-

**Literary Overview:** Major Influences- Socio-political Background- Modes of Production and Consumption- The Literary Marketplace- Language and Forms- Genres and Styles- The Victorian Novel- Victorian Poetry- Pre-Raphaelites- Victorian Drama- Essays- Class Relations and Conflict- The Colonial Situation- Cityscapes- Victorian Ruralism- Science and Nature- The Crises of Faith- Gender Roles and Relations- Select Texts of the Victorian Period.

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10



**CONTINUOUS INTERNAL ASSESSMENT**

<b>COMPONENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

## 7. The Early Twentieth Century ((1901-1939))

Course Code	Course Title	Semester	Credit	Hour
5B07ENG	The Early Twentieth Century ((1901-1939))	V	4	6

### Course Outcomes

- ▣ 1. Understand the cultural, political, and stylistic protocols of modernism and its various literary movements.
- ▣ 2. Trace the relationship between political economy, cultural history and production of arts and literature
- ▣ 3. Read specimens of major works belonging to the period.

### Content Specifications

**Historical Overview:** Georgian Era- Discords within the Nation- Liberal Reform and the Rise of the Labour- Irish Home Rule- The First World War- Britain between the Wars- Politics, Economy and Social Change-

**Literary Overview:** Modernism- Modes of Production and Consumption- Forms, Genres and Styles of the Period- The First World War and Literature- Women in Society- Feminism and the Suffrage Movement- Psychology and Perception- Cubism- Select Texts of the Period.

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

## 8. The Late Twentieth and Twenty-First Centuries (1939-2015)

Course Code	Course Title	Semester	Credit	Hour
5B08ENG	The Late Twentieth and Twenty-First Centuries(1939-2018)	V	5	6

### Course Outcomes

- ▣ 1. Understand the cultural, political, and stylistic protocols of post-modernism and the various literary movements
- ▣ 2. Understand and apply the basics of the various reading strategies that emerged during the period
- ▣ 3. Read specimens of major works belonging to the period.

### Content Specifications

**Historical Overview:** Post-War Britain-Social, Political and Economic Change-The Welfare State- Culture and Identity- Belief and Thought-

**Literary Overview:** Literature and the Second World War- Realism, Modernism, Post-Modernism- The Twenty-First Century Novel- Post-Colonial English Writing- Modes of Production and Consumption during the Period- English Language- Post-Modern Fiction- Political Drama- Poetry and Diversity- Environmental Concerns- Class, Culture and Society- Gender and Sexuality- Empire, Race and National Identity- Select Texts of the Period.

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1	50%	5
TEST PAPER		
COMPONENT 2	25%	2.5
ASSIGNMENT		
COMPONENT 3	25%	2.5
SEMINAR /VIVA		

## 9. Postcolonial Literatures in English

Course Code	Course Title	Semester	Credit	Hour
5B09ENG	Postcolonial Literatures in English	V	5	6

### Course Outcomes

- ▣ 1. Understand the meaning, scope and issues related to the term postcolonial.
- ▣ 2. Read specimens of major works belonging to the genre.
- ▣ 3. Familiarise with the cardinal concepts of postcolonial theory.

### Content Specifications

**Historical Overview:** The British Empire- Orientalism- Motifs of the Empire- Maritime Power- Multiple Empires- The Scramble for Africa- Decolonisation- Neo-Colonialism-

**Literary Overview:** Defining Postcolonial Literature- Types of Colonies- Local Cultures- Modernism, Christianity and the Bible- Writing Back- Canon- Select Texts from Postcolonial Writings.

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

**10. Linguistics**

Course Code	Course Title	Semester	Credit	Hour
5B10ENG	Linguistics	V	4	5

**Course Outcomes**

- ☐ 1. Learn the theories regarding origin, development and history of languages.
- ☐ 2. Familiarise with the cardinal concepts related to “linguistics”.
- ☐ 3. Understand the modern directions in linguistic studies.

**EVALUATION**

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

**CONTINUOUS INTERNAL ASSESSMENT**

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

**11. Project**

Course Code	Course Title	Semester	Credit	Hour
6B11ENG	Project	VI	2	1

**Course Outcomes**

- 1. Learn and apply specific documentation styles and methodological formalities.
- 2. Critically engage with a literary theme or topic.
- 3. Understand the basic formalities regarding research in humanities.

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	75%	20
INTERNAL	25%	5

## 12. Critical Theory

Course Code	Course Title	Semester	Credit	Hour
6B12ENG	Critical Theory	VI	5	6

### Course Outcomes

- ☐ 1. Understand the basics of various theoretical positions in literary and culture studies.
- ☐ 2. Apply specific theoretical insights into the study of specific works of art as well as cultural articulations.
- ☐ 3. Understand the ideological assumptions underlying common-sense notions and canon formation.

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

### 13. Women's Writing

Course Code	Course Title	Semester	Credit	Hour
6B13ENG	Women's Writing	VI	4	5

#### Course Outcomes

- ☐ 1. Understand women's writing as a specific genre.
- ☐ 2. Appreciate the variety in women's literature and the correlation between such variety and specific socio-political contexts.
- ☐ 3. Understand the various dialogic positions within women's writing.

#### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

#### CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5



## 14. Indian Writing in English

Course Code	Course Title	Semester	Credit	Hour
6B14ENG	Indian Writing in English	VI	3	4

### Course Outcomes

- ☐ 1. Understand Indian Writing in English as a specific genre based on certain common socio-political contexts.
- ☐ 2. Understand the various dialogic positions within Indian Writing in English.
- ☐ 3. Understand the regional diversities and thematic plurality of IWE.

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

## 15. Film Studies

Course Code	Course Title	Semester	Credit	Hour
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6B15ENG	Film Studies	VI	4	5
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### Course Outcomes

- ▣ 1. Learn the basic terminology, technical aspects, and the major movements in the history of cinema.
- ▣ 2. Watch select movies and analyse them with an eye on technical, thematic and socio-political aspects.
- ▣ 3. Develop basic knowledge and familiarity with the various trends in Indian cinema.

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80%	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

### (DISCIPLINE SPECIFIC ELECTIVE COURSES)

Sem.	Course Code	Title of the Course	H/W	Credits

6	6B16 ENG-A	World Literature in Translation	4	4
6	6B16 ENG-B	Indian Writing in Translation	4	4
6	6B16 ENG-C	Writing for Media	4	4

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

### PART- 3 (GENERIC ELECTIVE COURSES IN ENGLISH)

Semester	Course Code	Name of the Course	H/W	Credits	EXAM HRS
5	5D01 ENG	English for Competitive Exams	2	2	2
5	5D02 ENG	Film Studies	2	2	2

5	5D03 ENG	Theatre Studies	2	2	2
5	5D04 ENG	Visual Arts	2	2	2
5	5D05 ENG	Sports Studies	2	2	2
5	5D06 ENG	Regional History	2	2	2
5	5D07 ENG	Philosophy of Science	2	2	2
5	5D08 ENG	Gender Studies	2	2	2

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	75%	20
INTERNAL	25%	5

### CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	2.5
COMPONENT 2 ASSIGNMENT	50%	2.5

**TOTAL CREDITS =**

**60** (Part 1 Core) + **4** (Part 2 Complimentary Elective Courses) + **2** (Part 3 Generic Elective Courses) = **66 Credits**

**TOTAL HOURS**

= **74** (Part 1 Core) + **4** (Part 2 Complimentary Elective Courses) + **2** (Generic Elective Courses) = **80 Hrs.**