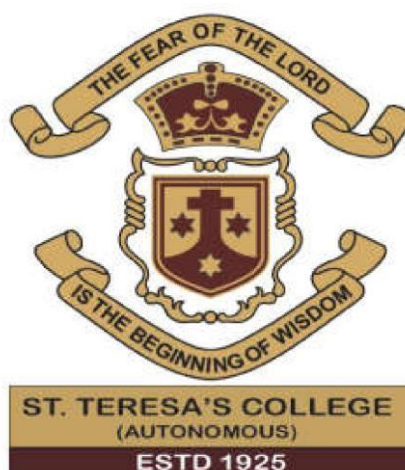


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**ST. TERESA'S COLLEGE (AUTONOMOUS)  
ERNAKULAM**

**Affiliated to Mahatma Gandhi University, Kottayam**



**CURRICULUM AND SYLLABI**

**COMMON COURSES IN ENGLISH FOR B.A., B.Sc., B.Com.**

**PROGRAMMES (MODEL I AND III)**

**Under Choice Based Credit & Semester System (2023  
Admission Onwards)**

**St. Teresa's College (Autonomous), Ernakulam Department  
of English**

**Board of Studies in English (2021-2024)**

Sl. No	Category	Name	Designation	Official Address
1	Chairperson (HOD)	Dr. Preeti Kumar.	Assistant Professor and	Department of English and Centre for Research, St. Teresa's College.

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			Research Guide	
2	Faculty Member	Dr. Maria Teresa Chakunny	Assistant Professor	Department of English, St. Teresa's College (Autonomous), Ernakulam
3	Faculty Member	Dr. Tania Mary Vivera	Assistant Professor and Research Guide	Department of English, St. Teresa's College (Autonomous), Ernakulam
4	Faculty Member	Dr. Jisha John	Assistant Professor	Department of English, St. Teresa's College (Autonomous), Ernakulam
5	Faculty Member	Dr. Jeena Ann Joseph	Assistant Professor and Research Guide	Department of English, St. Teresa's College (Autonomous), Ernakulam
6	Faculty Member	Ms. Athira Babu	Assistant Professor	Department of English, St. Teresa's College (Autonomous), Ernakulam
7	Faculty Member	Ms. Tessa Fani Jose	Assistant Professor	Department of English, St. Teresa's College (Autonomous), Ernakulam
8	Faculty Member	Ms. Lissy Jose	Assistant Professor	Department of English, St. Teresa's College (Autonomous), Ernakulam
9	Faculty Member	Ms. Niveda Sebastain	Assistant Professor on contract	Department of English, St. Teresa's College (Autonomous), Ernakulam
10	Faculty Member	Ms. Lakshmipriya P. Santhosh	Assistant Professor on contract	Department of English, St. Teresa's College (Autonomous), Ernakulam
11	Faculty Member	Ms. Elizabeth Maria	Assistant Professor on contract	Department of English, St. Teresa's College (Autonomous), Ernakulam
12	Faculty Member	Ms. Aleena Mariam Jacob	Assistant Professor on contract	Department of English, St. Teresa's College (Autonomous), Ernakulam
13	Faculty Member	Ms. Harsha Prince	Assistant Professor on contract	Department of English, St. Teresa's College (Autonomous), Ernakulam

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14	Subject Expert - 1 Outside MG University	Dr. Sushma V. Murthy	Associate Professor	Department of English, Christ [Deemed to be University], Bengaluru
15	Subject Expert - 2 Outside MG University	Dr. Kaustav Bakshi	Assistant Professor	Department of English & Centre for Advanced Studies, Jadavpur University, Kolkata
16	University Nominee	Dr. Suja Kurup	Director, Centre for Australian Studies	Institute of English University of Kerala Thiruvananthapuram
17	Representative from Industry/ Corporate Sector/ Allied field related to placement	Mr. Shelton Pinheiro	Executive Creative Director	Stark Communications, North Janatha Road, Palarivattom, Ernakulam
18	Representative from Industry/ Corporate Sector/ Allied field related to placement	Ms. V. Lakshmi Murali	Principal Consultant	Tata Consultancy Services, IIT Research Park, Taramani, Chennai
19	Alumni Representative	Dr. Jyotimol P	Associate Professor and Head of the Department	Department of English, Baselios College, Kottayam

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## PREFACE

The curriculum, which encompasses the totality of student experience, should ensure a collective and dedicated effort to birth an inspiring academic culture in a campus. It is this vision of quality knowledge, its production and transmission, that has fueled the Teresian quest for essential and elemental student development. St. Teresa's College has taken meticulous care in the conception of the new well-balanced curriculum by retaining the fundamental prerequisites mentioned by the University/Higher Education Council. With the constraints of a prescribed syllabus in mind, we have created an academic sanctuary, where a deeper access to knowledge is achievable to students and teachers as well.

The Syllabus restructuring of 2022 instigates opportunities of real-world learning to equip a modern scholar with the practicality of experience. As an autonomous institution under Mahatma Gandhi University, St. Teresa's College offers a significant number of Programmes with definite placement windows to the learners. Student knowledge and training across a range of subject areas is efficiently enriched by engaging them in workbased learning, as provided by the revised and restructured curriculum.

The indefatigable effort taken by the teachers in developing Programmes and Course outcomes is commendable. The blossoming of the cognitive and intellectual skills of the scholars, the initiation of a research mentality, and pragmatic skill sets to venture out confidently into a professional space, are the core off-shoots that are anticipated. The curriculum should equip the students to be educators themselves, with a voice that echoes global effectiveness.

I congratulate the efforts taken by the Principal Dr. Alphonsa Vijaya Joseph and her team for restructuring the syllabus in keeping with the latest demands in academia. We trust that the syllabus will transform minds to embark upon higher academic summits and thereby mould learners who will make significant contributions to the world. We look forward to sharing the outcomes of our restructured curriculum and the positive changes that would reshape the academic lives of all our scholars.

**Dr. Sr. Vinitha,**  
**Provincial Superior and Manager**

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## FOREWORD

The most significant characteristic of an autonomous college is its commitment to curriculum renewal or revision. Academic autonomy has granted the college the freedom to fine tune the syllabus keeping in mind the changing needs of the new generation of students, the new educational scenario in the global context and incorporation of skill based curricula. Revision of the syllabus implies responsibility and accountability and this in turn leads to excellence in academics and proactive governance. Education in the current scenario throws up a multitude of challenges and the curricula and syllabi ought to reflect the paradigm shift that has occurred in the various disciplines.

A revision of the syllabus is implemented by modifying the curriculum after review to evaluate the effectiveness of the curriculum after it has been implemented and to reflect on what students did and did not get out of it. In line with the new Educational policy, a big educational reform can be effected by restructuring of syllabi to maintain a high level of quality in the standard of education that we impart.

The three themes under Higher Education relevant to policy initiative for restructuring of the curriculum i.e., integrating skill development in higher education, linking higher education to society and integration of new knowledge are considered with utmost importance during revision of the syllabus.

Outcome-Based Education emphasizes that the learning process is innovative, interactive and effective, where the main goal is student achievement at the end of the learning period.

St. Teresa's College in its pursuit of imparting quality education has adopted Outcome Based Education (OBE) system that involves restructuring of curriculum, academic processes, teaching methodologies, assessment and evaluation systems in education to reflect the achievement of high order learning. It is a student-centric instruction model that focuses on measuring student performance through outcomes that include knowledge, skills and attitudes.

The revised syllabus and curriculum is the result of the combined efforts of the members of the Board of studies, curriculum expert committee and the syllabus committee who worked as a team to revise the syllabus and curriculum in the stipulated period. Active

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consultations were held with various stakeholders to elicit multiple perspectives in higher education which were incorporated in the new curriculum.

With sincere gratitude I acknowledge the instinct support and constant guidance extended by Rev. Dr. Sr. Vinitha, Provincial Superior and Manager, Rev. Sr. Emeline, Director, Dr. Sajimol Augustine M., Senior Administrator, Smt. Betty Joseph, Vice-Principal and Dr. Beena Job, Dean of self-financed programmes. I specially thank the team headed by Dr. Betty Rani Isaac, the Heads of the Departments and all the faculty members for their diligence, commitment and exceptional contribution towards this endeavour.

**Prof. Alphonsa Vijaya Joseph**

**Principal**

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## ACKNOWLEDGEMENT

I wish to place on record my sincere gratitude to those who worked on this syllabus for the Undergraduate programme in English Language and Literature. My first words of thanks are to the teaching staff of the Department of English who worked on every course, fine tuning it to the requirements of the students.

I also acknowledge our indebtedness to the external members of the Board of Studies - Dr. Sushma Murthy, Dr. Kaustav Bakshi, Dr. Suja Kurup, Ms. Lakshmi Murali, Mr. Shelton Pinhero, and Dr. Jyotimol P - for their wholehearted participation, insightful analysis, and indispensable advice and suggestions.

My thanks are also due to the IQAC coordinator, Dr. Kala M.S, the Curriculum Committee, the Syllabus Committee 2023, and the members of the IQAC who have been unhesitant in offering help whenever we appealed to them.

A note of acknowledgment to our Provincial Superior and Manager, Rev. Dr. Sr. Vinitha CSST; the Principal of St. Teresa's College, Dr. Alphonsa Vijaya Joseph; the Director, Rev. Sr. Emeline CSST; Senior Administrator, Dr. Sajimol Augustine M.; and the VicePrincipal, Smt. Betty Joseph, for their determination and insistence that the college meet the highest academic standards, and for their motivation, direction, and encouragement in every venture on which we set forth.

And finally, reverential thanks to the Greater Guide above us who makes our work meaningful.

With gratitude,

**Dr. Preeti Kumar**  
**Chairperson**

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## **PREAMBLE**

The courses introduce the students to the essence and aesthetics of English Language and Literature. They serve to familiarize the students with different forms of literatures. It helps the students to refine their communicative skills by providing special focus to improving their grammar, listening and writing skills. Discussion of diverse literary forms enables the students to become active readers of literature with well-defined perspectives. The learners are exposed to the concepts of nationalism, secularism, democracy and love of nature through literary works. The courses are framed to guide the students to develop social commitment and an inclusive world view.

The course has also been tailored towards an Outcome Based Education. Outcome based education involves assessment and evaluation practices in education reflecting the attainment of expected learning and mastery in the programme. It is a systematic way to determine if a programme has achieved its goal. This approach of learning makes the student an active learner, the teacher a good facilitator, and together they lay the foundations of lifelong learning. The process includes framing of specific course outcomes at various appropriate levels of taxonomy, mapping the course outcomes with the Programme Specific Outcomes and finally calculating the course attainment based on the marks scored by the student in both the Internal and External assessments. The study aims at introducing the student to the tremendous scope of English language today with special emphasis on career opportunities. The courses are designed keeping in mind the changing demands of the job market.

## **PROGRAMME OUTCOMES (PO)**

On completion of any undergraduate programme from St. Teresa's College (Autonomous), Ernakulam, students should be able to demonstrate the programme outcomes listed below:

### **PO1: Disciplinary Knowledge**

- Demonstrate a mastery of the fundamental knowledge and skills required in the discipline to function effectively as an entry-level professional in the field.

### **PO2: Scientific Temper**

- Experiment with new approaches, challenge existing knowledge boundaries and take informed action to solve problems related to society.
- Identify, define, and deal with problems through logical, analytical, and critical thinking acquired from different domains of knowledge.

### **PO3: Research and Digital Competence**

- Develop a research culture for lifelong learning and demonstrate competency in creating new knowledge.
- Analyse and choose from available data and information sources to communicate, collaborate and network through a range of digital media.

### **PO4: Communication Skills**

- Develop language proficiency through interactions embedded in meaningful contexts.
- Demonstrate communicative competence particularly using technology in social and global environments.

### **PO5: Leadership, Teamwork, and Interpersonal Skills ●**

Function effectively both as leader and/or member of a team.

- Collaborate and interact effectively with others.

### **PO6: Moral and Ethical Awareness and Social Responsibility**

- Demonstrate national and social responsibility
- Engage in activities that contribute to the betterment of society, with a preference for the service for the economically challenged and the marginalised.

## **COURSE DESIGN**

There are two Common Courses in each semester for **BA/ BSc Programmes** in the first year and one Common Course in each semester in the second year giving a total of 6 courses across four semesters for **Model I** (Regular and Self- financing).

For the **B.Com Programme** (Regular and Self-financing), there will be one Common Course in each semester in the first two years with a total of 4 Courses across four semesters.

There are two Common Courses **for the BA/ BSc Programmes**, one in each semester in the first year for **Model III**.

### **Scheme of Courses**

<b>Programme</b>	<b>No.</b>	<b>Credits</b>
<b>BA/BSc (Model I)</b>	6	22
<b>BA/BSc (Model III)</b>	2	8
<b>BCom</b>	4	14

## **COURSE CODE FORMAT**

The programme is coded according to the following criteria.

1. The first letter plus second letter/any letter from the programme ie., **EN**
2. One digit to indicate the semester. i.e., **EN1 (English, 1<sup>st</sup> semester)**
3. One letter from the type of courses such as, **A** for common course, **B** for Complementary course, **C** for Core course, **D** for Open course, ie..., **EN1C (English, 1<sup>st</sup> semester Core course)**, **PR** for project and **I** for Internship.
4. Two digits to indicate the course number of that semester. ie..., **EN1C01 (English, 1<sup>st</sup> semester, Core course, course number is 01)**
5. The letter **B** to indicate Bachelor's Programme.

6. **EN1C01B** (English, 1<sup>st</sup> semester, Core course, courses number 01, and **B** for bachelors Programme)
7. **23 to indicate the year. i.e., EN1C01B23**
8. English Project: **EN6PRB123**

**PROGRAMME STRUCTURE**

						<b>Max Marks</b>
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No.	Course Code	Title of Paper	Programmes for which it is offered	Hours/ week	Credits	ISA	ESA
1.	EN1A01B23	Fine-tune Your English	BA/BSc/BCom (Model I & Model III)	5	4	20	80
2.	EN1A02B23	Pearls from the Deep	BA/ BSc (Model I)	4	3	20	80
3.	EN2A03B23	Issues that Matter	BA/BSc/BCom (Model I & Model III)	5	4	20	80
4.	EN2A04B23	Savouring the Classics	BA/ BSc (Model I)	4	3	20	80
5.	EN3A05B23	Literature and/as Identity	BA/ BSc (Model I)	5	4	20	80
6.	EN4A06B23	Illuminations	BA/ BSc (Model I)	5	4	20	80
7.	EN3A07B23	Gems of Imagination	BCom (Model I)	3	3	20	80
8.	EN4A08B23	Revisiting the Classics	BCom (Model I)	3	3	20	80

### **Scheme of Common Courses**

<b>COMMON COURSES FOR BA / BSc (Model I)</b>					
<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Contact Hours/Week</b>	<b>Credit</b>	<b>Semester</b>	<b>Total No. of Hours</b>
EN1A01B23	Fine-tune Your English	5	4	1	90
EN1A02B23	Pearls from the Deep	4	3	1	72
EN2A03B23	Issues that Matter	5	4	2	90
EN2A04B23	Savouring the Classics	4	3	2	72
EN3A05B23	Literature and/as Identity	5	4	3	90
EN4A06B23	Illuminations	5	4	4	90

<b>COMMON COURSES FOR BCom</b>					
<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Contact Hours/Week</b>	<b>Credit</b>	<b>Semester</b>	<b>Total No. of Hours</b>
EN1A01B23	Fine-tune Your English	5	4	1	90
EN2A03B23	Issues that Matter	5	4	2	90
EN3A07B23	Gems of Imagination	3	3	3	54
EN4A08B23	Revisiting the Classics	3	3	4	54

<b>COMMON COURSES FOR BA / BSc. (Model III)</b>					
<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Contact Hours/Week</b>	<b>Credit</b>	<b>Semester</b>	<b>Total No. of Hours</b>
EN1A01B23	Fine-tune Your English	5	4	1	90
EN2A03B23	Issues that Matter	5	4	2	90

## **EXAMINATIONS**

The external theory examination of all semesters shall be conducted by the College at the end of each semester. Internal evaluation is to be done by continuous assessment.

Examinations have two parts: Internal or In-Semester Assessment (ISA) & External or End–Semester Assessment (ESA). The ratio between ISA and ESA shall be 1:4. Both internal and external marks are to be rounded to the next integer.

### **MARKS DISTRIBUTION FOR END-SEMESTER ASSESSMENT (ESA) AND IN-SEMESTER ASSESSMENT (ISA)**

Marks distribution for ESA and ISA and the components for internal evaluation with their marks are shown below:

Components of the internal evaluation and their marks are as below.

#### **For all courses without practical**

a) End–Semester Assessment (ESA): 80 marks

b) In-Semester Assessment (ISA): 20 marks

<b>ISA - Theory</b>	<b>Marks</b>
<b>Attendance</b>	<b>5</b>
<b>Assignment</b>	<b>5</b>
<b>Test papers (2 x 5)</b>	<b>10</b>
<b>Total</b>	<b>20</b>



**Attendance:**

<b>% of Attendance</b>	<b>Marks</b>
<b>&gt;90% or above</b>	<b>5</b>
<b>Between 85 and below 90</b>	<b>4</b>
<b>Between 80 and below 85</b>	<b>3</b>
<b>Above 75 and below 80</b>	<b>2</b>
<b>75 %</b>	<b>1</b>
<b>&lt; 75</b>	<b>0</b>

**ASSIGNMENTS**

At least one assignment should be done in each semester for all Common Courses.

**IN-SEMESTER ASSESSMENT - TEST PAPERS**

Two internal test papers are to be attended in each semester for each Common Course paper. The evaluations of all components are to be published and are to be acknowledged by the students. All documents of internal assessments are to be kept in the college for two years. The responsibility of evaluating internal assessment is vested on the teachers who teach the course.

**END-SEMESTER ASSESSMENT:**

The End-Semester examination of all courses shall be conducted by the College at the close of each semester. For reappearance/ improvement, students can appear along with the next batch.

**Pattern of Question Paper:**

A question paper shall be a judicious mix of short answer type, short essay type and long essay type questions. For each course the End-semester Assessment is of 3 hours duration. The question paper has 3 parts. Part A contains 12 short answer questions of which 10 are to be answered. Part B contains 9 short essay questions of which 6 are to be answered. Part C has 4 long essay questions of which 2 are to be answered.

### **GRADES**

Assigned on a 10-point scale based on the total percentage of marks (ISA + ESA) for all Common Courses

<b>% of marks</b>	<b>Grade</b>	<b>Grade point</b>
<b>&gt;95</b>	<b>S - Outstanding</b>	<b>10</b>
<b>85 - 95</b>	<b>A<sup>+</sup> - Excellent</b>	<b>9</b>
<b>75 - 85</b>	<b>A - Very good</b>	<b>8</b>
<b>65 - 75</b>	<b>B<sup>+</sup> - Good</b>	<b>7</b>
<b>55 - 65</b>	<b>B - Above average</b>	<b>6</b>
<b>45 - 55</b>	<b>C - Satisfactory</b>	<b>5</b>
<b>35 - 45</b>	<b>D - Pass</b>	<b>4</b>
<b>&lt;35</b>	<b>F - Failure</b>	<b>0</b>
	<b>Ab - Absent</b>	<b>0</b>

**PASS CRITERIA:**

- A separate minimum of 30% marks each for ISA and ESA and aggregate minimum of 35% is required for a pass in a course.
- For a pass in a programme, a separate minimum of Grade D is required for all the individual courses.
- If a candidate secures F Grade for any one of the courses in a semester/programme, only F grade will be awarded for that semester/programme until she improves this to D Grade or above within the permitted period.
- Students who complete the programme with D grade will have one betterment chance within 12 months, immediately after the publication of the result of the whole programme.

**CREDIT POINT AND CREDIT POINT AVERAGE**

Calculation of Credit Point (CP) of a course:

$$CP = C \times GP$$

C = Credit; GP = Grade point

Semester Credit Point Average (SCPA) of a semester:

$$SCPA = TCP/TC$$

TCP = Total Credit Point of that semester

TC = Total Credit of that semester

Cumulative Credit Point Average (CCPA) is calculated:

$$CCPA = TCP/TC$$

TCP = Total Credit Point of that programme

TC = Total Credit of that programme

**CREDIT POINT AVERAGE (CPA)**

CPA of different category of courses viz. Common courses, Complementary courses, Core courses etc. are calculated:

$$CPA = TCP/TC$$

TCP = Total Credit Point of a category of course

TC = Total Credit of that category of course

Grades for the different courses, semesters and overall programme are given based on the corresponding GPA

<b>GPA</b>	<b>Grade</b>
<b>Equal to 9.5 and above</b>	<b>S - Outstanding</b>
<b>Equal to 8.5 and &lt; 9.5</b>	<b>A<sup>+</sup> - Excellent</b>
<b>Equal to 7.5 and &lt; 8.5</b>	<b>A - Very good</b>
<b>Equal to 6.5 and &lt; 7.5</b>	<b>B<sup>+</sup> - Good</b>
<b>Equal to 5.5 and &lt; 6.5</b>	<b>B - Above average</b>
<b>Equal to 4.5 and &lt; 5.5</b>	<b>C - Satisfactory</b>
<b>Equal to 4 and &lt; 4.5</b>	<b>D - Pass</b>
<b>Below 4</b>	<b>F - Failure</b>

- For reappearance/improvement of Semesters I, II, III & IV, candidates have to appear along with the next batch.
- Notionally registered candidates can also apply for the said supplementary examinations.
- A student who registers her name for the end semester assessment for a semester will be eligible for promotion to the next semester.
- A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester.
- A candidate who has not secured minimum marks/credits in ISA can re-do the same registering along with the ESA for the same semester, subsequently.
- There shall be no improvement for internal evaluation.

**All rules and regulations are subject to change as and when modified by M. G. University to which St. Teresa's College (Autonomous) is affiliated.**

## **SYLLABI FOR COMMON COURSES**

### **SEMESTER I COMMON COURSE EN1A01B23 – FINE TUNE YOUR ENGLISH**

**Credits: 4**

**Hours per week: 5**

**Total Lecture**

**Hours: 90**

#### **Course Overview and Context:**

The course aims at training students in the usage of English Language in various contexts and enabling them to communicate effectively in English. It also aims at re-introducing the students to the basics of grammar and its usage.

The course enables the students to improve their LSWR skills thereby enhancing their formal communication and employability. It equips students to speak English confidently and effectively in a wide variety of situations.

The course aids the students to improve their reading efficiency by refining their reading strategies and developing the ability to compose pieces of literary writing, free of grammatical errors.

**Course Outcomes:**

**CO1:** Recognize the basics of English grammar. (Remember)

**CO2:** Choose the appropriate word classes. (Apply)

**CO3:** Identify common errors in the use of English language in various contexts.  
(Understand)

**CO4:** Apply the rules of grammar to comprehend, speak, and write grammatically correct English. (Apply)

**CO5:** Compose materials for business communication. (Create)

**Syllabus Content**

**Module 1 (18 Hours)**

**The Sentence and its Structure**

How to Write Effective Sentences – Phrases: What are They? – The Noun Clauses – The Adverb Clause – “If All the Trees Were Bread and Cheese” – The Relative Clause – How Clauses are Conjoined

**Module 2 (18 Hours)**

**Word-Classes and Related Topics**

Understanding the Verb – Understanding Auxiliary Verbs – Understanding Adverbs – Understanding Pronouns – The Reflexive Pronoun – The Articles I – The Articles II – The Adjective – Phrasal Verbs – Mind your Prepositions

**Module 3 (18 Hours)**

**To Err is Human**

Concord – Errors – Common and Uncommon

**Spelling and Pronunciation**

Pronunciation: Some Tips – More Tips on Pronunciation – An awesome Mess? – Spelling Part II

**Module 4**

**(18 Hours)**

**Tense and Related Topics**

‘Presentness’ and Present Tenses – The ‘Presentness’ of a Past Action –The Past Tense -  
Futurity in English – Passivisation

**Interrogatives and Negatives**

Negatives – How to Frame Questions – The Question Tag

**Module 5**

**(18 Hours)**

**Conversational English**

Some time expressions – Is John There Please?

**Miscellaneous and General Topics**

Reading

Letter Writing

**In addition, there will be an essay question on a general topic.**

**Learning Resources**

□ **Core Text:** *Fine-tune Your English* by Dr. Mathew Joseph. Orient Blackswan and  
Mahatma Gandhi University

**Credits:**

**SEMESTER I COMMON COURSE  
EN1A02B23 – PEARLS FROM THE DEEP**

**3**

**Hours per week: 4**

**Total Lecture Hours: 72**

**Course Overview and Context:**

The course offers a panoramic view of the literary wonders created by authors from diverse cultures, nations and ages. It seeks to develop in the learners an appreciation of the subtle nuances of literary expression and appreciate the creative and literary value of texts of various genres.

The course seeks to enhance the analytical skills of the learners, helping them to appreciate the aesthetic value of literature. The study of translated works as part of the course enables them to learn and understand the subtle nuances of translation. It intends to improve the learners' use of language as a means of subjective expression.

The course is an introduction to the kaleidoscopic realities of life, prompting the learners to ask pertinent questions regarding identity, history, culture, values and so on. It addresses the issues of gender and patriarchy, aiding the students to develop perspectives and opinions.

**Course Outcomes:**

**CO1:** Name prominent literary figures and recognize various literary devices.

(Remember)

**CO2:** Analyze inherent themes and motive. (Analyze)

**CO3:** Identify the nuances of the age in which the literary work was written.

(Understand)

**CO4:** Examine the different aspects of theatre. (Apply)

**Syllabus Content**

**Module 1 (Fiction)**

**(18 hours)**



Ernest Hemingway: The Old Man and the Sea

**Module 2 (One Act Plays) (18 hours)**

Susan Glaspell: Trifles

Asif Currimbhoy: The Refugee

A.A Milne: The Boy Comes Home

**Module 3 (Short Stories) (18 hours)**

Guy De Maupassant: Two Friends

O. Henry: The Gift of the Magi

K.A Abbas: Sparrows

Flora Annie Steel: Valiant Vicky, the Brave Weaver

**Module 4 (Poems) (18 hours)**

Rumi: The Chance of Humming

Walter Scott: Lochinvar

John Keats: La Belle Dame Sans Merci

Robert Frost: After Apple Picking

Chinua Achebe: Refugee Mother and Child

Kamala Das: My Grandmother's House

Ted Hughes: Jaguar

Pablo Neruda: Tonight I Can Write the Saddest Lines P.P

Ramachandran: How Simple!

**Learning Resources**

- Core Text: *Pearls from the Deep*. Cambridge University Press and Mahatma Gandhi University

**Credits:**

**SEMESTER II COMMON COURSE  
EN2A03B23 – ISSUES THAT MATTER 4**

**Hours per week: 5**

**Total Lecture Hours: 90**

**Course Overview and Context:**

The course aims at sensitizing the learners about contemporary socio-political issues of concern and thereby enabling the students to grow into responsible citizens taking pride in the secular and democratic traditions of the country.

The course aids students in identifying the major issues and responding rationally and positively towards it. The various mindfully crafted pieces of literature helps students to enhance their linguistic skills as well as to internalize the values articulated through it. It also enables students to re-orient oneself as a conscious, concerned, conscientious human being.

The course inculcates a cosmopolitan outlook on the students and will help them raise their voices and fight against the divisive forces in the society. Moreover, it makes the students aware of the consequences of the mindless exploitation of the environment.

**Course Outcomes:**

**CO1:** Identify the major issues of contemporary significance (Remember)

**CO2:** Discuss the consequences of war and refugee crisis with respect to the psychological dimension (Understand)

**CO3:** Employ theoretical learning in classrooms to current developments in the world (Apply)

**CO4:** Critique the diverse experiences, both historical and contemporary, to create a more informed vision of the future (Evaluate)

**CO5:** Develop oneself as a conscious, concerned, conscientious human being (Create)

## **Syllabus Content**

### **Module 1**

**(18 hours)**

The Unsundered People – Kenzaburo Oe

The Old Prison – Judith Wright

War – Luigi Pirandello

### **Module 2**

**(18 hours)**

Persuasions on the Power of the Word:

On Censorship – Salman Rushdie

Peril – Toni Morrison

The Burning of the Books – Bertolt Brecht

The Censors – Luisa Valenzuela

### **Module 3**

**(18 hours)**

“The Poisoned Bread” – Bandhu Madhav

A Trip Westward – Zitkala-Sa

“The Pot Maker” – Temsula Ao

### **Module 4**

**(18 hours)**

Does it Matter? – Richard Leakey

On Killing a Tree – Gieve Patel

Hagar: A Story of a Woman and Water (Gift in Green (chapter 2)) – Sarah Joseph

### **Module 5**

**(18 hours)**

Understanding Refugeeism: An Introduction to Tibetan Refugees in India

Refugee Blues – W.H Auden

The Child Goes to the Camp (from Palestine's Children) – Ghassan Kanafani

**Credits:**

**Learning Resources**

- Core Text: *Issues that Matter*

**SEMESTER II COMMON COURSE**

**EN2A04B23 – SAVOURING THE CLASSICS 3**

**Hours per week:**

**4Total Lecture Hours: 72**

**Course Overview and Context:**

The course offers a voyage through the perennial world of classics produced by literary geniuses around the world. Samples and excerpts have been selected from a wide range of literatures including Greek, Italian, Russian, French and Indian English. A re-reading of these works in the contemporary time reinforce our belief in the universals of human experience. The course also assists the students to understand the characteristics of different genres and the functions of various literary devices used to describe the human condition.

The study of poems, novel excerpts, plays and short fiction in the course will aid the students to develop analytical skills, critical thinking and creative writing competencies. The texts included in the course also offer insights about the dynamics of social life, cultural ethos, gender relations, human passions, question of justice, problems of representation, etc.

**Course Outcomes:**

**CO1:** Recognize the time-tested literary masterpieces from diverse cultures (Remember)

**CO2:** Identify the representative authors from various genres (poetry, drama, novel, short fiction) (understand)

**CO3:** Recite celebrated lines from Classic works (Remember)

**CO4:** Discuss the 'universals' of human condition (Understand)

## **Syllabus Content**

### **Module 1 (Poems) (18 hours)**

Homer: "Father and Son" (Odyssey Book 16: 113-189) (Translated by Robert Fagles)

Kalidasa: "Lovely is Youth" (Translated by J.G Jennings)

Omar Khayyam: Rubaiyat (quatrains: 25-28) (Translated by Edward Fitzgerald)

Dante: Dante meets Virgil (Inferno Canto 1: 49-102) (Translated by J.G Nichols)

John Milton: "On his Blindness"

### **Module 2 (Shakespeare Excerpts) (18 hours)**

Romeo and Juliet: Act II, Scene ii

The Merchant of Venice: Act IV, Scene i

### **Module 3 (Novel Excerpts) (18 hours)**

Miguel de Cervantes: *Don Quixote* (Chapter 8) (Translated by Edith Grossman)

Jane Austen: *Pride and Prejudice* (Chapters 1-6)

Victor Hugo: *Les Miserables* (Part 1- Fantine, Book II, Chapters 9-13) (Translated by Christine Donougher)

### **Module 4 (Short Fiction) (18 hours)**

Charles Dickens: The Black Veil

Leo Tolstoy: How Much Land Does a Man Need? (Translated by Louise & Aulmer Maude)

Rabindranath Tagore: Kabuliwala (Translated by Mohammad A Quayum)

Jorge Louis Borges: The Shape of the Sword (Translated by Andrew Hurley)

**Credits:**

**Learning Resources**

□ Core Text: *Savouring the Classics*

**Recommended Reading**

- Italo Calvino: *Why Read the Classics?*
- A. C. Bradley: *Shakespearean Tragedy*
- Katherine Armstrong: *Studying Shakespeare: A Practical Introduction*
- Gemma McKenzie: *Foundations of European Drama*
- Harold Bloom: *The Western Canon*
- Jeremy Hawthorn: *Studying the Novel*
- C. Marydas: *Shakespearean Aesthetics for University Wits* **SEMESTER III**

**COMMON COURSE**

**EN3A05B23 – LITERATURE AND/AS IDENTITY 4**

**Hours per week: 5**

**TotalLectureHours: 90**

**Course Overview and Context**

The course is intended to sensitize students to the various ways in which literature serves as a platform for forming, consolidating, critiquing and re-working the issue of identity at various levels.

Students of the course will develop their skills of critical thinking and literary analysis. It also provides the student with the ability to evaluate the social and cultural contexts of the writing.

The course is an introduction to the patterns and negotiations of identity formation – from diasporic to regional and alter identity and how identity is constructed in literature. It highlights various aspects of human values and focuses on issues related to discrimination based on gender, caste, class and nationality.

**Course Outcomes:**

**CO1:** Explain how literature problematizes identity. (Understand)

**CO2:** Analyze the quest for identity in the Indian diaspora. (Analyze)

**CO3:** Illustrate the effects of partition and communal violence in South Asian Literature. (Analyze)

**CO4:** Critique the social construction of identity. (Evaluate)

**Syllabus Content**

**Module 1 (Diasporic Identities)**

**(18 hours)**

Agha Shahid Ali: Postcard from Kashmir

Amy Tan: Mother Tongue

Intiaz Dharker: At the Lahore Karhai

Chitra Banerjee Divakaruni: Indian Movie, New Jersey

**Module 2 (South Asian Identities)**

**(18 hours)**

Sadaat Hasan Manto: The Dog of Titwal

Intizar Hussain: A Chronicle of the Peacocks

Selina Hossain: Fugitive Colours

Punyakante Wijenaik: That Deep Silence

**Module 3 (Life Writings)**

**(18 hours)**

Malcolm X: —Nightmare, excerpt from *The Autobiography of Malcolm X*.

Sashi Deshpande: Learning to be a Mother in *Janani— Mothers, Daughters, Motherhood*, (Ed.) Rinki Bhattacharya.

**Module 4 (Indigenous Identities)**

**(18 hours)**

Leslie Marmon Silko: Lullaby

*Garhwali Songs in Painted Words- An Anthology of Tribal Literature* – Edited by G.N. Devy

Mamang Dai: Pinyar the Widow (Excerpt from Legends of Pensam)

**Credits:**

**Module 5 (Alter Identities)**

**(18 hours)**

Nathaniel Hawthorne: The Birthmark

Girish Karnad: Hayavadana (Excerpt)

Ruskin Bond: The Girl on the Train

**Learning Resources**

□ Core Text: *Literature and/as Identity*

**SEMESTER IV COMMON COURSE**

**EN4A06B23 – ILLUMINATIONS 4**

**Hours per week: 5**

**Total Lecture Hours: 90**

**Course Overview and Context:**

The course introduces students to the different forms of inspiring and motivational literature. It provides an understanding of world literature and helps to gain multiple perspectives of life from the viewpoint of great minds.

At the end of the course, the student will be able to maintain a positive attitude to life and develop skills to evaluate and overcome setbacks based on the insights that these texts provide. The course through its focus on the life and experiences of leaders from different arenas will also improve critical and analytical skills.



The course directly focuses on human values and emotions through essays on the notions of courage, happiness and failure.

**Course Outcomes:**

**CO1:** Discover life lessons through the study of life sketches. (Understand)

**CO2:** Explain multiple perspectives of life from the viewpoint of great minds. (Understand)

**CO3:** Apply the language skills acquired in academic and non-academic contexts. (Apply)

**CO4:** Analyze creative texts with a special focus on human emotions and the spirit of survival. (Analyze)

**CO5:** Critique the conventional notions of happiness, courage and failure. (Evaluate)

**Syllabus Content**

**Module 1- Life Sketches (18 hours)**

Helen Keller: Three Days to See

Jesse Owens: My Greatest Olympic Prize

Thus Spoke Sudarshan: An Interview with God's Own Physicist Compiled from E C G Sudarshan's interviews

**Module 2- Essays (18 hours)**

Stephen Leacock: Are the Rich Happy?

A.G. Gardiner: On Courage

**Module 3- Speeches (18 hours)**

Lafcadio Hearn: On Reading

J.K. Rowling: The fringe benefits of failure and the importance of imagination

Chimamanda Ngozi Adichie: An Ode to Makeup

**Module 4- Short Stories (18 hours)**

**Credits:**

Oscar Wilde: The Nightingale and the Rose

George Orwell: Roucolle, the Miser

John Galsworthy: Quality

Alice Walker: Everyday Use

**Module 5- Poems**

**(18 hours)**

William Ernest Henley: Invictus

Robert Frost: The Road Not Taken

Kahlil Gibran: Of Good and Evil

Maya Angelou: Still I Rise

**Learning Resources**

□ Core Text: *Illuminations*

**SEMESTER III COMMON COURSE  
EN3A07B23 – GEMS OF IMAGINATION**

3

**Hours per week: 3**

**Total Lecture Hours: 54**

**Course Overview and Context:**

The course offers a panoramic view of the literary wonders created by authors from diverse cultures, nations and ages. It seeks to develop in the learners an appreciation of the subtle nuances of literary expression and appreciate the creative and literary value of texts of various genres.

The course seeks to enhance the analytical skills of the learners, helping them to appreciate the aesthetic value of literature. The study of translated works as part of the course enables them to learn and understand the subtle nuances of translation. It intends to improve the learners' use of language as a means of subjective expression.

The course is an introduction to the kaleidoscopic realities of life, prompting the learners to ask pertinent questions regarding identity, history, culture, values and so on. It addresses the issues of gender and patriarchy, aiding the students to develop perspectives and opinions.

**Course Outcomes:**

**CO1:** Identify different genres of English literature. (Understand)

**CO2:** Develop vocabulary through reading varied texts. (Apply)

**CO3:** Analyze inherent themes and motives. (Analyze)

**CO4:** Critically evaluate the different modalities of poetry (Evaluate)

**Syllabus Content**

**Module1 (Fiction) (18hours)**

Ernest Hemingway: The Old Man and the Sea

**Module 2 (Short Stories) (18hours)**

Guy De Maupassant: Two Friends

O. Henry: The Gift of the Magi

K. A. Abbas: Sparrows

Flora Annie Steel: Valiant Vicky, the Brave Weaver

**Module 3 (Poems) (18 hours)**

Rumi: The Chance of Humming

Walter Scott: Lochinvar

John Keats: La Belle Dame Sans Merci

Robert Frost: After Apple Picking

Chinua Achebe: Refugee Mother and Child

Kamala Das: My Grandmother's House

Ted Hughes: Jaguar

**Credits:**

Pablo Neruda: Tonight I Can Write the Saddest Lines P.

P. Ramachandran: How Simple!

**Learning Resources**

□ Core Text: *Gems of Imagination*. Cambridge University Press and Mahatma Gandhi University.

**SEMESTER IV COMMON COURSE**

**EN4A08B23 – REVISITING THE CLASSICS 3**

**Hours per week: 3**

**Total Lecture Hours: 54**

**Course Overview and Context:**

The course offers a voyage through the perennial world of classics produced by literary geniuses around the world. Samples and excerpts have been selected from a wide range of literatures including Greek, Italian, Russian, French and Indian English. A re-reading of these works in the contemporary time reinforce our belief in the universals of human experience. The course also assists the students to understand the characteristics of different genres and the functions of various literary devices used to describe the human condition.

The study of poems, novel excerpts and plays in the course will aid the students to develop analytical skills, critical thinking and creative writing competencies. The texts included in the course also offer insights about the dynamics of social life, cultural ethos, gender relations, human passions, question of justice, problems of representation, etc.

**Course Outcomes:**

**CO1:** Identify the representative authors from various genres (Remember)

**CO2:** Discuss the 'universals' of the human condition. (Understand)

**CO3:** Interpret time- tested classics from diverse cultures (Apply)

**CO4:** Explain celebrated lines from classic works (Analyze)

## **Syllabus Content**

### **Module1 (Poems)**

**(18 hours)**

Homer: "Father and Son" (Odyssey Book 16: 113-189) (Translated by Robert Fagles)

Kalidasa: "Lovely is Youth" (Transalted by J.G Jennings)

Omar Khayyam: Rubaiyat (quatrains: 25-28) (Translated by Edward Fitzgerald)

Dante: Dante meets Virgil (Inferno Canto 1: 49-102) (Translated by J.G Nichols)

John Milton: "On his Blindness"

### **Module 2 (Shakespeare Excerpts)**

**(18 hours)**

*Romeo and Juliet*: Act II, Scene II and Act V Scene III

### **Module 3 (Novel Excerpts)**

**(18 hours)**

Miguel de Cervantes: *Don Quixote* (Chapter 8) (Translated by Edith Grossman)

Jane Austen: *Pride and Prejudice* (Chapters 1-6)

Victor Hugo: *Les Miserables* (Part 1 – Fantine, Book II, Chapter 9-13) (Translated by Christine Donougher)

## **Learning Resources**

□ Core Text: *Revisiting the Classics*

## **Recommended Reading**

- Italo Calvino: *Why Read the Classics?*
- A. C. Bradley: *Shakespearean Tragedy*
- Katherine Armstrong: *Studying Shakespeare: A Practical Introduction*
- Gemma McKenzie: *Foundations of European Drama*
- Harold Bloom: *The Western Canon*
- Jeremy Hawthorn: *Studying the Novel*

**Credits:**

- C. Marydas: *Shakespearean Aesthetics for University Wits*

**MODEL QUESTION PAPER**

**B.A DEGREE (C.B.C.S) EXAMINATIONS, OCTOBER/NOVEMBER 2023**

**COMMON COURSE – ENGLISH**

**EN1A01B23– FINE-TUNE YOUR ENGLISH**

**Time: 3 Hours**

**Maximum: 80 Marks**

**Section A**

*Answer any **ten** of the following questions, each in two or three sentences:*

<b>Q. No.</b>	<b>Questions</b>	<b>CO</b>	<b>Level of question</b>
<b>1.</b>	What are Phrases?	<b>1</b>	<b>R</b>
<b>2.</b>	What is a relative clause? What is the traditional name for a relative clause?	<b>1</b>	<b>R</b>
<b>3.</b>	What are the four kinds of co-ordinating conjunctions?	<b>1</b>	<b>R</b>
<b>4.</b>	Complete the sentences using the correct article. <b>a.</b> He did not tell us ____ word about his marriage <b>b.</b> Petrol will soon cost Rs. 80 ____ litre	<b>2</b>	<b>A</b>
<b>5.</b>	Illustrate the five possible forms that the verb 'go' can take?	<b>4</b>	<b>A</b>
<b>6.</b>	Define modal auxiliaries? How did they get that name?	<b>1</b>	<b>R</b>
<b>7.</b>	Identify and correct the errors in the following sentences <b>a.</b> His wife, as well as his children, are afraid of him. <b>b.</b> The other day his son picked up a quarrel and got beaten up.	<b>3</b>	<b>U</b>
<b>8.</b>	The American spelling of some words are given below. Write their British spellings. <b>a.</b> Honor <b>b.</b> Traveler <b>c.</b> Center <b>d.</b> Defense	<b>2</b>	<b>A</b>
<b>9.</b>	What is a Declarative question? How is it different from a Rhetorical question?	<b>4</b>	<b>A</b>

<b>10.</b>	Apply question tags for the following sentences. a. So you are getting married.	<b>4</b>	<b>A</b>
	b. He lives with his parents		
<b>11.</b>	What is reading? Who is a good reader?	<b>4</b>	<b>A</b>
<b>12.</b>	Which are the two commonly used letter styles?	<b>1</b>	<b>R</b>

**(10 x 2 = 20)**

**Section B**

*Answer any six of the following questions, each in about 100 words:*

<b>13.</b>	Explain the differences between noun clauses, adjective clauses and adverbial clauses.	<b>2</b>	<b>A</b>
<b>14.</b>	Examine the main differences between 'wh'-relative pronouns and 'that' as a relative pronoun.	<b>4</b>	<b>A</b>
<b>15.</b>	What are phrasal verbs? Explain the differences between phrasal prepositional verbs, transitive phrasal verbs and intransitive phrasal verbs with examples.	<b>4</b>	<b>A</b>
<b>16.</b>	Explain at least three sentences where the use of pronouns are problematic.	<b>3</b>	<b>U</b>
<b>17.</b>	Define Concord.	<b>1</b>	<b>R</b>
<b>18.</b>	Explain the use of simple present tense? List a few instances where the simple present is almost like the present continuous.	<b>4</b>	<b>A</b>



<b>19.</b>	What are the four ways in which future time is expressed in English? Give examples.	<b>4</b>	<b>A</b>
<b>20.</b>	Write a conversation between you and your friend with appropriate responses from the listener. Your friend is narrating an incident that happened the previous day and you are listening attentively.	<b>5</b>	<b>C</b>
<b>21.</b>	What are the different parts of a letter?	<b>1</b>	<b>R</b>

**(6 x 5 =**

**30) Section C**

*Answer any **two** of the following questions, each in about 300 words:*

<b>22.</b>	Determine how we can ensure that the sentences we write are effective?	<b>4</b>	<b>A</b>
<b>23.</b>	Explain modal auxiliaries in detail with examples.	<b>2</b>	<b>A</b>
<b>24.</b>	What are the different types of questions in English?	<b>1</b>	<b>R</b>
<b>25.</b>	Discuss the three different kinds of reading. Also list out the seven different reading styles identified by Henry Madox in his book <i>How to Study</i> .	<b>4</b>	<b>A</b>

**(2 x 15 = 30)**

**CO: Course Outcome**

**Level: R - Remember; U - Understand; Ap - Apply; An - Analyze; E - Evaluate; C - Create**

**MODEL QUESTION PAPER**

**B.A DEGREE (C.B.C.S) EXAMINATIONS, OCTOBER/NOVEMBER, 2023**

**COMMON COURSE - ENGLISH EN1A02B23- PEARLS FROM THE DEEP**

**Time: 3 Hours**

**Maximum: 80 Marks**

**PART A**

*Answer any ten of the following questions, each in two or three sentences:*

<b>Q. No.</b>	<b>Questions</b>	<b>CO</b>	<b>Level of question</b>
<b>1</b>	Explain how Santiago gets the wound below his eye.	<b>2</b>	<b>An</b>
<b>2</b>	Analyze the real punishment for the fish.	<b>2</b>	<b>An</b>
<b>3</b>	How does the old man realize that the fish has taken the bait?	<b>2</b>	<b>An</b>
<b>4</b>	Review how Mrs. Wright appears when Hale sees her.	<b>3</b>	<b>U</b>

<b>5</b>	Identify the shocking news brought by Professor Mosin.	<b>3</b>	<b>U</b>
<b>6</b>	What are the things Philip plans to never do in his life?	<b>2</b>	<b>An</b>
<b>7</b>	Who are Monsieur Morrisot and Monsieur Sauvage?	<b>3</b>	<b>U</b>
<b>8</b>	Analyse the description of Della's hair.	<b>2</b>	<b>An</b>
<b>9</b>	What has been the greatest moment in Rahim Khan's life?	<b>2</b>	<b>An</b>
<b>10</b>	Describe the coming of Lochinvar from the West.	<b>3</b>	<b>U</b>
<b>11</b>	What does the lady tell the knight?	<b>3</b>	<b>U</b>
<b>12</b>	Explain the figure of speech in the phrase 'blind eyes' as used in the poem 'Grandmother's House'.	<b>1</b>	<b>An</b>

**(10\*2=20)**

**PART B**

*Answer any six of the following questions, each in about 100 words:*

<b>Q.No.</b>	<b>Questions</b>	<b>CO</b>	<b>Level of question</b>
<b>13</b>	What was the saddest thing the old man ever saw?	<b>2</b>	<b>An</b>
<b>14</b>	Evaluate the dream that Santiago had at night.	<b>2</b>	<b>An</b>
<b>15</b>	Examine the parting scene between Yassin and Mita.	<b>4</b>	<b>Ap</b>
<b>16</b>	How does Philip defeat Mrs. Higgins?	<b>2</b>	<b>An</b>
<b>17</b>	Describe the financial conditions of Della and Jim.	<b>3</b>	<b>U</b>
<b>18</b>	How does Rahim Khan become sick?	<b>2</b>	<b>An</b>
<b>19</b>	How does Vicky stamp a victory over the savage tiger?	<b>2</b>	<b>An</b>

<b>20</b>	'It might be painted on a nursery wall'. Analyze.	<b>2</b>	<b>An</b>
<b>21</b>	Compare the past and present as described in the poem 'My Grandmother's House'.	<b>3</b>	<b>U</b>

**(6\*5=30)**

**PART C**

**Answer any two of the following questions, each in about 300 words:**

<b>Q.No.</b>	<b>Questions</b>	<b>CO</b>	<b>Level of question</b>
<b>22</b>	'Love is so short, Forgetting is so long'. Explain.	<b>2</b>	<b>An</b>
<b>23</b>	How does Santiago hold on to his spirit even in the face of defeat?	<b>2</b>	<b>An</b>
<b>24</b>	Indicate how effectively <i>The Refugee</i> delineates the refugee crisis.	<b>3</b>	<b>U</b>

<b>25</b>	Maupassant critiques war through subtle humour and obvious shocks. Discuss.	<b>3</b>	<b>U</b>
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**(2\*15=30)**

**CO: Course Outcome**

**Level: R - Remember; U - Understand; Ap - Apply; An - Analyze; E - Evaluate; C - Create**