



**CALICUT UNIVERSITY FOUR - YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)**

**BA ENGLISH LANGUAGE & LITERATURE HONOURS**

**MAJOR**

Programme	<b>BA ENGLISH LANGUAGE &amp; LITERATURE HONOURS</b>				
Course Code	<b>ENG4CJ203</b>				
Course Title	<b>JOURNEY THROUGH THE WORLD OF POETRY</b>				
Type of Course	<b>MAJOR</b>				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of Language and Literature				
Course Summary	<p>This course aims to deepen learners understanding and appreciation of poetry as a literary form. Through close reading, analysis, and discussion of various poetic works, students will explore the multifaceted dimensions of poetry, including its aesthetic, emotional, and intellectual elements. The course will cover a range of poetic styles, genres, cultures, trends and themes, enabling students with the tools to critically engage with poetry and to articulate their interpretations effectively.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Appreciate and interpret various poetic devices and genres, effectively evaluating their use and effect on the poem's meaning and aesthetic appeal.	An,E	F	Annotations/  Presentations/  Quizzes
CO 2	Ability to distinguish, analyse and apply new trends and methods of poetry effectively communicating their interpretations through written and oral presentations.	An,Ap	C	Interpretation, presentations (oral and written)
CO 3	Inculcate a critical mindset, questioning assumptions considering perspectives based on gender, race, ethnicity, region, environment, nation, etc., and cultivate cultural sensitivity and understanding through evaluation of socio-historical context in which literary texts are created and consumed.	E	P	Group Discussion/Debate/ appraisal and Review/ Essays/  Presentations
CO 4	Gain insights into the craft of poetry and develop a poetic sensibility through their creative skills.	C	M	Projects and Term Papers
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P). Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (70)
I	<b>CLASSICS</b>		<b>8</b>	17
	1	Indian Kalidasa – Meghaduta (Horace Hayman Wilson trans.) Lines 1-28	3	
	2	Latin Dante: La Vita Nuova	3	
	3	Persian Rumi: Grasses	2	
		Suggested Activities: <ol style="list-style-type: none"> <li>1. Analyse a classic text (e.g., Oedipus Rex) and identify the elements and style of classical poetry.</li> <li>2. Appreciate classical poetry based on the poetic images used and learn the techniques and devices used.</li> <li>3. Discussion on three different cultural context evolved through your text.</li> </ol>		
II	<b>GENRES IN POETRY</b>		<b>12</b>	18
	5	Sonnet William Shakespeare: Sonnet 60 “Like as the waves make towards the pebbled shore”.	2	
	6	Haiku Basho: i) The Old Pond ii) O Tranquility iii) How Brief is this Life	2	
	7	Ode John Keats: Ode on a Grecian Urn	3	
	8	Ballad Edgar Allan Poe: Annabel Lee	3	
	9	Elegy Oscar Wilde: Requiescat	2	
		Suggested Activities: <ol style="list-style-type: none"> <li>1. Discussion about the different types of poems and the unique characteristics of each genre.</li> <li>2. Reading of poems belonging to various genres can be encouraged and through the introduction of the poets and the period, the socio-political context can be discussed.</li> <li>3. Identify various poetic movements through given texts and prepare an assignment on each.</li> </ol>		

III	<b>ACROSS CULTURES</b>		<b>14</b>	17
	10	USA: Wallace Stevens: Anecdote of the Jar	3	
	11	Chile: Gabriela Mistral: Give Me Your Hand	3	
	12	Senegal: Leopold Sedar Senghor: Prayer to Masks	3	
	13	Palestine Mahmoud Darwish: Identity Card	3	
	14	India: Arundhati Subramaniam: To The Welsh Critic Who Doesn't Find Me Identifiably Indian	2	
	Suggested Activities: <ol style="list-style-type: none"> <li>1. Class discussion on the characteristics of poetry across the world.</li> <li>2. Research project: Choose a poet from a nation other than the ones mentioned in the syllabus and analyse the cultural elements in it.</li> <li>3. Discuss how far the poetry of a land is rooted in its culture.</li> </ol>			
IV	<b>TRENDS AND THEMES</b>		<b>14</b>	18
	15	Concrete poetry: e e cummings-I carry within my heart	3	
	16	Eco poetry: Earle Birney: Bushed	3	
	17	Feminism: Warsan Shire-Backwards	2	
	18	Marginalized: Sukirtharani: Portrait of my village	3	
	19	Queer: Kai Cheng Thom: What the Queer Community Should Have Told Us	3	

		<p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Class/Group discussion on the various trends and themes of poetry.</li> <li>2. In addition to the essential and suggested topics, various other trends and themes can also be discussed and presentations can be done based on it.</li> <li>3. Visual Representation of the prescribed poems in the syllabus.</li> <li>4. Based on the theme of the poems, performances can be done in the form of dance or skit.</li> <li>5. Identify the genre of various poems not prescribed in the syllabus by analyzing the elements of poetry.</li> <li>6. Quiz can be conducted based on poetry.</li> </ol>		
<b>V</b>		<b>Open-Ended</b>	<b>12</b>	

Note: The course is divided into five modules, with four having total 19 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final examination, however, covers only the 19 units from the fixed modules.

#### Suggested Reading:

1. Chinese: Confucius – A Love Song
2. Greek: Sappho - Song of the Rose
3. Dramatic Monologue: Robert Browning: Porphyria's Lover
4. Song: Bob Dylan- Blowin' In The Wind
5. Metaphysical: John Donne “The Flea”
6. Satire: Jonathan Swift: A Satirical Elegy on the Death of a Late Famous General
7. Russia: Joseph Brodsky: To Urania
8. New Zealand: Allen Curnow: House and Land
9. Caribbean Islands: Derek Walcott: Sea Grapes
10. Confessional: Kamala Das-The Old Playhouse
11. Carpe Diem: Charles Baudelaire: Be Drunk
12. Instapoetry: Rupi Kaur: Locked
13. Performance Poetry: Hedwig Gorski: Teenager in Nova Scotia
14. Visual Poetry: Dona Mayoora: Melancholic Rain
15. A Concise Companion to Literary Forms. Emerald, 2013.
16. The Cambridge Companion to Modernist Poetry. Ed. Alex Davis, Lee. M. Jenkins, 2007.
17. The Norton Anthology of Poetry. Ed. Ferguson et al. – W.W. Norton & Company, 2018.
18. The Norton Anthology of World Literature. Ed. W. Puchner et al. W.W. Norton & Company, 2018.
19. The Vintage Book of Contemporary World Poetry. Ed. J.D McClatchy, 1996.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PS O3	PS O4	PS O5	PS O6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	1	1	3	1	-	-	3	-	2	1	1	1
CO 2	2	1	3	3	-	1	3	2	2	2	2	2
CO 3	2	-	3	2	3	3	3	2	2	2	3	3
CO 4	1	1	2	3	2	2	3	2	3	2	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Class Participation/ Discussions/ Seminar (10 %)
- Quizzes/Short Assignments (10 %)
- Mid-Semester Test/Viva (10 %)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/Quizzes	Class Participation/ Discussion	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓		✓	✓
CO 4	✓		✓	✓



**CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BA ENGLISH LANGUAGE & LITERATURE HONOURS**

**MAJOR**

Programme	<b>BA ENGLISH LANGUAGE AND LITERATURE HONOURS</b>				
Course Code	<b>ENG4CJ204</b>				
Course Title	<b>LITERARY CRITICISM</b>				
Type of Course	<b>MAJOR</b>				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of literary criticism				
Course Summary	<p>This course provides a comprehensive understanding of literary criticism by exploring diverse theoretical perspectives from antiquity to modern times. Learners will delve into pivotal works by influential thinkers, gaining insights into various critical lenses used to analyze literature. Through interactive discussions and activities, learners will enhance their ability to analyze literature from multiple perspectives. The course concludes with a collaborative project where learners apply their acquired knowledge to analyze specific literary works using chosen critical approaches. Upon completion, learners will possess refined analytical skills and a deeper appreciation for the complexities of literature and criticism.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Demonstrate advanced analytical skills in critically evaluating literary texts, including novels, poems, plays, and essays.	An	C	Essays/ Presentations
CO 2	Ability to interpret and elucidate complex literary works, discerning underlying themes, motifs, and symbolism.	U, Ap	F	Written interpretations/ Oral presentations
CO 3	Develop strong research skills, enabling them to conduct in-depth literary analyses, engage with secondary sources, and contribute original insights to the field of literary criticism.	E	C	Critical reviews
CO 4	Cultivate a critical mindset, questioning assumptions, challenging prevailing interpretations, and contributing to ongoing scholarly debates	E, C	C	Discussions
CO 5	Foster cultural sensitivity and awareness, encouraging students to consider the socio-historical contexts in which literary texts are produced and consumed, and to appreciate the diverse perspectives represented in literature.	U, Ap	C	Essays/Presentation
CO 6	Enhance communication skills by articulating their literary analyses coherently and persuasively.	U, Ap	P	Written essays and Oral presentations/ Seminars.
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)                      # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P). Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	<b>Foundations of Literary Criticism</b>		15	18
	1	Introduction to Classical Literary Criticism: Rasa, bhava, Rhetoric, Logos, Yugen, Wabi-sabi		
	2	Introduction to Classical Literary Criticism Essential Reading: M. H. Abrams: A Glossary of Literary Terms (focus on terms mimesis, catharsis, and verisimilitude)	3	
	3	Plato's Theory of Mimesis Essential Reading: Plato, Republic (selections from Book X on the nature of art and imitation)	3	
	4	Aristotle: Catharsis Essential Reading: Patricia Waugh, Literary Theory and Criticism, an Oxford Guide (Chapter 1, excerpt on Catharsis)	3	
	5	Dante: Promoting the Vernacular Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Promoting the Vernacular: Dante's De Vulgari Eloquentia)	3	
	6	Anandavardhana: Dhvani Essential Reading: Neeraja A. Gupta, Dhvani: A Historical Overview (focus on the concept of dhvani or suggestion in Indian aesthetics)	3	
	Suggested Activity:			
	<ol style="list-style-type: none"> <li>Analyze a classic text (e.g., Oedipus Rex) applying Aristotelian elements of plot, character, and theme.</li> <li>Group activity: Analyze a poem using the concept of Dhvani or suggestion.</li> <li>Watch a Noh play (e.g- <a href="https://youtu.be/YVARAMARvk8?si=Zkh7hS74fT_dWSQn">https://youtu.be/YVARAMARvk8?si=Zkh7hS74fT_dWSQn</a>) and compare it with a traditional theatre performance in your region.</li> </ol>			
II	<b>Neoclassical Criticism and the age of Enlightenment</b>		12	17
	7	The Rise of Neoclassicism Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Chapter 12, excerpt on Neoclassicism)	4	
	8	John Dryden Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Chapter 12, excerpt on Neoclassicism)	4	
	9	David Hume Essential Reading: David Hume, "Of the Standard of Taste" (from Four Dissertations)	4	
		Suggested Activity:		
	<ol style="list-style-type: none"> <li>Class debate: David Hume is right, taste is subjective.</li> </ol>			

III	<b>Romanticism and the Rise of Modern Criticism</b>		12	17
	10	Introduction to Romanticism Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Chapter 17 on Romanticism in England)	3	
	11	Samuel Taylor Coleridge Essential Reading: Samuel Taylor Coleridge, Biographia Literaria (excerpts on imagination and fancy)	3	
	12	Ralph Waldo Emerson Essential Reading: Ralph Waldo Emerson, "The Poet" (Excerpts)	3	
	13	Matthew Arnold Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Excerpt "Matthew Arnold")	3	
	14	Leo Tolstoy Essential Reading: Leo Tolstoy, "What is Art?" (excerpt on the purpose and definition of art)	3	
		Suggested Activity: <ol style="list-style-type: none"> <li>Class discussion on the characteristics of Romanticism with reference to "Ode to a Nightingale" by John Keats.</li> <li>Research project: Choose a Romantic era artist (e.g., William Blake) and analyze their work through a Romantic lens.</li> </ol>		
IV	<b>Delving into Modernity</b>		9	18
	15	T. S. Eliot: Impersonality theory Essential Reading: T. S. Eliot, "Tradition and the Individual Talent" (excerpt on the concept of the "individual talent")	3	
	16	New Criticism Essential Reading: Stephen Matterson, "New Criticism" (from Literary Theory and Criticism, an Oxford Guide by Patricia Waugh, Chapter 12, excerpt on methods and characteristics)	2	
	17	Wimsatt and Beardsley Essential Reading: W. K. Wimsatt and Monroe C. Beardsley, "The Intentional Fallacy"	2	
	18	Sigmund Freud Essential Reading: Sigmund Freud, "Dostoevsky and Parricide" (excerpt on the psychoanalytic interpretation of literature)	2	
		Suggested Activity: <ol style="list-style-type: none"> <li>Close reading and analysis of an excerpt from T. S. Eliot's "The Waste Land"</li> <li>Group activity: Analyze a poem using the methods and characteristics of New Criticism.</li> <li>Psychoanalytic reading: Apply Freudian concepts to a short story or novel.</li> <li>Comparative Literary Criticism: Cross-cultural Analysis</li> <li>Contemporary Trends in Literary Criticism</li> <li>Practical Criticism: T.S. Eliot and I.A. Richards</li> <li>Individual Research Project: Applying Literary Criticism Theories to Modern Texts</li> </ol>		
V	OPEN ENDED		12	

Note: The course is divided into five modules, with four having total 18 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

### Suggested Reading:

#### Module I:

1. History of Sanskrit Poetics-S. K De
2. Literary Theory: An Introduction-Terry Eagleton
3. Readings in Chinese Literary Thought-Stephen Owen

#### Module II:

4. The Spectator essays- Joseph Addison and Richard Steele
5. An Essay of Dramatic Poesy -John Dryden (Excerpt)
6. What is Enlightenment? -Immanuel Kant
7. The Social Contract -Rousseau

#### Module III

8. Preface to Lyrical Ballads -William Wordsworth
9. Ode to a Nightingale -John Keats
10. A Defence of Poetry -P. B Shelley
11. Woman in the Nineteenth Century-Margaret Fuller

#### Module IV:

12. The Well Wrought Urn -Cleanth Brooks
13. Modern Fiction -Virginia Woolf
14. Against Interpretation-Susane Sontag
15. Two Aspects of Language and Two Types of Aphasic Disturbance-Roman Jakobson

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	3	-	-	-	-	-	-	-	3	-	-
CO2	-	-	-	-	-	-	-	-	-	-	3	-	-
CO3	-	-	-	3	-	-	-	-	-	-	3	-	-
CO4	-	-	3	-	-	-	-	-	-	-	3	-	-
CO5	-	-	-	-	2	-	-	-	-	-	-	3	-
CO6	3	-	-	-	-	-	-	3	-	-	-	-	-
CO7	-	-	-	-	-	-	-	-	-	-	-	-	2
CO8	-	-	-	-	-	2	3	-	-	-	-	-	-

### Mapping of COs with PSOs and POs:

#### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### Assessment Rubrics:

- Class Participation/ Discussions/ Seminar (10 %)
- Quizzes/Short Assignments (10 %)
- Mid-Semester Test/Viva (10 %)
- Final Exam (70%)

#### Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/Quizzes	Class Participation/ Discussion	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓			✓
CO 4	✓		✓	✓
CO 5			✓	✓
CO 6			✓	✓



**CALICUT UNIVERSITY**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)**  
**GENERAL FOUNDATION COURSES**  
**IV SEM VALUE ADDED COURSE**

Programme	<b>GENERAL FOUNDATION COURSES</b>				
Course Code	<b>ENG4FV109(1A)/ENG4FV110</b>				
Course Title	<b>FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR LANGUAGES</b>				
Type of Course	VALUE-ADDED COURSE (VAC)- BA LANGUAGES				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	The learners are expected to have a general idea about the concepts of ethics, inclusiveness and coexistence.				
Course Summary	This course is intended to enable the students to understand egalitarian values like gender equity and inclusiveness along with the ethical foundations of humanity and ecological awareness, with a global perspective.				

**Course Outcomes (CO):**

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
<b>CO 1</b>	Develop an inclusive outlook that respects diverse beliefs and perspectives.	U, An	C	Discussion/Poster making/ Assignment.
<b>CO 2</b>	Enhance gender sensitivity which respects gender diversity and promotes inclusiveness.	U, An, E	C, M	Debate/Report/ Quiz.
<b>CO 3</b>	Cultivate an environment-friendly consciousness and understand the importance of coexistence on the planet.	U, Ap, An	C, P, M	Create Video/ Panel discussion.
<b>CO 4</b>	Develop ethical awareness and apply ethical principles in decision-making.	Ap, An, C	C, P, M	Panel discussion, Creative Writing
<b>CO 5</b>	Attain the knowledge and practice inclusiveness.	An, Ap, C	P, M	Quiz/ GD
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)                      # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)                      Metacognitive Knowledge (M)</p>				

**Detailed Syllabus:**

Module	Unit	Content	Hours (45)	Marks (50)
<b>I</b>	<b>Environment</b>		<b>9</b>	<b>15</b>
	1	'Chilean Forest' from Memoirs- Pablo Neruda	2	
	2	Legend- Judith Wright	3	
	3	Honey Mango Tree - Vaikom Muhamed Basheer	2	
	4	<i>One Earth</i> <a href="https://youtu.be/QQYgCxu988s?si=Zl7arhiHvZzpY1_c">https://youtu.be/QQYgCxu988s?si=Zl7arhiHvZzpY1_c</a>	2	
		<b>Suggested Activities:</b> 1. Conduct a debate on environmental sustainability. 2. Visit any biodiversity park/sanctuary and write a report on your visit. 3. Organise panel discussion on 'Threats on Environment'.		
<b>II</b>	<b>Ethics</b>		<b>9</b>	<b>10</b>
	5	Lecture on Ethics - Ludwig Wittgenstein <a href="https://www.wittgensteinproject.org/w/index.php/Lecture_on_Ethics">https://www.wittgensteinproject.org/w/index.php/Lecture_on_Ethics</a>	3	
	6	A Grain as Big as a Hen's Egg - Leo Tolstoy	3	
	7	Masses- Cesar Vallejo	2	
	8	<i>Napalm Girl</i> - CBC Docs <a href="https://youtu.be/SWH2Vi0PcoI?si=rHIh7nju1lZPr0mV">https://youtu.be/SWH2Vi0PcoI?si=rHIh7nju1lZPr0mV</a>	1	
		<b>Suggested Activities:</b> 1. Organise a debate on ethics and its relevance 2. Write a story/ poem about ethics and its life practice. 3. Prepare a short video on ethics		

<b>III</b>	<b>Gender Equity</b>		<b>9</b>	<b>15</b>
	9	Phenomenal Woman- Maya Angelou	2	
	10	‘Unlearning of Preconceived Notions, Why Problem of Gender is Always Overlooked’ from <i>We Should All Be Feminists</i> - Chimamanda Ngozi Adichie. pp. 38-46.	3	
	11	Tribute to Papa- Mamta Kalia	2	
	12	The Sexual Harassment of Women at Workplace (Prevention, Prohibition And Redressal) Act, 2013 Act No. 14 Of 2013 (Intr. and Chapter 1-p 3-5)	2	
		<b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Create a poster emphasizing the equality of gender.</li> <li>2. Watch films based on gender equity and write reviews.</li> <li>3. Write a newspaper article on any contemporary gender issues.</li> </ol>		
<b>IV</b>	<b>Inclusiveness</b>		<b>9</b>	<b>10</b>
	13	Liberty Needs Glasses- Tupac Shakur	2	
	14	Yellow Woman- Leslie Marmon Silko	3	
	15	Excerpt from <i>The Truth about Me: A Hijra Life Story</i> -A Revathi. pp. 14-16	2	
	16	The Story of a Disabled Little Girl- Tylia Flores <a href="https://spillwords.com/the-story-of-a-disabled-girl/">https://spillwords.com/the-story-of-a-disabled-girl/</a>	2	
		<b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Collect and compile stories of the success of people from minority communities.</li> <li>2. Watch films which promote inclusiveness and present the ideas before the classroom.</li> <li>3. Identify texts dealing with themes of inclusiveness and diversity.</li> </ol>		
<b>V</b>	<b>Open-Ended</b>		<b>9</b>	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

### Suggested Readings:

1. 'In London Town'-Mary Coleridge
2. 'From Cocoon Forth a Butterfly'-Emily Dickinson
3. Speech by Chief Seattle
4. 'War'-Luigi Pirandello
5. 'The Seven-Coloured' - Gulzar
6. 'Felling of the Banyan Tree'- Dilip Chitre
7. 'Freedom'-Langston Hughes
8. 'Age of Science'- Sahodaran Ayyappan.
9. 'In Celebration of My Uterus'-Anne Sexton
10. 'A Cup of Tea'-Catherine Mansfield
11. 'And of Clay We are Created'- Isabel Allende
12. 'How to Write about Africa'- Binyavanga Wainaina
13. *Behind Our Eyes: Stories, Poems and Essays by Writers with Disabilities*- Ed. Marilyn Brandt Smith, et al.
14. *I am Not a Number*- Written by Jenny Kay Dupuis and Kathy Kacer & Illustrated by Gillian Newland
15. 'Women's Indigenous Knowledge and Biodiversity Conservation'- Vandana Shiva Vol. 19, No. 1/2, Spring-Summer 1992, *Indigenous Vision: Peoples of India Attitudes to The Environment*. Pp. 205-214.

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	3	3	-	2	-	3	1	2	1	-	-	2
CO 2	3	3	3	-	1	1	3	3	2	1	1	1	2
CO 3	3	3	3	2	2	3	3	2	2	3	1	-	3
CO 4	3	3	3	1	1	3	3	1	2	1	1	3	2
CO 5	3	3	3	3	1	3	3	3	2	3	3	3	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

1. Quiz/ Discussion/ Seminar
2. Internal Exam
3. Assignment
4. End Semester Exam

**Mapping of Cos to Assessment Rubrics:**

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

## SEMESTER IV

### Core Course 5 in Major – History of India from 7<sup>th</sup> CE to 18<sup>th</sup> CE

Course descriptions -The course is framed into both administrative and cultural aspects of medieval India. Administrative topics encompass governance structures, revenue systems, and military organisation. On the cultural front, it covers, art, literature, architecture, and the socio- religious policies shaping medieval Indian society.

Programme	BA History Honours				
Course Code	HIS4CJ203				
Course Title	History of India from 7 <sup>th</sup> CE to 18 <sup>th</sup> CE				
Type of Course	Major				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical Per week	Total Hours
	4	4	-	-	60

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	At the end of the course the students should be able to Demonstrated knowledge, critical analysis, cultural awareness and Research skills.	An	F	Seminar Presentation
CO2	These outcomes aim to equip students with a comprehensive understanding of Medieval India while fostering critical thinking, Research, and communication skills.	U	C	Seminar/Group discussion
CO3	Contextual understanding: to place historical event with in their social political, economic and cultural contacts recognising the interconnected endless of different factors.	An	C	Debates/Historical simulations/role play activities

CO4	Synthesis information: Synthesis information from diverse sources to construct a coherent narrative of medieval Indian history.	An	C	Discussions and debates
CO5	Communicative historical knowledge effectively through well organized and articulate it in written and oral.	An	P	Seminar/debate
CO6	Research skills- Develop Research skills to investigate and explore primary and secondary sources, contributing to a more nuanced understanding of specific aspects of medieval Indian history.	U	P	Quick quizzes/Group discussions
	* -Remember(R), Understand(U), Apply(Ap), Analyse(An), Evaluate(E), Create (C) # -Factual Knowledge(F) Conceptual Knowledge(C) Procedural Knowledge(P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
<b>I</b>	<b>EARLY MEDIEVAL INDIA (6<sup>TH</sup> CENTURY TO 12<sup>TH</sup> CENTURY)</b>		<b>12</b>	<b>21</b>
	<b>1</b>	Political development –rise of regional kingdoms	1	
	<b>2</b>	The Pallava and Chola Dynasties	3	
	<b>3</b>	The Chalukya and Pratihara dynasties	2	
	<b>4</b>	Socio-economic conditions of Early Medieval period	2	
	<b>5</b>	Cultural developments	2	
	<b>6</b>	Decline of the major regional powers	2	
		<b>Reading List</b>  1. B.D.Chattopadhyaya, <i>The Making of Early Medieval India</i> , OUP, 1994. 2. Burton Stein, <i>Peasant State and Society in Early Medieval South India</i> , CUP, 2009. 3. Kesavan Veluthat, <i>Political Structure of Early Medieval South India</i> , Orient Longman, 1993  .		

II	<b>DELHI SULTANATE(12<sup>TH</sup>CENTURY TO 16<sup>TH</sup>CENTURY)</b>		<b>12</b>	<b>18</b>
	7	Establishment of the Delhi Sultanate	2	
	8	Administrative System–Military and Feudal natures	3	
	9	Cultural synthesis (Islamic and Indian Traditions)	1	
	10	Art and Architecture( Iconic structures and Calligraphy)	2	
	11	New experiences –Changes of social structure	2	
	12	Mongol Invasions in Delhi and its impacts	1	
	13	Decline of the Sultanate	1	
		<p><b>Reading List</b></p> <ol style="list-style-type: none"> <li>1. Satish Chandra, <i>Medieval India: From Sultanate to the Mughals (1206-1526)</i>, Har-Anand Publications, 2004.</li> <li>2. Satish Chandra, <i>Medieval India: From Sultanate to the Mughals (1526-1748), Part II</i>, Har-Anand Publications, 2005.</li> <li>3. Sunil Kumar, <i>The Emergence of Delhi Sultanate, 1192-1286</i>, Orient Blackswan, 2007.</li> </ol>		
III	<b>VIJAYANAGARA AND BHAMINI KINGDOMS (14<sup>TH</sup>CENTURY TO 16<sup>TH</sup> CENTURY)</b>		<b>11</b>	<b>12</b>
	14	Vijayanagara Kingdom	1	
	15	Administrative System	2	
	16	Nature of the Vijayanagara Society	2	
	17	Art and Architecture	1	
	18	Conflict with Bhamini Sultanate	1	
	19	Establishment of Bhamini Kingdom	1	
	20	Cultural contributions(Deccani art and architecture)	2	
	21	Conflict with Vijayanagara	1	
		<p><b>Reading List</b></p> <ol style="list-style-type: none"> <li>1. Burton Stein, <i>Peasant State and Society in Medieval South India and Vijayanagara</i>, OUP, 1980.</li> <li>2. William J. Jackson, <i>Vijayanagara Voices: Exploring South Indian History and Hindu</i></li> </ol>		

		<i>Literature</i> ,Routledge,2017. 3.Richard M. Eaton, <i>A Social History of the Deccan,1300-1761-Eight Indian Lives</i> ,CUP, 2005.		
IV	<b>MUGHAL EMPIRE(16<sup>TH</sup> CENTURY TO 18<sup>TH</sup> CENTURY).</b>		<b>13</b>	<b>19</b>
	22	Establishment of Mughal rule in India	2	
	23	Mughal rulers and their policies	2	
	24	Administrative system – Discussion of the Patriarchal Bureaucracy	3	
	25	Debates on Mughal Economy– Mansabdari and Jagirdari Systems	3	
	26	Cultural Achievements (Art, Architecture, Literature And Paintings)	2	
	27	Decline and disintegration of the Mughal Empire	1	
		<p><b>ReadingList</b></p> <ol style="list-style-type: none"> <li>1. Harbans Mukhia, <i>The Mughals of India</i>, Blackwell Publishing, 2004.</li> <li>2. K.A. Nizami, <i>State and Culture in Medieval India</i>,Adam Publishers&amp; Distributers, 1985.</li> <li>3. Satish Chandra, <i>Medieval India: From Sultanate to the Mughals(1206-1526)and (1526-1748) Part II</i>,Har-Anand Publications, 2004 &amp;2005.</li> </ol> <p><b>Essental Reading:</b></p> <ol style="list-style-type: none"> <li>1. ChattopadhyayaB.D,<i>The Making of Early Medieval India</i>.</li> <li>2. Altekar.A.S.,<i>Rashtrakudas and their Times</i></li> <li>3. IrfanHabib,<i>Medieval India</i>,</li> <li>4. IrfanHabib,<i>The Agrarian System of Mughal India</i>.</li> <li>5. KarashmaNoboru,<i>South Indian History And Culture</i></li> <li>6. KesavanVeluthat,<i>Political Structure of Early Medieval South India</i>,</li> <li>7. NilakandaSastri,K.A.<i>A History of South India</i></li> <li>8. Nizami.K.A.,<i>State and Cultural in Medieval India</i></li> <li>9. SathishChandra, <i>Medieval India(2 volumes)</i></li> <li>10. SharmaR.S,<i>Indian Feudalism</i>.</li> <li>11. SteinBurton,<i>Peasant State and Society in Early Medieval South India</i>.</li> <li>12. NurulHasan,<i>Thought on Agrarian Relations in Mughal India</i>.</li> </ol>		

V		<b>Open Ended:</b> <ul style="list-style-type: none"> <li>➤ Overview of post- Gupta period in the 6<sup>th</sup> century, the resulting political fragmentation helped the emergence of the local kingdom in north India. This era laid the ground work for the medieval period in Indian history.</li> <li>➤ Rise and fall of Bhamini and Vijayanagara and impact on regional history</li> <li>➤ Understanding key political, social and cultural developments in medieval India.</li> </ul>	12hrs	
		<b>Activities and assessment of Open ended</b> <ul style="list-style-type: none"> <li>❖ Collaborative projects on specifics or characters to enhance understanding of the time period.</li> <li>❖ Field trips- Visits to historical sites, museums, or cultural events to provide a tangible connection to the studied history.</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>✓ Students may present on significant historical events, cultural aspects, or influential figures.</li> <li>✓ Debate- Engaging in discussions and debate on controversial or pivotal events to develop critical thinking skills.</li> </ul>		

Note: The course is divided into five modules, with four having total 27 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 27 units from the fixed modules.

#### Mapping of Cos with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	3	3	3	-
CO 2	3	1	3	3	3	3	-	3	3	3	-
CO 3	3	-	1	1	3	3	-	2	-	-	-
CO 4	3	1	1	1	-	3	-	-	3	3	-
CO 5	3	-	3	3	3	3	3	2	1	1	-
CO 6	3	-	3	3	-	3	-	2	1	2	-

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

**Assessment Rubrics:**

- Quiz/Assignment/Quiz/Discussion/Seminar
- Midterm Exam
- Final Exam(70%)

**Mapping of Cos to Assessment Rubrics**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓

**MODEL QUESTION PAPER**

IVth Semester BAHISTORY(CUFYUGP)DegreeExamination2024  
(Major)

HIS4CJ203History of India from7<sup>th</sup>CEto18<sup>th</sup>CE  
(credits: 4)

MaximumTime:2hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24)

1. Alunganam
2. Kudavolai
3. Muqti
4. Indo-seracenic Art
5. Iqtasystem
6. Amaranayakas
7. Amuktamalyada
8. Wakil
9. Ayagar
10. Segmentry state system.

Section B

(Answer all each question Carries 6 marks)

(Ceiling: 36 Marks)

11. Write short essay about South Indian Architecture.
12. Write short note on Din-ilahi.
13. Examine the salient features of Indo- Islamic Art and Architecture.
14. What were the major architectural contributions during the Delhi Sultanate period?
15. Write short note about administrative reforms in Sultanate period.
16. Examine the measures which Alaudhin Khalji adopted to suppress the power of the nobles.
17. Give a brief account of Mansabdari system.
18. Analyze the effects of land grant system.

Section C

(Answer anyone. Each question carries 10 marks )

(1x10 =10marks)

19. Describe the central administrative of Vijaya nagara empire.
20. Describe the role of mercantile corporations in south Indian trade.

**SEMESTER VI**  
**HIS4FV110 History of Indian Constitution**

**Course description:** This course “**History of Indian Constitution**” provides a comprehensive exploration of the foundational principles and historical context that shaped the development of the Indian Constitution. Through a structured curriculum, students will examine the origins of the Constitution, its evolution in the Constituent Assembly, and the significant contributions of various committees. The Course delves into the philosophical underpinnings and the salient features of the Constitution emphasizing key provisions. Students will gain a deep understanding of the historical journey of India’s Constitutional framework, its ideologies and its enduring impact on the nation’s legal and political landscape.

Programme	BA History Honours					
Course Code	HIS4FV110					
Course Title	History of Indian Constitution					
Type of Course	VAC(Double Pathways)					
Semester	IV					
Academic Level	100-199					
Course Details	Credit	Lecture per week	Tutorial Per week	Practical Per week	Total Hours	Total marks
	3	3	-	-	45	50

**Course Outcomes (CO)**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tool used
CO1	Demonstrate a comprehensive understanding of the historical evolution of Indian Constitution.	U	F	Seminar Presentation
CO2	Critically analyse the objectives outlined in the preamble of the Indian Constitution, connecting them to the broader principles of constitutional law.	C	P	Debate
CO3	Evaluate the role and contributions Of key committees involved in the constitution making process.	E	P	Discussion

CO4	Explain and compare the various sources that influenced the framing of Indian Constitution.	An	p	Seminar
CO5	Analyze the salient features and underlying philosophies of Indian Constitution and emphasizing its commitment to Democracy, Justice And secularism.	An	P	Group discussion
CO6	Describe and assess the impact of Constitutional ideologies on the socio-political development of India.	U	F	Seminar
<p>*-Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create (C)          #-Factual Knowledge(F)Conceptual Knowledge(C)Procedural Knowledge (P) Meta cognitive Knowledge (M)</p>				

Module	Units	CONTENT	Hrs 45	Marks 50
<b>I</b>	<b>MEANING,SIGNIFICANCE AND SOURCES OF INDIAN CONSTITUTION</b>		<b>10</b>	<b>10</b>
	1	Law and Constitutionalism-meaning and significance	2	
	2	Historical background of Indian Constitution	1	
	3	Charter Acts	2	
	4	GovernmentofIndiaActof1858,Acts of 1909 and 1919	3	
	5	Government of India Act of 1935,Indian Independence Act of 1947	2	
		<b>Reading list for the unit</b> 1. DurgadasBasu, <i>AnIntroductiontoIndian constitution</i> ,Agra,2001 2. RamaSubhramanyamKV, <i>TheEvolutionof Indian Constitution</i> , Madras, 1935. 3. Dr.ShuklaVN, <i>TheConstitutionofIndia</i> , Lucknow, 1977		
<b>II</b>	<b>MAKING OF INDIAN CONSTITUTION</b>		<b>10</b>	<b>14</b>
	6	Constituent Assembly, Composition and objectives	2	
	7	Committees in Constituent Assembly	1	

	8	Drafting Committee	1	
	9	Borrowed features of Indian Constitution	2	
	10	Role of political leaders–JawaharlalNehru,Dr.BR Ambedkar, Sardar patel.	2	
	11	The Constitution day-Approving the Constitution by Constituent Assembly	1	
	12	The Republic of India	1	
		<b>Reading list for the unit</b> 1. DurgadasBasu, <i>IntroductiontotheConstitutionof India</i> , Agra ,2015. 2. Dr.BusySN, <i>Dr.BRAMbedkarframingofIndian Constitution</i> , New Delhi, 2015 3. RaoBN, <i>India 'sConstitutioninthemaking</i> , Hyderabad, 1960		
<b>III</b>	<b>PHILOSOPHICAL FOUNDATION OF INDIAN CONSTITUTION</b>		<b>9</b>	<b>14</b>
	13	Preamble	1	
	14	Salient features of Indian constitution-Chapters-Schedules and Articles	2	
	15	Ideologies of Indian Constitution-Liberty-Equality	2	
	16	Rule of Law-Secularism–Democratic Republic	2	
	17	Judicial Review-Parliamentary Democracy	1	
<b>IV</b>	<b>FUNDAMENTAL PRINCIPLES OF INDIAN CONSTITUTION</b>		<b>7</b>	<b>12</b>
	19	Fundamental Rights	2	
	20	Fundamental Duties	1	
	21	Directive Principles of State Policy	1	
	22	Emergency provisions	1	
	23	Important amendments of constitution	2	
		<b>Reading list for the unit</b> 1. Hariharadas, <i>Principles ofIndianconstitution and</i>		

		<i>Government</i> ,NewDelhi,1995 2.KhannVN, <i>ConstitutionalGovernmentofIndia</i> , New Delhi, 1981		
<b>V</b>	<b>OPEN ENDED</b>		9	
		Federal Structure and Centre-State relations		
		Election system and representation		
		Constitutional values and cultural pluralism		
		<p align="center"><b>Activities and assessment of Open Ended Module</b></p> <p><b>Mock Federalism debate:</b> Organize a debate where students take on roles representing different states and the Central Government. Encourage them to discuss and argue over issues related to federalism, highlighting the challenges and advantages of the current structure.</p> <p><b>Class presentation and Question and Answer:</b> Evaluate students through a class presentation on a specific aspect of Federalism. Encourage a Question and Answer sessions to test their understanding and critical thinking skills.</p> <p><b>Model Election campaign:</b> Have students simulate a political campaign, understanding the dynamics of election.</p> <p><b>Debates on Electoral reforms</b></p> <p><b>Cultural diversity fair:</b> Organize a fair where students showcase the diverse cultures, traditions and religions present in India.</p> <p><b>To conduct Discussions :</b>on how constitutional values uphold cultural pluralism</p> <p><b>Reading List</b></p> <p>1.Puri S K, <i>Indian Legal and Constitutional History</i>,Allahabad,1995 2. Govt. Publication, <i>The Constitution of India</i> , New Delhi, 1950. 3. Kieth,<i>ConstitutionalHistoryofIndia</i> 4. MahajanVD,<i>TheConstitutional Historyof India</i>. 5. BhagwanVishnoo,<i>TheConstitutionalHistoryofIndiaand National Movement</i>, New Delhi,1972</p>		

**Note:**The course is divided into five modules, with four having total 23 fixed units and one open-ended module with3 units.There are total 36 instructional hours for the fixed modules and9hoursfortheopen-endedone.Internalassessments(25marks)aresplitbetweenthe

open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

### Mapping of Cos with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	3	3	3	1	2	-	1	3	-
CO 2	3	2	3	3	3	3	-	3	-	1	-	2
CO 3	3	-	3	3	3	3	2	2	-	3	-	-
CO 4	3	1	2	3	-	3	-	2	-	3	2	-
CO 5	3	-	2	2	3	3	1	2	-	1	-	2
CO 6	3	1	2	3	3	3	2	2	-	1	1	-

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

### Assessment Rubrics:

- Debate/ Assignment/Quiz/Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

### Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

**IVth Semester BA(CUFYUGP)Degree Examination October 2024**

**VAC**

**HIS4FV110 History of Indian Constitution**

**(Credit:3)**

MaximumTime:1.5hours

MaximumMarks:50

**SectionA**

**(Answer all. Each question carries2marks)**

**(Ceiling16marks)**

1. Constitutionalism
2. BR Ambedkar
3. Government of India Act of1919
4. Judicial review
5. Parliamentary Democracy
6. Article356 of Indian constitution
7. Directive Principles of State Policy
8. Rule of Law
9. 7thSchedule of Indian Constitution
10. Fundamental Duties

**Section B**

**(Answer all. Each question carries 6 marks)**

**(Ceiling24marks)**

11. Explain the significance of the Drafting Committee in the proceedings of the Constituent Assembly.
12. Enumerate various features borrowed for the Indian Constitution.
13. Explain the relevance of Fundamental Rights within the Indian Constitutional framework.
14. Critically examine the roles and responsibility of Legislature,Executive and Judiciary as outlined in the Indian Constitution.
15. Bring out the ideologies embedded in the preamble of Indian Constitution.

**Section C**

**(Answer anyone. Each question carries 10marks)**

**(1x10=10marks)**

16. Examine the role of Acts passed in British India as significant

sources shaping the Indian Constitution and how do these contribute to its overall foundation.

17. Briefly explain the Salient features of Indian Constitution.



**CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**GENERAL FOUNDATION COURSES IN ENGLISH**

**SKILL ENHANCEMENT COURSE (SEC)**

Programme	<b>BA ENGLISH LANGUAGE AND LITERATURE HONOURS</b>				
Course Code	<b>ENG4FS112/ ENG5FS112</b>				
Course Title	<b>TRANSLATION IN PRAXIS</b>				
Type of Course	<b>SKILL ENHANCEMENT COURSE (SEC)</b>				
Semester	<b>5</b>				
Academic Level	100-199				
Course Details	Credits	Lecture	Tutorial	Practical	Total Hours
	3	3	-	-	45
Pre-requisites	Basic competency in English and Malayalam.				
Course Summary	The course is designed to provide learners with essential skills that are crucial for excelling in the field of professional translation. This comprehensive program equips participants with a thorough understanding of linguistic nuances, cultural context, and effective communication strategies, ensuring they can navigate the complexities of translating written or spoken content accurately.				

**Course Outcomes (CO):**

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
CO1	Acquire a comprehensive understanding of linguistic intricacies in Malayalam and English.	U	F	Comprehension tests
CO2	Learn the techniques of translation by developing an awareness about different types of translations.	An	F	Assignments
CO3	Develop the ability to accurately convey the meaning, tone, and cultural nuances between English and Malayalam, ensuring effective and contextually appropriate translations.	Ap	P	Translation exercises
CO4	Acquire a heightened proficiency in grammar, syntax, and semantics, equipping them to produce high-quality translations.	R, C	P	Comparison exercises
CO5	Develop practical skills through hands-on exercises, to navigate challenges specific to the translation of languages employed.	Ap	M	Assignments
* - Remember I, Understand (U), Apply (Ap), Analyse (An), Evaluate I, Create I # - Factual Knowledge(F) Conceptual Knowledge I Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>INTRODUCTION TO TRANSLATION</b>		<b>9</b>	<b>10</b>
	1.	Defining Translation	2	
	2.	Types of Translation	3	
	3.	Decoding and Recoding	2	
	4.	Syntactic and Semantic Structures of English and Malayalam	2	
		<b>Suggested Activities:</b> Students read, compare and analyze the sentence structures of English and Malayalam texts.		
<b>II</b>	<b>TRANSLATION: METHODOLOGY AND CHALLENGES</b>		<b>9</b>	<b>10</b>
	5.	Literary Translation	2	
	6.	Technical Translation	2	
	7.	Audio-Visual Translation	1	
	8.	Challenges: Untranslatability	2	
	9.	Challenges: Problems of Equivalence	2	
		<b>Suggested Activities:</b> Find examples of Linguistic and Cultural Untranslatability in English and Malayalam and identify how translators overcome them.		
<b>III</b>	<b>TRANSLATIONS FROM ENGLISH TO MALAYALAM</b>		<b>9</b>	<b>15</b>
	10	Translating Poetry: Theory and Practice <b>Poetry:</b> a) Daffodils- Wordsworth b) Stopping by the Woods on a Snowy Evening- Robert Frost c) Telephonic Conversation- Wole Soyinka	2	
	11	Translating Prose: Theory and Practice <b>Prose:</b> Extract from 'We Should All Be Feminists' (Chimamanda Ngozi Adichie)	2	
	12	Translating Fiction: Theory and Practice <b>Fiction:</b> <i>A Day's Wait</i> (Ernest Hemingway)	2	

	13	Translating Drama: Theory and Practice <b>Drama:</b> ‘The Never-Never Nest’ (Cedric Mount)	3	
	14	<b>Suggested Activities:</b> Translate the prescribed literary works from English to Malayalam.		
<b>IV</b>	<b>TRANSLATIONS FROM MALAYALAM TO ENGLISH</b>		<b>9</b>	<b>15</b>
	15	Translating Cultural Nuances	1	
	16	Translating Dialects of Malayalam	1	
	17	Translating Poetry <b>Poetry:</b> ‘Iniyum Marikkaatha Bhoomi’ (ONV Kurup)	2	
	18	Translating Prose <b>Prose:</b> Extract from <i>Kathikante Panippura</i> (MT Vasudevan Nair)	2	
	19	Translating Fiction <b>Fiction:</b> Extract from <i>Higuita</i> (NS Madhavan)	3	
		<b>Suggested Activities:</b> Translate the prescribed literary works from Malayalam to English		
<b>V</b>	<b>OPEN ENDED</b>		<b>9</b>	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

**Suggested Readings:**

1. Bassnett, Susan. *Translation Studies*. Routledge, 2002.
2. Doyle, Sir Arthur Conan. *The Adventures of Sherlock Holmes*. Penguin Classics, 2018.
3. Doyle, Sir Arthur Conan Doyle. “Pullithalakkettu”. *Sherlock Holmes Sampoorana Kruthikal*. DC Books, 2012.
4. Jorge Diaz Cintas and Aline Remael. *Audio Visual Translation: Subtitling*. Routledge, 2014.

5. Gauld, Neil. "The Ultimate Guide to Technical Translation." *Bright Lines*. <https://brightlinestranslation.com/the-ultimate-guide-to-technical-translation/>
  6. Asher, RE. "Introduction". Me Grandad 'ad an Elephant: Three Stories of Muslim Life in South India.
  7. Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. Fourth Estate, 2014.
  8. Frost, Robert. *Robert Frost's Poems*. Pan Macmillan India, 2002
  9. Hemingway, Ernest. *First Forty-Nine Stories*. Arrow Books Ltd, 1995.
  10. Kurup, ONV. *BhoomiykkuOruCharamageetham*. DCBooks, 2019.
  11. Madhavan, NS. *Higuita*. DC Books, 2012.
  12. Mount, Cedric. "The Never-Never Nest". *Modern Prose and Drama*. OUP, 2015.
  13. Nair, MT Vasudevan. *KathikantePanippura*. DC Books, 2019.
  14. Soyinka, Wole. "Telephonic Conversation". *All Poetry*. <https://allpoetry.com/poem/10379451-Telephone-Conversation-by-Wole-Soyinka>
  15. Wordsworth, William. *Selected Poems*. Penguin Classics, 2004.
- 16. References:**
17. Belloc, Hilaire, *On Translation*. Oxford: The Clarendon Press, 1931.
  18. Catford, J.C., *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Oxford University Press, 1965.
  19. Lefevere, Andre. *Translating Literature: Practice and Theory in a Comparative Literature Context*. Modern Language Association of America, 1992
  20. McFarlane, J., 'Modes of Translation', *Durham University Journal*, 14, 1953, pp. 77–93
  21. Munday, Jeremy. *Introducing Translation Studies. Theories and Applications*. Routledge, 2022.

### Mapping of COs with PSOs and POs:

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	3	2	3	-	2	2	2	3	3	3	3	2	-	2
CO 2	2	3	2	2	-	-	2	2	2	3	2	3	3	1	1
CO 3	2	2	2	2	1	2	3	3	3	2	3	3	2	2	2
CO 4	3	3	2	2	-	-	2	2	2	3	2	3	2	1	2
CO 5	3	3	3	3	2	1	2	3	3	3	3	3	2	-	2

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

**Mapping of COs to Assessment Rubrics:**

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	✓			✓	✓
CO 2	✓	✓	✓	✓	✓
CO 3	✓		✓	✓	
CO 4	✓		✓	✓	
CO 5	✓	✓	✓	✓	✓