

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA



DEGREE OF B. A. ENGLISH
BACHELOR OF ARTS IN ENGLISH & HISTORY
(DOUBLE MAIN)

**(CHOICE BASED CREDIT AND SEMESTER SYSTEM FOR UNDERGRADUATE
CURRICULUM)**

UNDER THE FACULTY OF ARTS

SYLLABUS

(FOR THE STUDENTS ADMITTED FROM THE ACADEMIC YEAR 2019 – 20 ONWARDS)

BOARD OF STUDIES IN ENGLISH & HISTORY (UG)

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA - 680125, KERALA, INDIA

JUNE, 2019

Syllabus of B A English (Double Main Course)

Sl. No.	COURSE CODE	SEMESTER	TITLE OF THE COURSE	HRS/WK	CREDITS	PAGE NO.
1	ENG1B01	1	INTRODUCING LITERATURE	6	5	10
2	ENG2B02	2	APPRECIATING POETRY	6	5	13
3	ENG3B03	3	APPRECIATING PROSE	4	4	15
4	ENG3B04	3	ENGLISH GRAMMAR & USAGE	5	4	17
5	ENG4B06	4	LITERARY CRITICISM	4	4	21
6	ENG5B23	5	APPRECIATING DRAMA	5	5	70
7	ENG5B09	5	LANGUAGE & LINGUISTICS	5	4	27
9	ENG6B11	6	VOICES OF WOMEN	5	4	32
10	ENG6B(15/16/17/18/19)	6	ELECTIVES	3	3	40/42/44/46/48/50
11	PROJECT/ RESEARCH METHODOLOGY ENG6B21 ENG6B22	5 and 6		2 per semester	3	52/55
	TOTAL		41 CREDITS			

SEMESTER I

ENG1B01 – INTRODUCING LITERATURE

Contact Hours per Week: 6 hrs

Number of Credits: 5

Number of Contact Hours: 108 Hrs.

Objectives

- To introduce students to literary texts and their unique conventions and contours – the linguistic, the social, the cultural and the political.
- The course is more of a search for the ‘why’ and ‘how’ rather than the ‘what’ of literature.
- Creative texts are analyzed organically in participatory classrooms with teachers and students dialoguing with the texts.

Course Outline

Module 1 - Language and its Literary Nuances

Signifying Devices

The Syntax: Verb Phrases, Adjuncts, Collocations, Linkers, Sense Groups

The Poetic: Comparisons, Exaggerations, Images, Symbols, Iamb, Trochee, Caesura, Enjambment

Texts:

1. Ruskin Bond “Eyes of the Cat”
2. Anton Chekhov “The Death of a Clerk”
3. Alfred Lord Tennyson “The Oak”
4. Langston Hughes “Dreams”
5. Emily Dickinson “Because I could not Stop for Death”

Module 2 - Polyphonic Texts

Point of view (diegesis), polyphony and its rationale, single perspective and its dangers

Texts:

1. Freya Stark Winter in Arabia (excerpts)
2. Laura Bohannon “Shakespeare in the Bush”
3. Akira Kurosawa dir. Rashomon

Module 3 - Literature and Ideology

The workings of power structures in literature; explication of the terms -ideology, hegemony, interpellation, discourse, grand narratives, little narratives – using literary texts; literary devices like irony and paradox and their role in reinforcing ideology.

Texts:

1. Arundhati Roy “The God of Small Things”
2. Charlotte Bronte “Jane Eyre”
3. George Orwell “A Hanging”
4. Hansda Sowvendra Shekhars “The Adivasi will not Dance”

Module 4 - Perspective of the Subaltern

Dominant voices, marginalized voices, subaltern identities, resisting the norm/authority

Texts:

1. RK Narayan Swami and Friends (Excerpt from Chapter XI “In Father’s Presence”)
2. Arun Kamble “Which language should I Speak?” and FM Shinde “Habit”
3. The Letter Q: Ely Shipley<<https://www.poets.org/poetsorg/text/letter-q-ely-shipley>>
4. Maxine Hong Kingston “No Name Woman” READING LIST:

References

CORE TEXT: A text containing the above lessons will be made available

1. Achebe, Chinua. Things Fall Apart. Penguin, 1994.
2. Angelou, Maya. I know Why the Caged Bird Sings. Bantam, 1971. Austen, Jane. Pride and Prejudice. Penguin, 2003.
3. Bond, Ruskin. “The Night the Roof Blew Off” Tigers Forever: Poems and Stories. RatnaSagar, Delhi, 1996.
4. Chekhov, Anton. Selected Stories of Anton Chekhov. Trans. Richard Pevear and Larissa Volokhonsky. RHUS, 2000.
5. Childs, Peter and Roger Fowler. The Routledge Dictionary of Literary Terms. Routledge, 2006.
6. Dasan, M, et al ed. Oxford India Anthology of Malayalam Dalit Writing. OUP India, 2012.
7. Eagleton, Terry. How to Read a Poem. Blackwell, 2007.
8. Fry, Stephen. The Ode Less Travelled: Unlocking the Poet Within. Arrow, 2007.
9. Garner, James Finn. Politically Correct Bedtime Stories. Wheeler, 1995. Golding, William. Lord of the Flies. Penguin, 1954.
10. Hemingway, Ernest. “Hills like White Elephants” Men without Women. Amereon, 1940.

11. McCarthy, Michael and Felicity O'Dell. English Collocations in Use Advanced Book with Answers: How Words Work Together for Fluent and Natural English (Vocabulary in Use). Cambridge UP, 2017.
12. McCarthy, Michael and Felicity O'Dell. English Phrasal Verbs in Use Advanced. Cambridge UP, 2007. Noys, Benjamin. Introducing Theory: A Practical Guide. Continuum, 2007.
13. Orwell, George. 1984. General Press, 2017.
14. Popkin, Cathy, ed. Anton Chekhov's Selected Stories (Norton Critical Edition). WW Norton & Co Inc, 2014. Roy, Arundhati. The God of Small Things. Penguin, 2017.
15. Seidman, Steven, Nancy Fischer and Chet Meeks. Introducing the New Sexuality Studies. Routledge, 2011.
16. Shakespeare, William. Hamlet. Barron's Educational Series, 1986. Shamsie, Kamila. Home Fire. Bloomsbury, 2017.
17. Shekhar, Hansda Sowvendra. The Adivasi will not Dance: Stories. Speaking Tiger Publishing Private Limited, 2017.
18. Swan, Michael. Practical English Usage. Oxford, 2017.
19. Wilde, Oscar. "The Happy Prince" The Young King and Other Stories. Penguin, 2000. Wilkie-Stibbs, Christine. The Outside Child: In and out of the Book. Routledge, 2008.
20. Woolf, Virginia. "Jane Eyre and Wuthering Heights". The Norton Anthology of Literature by Women: The Tradition in English, edited by Sandra M. Gilbert and Susan Gubar, W.W. Norton & Company, 1985, pp. 1345- 49.

SEMESTER II

ENG2B02 – APPRECIATING POETRY

Contact Hours per Week: 6 hrs

Number of Credits: 5

Number of Contact Hours: 108 Hrs.

Objective

- The course is a wide spectrum of poems across the globe. The course aims at the transaction of the suggested texts so that the learners understand the trends in poetry of the past and the present.
- It also aims to foster the ability in students for appreciating poetry as an art form.

Course Outline

Module 1- Poetry- Some Key Concepts

Basic Elements of Poetry: Prosody: Rhythm, Meter – Rhyme - hard rhyme, soft rhyme, internal rhyme - Alliteration, Assonance – Diction.

Figures of Speech: Metaphor, Simile, Personification, Oxymoron, Metonymy, Synecdoche, Transferred Epithet.

Poetic Forms: Lyric, Ode, Sonnet, Haiku, Ballad, Couplet, Villanelle, Dramatic Monologue, Elegy, Satire, Mock Epic, Free Verse, Tanka, Jintishi, Ghazal, Rubai, Prose poetry, Narrative poetry, Performance Poetry.

Module 2 - Poetic Forms

1. Sonnet: William Shakespeare: Shall I Compare thee to a Summer's Day (Sonnet XVIII), John Milton: On His Blindness
2. Ballad: John Keats: La Belle Dame Sans Merci
3. Ode: P B Shelley: Ode to a Skylark
4. Elegy: W H Auden: In Memory of W. B. Yeats
5. Villanelle: Dylan Thomas: Do not go Gentle into that Good Night
6. (Dramatic) Monologue: Robert Browning: My Last Duchess
7. Metaphysical: John Donne: A Valediction Forbidding Mourning
8. Heroic Couplet: Alexander Pope: Extract from Essay on Man (Epistle I, Section II), "Presumptuous man! The reason wouldst thou find..."
9. Free Verse: Stanley Kunitz: The Layers
10. Song: Leonard Cohen: I'm your Man

Module 3: World Poetry

1. Childhood: Rainer Maria Rilke: Childhood
2. Love and Loss: Pablo Neruda: Tonight I Can Write the Saddest Lines
3. Protest: Nazim Hikmet: Some Advice to those who will Serve Time in Prison
4. Family: Langston Hughes: Mother to Son
5. Survival: Namdeo Dhasal: Stoneman, My Father & Me
6. Alienation: Diane Glancy: Without Title
7. War: Yehuda Amichai: Anniversaries of War
8. Environment: Joao Cabral de Melo Neto: Landscape of the Capibaribe River
9. Commitment and Passion: Charles Baudelaire: Be Drunk

10. Cultural Difference: Bassey Ikpi: Homeward

Module 4: Appreciation of Poetry

Students can be briefed about how to analyze a poem. A few poems other than those given for the detailed study can be given to the students for practical analysis.

*NB: The learners are asked only short essay/s (paragraph/s) questions for appreciation (based on unseen poems) in the end semester examinations.

Reference:

CORE TEXT: A text containing the above lessons will be made available

1. A Concise Companion to Literary Forms. Emerald, 2013.
2. Bernard Blackstone. Practical English Prosody: A Handbook for Students. Longman, 2009. C. T. Thomas Ed. Chaucer to Housman Vol I. New Delhi: B.I. Publications 1990.
3. Katherine Washburn and John S. Major Ed. World Poetry: An anthology of Verse from Antiquity to Our Time. New York: W. W. Norton, 1998.
4. Margaret Ferguson, Mary Jo Salter and Jon Stallworthy. The Norton Anthology of Poetry. 5th Ed. New York: W. W. Norton, 2005.
5. Neil Corcoran. English Poetry since 1940. London: Longman, 1993.
6. Neil Roberts. A Companion to Twentieth Century Poetry. Malden, Blackwell, 2003.
7. Philip Hobsbaum. Metre, Rhythm and Verse Form. London: Routledge, 2006.
8. Rajiv Patke, Postcolonial Poetry in English. Oxford: OUP, 2006.
9. R. P. Draper. An Introduction to Twentieth Century Poetry in English. Basingstoke, Palgrave, 1999.
10. Tom Furniss and Michael Bath. Reading Poetry- An Introduction. London: Prentice Hall, 1996.

SEMESTER III

ENG3B02 – APPRECIATING PROSE

Contact Hours per Week: 4 hrs

Number of Credits: 4

Number of Contact Hours: 72 Hrs.

Objective

- The course aims to enable the learners to appreciate and to critically analyze prose writings of different types and from diverse contexts – social, political, historical and national.

Course Outline

Module 1: Introduction to Prose

Etymology – Prose varieties –Fiction/Short Story/Tales -Autobiography/Biography -Newspaper/Journal Articles -Philosophical/Scientific Essays –Travelogues –Speech. Functions of prose. Evolution of Prose - Early translations- King Alfred- the Anglo Saxon Chronicle- homilies- bible translations-secular prose- Morte D'arthur- Elizabethan prose-tracts, pamphlets and treatises- eighteenth century prose – Victorian and modern prose.

- Essay – formal/impersonal essay and informal/personal essay
- Types of formal essays: periodical essay, critical essay
- Personal essays /Life Writing: biography, autobiography, memoir and diaries.

Module 2: Reflections and speeches

1. Francis Bacon : Of Studies
2. Charles Lamb : Dream Children :A Reverie.
3. G. K Chesterton : On Running After One's Hat
4. Albert Camus : Nobel Acceptance Speech
5. Arundhati Roy : Come September
6. Pico Iyer : In Praise of the Humble Comma (Biography/Autobiography/Memoir)
7. Chinua Achebe : The Education of a British Protected Child(extract from the text.)
8. Marcel Junod : The First Atom Bomb. (extract from Warrior Without Weapons, translated by Edward Fitzgerald.)
9. Usha Jesudasan : Justice vs Mercy

Reference:

CORE TEXT: A text containing the above lessons will be made available

1. A Concise Companion to Literary Forms. Emerald, 2013.(Chapter IV)
2. Dr. Takashi Nagai : Letter from Nagasaki & Dr. Tamiki Hara : Letter from Hiroshima Doris Lessing: On not winning the Nobel Prize (Nobel Lecture, December 7,2007) Bertrand Russell: Ideas that have helped mankind.
3. Marilynne Robinson : When I Was a Child
4. Thomas de Quincey : The Literature of Knowledge and The Literature of Power
5. J.B Priestley : On Doing Nothing
6. Robert Lynd : On Forgetting
7. AG. Gardiner : On Living Again

ENG3B04 – ENGLISH GRAMMAR AND USAGE

Contact Hours per Week: 5 Hrs.

Number of Credits: 4

Number of Contact Hours: 90 Hrs.

Objective

- This course aims at preparing undergraduate students to learn how to use language with a proper knowledge of the nuances of structure and usage of English.
- It aims at a recapitulation of English grammar and usage that learners would have acquired at the lower levels.

Course Outline

Module 1 - Basic Grammatical Units

1. Form class and Function words
2. Identifying the Grammatical labels and Functional labels of words
3. Verb in Function—Gerund, Infinitives, Participles—their uses
4. Synonyms, Antonyms, Precise Use
5. Mood and Modality
6. English Morphology – Compounding, Affixation, Inflexion, Derivation 7. Phrasal verbs and idioms

Module 2 - The Sentence

1. Word order and Sentence Pattern
2. Coordination and Subordination

Module 3 - Sentence Transformations: A Relook at Traditional Categories

1. Tag questions
2. Active passive
3. Direct and indirect
4. Simple, complex, Compound
5. Movement – Collocation

Module 4 - Important Grammatical Concepts

1. Time, Tenses and Aspects

2. Lexical Verbs and Auxiliary verbs: Their uses
3. Anomalous Finites
4. Subject—Verb agreement in sentences
5. Degrees of Comparison

Module 5 - Practical Exercises

1. Reorder jumbled sentences
2. Correct the given sentences according to accepted Modern usage and justify the changes made
3. Paragraph Editing (with more focus on grammatical corrections)
4. Translate a passage from Mother Tongue to English

Reference:

CORE TEXT: A text containing the above lessons will be made available

1. Gleason, H. A. Linguistics and English Grammar. Holt, Rinehart & Winston, Inc. 1965.
2. Leach, Geoffrey & Ian Savaitvik. A Communicative Grammar of English. ELBS. Murphy, Raymond. English Grammar. Cambridge University Press, 2005
3. Quirk R. & Sidney Greenbaum. A University Grammar of English. ELBS.
4. Swan, Michael. Practical English Usage. Oxford University Press, 2005.
5. Thomson, A. J. and Martinet. A Practical English Grammar Combined Exercises Vol. 1 & 2. Oxford University Press.
6. Quirk, Randolph. The Use of English. Longman, 1968.
7. Sailaja, Pingali. Indian English. Edinburgh University Press, 2009.

SEMESTER IV

ENG4B06 – LITERARY CRITICISM

Contact Hours per Week: 4 Hrs.

Number of Credits: 4

Number of Contact Hours: 72 Hrs.

Objective

- The course is a comprehensive spectrum of literary criticism of the west and the east, a survey of key movements, writers and concepts.

- It seeks to introduce the students to the history and principles of literary criticism since Plato and to cultivate in them the philosophical and critical skills with which literature can be appreciated.

Course Outline

Module 1 - Classical Literary Criticism

1. Plato: Concept of Art - Mimesis, His attack on poetry, Moral Concerns of literature, Views on Drama.
2. Aristotle: Poetics - Mimesis, Catharsis, Hamartia - Defence of Poetry - Definition of Tragedy-Parts of Tragedy, Plot, Tragic Hero, Three Unities, Comedy, Epic, Poetic style.
3. Horace: Ars Poetica - Definition of art, Views on Poetry and Drama.
4. Longinus: Romanticism, Sublimity in literature – Its sources.

Module 2 - A. English Literary Criticism – The Sixteenth to the Nineteenth Century

1. Philip Sidney: Apology for Poetry – Reply to Stephen Gosson, The Argumentative Method
2. John Dryden: Neoclassicism – The function of Poetry, Dramatic Poesy, Observations on tragedy, comedy, satire, epic.
3. Dr. Samuel Johnson: Neoclassicism, Biographical Criticism, Historical approach, Observations on Poetry, Drama, Shakespeare, Tragicomedy, Three unities.

B. English Literary Criticism – The Nineteenth Century

1. William Wordsworth: “Preface to Lyrical Ballads” – The Romantic Creed - Difference between Neoclassicism and Romanticism - definition of poetry – poetic diction and language.
2. S. T. Coleridge: Theory of Imagination, Fancy and Imagination, Primary Imagination and Secondary imagination, Poetic Genius.
3. P. B. Shelley: The Defence of Poetry – Concept of Poetry.
4. Mathew Arnold: Classicism - Concept of Culture – the use and function of poetry - Touchstone method – Moralistic criticism – Function of criticism – High seriousness and Grand Style.

Module 3 - Literary Criticism – The Twentieth Century

1. T.S. Eliot: “Tradition and Individual Talent” – Historical Sense – Impersonality – Poetic Emotion – Objective Correlative – Dissociation of Sensibility.
2. I. A. Richards: Poetry and Communication, Practical Criticism - The Four Kinds of Meaning – Scientific and Emotive uses of Language.
3. F.R. Leavis: Concept of Literature and Criticism
4. Formalism: Key Features of Formalism - Its Origin, Focus on language, Form, Literariness, Defamiliarization, Fabula/Syuzet, Motivation.

5. New Criticism: The origin - Close reading and explication - Ambiguity, Paradox, Irony, Tension, Intentional Fallacy and Affective fallacy.
6. Archetypal Criticism: Myth, Archetype, Collective Unconscious, Northrop Frye.

Module 4 - Glossary

1. Indian Aesthetics: Rasa, Dhvani, Vyanjana, Alamkara, Thinai.
2. Literary Movements: Classicism, Neoclassicism, Romanticism, Humanism, Realism, Naturalism, symbolism.
3. Literary Concepts: Catharsis, Mimesis, Objective Correlative, Ambiguity, Negative Capability.

Reference

CORE TEXT: A text containing the above lessons will be made available

1. B Prasad, An Introduction to English Criticism.
2. Lois Tyson, Critical Theory Today.
3. David Daiches, Critical Approaches to Literature.
4. Harry Blamires. A History of Literary Criticism.
5. Ramaswamy S & Sethuraman V.S. The English Critical Tradition.
6. Das B. B., Literary Criticism: A Reading

SEMESTER V

ENG5B23 – APPRECIATING DRAMA

Contact Hours per Week: 5 Hrs.

Number of Credits: 5

Number of Contact Hours: 90 Hrs.

Objective

- The course is a wide spectrum of drama across the globe. It seeks to enable learners to stimulate interest in drama, to appreciate drama as an art form and to fathom its trends and techniques

Course Outline

Module 1: Drama - Some Key Concepts

Basic Elements of Drama: Tragedy, Comedy, Tragicomedy; The Constituent Parts of Drama – Plot, Character, Thought, Song, Spectacle, Diction, Three Unities, Tragic Hero, Chorus, Simple plot and Complex plot; The basic structure of tragedy.

History of Drama: Greek Theatre and Drama, Miracle Plays and Morality Plays, University Wits, Shakespearean Theatre, Restoration Drama, Sentimental Drama, Anti-sentimental Drama, Comedy of Manners, Drama of the Romantic Period, Decadence, Problem Play, Realism, Ibsen and Bernard Shaw. Avant-garde: Expressionism & Epic Theatre, Angry Young Man, The Theatre of the Absurd, Comedy of Menace, The Theatre of Cruelty, Feminist theatre, Street theatre, Ritualistic Theatre, The Poor theatre, Radio Drama.

Module 2 - Classical Drama

William Shakespeare: Othello

Module 3 - World Plays

4. Anton Chekov: The Bear/ The Boor
5. Edward Albee: Zoo Story
6. Bhasa: Urubhangam
7. Ibsen: A Doll's House, Act III

Module 4 - Drama Adaptation

3. Syamaprasad: Akale (2004)
4. Akira Kurosawa: Throne of Blood (1957)

*NB: The learners are asked only essay/s and short essay/s (paragraph/s) questions from the adaptations in the end semester examinations.

Reference:

CORE TEXT: A text containing the above lessons will be made available

1. Catherine Belsey. The Subject of Tragedy- Identity and Difference in Renaissance Drama. London: Methuen, 1985.
2. Jean Chothia. English Drama of the Early Modern Period, 1890-1940. London: Longman, 1996.
3. A C Bradley, Shakespearean Tragedy. London: Elibron, 1904.
4. H. Granville-Barker, Study of Drama. London: Sedgwick, 1931.
5. Peter Womack and Simon Shepherd. English Drama: A Cultural History. Cambridge: Blackwell, 1996.

ENG5B09 – LANGUAGE AND LIGUISTICS

Contact Hours per Week: 5 Hrs.

Number of Credits: 4

Number of Contact Hours: 90 Hrs.

Objective

- The course studies what language is and what knowledge of a language consists of. This is provided by basic examination of internal organization of sentences, words, and sound systems.
- The course assumes no prior training in linguistics. Students of Linguistics begin their studies by learning how to analyze languages, their sounds (phonetics and phonology), their ways of forming words (morphology), their sentence structures (syntax), and their systems of expressing meaning (semantics).

Course Outline

Module 1 - Language and Linguistics

Language - definitions - Theories related to the origin of language - Properties of human language as opposed to animal communication - Speech & Writing

Linguistics - definition - levels of linguistic analysis- Phonetics, phonology, morphology, syntax, semantics, semiology, discourse

Branches of linguistics - psycho- linguistics, ethno-linguistics, socio-linguistics

Language Varieties - Idiolect – Dialect - Isogloss- Register – Pidgin, Creole - Bilingualism - Diglossia. (Concepts of linguist & polyglot)

Approaches to the study of linguistics - synchronic & diachronic - descriptive & prescriptive - traditional & modern

Concepts of langue, parole, competence. performance

Module 2 - Phonetics

Airstream mechanism -Organs of speech

Classification & description of speech sounds - vowels - monophthongs, diphthongs, triphthongs - cardinal vowels - consonants

Phonology - phoneme - allophones- - transcription- IPA symbols, diacritics

Phonemes in English - vowels, consonants, some important allophonic variants

Homophones, homonyms

Syllable- definition/description - structure - syllabic consonant - consonant clusters, abutting consonants

Word accent

Accent & rhythm in connected speech - weak forms

Intonation

Juncture- Assimilation & Elision

Transcription

Need for uniformity - RP & GIE

Module 3 - Morphology and Semantics

Morpheme, allomorph & morph

Free & bound morphemes - content/lexical & functional/structural words - root, stem, affixes - derivational & inflectional affixes - Word-formation Semantics - Synonymy, antonymy, hyponymy, polysemy, ambiguity Semantic changes

Module 4 - Syntax

Types of phrases, clauses & sentences (brief repetition of Grammar already included in previous semester syllabus)

Syntactic models - IC Analysis, labelled IC Analysis - PS Grammar - TG Grammar - kernel sentences & transforms - deep structure & surface structure - Some transformations - obligatory & optional - Interrogative - Do support - Negation - Passivisation - Co-ordination & subordination

Reference:

CORE TEXT: A text containing the above lessons will be made available

1. Lyon, John. Language and Linguistics: An Introduction
2. Gimson, A.C. An Introduction to the Pronunciation of English
3. Murphy, Raymond. English Grammar
4. Trask, R. I. Key Concepts in Language and Linguistics Martinet, Andre. Elements of General Linguistics Swan, Michael. Practical English Usage.
5. Gleason, H.A. Linguistics and English Grammar
6. Lyons, John. Ed. New Horizon in Language
7. Hengcock, Mark. English Pronunciation in Use
8. Hall, Christopher J. An Introduction to Language and Linguistics
9. Odden, David. Introducing Phonology
10. Matthews, P.H. Linguistics: A Very Short Introduction Yule, George The Study of Language.

SEMESTER VI

ENG6B11 – VOICES OF WOMEN

Contact Hours per Week: 5 Hrs.

Number of Credits: 4

Number of Contact Hours: 90 Hrs.

Objective

- To introduce students to experiences unique to women and to the fundamental precepts of the feminist movement and to identify the polyphonic quality of women's voices.

Course Outline

Module 1 - Essays

1. Chimamanda Ngozi Adichie: We Should All Be Feminists
2. Virginia Woolf: Shakespeare's Sister

Module 2 - Poetry

1. Eunice D Souza: Bequest
2. Amy Lowell: Vintage
3. Sappho: To Anactoria in Lydia
4. Inez Hernandez Avila: To Other Women Who Were Ugly Once
5. Judith Wright: Eve to her Daughters

Module 3 - Fiction

Novel: Kate Chopin : The Awakening

Short stories

1. Clarice Lispector : Preciousness
2. Alice Walker: The Flowers

Module 4 - Drama and Film

Thozhilkendrathilekku

At Five in the Afternoon : dir. Samira Makhmalbaf

Mustang : dir Denize Gamze Erguven

Refernces:

CORE TEXT: A text containing the above lessons will be made available

1. Kamala Bhasin---What is Patriarchy?
2. Nivedita Menon--Seeing like A Feminist
3. Naomi Wolf--Beauty Myth
4. Alice Walker ---Color Purple

5. Caryl Churchill---Vinegar Tom
6. Deepa Mehta's films---Earth, Fire, Water
7. Rina Das' Film---The village Rockster

ENG6B17 – WRITING FOR THE MEDIA OF WOMEN (ELECTIVE)

Contact Hours per Week: 3 Hrs.

Number of Credits: 3

Number of Contact Hours: 54 Hrs.

Objective

- The course aims to make a better understanding on professional media industry and to the forms of writings for mass media.

Course Outline

Module 1 - Technical Writing

Definition- types of technical writing- structure of user manuals, technical descriptions, instructions and accessories –dissertation and thesis writing

Module 2 - Writing for audio visual media

- a. Radio - types of programmes- writing for broadcast-scripting for drama feature, talks and discussions- news writing for radio-fixed programme chart preparation-scope of radio in podcasting-community and commercial FM broadcasting.
- b. Television and film documentary-concept to story structure-narrative arc –script-screenplay and storyboard –production book and set design-difference between various media content- TV programmes- documentary and fiction.

Module 3 - Advertisement

Various types of commercials- copywriting for print- radio and online advertisement- creative content fillingTV commercials.

Module 4 - Writing for digital media

Digital reporting-writing for websites-blogging and vlogging script- news gathering and online stylistics- laws and ethics of new media-cyber laws

Reference:

CORE TEXT: A text containing the above lessons will be made available

1. Stoval, James Glen. Writing for the Mass Media. Pearson Education, 2006.
2. Menchar, Melvin. Basic News Writing. William C Brown Cox, 1983
3. Rich, Carole. Writing and Reporting News: A Coaching Method. Wadsworth/Thomson Learning, 2003.
4. Neal, James A and Suzane S Brown. News Writing and Reporting. Surjeeth Publications, 2003.
5. Feldman, Tony. An Introduction to Digital Media. Blueprint Series, 1996.
6. Boother, Dianna. F Writing. Macmillan, 2008.
7. Lewis, Richard. Digital Media: An Introduction. Prentice Hall.
8. Nigel, Chapman. Digital Media Tools. Paperback 26 Oct, 2007.

GENERAL SCHEME OF THE PROGRAMME

The duration of a UG programme shall be 6 semesters distributed over a period of 3 academic years. The odd semesters (1, 3, 5) shall be from June to October and the even semesters (2, 4, 6) shall be from November to March.

The UG programme shall include four types of courses, viz; Common Courses (Code A), Core courses (Code B), Open Course (Code D) and Audit courses (Code E).

Course code:

Each course shall have a unique alphanumeric code number, which includes abbreviation of the subject in three letters, the semester number (1 to 6) in which the course is offered, the code of the course (A to E) and the serial number of the course (01,02). The course code will be centrally generated by the College.

Sl. No	Course	No of Courses	Credits
1	Common Courses (English)	6	22
2	Common Courses (Additional Language)	4	16
3	Core Courses	15	57
4	Project (Linked to Core Courses)	1	2
5	Complementary Courses	2	16
6	Elective Course	1	4
7	Open Courses	1	3
8	Total		120
9	Audit course	4	16
10	Extra Credit Course	1	4
	Total		140

About the Course:

The structure of B A programme in History & English (Double Main) is as follows:

A. COMMON COURSES

Sl. No	Code	Title	Credits
1	A01	Common English Course I	I
2	A02	Common English Course II	I
3	A03	Common English Course III	II
4	A04	Common English Course IV	II
5	A05	Common English Course V	III
6	A06	Common English Course VI	IV
7	A07	Additional Language Course I	I
8	A08	Additional Language Course II	II
9	A09	Additional Language Course III	III
10	A10	Additional Language Course IV	IV
TOTAL CREDIT			38

In general, every under graduate student shall undergo 10 common courses (Total 38 credits). Common courses 1-6 shall be taught by English teachers and 7-10 by teachers of additional languages.

Common courses Semester wise

No.	Semester I	Semester II	Semester III	Semester IV
1	1,2,7	3,4,8	5,9	6,10

B. Core Courses

Core courses are the courses in the major (Core) subject of the degree programme chosen by the student. Core courses are offered by the parent department. The number of core courses offered to the students of History is 10, including a project work.

C. Open Courses

There shall be one open course in core subjects in the fifth semester. The open course shall be open to all the students in the institution except the students in the parent department. The students can opt that course from any other department in the institution. Each department can decide the open course from

a pool of three courses offered by the University. Total credit allotted for open course is 3 and the hours allotted is 3. If there is only one programme in a college, they can choose either language courses or physical education as open course.

D. Elective Courses

There shall be one Elective course in core subjects in the Sixth semester. The institutions can opt the elective course. Total credit allotted for elective course is 3 and the hours allotted is 3.

Ability Enhancement courses/Audit courses

These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the College. The students can also attain these credits through online courses like SWAYAM, MOOC etc (optional). The list of passed students must be sent to the University from the College at least before the fifth semester examination. The list of courses in each semester with credits is given below.

Course with credit Semester

Course	Credit	Semester
Environment Studies	4	1
Disaster Management	4	2
*Human Rights/Intellectual Property Rights/ Consumer Protection	4	3
*Gender Studies/Gerontology	4	4

* Colleges can opt any one of the courses. **Extra credit Activities**

Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Those students who could not join in any of the above activities have to undergo Christ College Social Service Programme (CCSSP). Extra credits are not counted for SGPA or CGPA.

Credits

A student is required to acquire a minimum of 140 credits for the completion of the UG programme, of which 120 credits are to be acquired from class room study and shall only be counted for SGPA and CGPA. Out of the 120 credits, 38 (22 for common (English) courses + 16 for common languages other than English) credits shall be from common courses, 2 credits for project/corresponding paper and 3 credits for the open course.

Dual core programmes are having separate credit distribution. Audit courses shall have 4 credits per course and a total of 16 credits in the entire programme. The maximum credit acquired under extra credit shall be 4. If more Extra credit activities are done by a student that may be mentioned in the Grade card. The credits of audited courses or extra credits are not counted for SGPA or CGPA.

Attendance

A student shall be permitted to appear for the semester examination, only if he/she secures not less than 75% attendance in each semester. Attendance shall be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by University remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college/university with the prior concurrence of the Head of the institution. Participation in such activities may be treated as presence in lieu of their absence on production of participation/attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester). Students can avail of condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonations during the entire programme). If a student fails to get 65% attendance, he/she can move to the next semester only if he/she quires 50% attendance. In that case, a provisional registration is needed. Such students can appear for supplementary examination for such semesters after the completion of the programme. Less than 50% attendance requires Readmission is permitted only once during the entire programme.

Readmission

There shall be provision for Readmission of students in CBCSS UG 2019. The Principal can grant readmission to the student, subject to the conditions detailed below and inform the matter of readmission to the Controller of Examinations within one month of such readmission. This readmission is not to be treated as college transfer. There should be a gap of at least one semester for readmission. The candidate seeking readmission to a particular semester should have registered for the

previous semester examination. Readmission shall be taken within two weeks from the date of commencement of the semester concerned. For readmission, the vacancy should be within the sanctioned strength in the parent college. If there is no vacancy in the junior batch of the parent college, readmission can be taken in another college with the junior batch if there is vacancy within the sanctioned strength in the concerned college. If there is a change in complementary courses, it can be done with following conditions: i) the external and internal marks/grade obtained in the previous semesters for the earlier complementary courses will be cancelled. ii) the students have to write the external examinations for the previous semester for the new complementary courses along with the subsequent batch iii) An undertaking to the effect that “the internal evaluation for the previous semesters of the new complementary courses will be conducted”, is to be obtained from the Principal of the college in which the student intends to take readmission. If change in scheme occurs while readmission, provision for credit transfer is subject to common guidelines prepared by Board of Studies/ Faculty concerned. For readmission to CBCSSUG 2019 involving scheme change, the Principal concerned shall report the matter of readmission to Controller of Examinations with the details of previous semesters and course undergone with credits within two weeks in order to fix the deficiency/excess papers.

Grace marks

Grace marks may be awarded to a student for meritorious achievements in co-curricular activities (in Sports/Arts/NSS/NCC/Student Entrepreneurship) carried out besides the regular hours. Such a benefit is applicable and limited to a maximum of 8 courses in an academic year spreading over two semesters. In addition, maximum of 6 marks per semester can be awarded to the students of UG Programmes, for participating in the College Fitness Education Programme (COFE).

Project

Every student of a UG degree programme shall have to work on a project of 2 credits under the supervision of a faculty member or shall write a theory course based on Research Methodology on Writing Local History as per the curriculum. College shall have the liberty to choose either of the above.. The Board of Studies concerned shall prepare the syllabus for the course on Research Methodology.

Study Tour

Compulsory study tour to destinations of architectural, archaeological, historical and cultural importance is to be conducted either in 5th or in 6th semesters. The students should submit the tour report as assignment and present seminar papers based on the historical importance of places visited

during study tour in the sixth semester. These should be considered as the Assignment and Seminar components of the internal assessment for the HIS6B14- Indian Heritage and Plurality of Cultures.

Examination

There shall be College level examinations at the end of each semester. External Viva-voce will be conducted along with the project evaluation. Project evaluation shall be conducted at the end of sixth semester. 20 % of marks are awarded through internal assessment.

Course Evaluation

The evaluation scheme for each course shall contain two parts (1) Internal assessment (2) external evaluation. 20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

Internal Assessment

20% of the total marks in each course are for internal examinations. The marks secured for internal examination only need to be send to the Controllor of Examinations by the Departments concerned. The internal assessment shall be based on a predetermined transparent system involving written test, assignments, seminars and attendance in respect of theory courses and lab test/records/viva and attendance in respect of practical courses. Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude. Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40% Assignment 20%, Seminar 20% and Classroom Participation based on Attendance 20%. (If a fraction appears in internal marks, nearest whole number is to be taken)

For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken. To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks. The course teacher(s) shall maintain the academic record of each student registered for the course, which shall be forwarded to the Controllor of Examinations by the Head of the Department after obtaining the signature of the course teachers.

The Split up of marks for Test paper and Class Room Paticipation (CRP) for internal evaluation are as follows.

Split up of of marks for Test paper

<i>Range of Marks in Test Paper</i>	<i>Out of 8 (Maximum internal Marks is 20)</i>
Less than 35%	1
35%- 45%	2
45%- 55%	3
55%- 65%	4
65%- 85%	6
85%- 100%	8

Split up of marks for Class Room Participation

<i>Range of CRP</i>	<i>Out of 4 (Maximum internal Marks is 20)</i>
$50\% \leq \text{CRP} < 75\%$	1
$75\% \leq \text{CRP} < 85\%$	2
85 % and above	3

SCHEME OF EXAMINATION

Core courses consist of fifteen theory papers and a project work.

The evaluation scheme for each course including the project work shall contain two parts. There will be two types of scheme of examinations.

Question Paper Type 1 for the papers having 4 or 5 credits:

This scheme consists of external question paper with 80 marks and internal examination with 20 marks. Duration of each external examination is 2.5 hours. The students can answer all the questions in A&B sections. But there shall be ceiling in each section.

Section A

Short Answer type that carries 2 marks each – 15 questions

Ceiling – 25 marks

Section B

Paragraph/problem type that carries 5 marks each – 8 questions

Ceiling – 35 marks

Section C

Essay type that carries 10 marks (2 out of 4)

2X10=20 marks

Question Paper Type 2 for the papers having 2 or 3 credits:

This scheme consists of external question paper with 60 marks and internal examination with 15 marks.

Duration of each external examination is 2 hours. The students can answer all the questions in A&B sections. But there shall be ceiling in each section.

Section A

Short Answer type that carries 2 marks each – 12 questions

Ceiling – 20 marks

Section B

Paragraph/problem type that carries 5 marks each – 7 questions

Ceiling – 30 marks

Section C

Essay type that carries 10 marks (1 out of 2)

1X10=10 marks

For the project work, out of the total 50 marks, 10 for Internal assessment and 40 for External evaluation.

EVALUATION OF PROJECT

This is done under mark system. There will be an Internal assessment by the supervising teacher of the Project and an External evaluation by an External Examiner appointed by the University. Grade will be awarded to the candidates by combining the external and internal marks. The internal and external components are to be taken in the ratio 1:4. The internal will be 20 percent of the total and external will be 80 percent of the total.

COMPONENTS	INTERNAL in MARKS	EXTERNAL in MARKS
	Total in 20 Marks	Total in 80 Marks
Originality – Relevance of the topic, statement of the objectives	4	16
Methodology- Reference/Bibliography,	4	16
Presentation, quality of analysis/use of statistical tools		
Scheme/ Organisation of report- Findings and Recommendations	6	24
Viva-Voce	6	24

EVALUATION AND GRADING

Mark system is followed instead of direct grading for each question. For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system

Ten Point Indirect Grading System

<i>% of Marks (IE+EE)</i>	<i>Grade</i>	<i>Interpretation</i>	<i>Grade point Average (G)</i>	<i>Range of grade points</i>	<i>Class</i>
95 and above	O	Outstanding	10	9.5 -10	First class with Distinction
85 to below 95	A+	Excellent	9	8.5 -9.49	
75 to below 85	A	Very good	8	7.5 -8.49	
65 to below 75	B+	Good	7	6.5 -7.49	First class
55 to below 65	B	Satisfactory	6	5.5 -6.49	
45 To below 55	C	Average	5	4.5 -5.49	Second class
35 to below 45	P	Pass	4	3.5 -4.49	Pass
Below 35	F	Failure	0	0	Fail
Incomplete	I	Incomplete	0	0	Fail
Absent	Ab	Absent	0	0	Fail

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA



DEGREE OF B. A. HISTORY
BACHELOR OF ARTS IN ENGLISH & HISTORY
(DOUBLE MAIN)

(CHOICE BASED CREDIT AND SEMESTER SYSTEM FOR UNDERGRADUATE CURRICULUM)

UNDER THE FACULTY OF ARTS

SYLLABUS

(FOR THE STUDENTS ADMITTED FROM THE ACADEMIC YEAR 2019 – 20 ONWARDS)

BOARD OF STUDIES IN ENGLISH & HISTORY (UG)

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA - 680125, KERALA, INDIA

JUNE, 2019

Syllabus of B A History (Double Main Course)

The present syllabus consists of - ten core courses, three open courses.

Details of the Courses are:

Ten core courses include the Project, all compulsory (in the place of the main papers), each having 4 credits. Code of the course - B

OPEN COURSES (3 courses)

Sl. No	Code	Title	Contact Hours	Semester	Credit
1.	HIS5 D01	HISTORICAL TOURISM	3	VI	4
2	HIS5 D02	HISTORY OF KERALA RENAISSANCE	3	VI	4
3	HIS5 D03	HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA	3	VI	4

For Double Main Programmes, there should be 10 mandatory Core Courses, 1 Elective Course, to be selected from 3 Courses offered, and 1 Open Course to be selected from 3 Courses offered. The code for History Double Main will be same as that of the core courses, i.e., HIS-B--. The code of the Open and Elective Courses is as Detailed below. There are no Complementary Courses for Double Main.

Sl. No	Code	Title	Contact Hours	Semester	Credit
1	HIS1B01	TRENDS IN HISTORIOGRAPHY	6	I	5
2	HIS2B02	INDIAN HISTORIOGRAPHY	6	II	5
3	HIS3B04	INDIAN HISTORY- 1	4	III	4
4	HIS4B06	INDIAN HISTORY- 2	5	IV	4
5	HIS4 B19	GENDER STUDIES	5	IV	4
6	HIS5B08	INDIAN HISTORY- 3	5	V	4
7	HIS5B09	KERALA HISTORY-1	5	V	4
8	HIS6B11	INDIAN HISTORY- 4	5	VI	4
9	HIS6B12	KERALA HISTORY- 2	5	VI	4
10	HIS6B15	DISSERTATION/ METHODOLOGY OF LOCAL HISTORICAL WRITING	4	VI	3
					41

HIS1B01 – TRENDS IN HISTORIOGRAPHY

Contact Hours per Week: 6 Hrs.

Number of Credits: 5

Objective

- This course is designed to expose first semester students, to the basic understanding regarding the development of History as a discipline.
- The emphasis will be on the major trends in the arena of Historical Writing and Thought.
- The course will illustrate how the methodological and philosophical shifts have contributed for the development of History as a discipline.

Course Outline

Module I

Meaning of Historiography – Quasi History Past and History- Differentiation and Conceptualization Nature and Character of Greek Historical Writings- Herodotus Nature of Medieval Historical Writings - St: Augustine–Ibnhaldun

Reference:

1. R G Collingwood, The Idea of History, OUP, 1994.
2. Shashi Bhushan Upadhyay, Historiography in the Modern World: Western and Indian Perspectives, OUP, 2016.

Module II

Vico and New science – Positivism- Auguste Comte and Ranke Marx and Historical Materialism
- Cultural History- Jacob Burckhardt - A J Toynbee and the Study of civilizations

Reference:

1. R G Collingwood, The Idea of History, OUP, 1994.
2. Shashi Bhushan Upadhyay, Historiography in the Modern World: Western and Indian Perspectives, OUP, 2016.

Module III

The Annales – Marc Bloch, Fernand Braudel

History of Mentalities- Philippe Aries

History from Below- E P Thompson Post Modernism – Keith Jenkins

Reference:

1. Peter Burke, The French Historical Revolution: The Annales School, 1929-89, Polity Press, Cambridge, 1990.
2. Patrick H Hutton, 'The History of Mentalities: The New Map of Cultural History' In History and Theory, Vol. 20, No. 3 (Oct. 1981), pp. 237-259.
3. R G Collingwood, The Idea of History, OUP, 1994.
4. Shashi Bhushan Upadhyay, Historiography in the Modern World: Western and Indian Perspectives, OUP, 2016.

Module IV

Gender History– Gerda Lerner Food History – Felipe Fernandez- Armesto Environmental History
– Alfred W Crosby- Oral Tradition and Oral History– Jan Vansina and Allan Nevins

Reference:

1. Shashi Bhushan Upadhyay, Historiography in the Modern World: Western and Indian Perspectives, OUP, 2016.

2. Gerda Lerner, The Creation of Patriarchy, OUP, 1987.
3. Felipe Fernandez- Armesto, Near A Thousand Tables: A History of Food, The Free Press, 2002
4. Alfred W Crosby, Ecological Imperialism: The Biological Expansion of Europe, 900-1900, Cambridge University Press, 2004.
5. Jan Vansina, Oral Tradition as History, The University of Wisconsin Press, 1985.
6. Gerald L Fetner, Immersed in Great Affairs: Allan Nevins and the Heroic Age of American History, State University of New York Press, 2004.

HIS2B02 – TRENDS IN INDIAN HISTORIOGRAPHY

Contact Hours per Week: 6 Hrs.

Number of Credits: 5

Objective

- This course is designed to expose Second semester students, to the basic understanding regarding the development of Historical consciousness in India.
- It will also provide a basic understanding regarding the major trends in the arena of Historical Writing and Thought in India.
- It will also expose the students to the major paradigms associated with the study of Indian History, which will help them to understand the Indian History Courses in the following semesters.

Course Outline

Module I - Historical Consciousness in Pre- British India

Concept of time in early India

Jain and Buddhist Tradition

Ithihasa – Purana Tradition-Charithas and Kavyas- Harshacharitha – Mooshakavamsa- Rajatharangani

Kitab-al- Hind- Al- Biruni-Historical Writings of Sultanate Period- Barani- Amir Khusrau- Historiography of Mughal period -AbulFazal

Historical consciousness in other parts of India - Ferishta- Sheikh Zainuddeen- Mangalkabya

Module II - Colonial and Nationalist Historiography

Indology- William Jones- Max Muller-James Mill and the Division of Indian History- The History of British India

Vincent A Smith- Great Men History-Nationalist Historiography- K.P Jayswal- R.C Majumdar- R.C Dutt- K.A.N Sastri- Elamkulam-P N Kunjan Pillai

Module III – Critique of Paradigms

Oriental Despotism-Asiatic Mode of Production-Hydraulic Society-Aryan Racial Supremacy Theory-Romila Thapar's Critique on Colonial and Nationalist Historiography Module IV Historiographical Trends in Independent India

Marxist Approach to Indian History- D.D Kosambi- R.S Sharma- Irfan Habib- Bipan Chandra

Subaltern Studies- Ranajith Guha- Dipesh Chakraborty -Cambridge and new Cambridge school- Anil Seal- C A Bayly-Gender History- Uma Chakravarti-Environmental History- Ramachandra Guha

Reference:

1. Dr. S P Sen, Historians and Historiography in Modern India
2. Elliot and Dowson, History of India as told by its own Historians
3. Romila Thapar, Past and Prejudice
4. Romila Thapar, Time as a Metaphor of History: Ancient India
5. James Mill, The History of British India
6. Ranajit Guha (ed), Subaltern Studies, Vol. 1

HIS3B04 – INDIAN HISTORY – 1

STATE & SOCIETY IN EARLY INDIA

Contact Hours per Week: 5 Hrs.

Number of Credits: 4

Objective

- The main objective of this syllabus is to provide a broad historic outline about the process of socio-political formations in the north and south India up to 1300 CE.
- Four modules introduce four main process of the socio-political formations; the emergence of the first urbanization in the north western part of early India during bronze age, the socio-political formations

of Indo Gangetic plains in the Iron Age, the emergence of an empire under Mauryas in the north and Muvendars in the South and the formation of feudal cultures in the north and south.

Course Outline

Module - I - Towards Civilization

Pre-Harappan cultures; - extension of the Harappan culture- features of the Harappan sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan

Debates on the nature of society and polity: Dravidian and Indo Aryan

Debate on the decline of Indus civilization

Debate on Harappan script: Airavatham Mahadevan –Asko Parpola

Reference:

1. D.N Jha. Ancient India an Introductory Outline
2. Shareen Ratnagar. Understanding Harappa
3. M.K Bhavalikar. Cultural Imperialism
4. R.S. Sharma. India's Ancient Pasts
5. Upinder Singh. A History of Ancient and Early Medieval India

Module – II - Socio-Political Formations in the Indo-Gangetic Plains

Vedic literatures and Archaeological evidences - PGW, NBPW- early tribal pastoral and agrarian society in the Gangetic plains

Aryan debate: Central Asian/indigenous theory

Early and later Vedic polity- formation of urban centers- Mahajanapadas -Nature of state; oligarchies, Monarchies and republics

Material setting of the formation of Jainism and Buddhism

Reference:

1. R.S. Sharma. Material Culture and Social formations in Ancient IndiaIndia's Ancient Past
2. Romila Thappar. From Lineage to StateEarly India
3. Upinder Singh. A History of Ancient and Early Medieval India

Module – III - Mauryan and Muvendar

From Mahajanapadas to the empire- domination of Magadha- foundation of Mauryan polity

Asokan Edicts and Megasthenes's Indica

Extension of the empire

Arthasasthra and early Indian treatise on the theory of state; *Sapthanga* – nature of Asoka dharma

Debates on Mauryan polity

Tamizhakam – Tinai based production and exchange–Indo-Roman trade- nature of Muvendar polity- Chera, Chola and Pandya

Reference:

1. K.A. NilakantaSastri. Age of Nandas and Maurya
2. RomilaThapar. Ashoka and Decline of the MauryaMaurya Revisited
3. Upinder Singh. A History of Ancient and Early Medieval India
4. N. Subrahmanyam. Sangam Polity
5. RajanGurukkal. Social Formations in South India
6. Kailasapati. Tamil Heroic Poetry
7. Rajan Gurukkal. Rethinking Indo-Roman Classical Trade

Module - IV - Into a Feudal Society

Land grants under Satavahanas and Gupta- revival of Vedic traditions- art- literature and architecture as the symbols of feudalism

Debates on Indian feudalism; R.S Sharma, Herbans Mukhia

South Indian feudalism- Temple based Bhakti traditions of Alvars and Nayanars in South India.

Reference:

1. R.S. Sharma. Indian FeudalismEarly Medieval Indian Society
2. VijaykumarTakkur. Historiography of Indian Feudalism
3. D.N. Jha (ed.). Feudal Order
4. HerbansMukhia (ed.). Feudalism Debate
5. KesavanVeluthat.The Political Structure of Early Medieval South India, The Early Medieval in South India
6. Upinder Singh. A History of Ancient and Early Medieval India

Map studies

1. Harappan cities
2. PGW and NBPW sites
3. Distribution of Major and Minor Rock edicts of Asoka
4. Port towns of Ancient Tamilakam

HIS4B06 – INDIAN HISTORY – 2

STATE & SOCIETY IN MEDIEVAL INDIA

Contact Hours per Week: 5 Hrs.

Number of Credits: 4

Objective

- The course is framed to explicate the nature of state and society in Medieval India. It familiarizes the students with process of state formation; economic pattern of medieval India along with the social and cultural developments of the period.
- It explains the process of medieval trade related to Arabian Sea and Indian Ocean. Students could able to understand changing pattern of agrarian system in medieval India.
- A new phase in Indian History began with the advent of the Arabs in Sindh in A.D.712. The Arabs brought a new religion, a new culture and civilization to the Indian Sub-Continent. The new form of religious ideas, culture, fine arts etc. have lasting impact on India.

Course Outline

Module I - Interpreting early medieval Indian History

Concept of early medieval

Indian Feudal model and its critics

Essential readings

1. B. D. Chattopadhyaya. The Making of Early Medieval India
2. Irfan Habib. Medieval India; The Study of a Civilization
3. N. Jha. Early India: A Concise History
4. R. S. Sharma. Early Medieval Indian Society: A Study in Feudalization
Upinder Singh. A History of Ancient and Early Medieval India

References:

1. T.J. Byres and Harbans Mukhia (eds.). Feudalism and non-European societies
2. Vipul Sing. Interpreting Medieval India
3. Burtain Stein. Peasant state and society in Early Medieval South India
4. Romila Thapar. Early India: From the Origins to AD1300
5. Upinder Singh. A History of Ancient and Early Medieval India: From the Stone Age to the 12th century
6. Kesavan Veluthat. Political Structure of Early Medieval South India.

Module II- Delhi Sultanate, Vijaya Nagara empire and Bhamani Kingdom

Arab conquest of Sind- the Sultanate ascendancy in India- Battle of Tarain- Political consolidation under early Turkish Sultans- Reforms under Iltutmish and Balban - Delhi Sultanate under Khaljis and Thuglaqs; Alauddin Khalji- military measures and economic reforms –Administrative reforms and military experiments of Muhammadbin Thuglaq- Firozshah Thuglaq and welfare measures
Administrative system and institutions under Delhi sultanate- kingship- Administration nobility – slavery-land revenue and forms of distribution- Iqta system
The Vijaya nagara Empire- Bahmani Kingdom : nature of Polity and cultural contributions

Essential Readings

1. Farooqui SalmaAhmed. A Comprehensive History of Medieval India
2. Satish Chandra. Medieval India:From Sultanate to the Mughals(1206-1526)
3. Sunil Kumar. The Emergence of Delhi Sultanate,1192-1286
4. I.H. Quereshi. Administration of the Sultanate of Delhi
5. Satish Chandra. History of Medieval India
6. Mohammad Habib and KA Nizami (eds.). A Comprehensive History of India: The Delhi Sultanate (1206-1526)
7. Burton Stein. Vijayanagara
8. H.K.Sherwani.The Bahmanis of the Deccan Deccan

References

1. S.A.A. Rizvi. The Wonder that was India, Part II
2. K.A. Nizami, State and Culture in Medieval India
3. Ashraf .K.M. Life and Conditions of the people of Hindustan Stewart Gordon, The Marathas 1600 - 1818.

Module III- Formation of Mughal Empire

Babur- war fare- military technology- Afghan conflicts and formation of Surr dynasty - Consolidation of the Mughal Empire under Akbar- expansion of the empire-economic reforms-Mansabdari system - Jagir and land revenue system- zabti – Akbar’s religious policy- Rajput policy- Aurengazeb and Decan policy
Rise of The Marathas- Shivaji and his administration- Land revenue policy - Ahom Kingdom of North-east India

References:

1. Irfan Habib. Agrarian System of Mughal India, 1526 - 1707

2. Farooqui Salma Ahmed. A Comprehensive History of Medieval India.
3. Harbans Mukhia. The Mughals of India
4. Muzaffar Alam and Sanjay Subramanian (eds.). The Mughal State, 1526 – 1750.
5. Meena Bhargava.Understanding Mughal India
6. J.F. Richards. The Mughal Empire
7. Ashraf K.M. Life and Conditions of the people of Hindustan
8. Satish Chandra. History of Medieval India:800-1700 -----Essays on Medieval Indian History

Module IV: Religious ideas and Bhakthi Tradition

State and Society in Medieval India

Medieval economy and cultural contributions;

Rural economy-agrarian system- trade, urbanization, Indian Ocean trade - Nature of medieval architecture

Science and technology in Mughal India: basic feature

References:

1. S.A.A. Rizvi. A History of Sufism in India, Vol. I.
2. S.A.A. Rizvi. Muslim Revivalist Movements in Northern India.
3. Nisami K A. Some aspects of religion and politics in India
4. Nural Hasan. Thoughts on Agrarian Relations in Mugal India
5. Irfan Habib. Agrarian System of Mughal India, 1526 û 1707
6. S. Arsaratnam. Maritime India in the Seventeenth Century
7. R. Champakalakshmi. Trade Ideology and Urbanisation: South India 300BC- A.D. 1300
8. Catherine Asher. Architecture of Mughal India
9. J. C. Harle. The Art and Architecture of the Indian Subcontinent
10. Tapan Raychaudhuri et.al. The Cambridge Economic History of India

Map Studies

1. Important centres of Delhi Sultanate
2. Political and Cultural centres of Vijayanagara and Bahmani Kingdom
3. Mughal Empire under Aurangzeb
4. Trade Centres of Medieval India

HIS4B20 – GENDER STUDIES

STATE & SOCIETY IN MEDIEVAL INDIA

Contact Hours per Week: 5 Hrs.

Number of Credits: 4

Objective

- The syllabus primarily aims to introduce the area of gender studies to graduate students.
- The present course explains the socio-historical constructions of sexual differences in Indian society by emphasizing the plural backgrounds.
- The Course is designed in such a way that the students will be able to understand the concept of gender, how genderization takes place in society, how it creates inequalities, and how these inequalities become the basis for gender-based violence, and provides an outline of how gender norms can be altered for better human relationships in society.
- The course is designed to prepare students to challenge the conventional social norms about gender.

Course Outline

Module I - Key Terminologies and Concepts

Conceptualising Gender; define gender and sex- sexuality and sexism- gender as social construction- concept of masculinity and femininity-gender discrimination

Patriarchy and Matriarchy; concept and practice, Gerda Lerner., The Creation of patriarchy

Origin and concept of feminism; black feminism-dalit feminism-eco feminism

Essential readings

1. Jane Pilcher and Imelda Whelehan. Fifty, Key Concepts in Gender Studies
2. Judith Butler. Gender Trouble: Feminism and Subversion of Identity
3. Kamla Bhasin. What is Patriarchy?
4. Gerda Lerner. Creation of Patriarchy

References

1. Ruth Vanita and Saleem Kidwai (eds.). Same Sex Love in India: Readings in History and Literature
2. Sushila Agarwal. Status of Women
3. Uma Chakravarti. Gendering Caste through a Feminist Lens
4. Vandana Shiva. The Violence of Green Revolution
5. Leela Dube. Anthropological Explorations in Gender

6. KamlaBhasin. Understanding Gender
7. Simon de Bouver. The Second Sex
8. Luce Irigaray. This Sex Which is Not One

Module II - Indian Society through Gender Perspective

Division of labour in pre- proto historic period- women in agriculture- involvement in technology and tool making-women images and ideas in Indus seals and crafts

Gender order in Brahmanical patriarchy- Uma Chakravarty- women in Buddhism and Jainism

Medieval Islamic law and women- rights of women in marriage and inheritance- women in royal courts- life in Mugal harem- cuncubinage- marginalised women- slave girls

British rule of law and women- Colonialism and discussion of women question

Essential Readings

1. Kunkum Roy (eds.). Women in Early Indian Societies: Readings in Early Indian History
2. Thomas. P. Indian Women through the Ages
3. Uma Chakravarti. Gendering Caste through a Feminist Lens
4. Gayatri Chakravorty Spivak. Can subaltern speak?

References

1. A.S. Altekar, The Position of Women in Hindu Civilization.
2. Thomas. P, Indian Women through the Ages.
3. Kiran Pawar, Women in India History: Vision and Venture
4. MadhuVij, et al. Women Studies in India, A journey of 25 Years
5. Sushila Agarwal. Status of Women
6. Vandana Siva. Staying Alive
7. Uma Chakravarti. Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient India'

Module III - Social, labour, educational and health issues of women at present

Changing concept of family and marriage- labour and health issues- participation of women in politics- women literacy

Law Relating to Crimes against Women and transgender (study main features only)

Indian Penal Code -1860, 1983

Dowry Prohibition Act,1961

Protection of Women from Domestic Violence Act, 2005

Indecent Representation of Women [Prohibition]Act,1986

Essential readings

1. Nivedita Menon. Gender and Politics in India
2. Sushila Kaushik. Panchayati Raj in Action: Challenges to Women's Role
3. Usha Sharma. Women Education in Modern India
4. Reshmi.G. and Anil Kumar K.S, Transgender, Charithram, Samskaram,Pradinidanam
5. A comprehensive Guide to Women's Legal Rights for Indian Institute of Technology, IIT Kanpur

References

1. Indian Law related to Women and Children, Wikigender, www.wikigender.org
2. www.legalservicesindia.com
3. www.ncw.nic.in
4. <https://wcd.nic.in>
5. Law Relating to Women, <https://shodganga.inflibnet.ac.in>

Module IV – Contemporary Issues (Short answers only)

Gender Identity- Heterosexuality- Queer Theory-Third Gender – Cross Dressers- problems of sexual minorities- Coming Out- MIX- Organizations of Sexual Minorities; Queerala- Queerythm-SGMFK.

Essential Readings:

1. Ruth Vanita and Saleem Kidwai (eds.). Same Sex Love in India: Readings in History and Literature
2. Richard Ekins and Dave King. Blending Genders: Social Aspects of Cross Dressing and Sex Changing
3. Reshmi.G and Anil Kumar K.S. Transgender, Charithram, Samskaram,Pradinidanam
4. A comprehensive Guide to Women's Legal Rights for Indian Institute of Technology, IIT Kanpur

References

1. Judith Butler, Gender Trouble: Feminism and Subversion of Identity
2. KumKumSangari and Uma Chakravarthi,(eds.) From Myths to Markets;Essays on Gender
3. Reshmi.G, and Anil Kumar K.S Transgender, Charithram, Samskaram,Pradinidanam(Mal.)
4. Vina Mazumdar, "Emergence of Women's Question in India and the Role of Women's Studies",
5. Occasional Paper, No. 7, Centre for Women's Development Studies, New Delhi, 1985.

COMPLEMENTARY COURSE

HIS1C01 – MODERN INDIAN HISTORY (1857 TO THE PRESENT) - 1

Contact Hours per Week: 6 Hrs.

Number of Credits: 4

Objective

- This course is the first of the two courses designed to be introduced to the students of allied disciplines of History as complementary course.
- The focus of this course is on the Modern Indian History focusing the Colonialism and National Movement.
- This course covers the History of Colonialism and National Movement up to the Gandhian Age. It will expose the students to the major events and periods which constructs the discourses in Modern Indian History, which will help them to understand the making of India as a Nation.

Course Outline

Module I

Consolidation of Power by the British

Consolidation of Power by the British – The Methods of Conquests and Treaties Economic and Land Reforms- Taxation System

Early Resistance Movements- Sanyasi- Fakir- Santhal– Kurichya Revolt -Revolt of 1857 -Queen's Proclamation – Significance

Module II

Socio- Religious Movements

Background – Brahmosamaj – Arya Samaj– Aligarh Movement- SatyasodhakSamaj– Pandita Rama Bhai– Ramakrishna Mission- Sree Narayana Guru

Emergence of Nationalism

Module III

Indian National Congress- The Early Phase

Surendranath Bannerjee and the East India Association

Indian National Congress- The Genesis- Safety Valve Debate

Moderate Phase -Drain Theory

Module IV

Swadeshi and Home Rule Movements

Partition of Bengal – Swadeshi and Boycott Movements

Muslim League -Minto- Morley Reforms 1909 -Revolutionary Activities – Ghadar Party

Annie Beasant – Tilak – Role of Press -Identification of Cultural Icons and Programmes -Lucknow pact

References:

1. Percival Spear, The History India, Vol 2
2. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India
3. A. R, Desai, Social Background of Indian Nationalism
4. Bipan Chandra et.al., India's Struggle for Independence
5. Uma Chakravarti, Rewriting History: The Life and Times of Pandita Ramabai
6. Ishita Banerjee- Dube, A History of Modern India

HIS2C01 – MODERN INDIAN HISTORY (1857 TO THE PRESENT) - 2

Contact Hours per Week: 6 Hrs.

Number of Credits: 4

Objective

- This course is the Second of the two courses designed to be introduced to the students of allied disciplines of History as complementary course.
- The focus of this course is on the Modern Indian History focusing the Colonialism and National Movement.
- This course covers the History of Colonialism and National Movement from the Gandhian Age to the Age of Globalization. Students will be exposed to the nature and methods of Indian National Movement and the serious debates happened in the period.

Module I

Gandhian Tools for Struggles

Gandhian Ideology -Early Struggles -Rowlatt Act – Hartal – Jallian Walla Bagh

Montague- Chelmsford Reforms, 1919 -Non-Cooperation – Khilafat

Civil Disobedience Movement – Salt Satyagraha -Poona Pact - Quit India – Do or Die

Module II

Gandhian Constructive Programmes

Anti-Caste Movements – Temple Entry Programmes

Khadi and Village industries -Anti CommunalProgrammes -Hindswaraj

Module III

Critique of Gandhi

Tagore -Ambedkar and His programmes

Subash Chandra Bose and His ‘Mission’

Jawaharlal Nehru – Congress socialists

Module IV

INDIA: The Republic

Indian constitution – Act of 1935- Rights and Duties

Federal Structure – Re- Organisation of Linguistic states -Emergency

Liberalisation –Privatisation –Globalisation –Narasimha Rao – Man Mohan Singh

References:

1. Percival Spear, The History India, Vol 2
2. Bipan Chandra et.al., India’s Struggle for Independence
3. Sumit Sarkar, Modern India 1885- 1947
4. SekharaBandyopadhyaya, From Plassey to Partition: A History of Modern India
5. Bipan Chandra et.al., India after Independence
6. Bipan Chandra, In the Name of Democracy: JP Movement and the Emergency
7. Ramachandra Guha, India after Gandhi: The History of World’s Largest democracy
8. T T Ram Mohan, Privatisation in India: Challenging the Economic Orthodoxy
9. Ramanuj Ganguli, Globalisation in India: New Frontiers and Emerging Challenges

OPEN COURSE

GENERAL SCHEME OF THE PROGRAMME

The duration of a UG programme shall be 6 semesters distributed over a period of 3 academic years. The odd semesters (1, 3, 5) shall be from June to October and the even semesters (2, 4, 6) shall be from November to March.

The UG programme shall include four types of courses, viz; Common Courses (Code A), Core courses (Code B), Open Course (Code D) and Audit courses (Code E).

Course code:

Each course shall have a unique alphanumeric code number, which includes abbreviation of the subject in three letters, the semester number (1 to 6) in which the course is offered, the code of the course (A to E) and the serial number of the course (01,02). The course code will be centrally generated by the College.

SlNo	Course	No of Courses	Credits
1	Common Courses (English)	6	22
2	Common Courses (Additional Language)	4	16
3	Core Courses	15	57
4	Project (Linked to Core Courses)	1	2
5	Complementary Courses	2	16
6	Elective Course	1	4
7	Open Courses	1	3
8	Total		120
9	Audit course	4	16
10	Extra Credit Course	1	4
	Total		140

About the Course:

The structure of BA programme in History & English (Double Main) is as follows:

A. COMMON COURSES

Sl. No	Code	Title	Credits
1	A01	Common English Course I	I
2	A02	Common English Course II	I
3	A03	Common English Course III	II
4	A04	Common English Course IV	II
5	A05	Common English Course V	III
6	A06	Common English Course VI	IV
7	A07	Additional Language Course I	I
8	A08	Additional Language Course II	II
9	A09	Additional Language Course III	III
10	A10	Additional Language Course IV	IV
TOTAL CREDIT			38

In general, every under graduate student shall undergo 10 common courses (Total 38 credits). Common courses 1-6 shall be taught by English teachers and 7-10 by teachers of additional languages.

Common courses Semester wise

No.	Semester I	Semester II	Semester III	Semester IV
1	1,2,7	3,4,8	5,9	6,10

B. Core Courses

Core courses are the courses in the major (Core) subject of the degree programme chosen by the student. Core courses are offered by the parent department. The number of core courses offered to the students of History is 10, including a project work.

C. Open Courses

There shall be one open course in core subjects in the fifth semester. The open course shall be open to all the students in the institution except the students in the parent department. The

students can opt that course from any other department in the institution. Each department can decide the open course from a pool of three courses offered by the University. Total credit allotted for open course is 3 and the hours allotted is 3. If there is only one programme in a college, they can choose either language courses or physical education as open course.

D. Elective Courses

There shall be one Elective course in core subjects in the Sixth semester. The institutions can opt the elective course. Total credit allotted for elective course is 3 and the hours allotted is 3.

Ability Enhancement courses/Audit courses

These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the College. The students can also attain these credits through online courses like SWAYAM, MOOC etc (optional). The list of passed students must be sent to the University from the College at least before the fifth semester examination. The list of courses in each semester with credits is given below.

Course with credit Semester

Course	Credit	Semester
Environment Studies	4	1
Disaster Management	4	2
*Human Rights/Intellectual Property Rights/Consumer Protection	4	3
*Gender Studies/Gerontology	4	4

* Colleges can opt any one of the courses. **Extra**

Credit Activities

Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Those students who could not join in any of the above activities have to undergo Christ College Social Service Programme (CCSSP). Extra credits are not counted for SGPA or CGPA.

Credits

A student is required to acquire a minimum of 140 credits for the completion of the UG programme, of which 120 credits are to be acquired from class room study and shall only be counted for SGPA and CGPA. Out of the 120 credits, 38 (22 for common (English) courses + 16 for common languages other than English) credits shall be from common courses, 2 credits for project/corresponding paper and 3 credits for the open course.

5. Dual core programmes are having separate credit distribution. Audit courses shall have 4 credits per course and a total of 16 credits in the entire programme. The maximum credit acquired under extra credit shall be 4. If more Extra credit activities are done by a student that may be mentioned in the Grade card. The credits of audited courses or extra credits are not counted for SGPA or CGPA.

Attendance

A student shall be permitted to appear for the semester examination, only if he/she secures not less than 75% attendance in each semester. Attendance shall be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by University remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college/university with the prior concurrence of the Head of the institution. Participation in such activities may be treated as presence in lieu of their absence on production of participation/attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester). Students can avail of condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonations during the entire programme). If a student fails to get 65% attendance, he/she can move to the next semester only if he/she requires 50% attendance. In that case, a provisional registration is needed. Such students can appear for supplementary examination for such semesters after the completion of the programme. Less than 50% attendance requires Readmission is permitted only once during the entire programme.

Readmission

There shall be provision for Readmission of students in CBCSS UG 2019. The Principal can grant readmission to the student, subject to the conditions detailed below and inform the matter of readmission to the Controller of Examinations within one month of such readmission. This readmission is not to be treated as college transfer. There should be a gap of at least one semester for readmission. The candidate seeking readmission to a particular

semester should have registered for the previous semester examination. Readmission shall be taken within two weeks from the date of commencement of the semester concerned. For readmission, the vacancy should be within the sanctioned strength in the parent college. If there is no vacancy in the junior batch of the parent college, readmission can be taken in another college with the junior batch if there is vacancy within the sanctioned strength in the concerned college. If there is a change in complementary courses, it can be done with following conditions: i) the external and internal marks/grade obtained in the previous semesters for the earlier complementary courses will be cancelled. ii) the students have to write the external examinations for the previous semester for the new complementary courses along with the subsequent batch iii) An undertaking to the effect that “the internal evaluation for the previous semesters of the new complementary courses will be conducted”, is to be obtained from the Principal of the college in which the student intends to take readmission. If change in scheme occurs while readmission, provision for credit transfer is subject to common guidelines prepared by Board of Studies/ Faculty concerned. For readmission to CBCSSUG 2019 involving scheme change, the Principal concerned shall report the matter of readmission to Controller of Examinations with the details of previous semesters and course undergone with credits within two weeks in order to fix the deficiency/excess papers.

Grace marks

Grace marks may be awarded to a student for meritorious achievements in co-curricular activities (in Sports/Arts/NSS/NCC/Student Entrepreneurship) carried out besides the regular hours. Such a benefit is applicable and limited to a maximum of 8 courses in an academic year spreading over two semesters. In addition, maximum of 6 marks per semester can be awarded to the students of UG Programmes, for participating in the College Fitness Education Programme (COFE).

Project

Every student of a UG degree programme shall have to work on a project of 2 credits under the supervision of a faculty member or shall write a theory course based on Research Methodology on Writing Local History as per the curriculum. College shall have the liberty to choose either of the above. The Board of Studies concerned shall prepare the syllabus for the course on Research Methodology.

Study Tour

Compulsory study tour to destinations of architectural, archaeological, historical and cultural importance is to be conducted either in 5th or in 6th semesters. The students should submit the

tour report as assignment and present seminar papers based on the historical importance of places visited during study tour in the sixth semester. These should be considered as the Assignment and Seminar components of the internal assessment for the HIS6B14- Indian Heritage and Plurality of Cultures.

Examination

There shall be College level examinations at the end of each semester. External Viva-voce will be conducted along with the project evaluation. Project evaluation shall be conducted at the end of sixth semester. 20 % of marks are awarded through internal assessment.

Course Evaluation

The evaluation scheme for each course shall contain two parts (1) Internal assessment (2) external evaluation. 20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

Internal Assessment

20% of the total marks in each course are for internal examinations. The marks secured for internal examination only need to be send to the Controller of Examinations by the Departments concerned. The internal assessment shall be based on a predetermined transparent system involving written test, assignments, seminars and attendance in respect of theory courses and lab test/records/viva and attendance in respect of practical courses. Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude. Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40% Assignment 20%, Seminar 20% and Classroom Participation based on Attendance 20%. (If a fraction appears in internal marks, nearest whole number is to be taken)

For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken. To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks. The course teacher(s) shall maintain the academic record of each student registered for the course, which shall be forwarded to the Controller of Examinations by the Head of the Department after obtaining the signature of the course teachers.

The Split up of marks for Test paper and Class Room Participation (CRP) for internal evaluation are as follows.

Split up of marks for Test paper

Range of Marks in Test Paper	Out of 8 (Maximum internal Marks is 20)
Less than 35%	1
35%- 45%	2
45%- 55%	3
55%- 65%	4
65%- 85%	6
85%- 100%	8

Split up of marks for Class Room Participation

Range of CRP	<i>Out of 4</i> (Maximum internal Marks is 20)
$50\% \leq \text{CRP} < 75\%$	1
$75\% \leq \text{CRP} < 85\%$	2
85 % and above	3

Scheme of External Examination

Core courses consist of Nine theory papers and a project work. There will be THREE types of scheme of examinations.

Question Paper Type 1 for the papers having 4 or 5 credits: (Without Map)

This scheme consists of external question paper with 80 marks and internal examination with 20 marks. Duration of each external examination is 2.5 hours. The students can answer all the questions in A & B sections. But there shall be ceiling in each section. Answer can be written either in English or in Malayalam

Section A

Short Answer type that carries 2 marks each 15 questions

Ceiling 25 marks

Section B

Paragraph/problem type that carries 5 marks each 8 questions

Ceiling 35 marks

Section C

Essay type that carries 10 marks (2 out of 4) $2 \times 10 = 20$ marks

Question Paper Type 2 for the papers having 4 or 5 credits: (With Map)

This scheme consists of external question paper with 80 marks and internal examination with 20 marks. Duration of each external examination is 2.5 hours. The students can answer all the questions in A & B sections. But there shall be ceiling in each section. Answer can be written either in English or in Malayalam

Section A

Short Answer type that carries 2 marks each 15 questions

Ceiling 25 marks

Section B

Paragraph/problem type that carries 5 marks each 7 questions

Ceiling 30 marks

Section C

Map Question that carries 5 marks (1 question) $1 \times 5 = 5$ marks

Section D

Essay type that carries 10 marks (2 out of 4) $2 \times 10 = 20$ marks

Question Paper Type 3 for the papers having 2 or 3 credits:

This scheme consists of external question paper with 60 marks and internal examination with 15 marks. Duration of each external examination is 2 hours. The students can answer all the questions in A & B sections. But there shall be ceiling in each section. Answer can be written either in English or in Malayalam

Section A

Short Answer type that carries 2 marks each 12 questions

Ceiling 20 marks

Section B

Paragraph/problem type that carries 5 marks each 7 questions

Ceiling30 marks

Section C

Essay type that carries 10 marks (1 out of 2)

1X10=10 marks

Evaluation and Grading

Mark system is followed instead of direct grading for each question. For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system

Ten Point Indirect GradingSystem

<i>% of Marks (IE+EE)</i>	<i>Grade</i>	<i>Interpretation</i>	<i>Grade point Average (G)</i>	<i>Range of grade points</i>	<i>Class</i>
95 and above	O	Outstanding	10	9.5 -10	First class with Distinction
85 to below 95	A+	Excellent	9	8.5 -9.49	
75 to below 85	A	Very good	8	7.5 -8.49	
65 to below 75	B+	Good	7	6.5 -7.49	First class
55 to below 65	B	Satisfactory	6	5.5 -6.49	
45 To below 55	C	Average	5	4.5 -5.49	Second class
35 to below 45	P	Pass	4	3.5 -4.49	Pass
Below 35	F	Failure	0	0	Fail
Incomplete	I	Incomplete	0	0	Fail
Absent	Ab	Absent	0	0	Fail

For the project work, out of the total 50 marks, 10 for internal assessment and 40 for External evaluation.

Evaluation of Project

This is done under mark system. There will be an internal assessment by the supervising teacher of the Project and an External evaluation by an External Examiner appointed by the College. Grade will be awarded to the candidates by combining the external and internal marks. The internal and external components are to be taken in the ratio 1:4. The internal will be 20 percent of the total and external will be 80 percent of the total.

COMPONENTS	INTERNAL in MARKS Total in 10 Marks	EXTERNAL in MARKS Total in 40 Marks
Originality Relevance of the topic, statement of the objectives	2	8
Methodology- Reference/ Bibliography, Presentation, quality of	2	8
Scheme/ Organisation of report- Findings and Recommendations	3	12
Viva-Voce	3	12
Total	10	40

Improvement Course

Improvement of a particular semester can be done only once. The student shall avail of the improvement chance in the succeeding year after the successful completion of the semester concerned. The students can improve a maximum of two courses in a particular semester (for SDE/Private registration students also). The internal marks already obtained will be carried forward to determine the new grade/mark in the improvement examination (for regular students). If the candidate fails to appear for the improvement examination after registration, or if there is no change in the results of the improved examination, the mark/grade obtained in the first appearance will be retained. Improvement and supplementary examinations cannot be done simultaneously.