



# SES COLLEGE SREEKANDAPURAM

(Accredited by NAAC with 'B' Grade) Affiliated to Kannur University



## **1.3 Curriculum Enrichment**

### **1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

<b>Sl No.</b>	<b>Supporting Documents</b>
1.	Professional Ethics, Gender, Human Values, Environment and Sustainability course syllabus



# SES COLLEGE

SREEKANDAPURAM  
EDUCATIONAL  
SOCIETY

Affiliated to **Kannur University**  
Accredited by **NAAC** at '**B**' Grade

SREEKANDAPURAM POST,  
KANNUR DISTRICT,  
KERALA, PIN:670631  
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**S.E.S. COLLEGE**


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## Criterion 1 – Curricular Aspects

### 1.3 Curriculum Enrichment

**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**



  
Dr. DOMINIC THOMAS  
Principal  
S.E.S. COLLEGE  
SREEKANDAPURAM

## SEMESTER IV

### 4A14COM/BBA - BUSINESS ETHICS AND CSR

Objective: - To give an overview of the ethical aspects of Business and corporate social responsibility.

An Overview:-

Business Ethics & Corporate Social Responsibility charts a course for students through the unprecedented challenges and turbulence of modern business and its implications for people across the globe. It gives moral guidelines for the conduct of business based on notions of what is right, wrong and fair. Most business people rely upon their own consciences in making business decisions, falling back upon their own moral and religious backgrounds for guidance. However, business people are also affected by their superiors and immediate colleagues when making business decisions and may feel pressurized to behave unethically when seeking to make profits. Over recent years many firms and industries have attempted to develop codes of conduct which can be used to guide managers when making decisions.

### SEMESTER IV: General Awareness Course: 4A14COM Environmental Studies and Disaster Management.

Objective: To understand the components of environment and need for the protection of environment. To understand the effect of pollution on environment and ways of protecting the environment and to explain the social issues relating to environmental pollution. Clearly understand the various environmental hazards and the ways of managing disaster

**SEMESTER IV**  
**4A14COM/BBA-BUSINESS ETHICS AND CSR**

<b>Objective</b>	To give an overview of the ethical aspects of Business and Corporate Social Responsibility		
<b>Pedagogy</b>	Lectures, Assignments, Practical exercises, Seminars, etc.		
<b>Common XIV</b>	4 Credits	4 Teaching hrs per week	3 Hrs. End Sem. Exam Marks 40

**Module I:**

**Business Ethics:** An Overview - Nature of Ethics – Relationship between Ethics and Business – The Unitarian view of ethics – The separatist view of Ethics – The Integration view of Ethics – Need for Business Ethics – Importance of Ethics in Business

**Module II:**

**Ethical Issues:** in Business Ethical Issues in Marketing Management- Ethical Issues in Operations Management – Ethical Issues in Human Resource Management – Ethical Issues in Finance – Ethical issues in Accounting and Other functions

**Module III:**

**Corporate Social Responsibility:** Historical Perspective – Internal and External Stakeholders - Share holders – Employees – Management – Consumers – Suppliers – Creditors – Competitors - Community

**Module IV:**

**The Role of Business in Society:** An Overview – The Economic Role – Tasks of Business in Society – Managerial and Political Tasks – The Social Change – Standard and values

**References:**

1. Business Ethics, Crane & Matten
2. Corporate Governance 2/e Mallin
3. The Management and ethics omnibus- Chakraborty
4. Values and Ethics for Organizations, Chakraborty
5. Perspectives in Business Ethics, Hartman, Chatterjee



**GENERAL AWARENESS COURSE IV : ENVIRONMENTAL STUDIES AND  
DISASTER MANAGEMENT**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>IV</b>	<b>4A14 COM</b>	<b>5</b>	<b>4</b>	<b>3</b>

**COURSE OUTCOME**

After studying the course, the students shall be able to;

CO 1: Understand the components of environment and need for the protection of environment

CO 2: Understand the effect of pollution on environment and the ways of protecting the environment

CO 3: Explain the social issues relating to environmental pollution

CO 4: Clearly understand the various environmental hazards and the ways of managing disaster.

**Unit I :**

Brief discussion on the components of the Environment, Scope and importance of Environmental studies- Environmental problems associated with the exploitation of natural resources- Environmental protection, major environmental movements in India. Environment protection Act 1986- impacts on companies, violation and penalties, Environment Impact Assessment, Environment Protection related compliances for start-up manufacturing enterprises.

(15 hours)

**Unit II :**

Environmental Pollution- types, causes, effects- Bhopal gas tragedy, A brief discussion on - Global Warming- Climate Change- Ozone Depletion,-Acid Rain, Standards and control measures required by industries in compliance to The Air (Prevention of Pollution and Control) Act 1989, Water Pollution, importance of water pollution control and steps required to be taken by industries eg; Sewage treatment plant, water treatment plant etc. Relevance of environment legislation to business enterprises, Legislation vs. Social obligation of the business

(20 hours)

**Unit III:**

Social issues and environment- unsustainable and sustainable development, urban problems related to energy, water conservation, water harvesting, resettlement and rehabilitation of people, environmental ethics, waste land reclamations, consumerism and waste products

(15 hours)

**Unit IV :**

Environmental hazards and disasters-Meaning, types-natural hazards and disaster-Planetary hazards/Disasters: (a) Endogenous Hazards: volcanic eruption-Earth quakes-Landslides (b)Exogenous Hazards :infrequent events-cyclones-lightning-hailstorms. Cumulative atmospheric hazards/disasters: floods-Droughts-Heat waves. Extra planetary hazards/disasters. Man induced hazards and disasters: physical hazards/disaster-soil erosion-chemical hazards/disaster.

(20 Hours)

**Unit V:**

Phases of disaster management-Stages:1)pre-disaster stage(preparedness),2)Emergency stage, 3)post disaster stage .Institutional framework of disaster management-disaster mitigation institutions, education on disaster, community involvement in disaster management, role of media.

(20 Hours)

**Reference:**

- 1.Environmental Science : Cunnigham TMH
- 2.Environmental Studies: AK De & A K De,New Age International
- 3.Environmental management : n K Oberoi,EXCEL BOOKS
- 4.Environmental pollution ControlEngineering : C S Rao,New Age International
- 5.Ecosystem Principles & Sustainable Agriculture :Sithampanathan,Scitech
- 6.DisasterManagemen: R B Singh,RawatPublications,New Delhi
- 7.DisasterManagement,H K Gupta, University Press,India
- 8.An Overview on Natural and Man Made Disaster & their 44 Reduction:R K Bhandani, CSIR New Delhi.

**Marks including choice:**

Unit	Marks
I	10
II	13
III	10
IV	13
V	10
Total	56



## **6B17CHE Environmental Chemistry**

### Unit I . Environmental segments (6 hours)

Environmental segments: Lithosphere, Hydrosphere, Atmosphere and Biosphere. Atmospheric structure and composition - chemical composition of water in water bodies – (Ground water, river water and lake water, sea water wetlands)- Hydrological cycle. Chemical Toxicology – Toxic chemicals in environment – Sources, effects and treatment of heavy metal poisoning – Pb, As, Cd, Hg, Cr, Cu & Co. Minamata and Itai-Itai diseases.

### Unit II. Air Pollution (14 hours)

Pollutant-classification Air pollution – Air pollutants –CO, NO<sub>x</sub>, SO<sub>2</sub>, H<sub>2</sub>S, Hydrocarbons, particulate matter. Acid rain and its effects. Green house effect and global warming – climate change – ozone chemistry and ozone hole- chlorofluorocarbons, dioxins. Photochemical smog (reactions) – El Nino phenomenon. Bhopal gas tragedy. Control of air pollution – control by devices – Stacks, filters, electrostatic precipitators, cyclone separators, scrubbers and catalytic converters.

### Unit III. Water pollution (12 hours)

Water resources, - water pollution – sources – Industrial effluents – agriculture discharge oil spills – heavy metals – pesticides – detergents Eutrophication – biomagnifications and bioaccumulation – experimental determination of Dissolved oxygen, BOD and COD – Thermal Pollution – Control of water pollution – ISI/BSI standards of drinking water. Hardness of water – causes and effects – methods of estimation – removal of hardness. Domestic water treatment – Sewage – Sewage analysis -Sewage treatment

### Unit IV. Soil Pollution (11 hours)

Lithosphere – soil formation-Different types of weathering – components of soils – Acid Base and ion exchange reactions in soil – soil pollution – soil acidification – effects on plants – liming of soil – Industrial and urban wastes – plastics, pesticides and heavy metals in soil – garbage –biomedical waste – E waste –Municipal Solid waste management. Bioremediation

### Unit V. Noise and Radiation pollution (11 hours)

Noise pollution and Radioactive Pollution : Human acoustics - Noise – general features - types of Noise – Measurement of noise – sound pressure and power levels – sources and effects of noise pollution – prevention of hearing loss in industry – control of noise pollution. Radiation chemistry – Man made and natural radiations – biological effects of radiation - radiation hazards from reactors –Fukushima nuclear disaster- radioactive waste management

## **5D03 Environmental Studies**

### UNIT1. Environmental segments 6 Hours



Environmental segments – Lithosphere: soil formation – components of soils. Hydrosphere: Hydrological cycle- Biosphere - Atmosphere- Structure and composition

#### UNIT 2. Air Pollution 9 Hours

Types of pollutants Air pollution –Sources – pollutants –CO, NO<sub>x</sub>, Sox, Hydrocarbons, Particulates. Effect on ecosystem., Ozone layer –importance, Ozone depletion-Control measures- Acid raincontrol of acid rain- Green house effect-global warming,-photochemical smog(Eqns not needed)- effect pollution on plants and human beings. Control of air pollution Noise Pollution – physiological response to noise – biological effects- carbon foot print

#### UNIT 3. Water Pollution 7 Hours

Water Pollution – Sources –Industrial effluents- agriculture discharge - oil spillsheavy metal - pesticides-biomagnifications and bioaccumulations 85 [Type text] Dissolved oxygen in water, chemical oxygen demand (COD) and biochemicalOxygendemand(BOD)(Definition only)- control of water pollution- ISI/BIS standards of drinking water

#### UNIT 4. Soil Pollution 8 Hours

Soil Pollution - Sources by industrial and urban wastes, radioactive pollutants, plastics heavy metals. Poisoning by heavy metals – Mina- matha&itai-Itai diseases. Control of soil pollution.- Solid waste Management -Thermal pollution definition-sources of thermal pollution , harmful effect of thermal pollution prevention of thermal pollution.

#### UNIT 5. Sustainable Energy Sources & Technology 6 Hours

Green energy Sources- Wind-water-solar– use of solar energy in spaceProduction of electricity using solar energy- Tidal, Biomass and geothermal energy



## **6B17CHE Environmental Chemistry**

### Unit I . Environmental segments (6 hours)

Environmental segments: Lithosphere, Hydrosphere, Atmosphere and Biosphere. Atmospheric structure and composition - chemical composition of water in water bodies – (Ground water, river water and lake water, sea water wetlands)- Hydrological cycle. Chemical Toxicology – Toxic chemicals in environment – Sources, effects and treatment of heavy metal poisoning – Pb, As, Cd, Hg, Cr, Cu & Co. Minamata and Itai-Itai diseases.

### Unit II. Air Pollution (14 hours)

Pollutant-classification Air pollution – Air pollutants –CO, NO<sub>x</sub>, SO<sub>2</sub>, H<sub>2</sub>S, Hydrocarbons, particulate matter. Acid rain and its effects. Green house effect and global warming – climate change – ozone chemistry and ozone hole- chlorofluorocarbons, dioxins. Photochemical smog (reactions) – El Nino phenomenon. Bhopal gas tragedy. Control of air pollution – control by devices – Stacks, filters, electrostatic precipitators, cyclone separators, scrubbers and catalytic converters.

### Unit III. Water pollution (12 hours)

Water resources, - water pollution – sources – Industrial effluents – agriculture discharge oil spills – heavy metals – pesticides – detergents Eutrophication – biomagnifications and bioaccumulation – experimental determination of Dissolved oxygen, BOD and COD – Thermal Pollution – Control of water pollution – ISI/BSI standards of drinking water. Hardness of water – causes and effects – methods of estimation – removal of hardness. Domestic water treatment – Sewage – Sewage analysis -Sewage treatment

### Unit IV. Soil Pollution (11 hours)

Lithosphere – soil formation-Different types of weathering – components of soils – Acid Base and ion exchange reactions in soil – soil pollution – soil acidification – effects on plants – liming of soil – Industrial and urban wastes – plastics, pesticides and heavy metals in soil – garbage –biomedical waste – E waste –Municipal Solid waste management. Bioremediation

### Unit V. Noise and Radiation pollution (11 hours)

Noise pollution and Radioactive Pollution : Human acoustics - Noise – general features - types of Noise – Measurement of noise – sound pressure and power levels – sources and effects of noise pollution – prevention of hearing loss in industry – control of noise pollution. Radiation chemistry – Man made and natural radiations – biological effects of radiation - radiation hazards from reactors –Fukushima nuclear disaster- radioactive waste management

## **5D03 Environmental Studies**

### UNIT1. Environmental segments 6 Hours

Environmental segments – Lithosphere: soil formation – components of soils. Hydrosphere: Hydrological cycle- Biosphere - Atmosphere- Structure and composition

#### UNIT 2. Air Pollution 9 Hours

Types of pollutants Air pollution –Sources – pollutants –CO, NO<sub>x</sub>, Sox, Hydrocarbons, Particulates. Effect on ecosystem., Ozone layer –importance, Ozone depletion-Control measures- Acid raincontrol of acid rain- Green house effect-global warming,-photochemical smog(Eqns not needed)- effect pollution on plants and human beings. Control of air pollution Noise Pollution – physiological response to noise – biological effects- carbon foot print

#### UNIT 3. Water Pollution 7 Hours

Water Pollution – Sources –Industrial effluents- agriculture discharge - oil spillsheavy metal - pesticides-biomagnifications and bioaccumulations 85 [Type text] Dissolved oxygen in water, chemical oxygen demand (COD) and biochemicalOxygendemand(BOD)(Definition only)- control of water pollution- ISI/BIS standards of drinking water

#### UNIT 4. Soil Pollution 8 Hours

Soil Pollution - Sources by industrial and urban wastes, radioactive pollutants, plastics heavy metals. Poisoning by heavy metals – Mina- matha&itai-Itai diseases. Control of soil pollution.- Solid waste Management -Thermal pollution definition-sources of thermal pollution , harmful effect of thermal pollution prevention of thermal pollution.

#### UNIT 5. Sustainable Energy Sources & Technology 6 Hours

Green energy Sources- Wind-water-solar– use of solar energy in spaceProduction of electricity using solar energy- Tidal, Biomass and geothermal energy

#### IV. 2A04ENG LANGUAGE THROUGH LITERATURE II

##### Aims:

- This course has been designed in accordance with UGC stipulations that Environmental Issues be included in the Common Paper of English. The paper aims at enhancing the awareness of students regarding vital issues pertaining to the environment.

##### Objectives:

- To sensitize students about the continuing nature of environmental problems which are complex and varied in nature, and global in their ultimate impact.
- To initiate a discussion about human collusion in the degradation of the environment.
- To lead them to concrete action for saving the environment.
- To instil civic consciousness
- The students will determine the meaning of vocabulary items from their context in the reading, evolving a content-based approach which will help them to subsequently develop their vocabulary by using words and idioms in personalized contexts.

Course Code	2A04ENG
Title of the Course	Language Through Literature II
Semester Assigned	2
No. of Credits	3
Contact hours/week	4
Total No. of contact hours	72
Core Text	<i>Language Through Literature II (Green Voices)</i> (New Delhi: Medtec-An Imprint of Scientific International (Pvt) Ltd)

## Course Outline

### Module I : (1 Hour/Week)

1. Is Humanity Suicidal : Edward O. Wilson
2. Children in the Woods : Barry Lopez
3. Silent spring : Rachel Carson

### Module II : (2 Hours/Week)

4. Town by the Sea : Amitav Ghosh
5. Problems with Hurricanes : Victor Hernandez Cruz
6. Going, Going : Philip Larkin
7. Killing Fields : Krushangini

### Module III: (1 Hour/Week)

8. Eulogy for a Hermit Crab : Pattiann Rogers
9. The Hills : Manoj Das
10. Letter from Mothers of Nenjamparambu to the Supreme Court

### **Guidelines for Evaluation (2A04ENG)**

#### Internal Evaluation (Total Marks – 10)

1. Model Examination - 5 Marks
2. Assignment/Seminar/Viva - 2.5 Marks
3. Attendance - 2.5 Marks

#### End Semester Examination (Total 40 Marks)

#### **Pattern of Question Paper**

Time – 3 Hours

Maximum Marks --- 40

1. One essay (200 words) out of two from Module- 1 (Marks -1x8=8)
2. One essay (200 words) out of two from Module- 2 (Marks -1x8=8)
3. Three out of four questions(80words) from all Modules (Marks -3x4=12)
4. Six out of eight short answer questions from all Modul (Marks -6x1=6)
5. Six text-based grammar questions from all Module (Marks -6x1=6)

## Model Question Paper

### 2A04 ENG Language Through Literature II

Time: 3 hours

Maximum Marks: 40

I. Write an essay of 200 words on one of the following: (1x8=8 marks)

1. What is Edward O. Wilson's answer to the question "Is Humanity Suicidal?"
2. How Does Rachel Carson document environmental issues in a fictional town ?

II. Write an essay of 200 words on one of the following: (1x8=8 marks)

3. In what way does the personal tragedy of the Director represent the destruction caused by the Tsunami?
4. What does Larkin suggest about the passing on of civilizations in "Going, Going"?

III. Answer three of the following in about 80 words (3x4=12 marks)

5. Why do many scientists believe that it was a misfortune for the living world that a carnivorous primate made the breakthrough to modern civilization?
6. Discuss Lopez's experience with children.
7. What is the title "Killing Field" evocative of? Illustrate with images from the poem.
8. What can we learn from hermit crabs?

IV. Answer six of the following in not more than two sentences: (6x1=6 marks)

9. How does campesino distinguish between a noble and a shameful death?
10. What did the elderly woman say to Lopez's mother?
11. Name one activity that takes place during Lopez's walk in the woods.
12. Why do you think the Director chose to discard all things that could have served as mementoes?
13. How did Nenjamparambu come to be affected by Endosulfan?
14. Why does the poet say that the hermit crab was "consistently brave"?
15. Why had theacharya and his apprentice come to the hills?
16. Why were the hills of Salanda important to Jaidev?

V. Answer six of the following: (6x1=6 marks)

17. Who is a dipsomaniac?
18. Complete this proverb: \_\_\_\_\_ that breaks the camel's back.
19. What is meant by *leitmotiv*?
20. What is a "demographic projection"?
21. What is meant by "out of your depth"?
22. What is meant by the idiom "spill the beans"?
23. Write two words with the prefix *extra-*
24. What is meant by *bi-annual*?

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## **2A03 ENG-READINGS ON LIFE AND NATURE**

### **(ENGLISH COMMON COURSE)**

Kannur university common course for English has incorporated studies on nature to assist the upcoming generation understand the basic themes and issues related to ecology through articles, poems, stories, life writings and historical narratives. The inclusion is with the aim of developing ecological friendly attitudes among student community and to encourage them to identify the specific ecological problems of their region and also of the larger world.

## **2A04 ENG-READINGS ON GENDER**

### **(ENGLISH COMMON COURSE)**

To promote the understanding of the basic themes and issues related to gender, the affiliating university has partook a paper on gender through different genres of literature. The comprisal is an attempt to inform the younger generation that gender is a social construct and to appreciate and use gender sensitive and politically right terms and usages in everyday life. 'Equality has to be a reality' is the idea behind the collection.

## **5D01 ENG (8)-GENDER STUDIES**

### **(OPEN COURSE)**

Gender studies is included as one of the electives of open course under English curriculum. Though it's a relatively new academic field, it has greater relevance as it aims to build a more inclusive world where gender expectation do not restrict opportunity. It also encourages a critical approach to identify problems, intellectual curiosity, and open and creative thinking that's essential for innovation and progress. A course in Gender studies equip the students to look at the world from a new perspective and will also assist in application of critical skills for better understanding.

## **6B13 ENG-WOMEN'S WRITING**

### **(ENGLISH CORE COURSE )**

To help the students interpret and reinterpret women's experience as described in various kinds of literature, by offering critiques and privileging women writers. The effort is to initiate the students to examine the long standing, dominant, male ideologies and to foster gender sensitivity.



## English Common Course (ECC)

Name of the Course	Readings on Gender
Course Code	2A04 ENG
Semester Assigned	2
Number of Credits	3
Contact Hours per Week	4
Total Contact Hours	72
Prescribed Textbook	<i>Plural Perspectives</i> by Macmillan Publishers

### Course Outcomes

1. Understand the basic themes and issues related to gender through articles, poems, stories, life writings and historical narratives.
2. Understand the divergent approaches towards gender issues.
3. Understand gender as a social construct and also as a site of struggle.
4. Critically engage with certain seminal topics that have become a part of gender studies.
5. Understand the basic gender issues faced by Kerala.
6. Appreciate and use gender sensitive and politically right terms and usages in everyday life.

### Contents

#### Module – I (2 hours/week)

1. “An Introduction”- Kamala Das (Poem)
2. “Kitchen Rags”- Vijila Chirappadu (Poem)
3. “Dakshayani Velayudhan: A Life Sketch”- Meera Velayudhan (Biography)
4. “Learning to be a Mother: - Shashi Deshpande (Essay)
5. “Is this Desirable”- Lalithambika Antharjanam (Story)

#### Module – II (2 hours/week)

1. “Still I rise”- Maya Angelou (Poem)
2. “I am not that Woman”- Kishwar Naheed (Poem)
3. “Structural Violence and the Trans Struggle for Dignity”- Gee Imaan Semmalar (Essay)
4. “Gender Justice and Media”- Ammu Joseph
5. “Clothing Matters: Visiting the *Melmundusamaram* in Keralam”- K M Sheeba

## English Common Course (ECC)

Name of the Course	Readings on Life and Nature
Course Code	2A03 ENG
Semester Assigned	2
Number of Credits	4
Contact Hours per Week	5
Total Contact Hours	90
Prescribed Textbook	<i>Nature Matters</i> by MainSpring Publishers

### Course Outcomes

- 1. Understand the basic themes and issues related to ecology through articles, poems, stories, life writings and historical narratives.
- 2. Assume ecologically friendly attitudes in events related to everyday life.
- 3. Identify the specific ecological problems related to Kerala.
- 4. Identify the major ecological movements around the world and within the country.
- 5. Ability to express specific opinions when confronted with ecology/development binary.
- 6. Identify the major or minor ecological issues happening around the student's native place.

### Contents

#### Module – I (2 hours/week)

1. Environmental Studies: Definition, Scope and Importance
2. Concept of an Ecosystem
3. The Fish – Elizabeth Bishop
4. Trophic Cascade – Camille T. Dungy
5. The Rightful Inheritors of the Earth – Vaikom Muhammad Basheer

#### Module – II (2 hours/week)

1. Biodiversity
2. Disaster Management: Floods, Earthquakes, Cyclones, Landslides
3. Real Estate - Sebastian

4. The Truth about the Floods – Nissim Ezekiel
5. Matsyagandhi – Sajitha Madathil

**Module – III (1 hour/week)**

1. Role of an Individual in Prevention of Pollution
2. Environmental Values
3. The End of Living - The Beginning of Survival – Chief of Seattle
4. Going Local – Helena Norberg-Hodge

## X. 5B10ENG Women's Writing

### Aims:

- To help the students interpret and reinterpret women's experience as described in various kinds of literature, by offering critiques and privileging women writers.
- To restructure the meaning and practice of reading texts, and engender sensitivity to the intersections of subject formations such as race, class, sexuality and gender.

### Objectives:

- To help the students to examine long-standing , dominant, male ideologies
- To foster gender sensitivity
- To critique male notions of value in literature by reexamining the established canon
- To acquaint students with theories of role of gender in writing
- To help the student rediscover the hidden tradition of women's writing
- To initiate the student community into a discussion of the pervasiveness and energy of feminist analysis in literary studies
- The students will turn their attention to the impact of feminist literary theory on the fundamental aspects of literary studies, matters of genre, periodization, and form.
- The paper will provide an opening onto important debates within the discipline of feminist criticism.
- To draw attention to the material and psychological forces behind women's oppression.
- To subject the construction of the literary canon as well as literary traditions to a thorough interrogation.

Course Code	5B10ENG
Title of the Course	Women's Writing
Semester Assigned	5
No. of Credits	4
Contact hours/week	5
Total No. of contact hours	90
Core Texts	1.Euripedes, <i>Medea</i> 2. Alice Walker , <i>Colour Purple</i> 3.Susan Glasspell, <i>Trifles</i>

## Course Outline

### Module I (1 hour)

1. *Introduction to Second Sex* : Simone De Beauvoir
2. "Art of Living"- Mahadevi Verma ( excerpted from *The Links of Our Chains*)

### Module II Drama (1 hour)

1. *Medea* : Euripedes
2. *Trifles* : Susan Glaspell

### Module III- Fiction(2 hours)

- Color Purple* : Alice Walker

### Short Fiction

1. A Wagner Matinee : Willa Cather
2. Finest Story in the World : Annie Saumont
3. Afternoon with Shakuntala : Vaidehi
4. Story of an Hour : Kate Chopin
5. The Passion of Mary : Sarah Joseph
6. Tamasha : Jeelani Banu

### Module IV Poetry(1 hour)

1. Lot's Wife : Kristine Batey
2. Latin Women Pray : Judith Ortiz Cofer
3. Draupadi : Sutapa Bhattacharya
4. Aunt Jennifer's Tigers : Adrienne Rich
5. An Ancient Gesture : Edna St. Vincent Millay
6. Combing : Gladys Cardiff
7. Woman's Work : Julia Alvarez
8. Dignity : Bilquees Zafarul Hasan
9. Poem : Pratibha Nandakumar

### Suggested Reading:

1. Barrett, Michele. *Women's Oppression Today*. London: Verso, 1988.
2. Belsey, Catherine and Jane Moore. Eds. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. 2nd edition. Basingstoke, Palgrave, 1997.
3. Christian, Barbara. *Black Feminist Criticism: Perspectives on the Black Women Writer*. New York: Pegamon Press, 1985.
4. Fuss, Diana. Ed. *Inside/Out*. New York and London: Routledge, 1991.
5. Gubar, Susan and Sandra Gilbert. *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. New Haven: Yale UP, 1979.
6. Moi, Toril. *Sexual/Textual politics*. London: Methuen, 1985.
7. Jacobus, Mary. *Women Writing and Writing About Women*. London: Croomhelm, 1979.
8. Eagleton, Mary . Ed. *Feminist Literary Criticism*. London: Longman, 1991.
9. Showalter ,Elaine. Ed. *Speaking of Gender*. London: Routledge, 1989.
10. Showalter ,Elaine. *A Literature of their Own*. London: Virago, 1978.
11. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge, 1990.

### Topics for Assignments/ Seminars:

Early Feminism, First and Second Wave Feminisms, Radical Feminism, Political Feminism, Feminism in India, Black Feminism, Third World Feminism, Cyberfeminism, Mary Wollstonecraft, Virginia Woolf, Fay Weldon, Alice Walker, Jean Rhys, Toni Morrison, Zora Neale Hurston, ShashiDeshpande, Sarah Joseph, Kamala Das, Ambai, Gracy, Manasi, NabaneetaDevSen, PopatiHiranandani, PratibhaNandakumar etc.

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**Guidelines for Evaluation (5B10ENG)**

Internal Evaluation(Total Marks - 10)

- |                        |           |
|------------------------|-----------|
| 1. Model Examination - | 5 marks   |
| 2. Assignment-         | 1 mark    |
| 3. Viva/seminar-       | 1.5 marks |
| 4. Attendance-         | 2.5 marks |

End Semester Examination(Total Marks - 40)

Pattern of Question Paper

Time-- 3 Hours

Maximum Marks—40

1. One essay (200words) out of two from module -1 (Marks- 1x8=8)
2. One essay (200words) out of two from module -2&3 (Marks- 1x8=8)
3. Four out of six questions (80words) from Short Fiction and module-4(Marks- 4x4=16)
4. Eight out of ten short answer questions from modules- 2&3 (Marks-8x1=8)

(Model question paper will be provided later)