

KANNUR UNIVERSITY

BA ENGLISH

SYLLABUS

w.e.f. 2024 admission onwards

(KU-FYUGP Regulations and Curriculum Framework, 2024)

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PROGRAMME OUTCOMES

PO1: Critical Thinking and Problem-Solving - Apply critical thinking skills to analyze information and develop effective problem-solving strategies for tackling complex challenges.

PO2: Effective Communication and Social Interaction - Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

PO3: Holistic Understanding - Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

PO4: Citizenship and Leadership - Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

PO5: Global Perspective - Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.

PO6: Ethics, Integrity and Environmental Sustainability - Uphold high ethical standards in academic and professional endeavours, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

PO7: Lifelong Learning and Adaptability - Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.

PROGRAMME SPECIFIC OUTCOMES

PSO1: Proficiency in Language: Students achieve proficiency in the use of English language in academic, professional and everyday contexts.

PSO2: Critical Thinking: Students will be able to interpret and critique texts, from various genres and contexts, using appropriate theoretical frameworks and methodologies.

PSO3: Creative Interventions: The students will be able to creatively intervene and constructively approach language and literature.

PSO4: Research Skills: Students will develop academic research skills, including the ability to formulate research questions, employ various research methodologies, and present findings.

PSO5: Digital Literacy: Students will be proficient in using digital technologies for research, writing, and communication, adapting to the evolving digital landscape in the field of higher education.

PSO6: Interdisciplinary Approach: Students will integrate knowledge from related disciplines to their understanding and analysis of literature and culture.

PSO7: Lifelong Learning: Students will demonstrate a commitment to lifelong learning, showing the ability to continuously update their knowledge and skills in response to changing academic and professional contexts.

COURSE DISTRIBUTION

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HRS/WEEK
			CE	ESE	TOTAL		
I	KU1AECENG101	Enhancing English	25	50	75	3	4
	KU1AECENG102	Enriching English	25	50	75	3	4
	KU1AECENG103	Engaging English	25	50	75	3	4
	KU1AECENG104	Everyday English	25	50	75	3	4
	KU1MDCENG101	Film Narratives	25	50	75	3	3
	KU1MDCENG102	Visual Mediations	25	50	75	3	3
	KU1MDCENG103	English and Artificial Intelligence	25	50	75	3	3
	KU1DSCENG101	Poetry in English	35	65	100	4	5
	KU1DSCENG102	Life Writings	35	65	100	4	5
	KU1DSCENG103	Multiple Voices	35	65	100	4	5
	KU1DSCENG104	New Literatures	35	65	100	4	5

II	KU2AECENG105	English in Context	25	50	75	3	4
	KU2AECENG106	English for Career	25	50	75	3	4
	KU2AECENG107	English Through Culture	25	50	75	3	4
	KU2AECENG108	English for Content Creation	25	50	75	3	4
	KU2MDCENG104	Comic and Graphic Narratives	25	50	75	3	3
	KU2MDCENG105	Food and Fashion Narratives	25	50	75	3	3
	KU2MDCENG106	Popular Narratives	25	50	75	3	3
	KU2DSCENG106	Prose in English	35	65	100	4	5
	KU2DSCENG107	Travel Literatures	35	65	100	4	5
	KU2DSCENG108	Sports Literatures	35	65	100	4	5
	KU2DSCENG109	Contemporary Literatures	35	65	100	4	5

III	KU3VACENG201	Recovering Nature	25	50	75	3	3
	KU3VACENG202	Reconstructing Gender	25	50	75	3	3
	KU3VACENG203	Reclaiming Constitution	25	50	75	3	3
	KU3MDCENG201	Kerala Knowledge Systems	25	50	75	3	3
	KU3DSCENG201	Chaucer to Contemporary Poets	35	65	100	4	5
	KU3DSCENG202	Applied Grammar	35	65	100	4	5
	KU3DSCENG203	Literature in Context: Old English to Medieval English	35	65	100	4	5
	KU3DSCENG204	Crime and Detective Narratives	35	65	100	4	5
	KU3DSCENG205	Migration and Border Studies	35	65	100	4	5
	KU3DSCENG206	Trauma and Memory Studies	35	65	100	4	5

IV	KU4VACENG204	Intellectual and Emotional Intelligence	25	50	75	3	3
	KU4VACENG205	Inclusiveness and Intersectionality	25	50	75	3	3
	KU4VACENG206	Agency and Ethics	25	50	75	3	3
	KU4SECENG201	Presentation Skills	25	50	75	3	4
	KU4SECENG202	Interpersonal Skills	25	50	75	3	4
	KU4DSCENG207	Bacon to Contemporary Writers	35	65	100	4	5
	KU4DSCENG208	Practical Phonetics	35	65	100	4	5
	KU4DSCENG209	Popular Culture	35	65	100	4	5
	KU4DSCENG210	Literature in Context: Renaissance and Restoration	35	65	100	4	5

V	KU5SECENG301	Academic Research Skills	25	50	75	3	4
	KU5SECENG302	Digital Media Skills	25	50	75	3	4
	KU5DSCENG301	Literary Criticism	35	65	100	4	5
	KU5DSCENG302	Applied Linguistics	35	65	100	4	5
	KU5DSCENG303	Literature in Context: The Romantics and The Victorians	35	65	100	4	5
	KU5DSCENG304	Literatures of the World	35	65	100	4	5
	KU5DSEENG301	World of Poetry in English	35	65	100	4	5
	KU5DSEENG302	Theatre and Performance Studies	35	65	100	4	5
	KU5DSEENG304	History of English Language	35	65	100	4	5

	KU6SECENG303	Public Speaking Skills	25	50	75	3	4
	KU6SECENG304	Employability Skills	25	50	75	3	4
	KU6DSCENG306	Literary Theory	35	65	100	4	5
	KU6DSCENG307	English Language Teaching	35	65	100	4	5
	KU6DSCENG308	Literature in Context: Modern and Postmodern Literatures	35	65	100	4	5
	KU6DSCENG309	Postcolonial Literatures	35	65	100	4	5
	KU6DSCENG310	Bhasha Literatures	35	65	100	4	5

VI	KU6DSCENG311	Women's Writings	35	65	100	4	5
	KU6DSEENG305	Children's Literatures	35	65	100	4	5
	KU6DSEENG306	Sociolinguistics	35	65	100	4	5
	KU6DSEENG307	History of English Literature	35	65	100	4	5
	KU6INTENG301	INTERNSHIP	15	35	50	2	2

VII	KU7DSCENG401	Research Methodology	35	65	100	4	5
	KU7DSCENG402	Critical Theories	35	65	100	4	5
	KU7DSCENG405	Culture Studies	35	65	100	4	5
	KU7DSCENG406	Gender Studies	35	65	100	4	5
	KU7DSCENG407	Film Studies	35	65	100	4	5
	KU7DSCENG409	Disability Studies	35	65	100	4	5

VIII	KU8DSCENG410	Alternative Aesthetics	35	65	100	4	5
	KU8DSCENG411	Indigenous Imaginaries	35	65	100	4	5
	KU8DSCENG412	Translating Kerala	35	65	100	4	5
	KU8DSCENG413	Practicing Translation	35	65	100	4	5
	KU8DSEENG414	Writing for Media	35	65	100	4	5
	KU8DSEENG415	Content Writing	35	65	100	4	5
	KU8DSEENG415	Critical Thinking	35	65	100	4	5
	KU8DSEENG415	Creative Writing	35	65	100	4	5
	OR						
	KU8RPHENG401	Research Project	90	210	300	12	-

SEMESTER III

KU3VACENG201: RECOVERING NATURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	VAC	200-299	KU3VACENG201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

Recovering Nature is a value-added course that seeks to reframe environmental consciousness through region-specific, caste-sensitive, and gender-inclusive perspectives. Focused on the cultural and ecological contexts of North Kerala, the course introduces students to key environmental concepts, debates on justice and ethics, and literary and oral narratives that bear witness to ecological change. Through modules that address global concerns and local realities, students explore the intersections of nature.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand key environmental concepts and recognize their relevance in everyday life and policy discourse.	U
2	Analyse the role of intersecting social factors in shaping environmental access, narratives, and activism.	An
3	Investigate local environmental issues through participatory activities like interviews, debates, and fieldwork.	A, An
4	Articulate a critical understanding of environmental justice and recognize deceptive practices such as greenwashing.	E
5	Create outputs that respond to environmental concerns, informed by ecological ethics and indigenous knowledge systems.	C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X					X	X
CO 2		X				X	X
CO 3	X			X	X	X	X
CO 4		X				X	X
CO 5			X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS 45
1	**Module 1: Terms and concepts**		**8**
	1.1	Disaster Vulnerability, Sustainable Development, Climate Crisis, Greenwashing, Slow Violence, Environmental Racism, Resource Inequity, Environmental Ethics	
	1.2	Nature and intersections of gender, caste, class and region. Anthropocene, Anthropomorphism, Posthumanism, Sacred Groves and Spiritual Ecology	
2	**Module 2: Environmental Justice**		**14**
	2.1	Salim Ali: Man, and Nature in India: The Ecological Balance	
	2.2	Vaikom Muhammad Basheer: The Rightful Inheritors of the Earth	
	2.3	Thakazhi Sivasankara Pillai: In the Flood	
	2.4	Kallen Pokkudan: Dalits and the Mangrove Forest Region	
3	**Module 3: Indigenous Ecologies**		**12**
	3.1	Sukumaran Chaligatha: The Scent of the Dead Bird (Ravi Shanker N.)	
	3.2	Dhanya Vengachery: Name of the River They Coursed Afloat (Trans. Lakshmi Priya N.)	
	3.3	Chitra Padmanabhan: Recovering Budhni Mejhan from the silted landscape of modern India	

	3.4	Chief Seattle's Speech (Trans. Dr Henry A. Smith)	

4	**Module 4: Glocal Concerns**		**6**
	4.1	Wangari Maathai: Nobel Peace Prize Acceptance Speech (Excerpts)	
	4.2	In conversation with Ramachandra Guha | Speaking with Nature: The Origins of Indian Environmentalism - https://youtu.be/p53epDskSeM?feature=shared	

5	**Teacher Specific Module**	**5**
	A teacher can design activities for internal evaluation	
	Assign activities such as creating questionnaires to interview local environmentalists and conducting fieldwork to gather data from the everyday lives of ordinary people. Encourage students to read editorials and letters to the editor using general library resources, and organize debates on relevant social issues.	

Essential Readings:

1. Janu, C. K. *Mother Forest: The Unfinished Story of C. K. Janu*. Women Unlimited, 2004.
2. Jacob, John C. *Harithadarshanam: Johnciyude Aathmakatha*. Mathrubhumi Books, 2009.
3. Madhusoodanan, G., editor. *Ecocriticism in Malayalam*. Cambridge Scholars Publishing, 2022.
4. Rahman, M. A. *Oro Jeevanum Vilappettathaanu*. Kairali Books, 2015

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
Total		**75**

KU3VACENG202: RECONSTRUCTING GENDER

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	VAC	200-299	KU3VACENG202	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This Value-Added Course introduces students to critical ideas in gender studies with a focus on contextual issues. It explores how gender identities are socially constructed, maintained, and challenged in everyday life and cultural narratives. Through engagement with literary texts, nonfiction, media, and classroom activities, students will examine the intersections of gender with class, caste, region, and sexuality. Emphasis will be placed on experiential learning, reflective analysis, and critical thinking.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate an understanding of gender concepts and terminology.	U
2	Critically examine cultural texts and narratives for their gendered implications.	An, E
3	Apply intersectional frameworks to analyze gender in relation to caste, class, sexuality, and region.	A, An
4	Examine personal experiences and social practices with an awareness of gender dynamics.	An, U
5	Develop informed perspectives on gender equity, inclusion, and justice in contemporary society.	A, C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X					X	X
CO 2		X				X	
CO 3		X				X	X
CO 4		X					X
CO 5		X	X			X	X

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS 45
1	**Module 1: Masculinities and Femininities**		**12**
	1.1	Kamala Surayya: The Search for Love (Trans. J. Devika)	
	1.2	Vijayarajamallika: After Father Left (Trans. Deepak Denny)	
	1.3	M. R. Renukumar: Etc. (Trans. Shyma P.)	
	1.4	Terms & Concepts: patriarchy, sex & gender, femininity, masculinity, heterosexuality. gender expression, gender bias, gender fluidity, LGBTQ, gender spectrum, cisgender, sexuality, asexuality.	
2	**Module 2: Everyday Engenderings**		**14**
	2.1	Vijayalakshmi: Bhagavatham (Trans. Satchidanandan)	
	2.2	Madhavan Purachery: Cheriya and Parthy (Trans. J. Devika)	
	2.3	Nivedita Menon: Domestic Servants (Excerpts)	
	2.4	Terms & Concepts: gender norms, gender roles, gender equality, gender neutrality, structural violence, gender stereotype, gender dysphoria, sex ratio, sexual harassment, intersectionality.	
3	**Module 3: Intersections of (M)otherhood**		**6**
	3.1	Vijila Chirapad: She who flew ahead (Trans. Tijo Thomas)	
	3.2	My Mother Does Not Work (Extracts from *Towards a World of Equals*)	

4	**Module 4: Equity and Resilience**		**8**
	4.1	Audre Lorde: Age, Race, Class and Sex: Women Redefining Difference (Excerpts)	
	4.2	Chimamanda Ngozi Adichie. We Should All Be Feminists. TED, 2012. Time stamp - 11:17 to 20:09. From "How We Raise Boys" to "Compromise". YouTube, uploaded by TEDx Talks, 12 Apr. 2013, www.youtube.com/watch?v=hg3umXU_qWc.	

5	**Teacher Specific Module**	**5**
	A teacher can design activities for internal evaluation	
	Analyse real-life scenarios related to gender issues. Conduct interviews to explore how individuals experience gender in different contexts. Explore how intersectional factors shape individual experiences of gender. Reflect on how social expectations have shaped their experiences. Discuss topics like gender equality in the classroom and also how media, movies etc., portrays gender. Investigate how gender shapes workplace experiences and economic outcomes.	

Essential Readings:

1. Devika, J. *Swatantryavaadini*. https://swatantryavaadini.in
2. Menon, Nivedita. *Seeing Like a Feminist*. Penguin Random House India, 2021.
3. Roy, Rahul. *A Little Book on Men*. Yoda Press, 2007.
4. Tharu, Susie, et al. *A World of Equals: A Textbook on Gender*. Orient BlackSwan, 2022.

Suggested Reading/Viewing:

1. *Adolescence*. Directed by Philip Barantini, Channel 4, 2025.
2. https://www.gicj.org/lest-we-forget/2874-laxmi-agarwal-the-acid-attack-survivor

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	5
c)	Assignment	5
d)	Seminar	5

e)	Book/ Article Review	5
f)	Viva-Voce	5
Total		**75**

KU3VACENG203: RECLAIMING CONSTITUTION

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	VAC	200-299	KU3VACENG203	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course explores how the values enshrined in the Indian Constitution — justice, equality, liberty, fraternity, democracy, and secularism — are voiced, challenged, and reimagined in Indian literature. Through multiple genres and diverse regional, tribal, and marginalized voices, the course examines the role of literature and cultural narratives in reclaiming and reinforcing constitutional ideals in the face of systemic exclusion.

Course Prerequisite: NIL

Course Outcomes:

By the end of the course, students will be able to

CO No.	Expected Outcome	Learning Domains
1	Understand and articulate key constitutional concepts in literary	U. A

	and cultural contexts.	
2	Reflect on the challenges to secular and democratic ideals in India. Critically engage with issues of democracy, secularism, and cultural diversity.	E, A
3	Analyse literature's role in documenting and resisting structural injustices.	An, E
4	Explore intersections of law, identity, and narrative across genres and traditions.	An
5	Engage with literature beyond the printed page—oral traditions, graphic narratives, and testimonies.	A, C

******Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X	X				X	X
CO 2		X				X	X
CO 3		X	X			X	
CO 4		X		X		X	X
CO 5			X	X	X	X	

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS 45
1	**Module 1 Terms and Concepts**		**6**
	1.1	Preamble to the Indian Constitution, Fundamental Rights: Right to Equality, Right to Freedom, Right Against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights, Right to constitutional Remedies.	
	1.2	Union and State Governments, Federalism and Secularism. Welfare State, Eradication of Poverty and Hunger, Gender Equity and Empowerment, Sustainable Development.	
2	**Module 2 Democracy**		**14**
	2.1	Jawaharlal Nehru: Tryst with Destiny	
	2.2	B. R. Ambedkar: What are the prospects of democracy in India?	

	2.3	Romila Thaper: Gandhi's Satyagraha (Excerpts)	
	2.4	Mahasweta Devi: The Republic of Dreams	

3	**Module 3 Secular Culture**		**12**
	3.1	Kedarnath Singh: Banaras	
	3.2	Kancha Ilaiah: Pochamma	
	3.3	Azeez Tharuvana: The many Muslim versions of the Ramayana	
	3.4	Vaikom Muhammad Basheer: The Love Letter (Excerpts)	

4	**Module 4 Constitutional Values**		**8**
	4.1	Dakshayani Velayudhan: Freedom from Forced Labour	
	4.2	G. N. Devy: It is in India's multilingual character that Indianness can be located (Interview)	

5	**Teacher Specific Module**	**5**
	A teacher can design activities for internal evaluation 1. Assign activities to students, such as collecting data on folk performances that promote secular culture. 2. Encourage students to participate in the activities of the Electoral Literacy Club of the college.	

Essential Readings:

1. Ambedkar, B. R. *Annihilation of Caste*. Navayana, 2014.
2. Ilaiah, Kancha. *Why I Am Not a Hindu: A Sudra Critique of Hindutva Philosophy, Culture and Political Economy*. Samya, 1996.
3. Thapar, Romila. *Voices of Dissent: An Essay*. Seagull Books, 2020.
4. Guha, Ramachandra. "Pluralism in the Indian University." *India International Centre Quarterly*, vol. 44, no. 1, 2017, pp. 1–10.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	5

c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
Total		**75**

KU3MDCENG201: KERALA KNOWLEDGE SYSTEM

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	MDC	200-299	KU3MDCENG201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course offers a multidisciplinary introduction to the diverse and evolving knowledge systems of Kerala. It explores the historical, cultural, ecological, and philosophical traditions that have shaped the intellectual landscape of the region. The course critically examines how indigenous knowledge, oral traditions, reformist movements, and modern interventions have contributed to the construction and transmission of knowledge.

Course Prerequisite: NIL

Course Outcomes:

By the end of the course, students will be able to

CO No.	Expected Outcome	Learning Domains
1	Contextualize the concept of 'knowledge systems' with specific reference to Kerala as a socio-cultural and ecological region.	U, A
2	Identify and analyse the diverse knowledge practices among Kerala's communities, their continuities and transformations.	An
	Interpret and evaluate Kerala's oral, performative, and institutionalised knowledge traditions	An, E
4	Explore and assess the transformation and democratization of knowledge in Kerala.	A, E
5	Critically examine the contributions of Kerala's reformers and philosophers in shaping epistemologies rooted in ethical inquiry.	E, C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X					X	X
CO 2		X				X	
CO 3		X	X			X	
CO 4		X				X	X
CO 5		X	X	X		X	

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	**UNIT**	**DESCRIPTION**	**HOURS 45**
1	**Module 1: Regional Knowledge Systems**		**8**
	1.1	Kerala as a Region - What is Knowledge System? Coexistence of Change and Continuity - Academic Knowledge	
	1.2	Ethnic Communities - Ecosystem Based Knowledge Forest Dwellers - Shifting Cultivation - Survival Strategy	

2	**Module 2: The Kerala Traditions of Knowledge**		**12**
	2.1	Textual Survivals of Oral Compositions: Folklore - Ballads - *Varthamānapustakam*	
	2.2	Institutionalised Knowledge Systems: Theatre - Theyyam – Poorakkali, Kalari, Patayani, Mutiyettu, Kathakali, Paintings	
	2.3	Indigenous Medicine – *Hortus Malabaricus* - Janaki Ammal Mathematics - The Need for Scientific Research	
	2.4	Agricultural Traditions - Maritime Knowledge Traditions	

3	**Module 3: Search for Knowledge**		**8**
	3.1	Reforms - Ayya Vikundar, Thaikkat Ayyavu, Chattampi Swamikal	
	3.2	Narayana Guru, Kumara Guru, Poykayil Appachan, Ayyankali, Sana'ulla Makthi Thangal, Vakkom Moulavi, C. K. Revathi Amma	

4	**Module 4: The Coming of New Knowledge to Kerala**		**12**
	4.1	Modernisation through Translation – Making of a Malayali Identity – Translation from Sanskrit - Theological Works - English Education	
	4.2	Role of Malayalam Language - Print Culture - The Power of the Press - Intellectual Contributions - Interventions in the Public Sphere: Women's Magazines - Activism and Academics: New Social Movements	

5	**Teacher Specific Module**	**5**
	A teacher can design activities for internal evaluation	
	Design and implement field-based or project-oriented explorations 1. Introduce literature related to Kerala Knowledge Systems 2. Conduct field work related to Kerala Library Council activities.	

Essential Reading:

Knowledge Systems of Kerala. Kerala State Higher Education Council and Orient BlackSwan, 2024.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	**50**

Continuous Evaluation		**25**
a)	Test Paper- 1	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
Total		**75**

KU3DSCENG201: CHAUCER TO CONTEMPORARY POETS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	201	KU3DSCENG201	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	

3	2	0	35	65	100	1.5

Course Description:

This course offers a survey of English poetry from the Medieval period to the 21st century**,** tracing the evolution of poetic forms, and voices across time. Beginning with Canonical figures, the paper moves through the lyricism of the Romantics and Victorians, before engaging with the complex aesthetics and anxieties of Modernism and beyond. The course introduces diverse and resistant voices that challenge dominant traditions and expand the poetic canon, towards the end. Students will explore a wide range of poetic genres while developing skills in historical contextualization and critical analysis. Special attention is given to issues of gender, identity, and power, encouraging students to read poetry both as a literary and cultural artifact.

Course Prerequisite: NIL

Course Outcomes:

By the end of this course, students will be able to:

CO No.	Expected Outcome	Learning Domains
1	Trace the historical development of English poetry from the Medieval period to the 21st century, identifying key literary movements, genres, and representative authors.	R, U
2	Interpret poems within their social, cultural, and historical contexts, recognizing how poetry constructs ideological and aesthetic forms of its time.	U, An
3	Critically engage with canonical and counter voices, including women poets, postcolonial writers, and traditions that challenge dominant narratives.	An, E
4	Demonstrate critical thinking skills through written assignments, presentations, or discussions, articulating responses to both traditional and contemporary poetry.	E, A, C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X					X	X

CO 2		X				X	X
CO 3		X	X			X	X
CO 4	X	X		X	X		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS 75
1	**MODULE 1: Medieval to Modern**		**15**
	1	Geoffrey Chaucer: 3.1 The Wife of Bath's Prologue and Tale (Lines 1-25)	
	2	Shakespeare: Sonnet 116: Let Me Not to the Marriage of True Minds	
	3	Andrew Marvell: To His Coy Mistress	
	4	John Milton: Satan's Speech	
2	**MODULE 2: Romantics & Victorians**		**15**
	1	Wordsworth: Solitary Reaper	
	2	John Keats: Ode on a Grecian Urn	
	3	Tennyson: Ulysses	
	4	Browning: My Last Duchess	
3	**MODULE 3: Modernism and After**		**15**
		T.S. Eliot: The Love Song of Alfred Prufrock	
		W.B. Yeats: The Second Coming	

		Emily Dickinson: I Felt a Funeral in My Brain	
		Sylvia Plath: Daddy	

	MODULE 4: Counter Narratives		**15**
4	1	A.D. Hope: His Coy Mistress to Mr. Marvell	
	2	Warsan Shire: For Women Who Are Difficult To Love	
	3	Akka Mahadevi: Brother, You have Come	
	4	Satchidanandan: Poetry Will Come	

	Teacher Specific Module	**15**
5	*Directions***:** Introduce Terms and Concepts (For Internal Assessment Only) **Poetic Forms**: Sonnet, Ode, Elegy, Epic, Ballad, Lyric, Blank Verse, Free Verse, Haiku, Villanelle, Pastoral, Dramatic Monologue **Poetic Devices**: Meter, Rhyme, Refrain, Alliteration, Assonance, Consonance, Enjambment, Caesura, Internal Rhyme, Onomatopoeia **Figurative Language**: Simile, Metaphor, Personification, Paradox, Metonymy, Synecdoche, Oxymoron, Imagery, Symbolism, Irony, Allegory **Critical Concepts**: Canon, Counter-narratives, Perspectives, Postcolonialism, Decolonization, Voice and Identity, Hybridity, Diaspora, Ecocriticism, Gender and Sexuality, Subaltern, Indigenous Poetics, Resistance, Resilience, Alternative aesthetics, New Literatures	

Essential Readings:

1. Eagleton, Terry. *How to Read a Poem*. Blackwell Publishing, 2007.
2. Ferguson, Margaret, et al., editors. *The Norton Anthology of Poetry*. 6th ed., W. W. Norton & Company, 2018.
3. Greenblatt, Stephen, general editor. *The Norton Anthology of English Literature*. 10th ed., W. W. Norton & Company, 2018.
4. Pramod K. Nayar. *A Short History of English Literature*. Amity University Press, 2018.

Suggested Readings:

1. https://www.academia.edu

2. https://www.poetryfoundation.org

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		**65**
Continuous Evaluation	Theory		25
	a)	Test Paper	10
	b)	Translation	5
	c)	Assignment	5
	d)	Seminar/ Viva Voce	5
	Practical		10
	a)	Presentations/ Debates	5
	b)	Field Visit	5
	CE Total		**35**
Total			**100**

Note: Practicums have only Internal Assessment

KU3DSCENG202: APPLIED GRAMMAR

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCENG202	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This course helps students understand grammar as a tool for exploring how English functions in everyday life, rather than as a fixed set of rules. They will examine how ordinary people use grammar in various contexts—such as chats, emails, news reports, and academic writing. Instead of memorising rules, students will learn through real-life examples. They will identify patterns, analyse sentence structures, and use grammar to explain how language works. The goal is not to learn grammar in order to use language, but to use grammatical knowledge to describe language as it is actually used. By the end of the course, students will be able to analyse any piece of writing, understand how it is constructed, why it sounds the way it does, and use language with expert awareness.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Distinguish between prescriptive and descriptive grammar approaches	U
2	Identify, label, and describe syntactic structures and clause elements	A, An
3	Analyse tense, aspect, and modality structures in real-life contexts	An, A
4	Deconstruct and expand noun phrases using structural principles	An, C
5	Apply grammatical description to authentic texts and genre-specific structures	A, C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X	X					
CO 2	X			X			
CO 3	X	X				X	
CO 4	X			X			
CO 5	X			X	X		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS 75
1	**Module 1: Understanding Grammar – From Prescription to Description**		**15**
	1.1	Prescriptive vs Descriptive Grammar *(Use academic text Excerpts- journal articles, textbook passages, formal emails as well as social media posts and comments, such as tweets, Instagram captions, and WhatsApp chats.)*	
	1.2	Grammaticality vs. acceptability; appropriateness in context (*Present grammatically correct sentences that are contextually awkward to trigger a discussion on the distinction between acceptability and grammaticality.)*	
	1.3	Register variation: formal vs. informal, spoken vs. written *(Recognising Grammar in Context through Data: Instead of directly teaching register variation, students will observe real texts such as WhatsApp chats, legal notices, and news reports, and infer register differences.)*	
	1.4	Observing structural patterns across genres. *(Use texts such as headlines, narratives, and interviews to help students discover patterns in real-life language use.)*	
2	**Module 2: Clause Patterns and Sentence Building**		**15**
	2.1	Syntactic Constituents: Subject, Verb, Object, Complement, Adjunct	
	2.2	Sentence types: simple, compound, complex	
	2.3	Clause hierarchy: main vs. subordinate; finite vs. non-finite	
	2.4	Punctuation: Functions and Conventions in English	
3	**Module 3: Grammar of Tense, Aspect, and Modality**		**15**
	3.1	Present, past, future tense systems and shifting time reference *(Create timelines based on past and future narratives, e.g., sports commentaries and interviews. Use real-time tweets or diary entries to compare and analyse shifts in time reference.)*	
	3.2	Aspect: progressive, perfect, and combinations	
	3.3	Verb Phrases and Adverbials	
	3.4	Non-finite forms: Gerunds. Infinitives and Participles	
	3.5	**Modality: Modal Auxiliaries; Epistemic vs. Deontic Uses** *(Use videos and subtitles to analyse tense and aspect shifts in film scenes or interviews. Compare the use of modal verbs in instruction manuals with their use in casual conversation. Present modal verbs in*	

		authentic contexts such as advice forums, job descriptions, and legal manuals.)	
	3.6	Conditionals: real, unreal, hypothetical; modal-auxiliary patterning	

4	**Module 4: Noun Phrases and Sentence Expansion**		**15**
	4.1	Components of NPs: determiners, modifiers, head, postmodifiers *(Provide rich noun phrases from novels or newspapers and have learners identify and label each component.)*	
	4.2	Prepositional phrases, participial phrases, and relative clauses	
	4.3	Nominalisation through Practice *(Use examples from legal or academic writing to identify heavy noun phrases and instances of nominalisation.)*	
	4.4	Expansion and transformation of sentences through NPs *(Transform a tweet into an academic paragraph, focusing on NP structure and cohesion.)*	
	4.5	Common grammar errors	
	4.6	Non-canonical word orders: clefting, passives, topicalisations	

5	**Teacher Specific Module**	**15**
	A teacher can design activities for internal evaluation	
	Use AI tools to deconstruct and visualise sentence structures. Analyse language use in schools or public settings. Organise a common error diagnosis workshop. Conduct student-led grammar seminars: (e.g., How Advertisements Use Imperatives, Tense Use in Sports Commentary). Carry out grammatical analysis of real-life texts through group work: Written texts: Editorials, social media posts, advertisements. Spoken texts: YouTube interviews, podcasts. Video content: Film clips, TED Talks.	

Essential Readings:

Aarts, Bas. *Oxford Modern English Grammar*. Oxford University Press, 2011.

Biber, Douglas, et al. *Longman Student Grammar of Spoken and Written English*. Pearson Education, 2002.

Carter, Ronald, and Michael McCarthy. *English Grammar Today: An A–Z of Spoken and Written Grammar*. Cambridge University Press, 2011.

Crystal, David. *Rediscover Grammar*. Longman, 2004.

Murphy, Raymond. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English*. 5th ed., Cambridge University Press, 2019.

Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*. Longman, 1985.
Swan, Michael. *Practical English Usage*. 4th ed., Oxford University Press, 2016.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		**65**
Continuous Evaluation	Theory		25
	a)	Test Paper	10
	b)	Translation	5
	c)	Assignment	5
	d)	Seminar/ Viva Voce	5
	Practical		10
	a)	Presentations/ Debates	5
	b)	Field Visit	5
	CE Total		**35**
Total			**100**

Note: Practicums have only internal assessments.

KU3DSCENG203: LITERATURE IN CONTEXT: OLD ENGLISH TO MEDIEVAL ENGLISH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCENG203	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This course is designed to introduce students to the socio-historical context of English literature. It focuses on the foundations of English literature, from the Old English to the Medieval English period. Key literary works from these periods are introduced. The course also examines the linguistic evolution and the formation of literary genres during this time. It aims to develop students' skills in the critical analysis of literature. Additionally, students are expected to gain a deeper understanding of the English language through a comparative study of its historical development.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To understand the socio-cultural, political and historical contexts.	U
2	To evaluate the linguistic, cultural, and historical evolution from Old English to Middle English literature.	E
3	To critically analyse representative texts from the literary periods	An
4	To apply critical approaches to old and medieval English literature, including historical, and philological methods.	A, An
5	To develop academic research and writing skills relevant to the field of medieval English literary studies.	A, C

*****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		X				X	X
CO 2	X	X				X	X
CO 3		X	X			X	
CO 4		X		X		X	
CO 5	X		X	X			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS 75
1	**Module 1**		**15**
	1.1	Chronology of the Period, Roman Occupation, Anglo-Saxon Conquest, Peasant's Revolt of 1381	
	1.2	Feudalism in the period, The Status of Women, The Church, The Connection between Church and State, Wycliffe and the Lollards	
	1.3	For detailed study: The Wanderer (Lines 1-35)	
	1.4	Non detailed study: The Battle of Maldon	
2	**Module 2**		**15**
	2.1	Old English Epics or Heroics, Historical Chronicles, Romance	
	2.2	The Rise of Theatre, Morality, Miracle and Mystery Plays, The Church and Literature, Saints and Martyrs in Literature.	
	2.3	For detailed study: Beowulf (Part 12) (Grendel and Beowulf, Grendel is Vanquished)	
	2.4	Non-detailed study: *Sir Gawain and the Green Knight*	
3	**Module 3**		**15**
	3.1	Language, Alliterative Quality of OE, French Influence, Latin Influence	
	3.2	Transformation from OE to ME, The Great Vowel Shift	
	3.3	Old English to Middle English dialects, vocabulary	
	3.4	Old English to Middle English pronunciation and grammar	
4	**Module 4**		**15**
	4.1	Writings about Women	
	4.2	Chaucer and contemporaries	
	4.3	Detailed Study: *Prologue to The Canterbury Tales* (Lines 1-18)	
	4.4	Non-detailed Study: *Ancrene Wisse*	
5	**Teacher Specific Module**		**15**

	A teacher can design activities for internal evaluation	
	Assign activities based on Language Translations: 1. Translation of words from Old English to Modern English 2. Further reading of Old English to Medieval English Literature.	

Essential Readings:

1. Allen, Valerie. "Medieval English, 500-1500." English Literature in Context, Ed. Paul Poplawski, Cambridge UP, 2018, pp.1-97.
2. Mitchell, Bruce and Fred C. Robinson. *A Guide to Old English*. Blackwell Publishing, 1964.
3. Fulk, R.D and Christopher M. Cain. *A History of Old English Literature*. Wiley-Blackwell, 2013. https://content.e-bookshelf.de/media/reading/L-812291-0f39fa66f7.pdf
4. Wallace, David. *The Cambridge History of Medieval English Literature*. Cambridge UP, 1999. https://www.examenapium.it/cs/biblio/Wallace1999.pdf

Assessment Rubrics:

Evaluation Type	**Components**		**Marks**
End Semester Evaluation	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		**65**
Continuous Evaluation	Theory		25
	a)	Test Paper	10
	b)	Translation	5
	c)	Assignment	5
	d)	Seminar/ Viva Voce	5
	Practical		10
	a)	Presentations/ Debates	5
	b)	Field Visit	5
	CE Total		**35**
Total			**100**

Note: Practicums have only internal assessments.

KU3DSCENG204: CRIME AND DETECTIVE NARRATIVES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCENG204	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This course serves as an introductory exploration into the evolution, significance and cultural consumption of crime and detective narratives across literature, film and popular media. Students will be encouraged to examine how these narratives reflect and challenge social anxieties, legal systems, and moral frameworks.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To develop critical reading skills to interpret crime narratives	An, E
2	To explore the significant authors of crime narratives	U, R
3	To investigate adaptions of crime and detective narratives in film, television and other media	An, A
4	To examine different subgenres of crime narratives	An
5	To create narratives that critically engage with and challenge dominant media representations in popular culture.	C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X	X					X
CO 2	X						X
CO 3		X		X	X	X	
CO 4		X				X	
CO 5		X	X			X	X

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS 75
1	**Module 1: Introduction**		**15**
	1.1	Detective Fiction - Hard-boiled fiction - Police Procedural - Psychological Thriller - Noir	
	1.2	Whodunit - Legal Drama - Caper Story - Cozy Mystery - True Crime	
	1.3	W. H. Auden: The Guilty Vicarage: Notes on the detective story, by an addict	
	1.4	Pamela Burger: The Bloody History of the True Crime Genre	
	Module 2: Detective Stories		**15**
	2.1	Edgar Allen Poe: The Purloined Letter	
	2.2	Agatha Christie: The Tragedy at Marsdon Manor	
	2.3	Roald Dahl: Lamb to Slaughter	
	2.4	Saradindu Bandyopadhyay: The Jewel Case	
3	**Module 3: Psychological Thriller**		**15**
	3.1	Ruskin Bond: A Job Well Done	
	3.2	Oyinkan Braithwaite: *My Sister, The Serial Killer* (Chapter 5: Body)	
	3.3	Joel Coen and Ethan Coen: *No Country for Old Men*. Screenplay (Excerpts)	
	3.4	Andrew Kevin Walker: *Seven*. Screenplay (Excerpts)	
4	**Module 4: True Crime**		**15**
	4.1	Truman Capote: *In Cold Blood* (Excerpts)	
	4.2	David Grann: *Killers of the Flower Moon* (Chapter 1: The Vanishing).	
	4.3	Christo Tomy: *Curry & Cyanide: The Jolly Joseph Case*	
	4.4	Joe Berlinger: *Conversations with a Killer: The Ted Bundy Tapes* (Episode 4: Burn Bundy Burn)	
5	**Teacher Specific Module**		**15**

	A teacher can design activities for internal evaluation	
	Assign activities: 1. Based on the texts that they study, students can examine how crime narratives are used as vehicles to discuss ethical issues. 2. Students can be encouraged to trace how different crimes committed locally was narrated differently across media platforms.	

Essential Reading/Viewing:

Doyle, Arthur Conan. *The Hound of the Baskervilles*. Project Guttenberg eBook, 2001.

Hühn, Peter. "The Detective as Reader: Narrativity and Reading Concepts in Detective Fiction." *Modern Fiction Studies*, vol. 33, no. 3, 1987, pp. 451–66.

Knives Out. Directed by Rian Johnson, Lionsgate, 2019.

Mandel, Ernest. "From Hero to Villain," and "From Villain to Hero." *Delightful Murder: A Social History of the Crime Story*. University of Minnesota Press, 1985, pp. 1-21

Suggested Reading:

Cohen, Michael. *Murder Most Fair: The Appeal of Mystery Fiction*. Fairleigh Dickinson University Press, 2000.

Kelly, R Gordon. *Mystery Fiction and Modern Life*. University Press of Mississippi, 2012

Assessment Rubrics:

Evaluation Type	**Components**		**Marks**
End Semester Evaluation	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		**65**
Continuous Evaluation	Theory		25
	a)	Test Paper	10
	b)	Translation	5
	c)	Assignment	5
	d)	Seminar/ Viva Voce	5
	Practical		10
	a)	Presentations/ Debates	5
	b)	Field Visit	5
	CE Total		**35**
Total			**100**

Note: Practicums have only internal assessments.

KU3DSCENG205: MIGRATION AND BORDER STUDIES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCENG205	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This Course introduces students to the field of migration and border studies, examining the dynamics of human mobility, displacement, and identity across historical and contemporary contexts. Drawing on key theoretical frameworks and literary narratives, the course explores themes of exile, transnationalism, refugeehood, and home-making. Special emphasis is placed on the intersection of global and local migration experiences, including internal migration in India and the specific socio-cultural realities of Kerala. Through readings, media analysis, and participatory learning, students will critically engage with the emotional, political, and cultural dimensions of migration and border formation.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify and explain foundational theories, concepts, and terminologies related to migration, exile, and border studies.	U, R
2	Analyse literary and cultural texts that represent experiences of displacement, border-crossing, and negotiation of identity.	An
3	Evaluate the interplay between global migration flows and local socio-political contexts, with special reference to India and Kerala.	E
4	Apply intersectional approaches to understand how factors like class, race, gender, and region shape migration experiences.	A, An
5	Develop critical perspectives on policies and ethical questions related to borders, asylum, belonging, and citizenship.	E, C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X	X				X	
CO 2		X				X	X
CO 3		X				X	X
CO 4		X		X		X	
CO 5		X	X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS 75
1	**Module 1: Understanding the Genre**		**15**
	1.1	Edward Said: Reflections on Exile (Excerpts)	
	1.2	Theorizing Migration/Theorizing Ethnicity and Identity	
	1.3	Lauren B. Engle: The World in Motion (Chapter 1)	
	1.4	Exile, Transnationalism, Migration patterns, Refugee, Inclusion/Exclusion, Displacement, Hybridity, Interstitial Space	
	Module 2: Global Flows		**15**
	2.1	Mahmoud Darwish: I Belong There	
	2.2	Chaitali Sen: A New Race of Men from Heaven	
	2.3	Rebecca Cammisa: *Which Way Home?* (Documentary)	
	2.4	Gloria Anzaldua: *Borderlands* (Chapter 2)	
3	**Module 3: Negotiating Home**		**15**
	3.1	Tenzin Tsundue: Refugee	
	3.2	Shauna Singh Baldwin: English Lessons	
	3.3	Mira Jacob: Good Talk: A Memoir in Conversations (Chapter 1)	
	3.4	Sneha Pan: Migration and Food Culture	
4	**Module 4: Local Roots and Routes**		**15**
	4.1	E. V. Ramakrishnan: Tips for Living in an Expanding Universe	

	4.2	Mohamed Shafeeq Karinkurayil: The Promise of Migration (Excerpts)	
	4.3	Sheela Tomy: *Do not Ask the River her Name* (Chapter 3)	
	4.4	Aamir Pallikkal: Ayisha (Film)	

5	**Teacher Specific Module**	**15**
	A teacher can design activities for internal evaluation 1. Conduct debates on the ethical issues concerning migration and effectiveness of various migration policies. 2. Invite local migrants to share their stories and perspectives with the students, fostering community engagement 3. Encourage research about real-life migration stories and issues, thereby connecting the literary narratives to the same. 4. Make diary entries from the perspective of a migrant, reflecting on their emotions, memories and hopes.	

Essential Readings:

1. Bretell, Caroline. Migration Theory: Talking Across Disciplines. Routledge, 2008.
2. Hanlon, Bernadette, and Thomas J. Vicino. *Global Migration: The Basics*. Routledge, 2014.
3. Tumbe, Chinmay. *India Moving: A History of Migration*. Penguin Random House India, 2018
4. Wilkerson, Isabel. *The Warmth of Other Suns*. Penguin Books, 2020.

Assessment Rubrics:

Evaluation Type	**Components**		**Marks**
End Semester Evaluation	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		**65**
Continuous Evaluation	Theory		25
	a)	Test Paper	10
	b)	Translation	5
	c)	Assignment	5
	d)	Seminar/ Viva Voce	5
	Practical		10
	a)	Presentations/Debates	5
	b)	Field Visit	5
	CE Total		**35**
Total			**100**

Note: Practicums have only internal assessments.

KU3DSCENG206: TRAUMA AND MEMORY STUDIES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCENG206	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This course is designed to engage with the multiple ways in which literary texts have responded to traumatic and critical events in individual and cultural history. The individual and collective impact of trauma in literature and society will be examined in detail through a close reading of selected texts from different literary periods, genres and traditions. Through a discussion of a range of texts, the course will map emergent critical theories in the field of trauma studies and memory studies. Exploring the relationship between trauma, memory and history, the course will also showcase the many possibilities of generating alternate histories through the re-telling of events.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the relationship between trauma and memory by examining how traumatic experiences affect memory formation, retention and recall	U
2	Analyse how trauma is represented is represented in literature, film, art and other modes of representation	An
3	Evaluate the major theoretical models of trauma including psychoanalytic, cognitive and cultural approaches	E
4	Apply ethical considerations in studying and representing traumatic memories in relation to survivors and marginalized communities	A, E
5	Create interdisciplinary narratives of trauma in diverse historical and cultural contexts	C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		X				X	X
CO 2		X	X		X	X	
CO 3		X		X		X	
CO 4		X	X			X	X
CO 5			X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS 75
1	**Module 1: Individual Trauma and Memory**		**15**
	1.1	Michelle Balaev: Introduction to trauma studies	
	1.2	Eavan Boland: Domestic Violence	
	1.3	Ambrose Bierce: An Occurrence at Owl Creek Bridge	
	1.4	Arupa Patangia Kalita: Ayengla of the Blue hills	
2	**Module 2: Collective and Cultural trauma**		**15**
	2.1	H. W. Longfellow: The Slave's Dream	
	2.2	Art Spiegelman: *Maus: A Survivor's Tale* (Chapter 3)	
	2.3	Adania Shibli: A Tin Ball	
	2.4	The Nanjing Massacre - Documentary of the Rape of Nanking https://youtu.be/_CAYFxXBohA?si=BrvWE3j628b7djhT	
3	**Module 3: Childhood Trauma and Memory**		**15**
	3.1	D. H. Lawrence: Discord in Childhood	
	3.2	Miriam Halahmy: The Emergency Zoo	
	3.3	Eleanor Estes: The Hundred Dresses	
	3.4	Cristina Comencini: The Children's Train	

4	**Module 4: Trauma and Survival**		**15**
	4.1	Siegfried Sassoon: Survivors	
	4.2	Stephen Crane: The Open Boat	
	4.3	Arthur Miller: A Memory of two Mondays	
	4.4	J. A. Bayona: *The Impossible*	

5	**Teacher Specific Module (Internal Evaluation only)**	**5**
	Introduce different kinds of trauma narratives and encourage students to explore the multiple ways in which individuals and communities have responded to trauma, survived it and rebuilt themselves along history till the contemporary times.	

Essential Readings:

1. Alexander, Jeffrey C. *Trauma: A Social Theory*. Polity, 2015.
2. Balaev, Michelle, editor. *Contemporary Approaches in Literary Trauma Theory*. Palgrave Macmillan, 2014.
3. Caruth, Cathy. *Trauma: Explorations in Memory*. Johns Hopkins UP, 1995.
4. Nadal, Marita, and Mónica Calvo, editors. *Trauma in Contemporary Literature: Narrative and Representation*. Routledge, 2014.

Assessment Rubrics:

Evaluation Type	**Components**		**Marks**
End Semester Evaluation	Theory		**50**
	Practical		15
	a)	Test Paper / Viva Voce	15
	ESE Total		**65**
Continuous Evaluation	Theory		**25**
	a)	Test Paper	10
	b)	Content Creation	5
	c)	Assignment	5
	d)	Presentation/Debate	5
	Practical		**10**
	a)	Field Work	5
	b)	Group Project	5
	CE Total		**35**
Total			**100**

Note: Practicums have only internal assessments.