



GOVERNMENT COLLEGE KASARAGOD

VIDYANAGAR, KASARAGOD, KERALA, 671123

www.gck.ac.in



NAAC 3RD CYCLE ACCREDITATION

**GENDER EQUITY AND SENSITISATION
IN CURRICULUM
(EXAMPLES)**



(Abstract)

M A Programme in English Language & Literature Programme under Credit Based Semester System in affiliated colleges – Revised Scheme, Syllabus and Pattern of Question Papers -Implemented with effect from 2016 admission- Orders issued.

ACADEMIC C SECTION

UO.No.Acad/C3/ 13141/2014

Civil Station P.O, Dated,15 -07-2016.

- Read : 1. U.O.No.Acad/C1/ 11460/2013, dated, 12-03-2014, 05.12.2015 & 22.02.2016.
 2. U.C of even No dated 20.10.2014
 3. Meeting of the Board of Studies in English(PG) held on 06-05-2016.
 4. Meeting of the Board of Studies in English(PG) held on 17-06-2016.
 5. Letter dated 27.06.2016 from the Chairman, Board of Studies in English(PG)

ORDER

1. The Regulations for P.G Programmes under Credit Based Semester System were implemented in the University with effect from 2014 admission vide paper read (1) above dated 12.03.2014 & Certain modifications were effected to the same dated 05.12.2015 & 22.02.2016 respectively.

2. As per paper read (2) above, the Scheme , Syllabus & Pattern of question papers for M A Programme in English Language and Literature under Credit Based Semester System in affiliated Colleges were implemented in the University w.e.f. 2014 admission.

3. The meeting of the Board of Studies in English(PG) held on 06-05-2016 , as per paper read (3) above, decided to revise the syllabus for M A Programme in English Language and Literature w.e.f. 2016 admission & as per paper read (4) above the Board of Studies finalized and recommended the scheme, syllabus and Pattern of question papers for M A Programme in English Language and Literature for implementation with effect from 2016 admission.

4. As per the paper read (5) above, the Chairman, Board of Studies in English (PG) has forwarded the finalized copy of the Scheme , Syllabus & Pattern of question Papers for M A Programme in English Language and Literature for implementation with effect from 2016 admission.

5. The Vice-Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council, as per Section 11 (1) of Kannur University Act, 1996 and all other enabling provisions read together with, has accorded sanction to implement the revised Scheme , Syllabus & Pattern of question Papers for M A Programme in English Language and Literature as recommended by the Board of Studies, under Credit Based Semester System in affiliated colleges with effect from 2016 admission.



Name and Signature of the Principal
Dr. Ananthapadmanabha A.L.



6.Orders are therefore issued, implementing the revised Scheme , Syllabus & Pattern of Question Papers for M A Programme in English Language and Literature under Credit Based Semester System in affiliated Colleges with effect from 2016 admission, subject to report to the Academic Council.

7.The implemented Scheme, Syllabus & Pattern of Question Papers are appended here with.

Sd/-

JOINT REGISTRAR (ACADEMIC)

For Registrar

To:

The Principals of Affiliated Colleges Offering MA English Language and Literature Programme.

Copy to:

- 1.The Examination Branch
2. The Chairman, Board of Studies in English (PG)
3. PS to VC/PA to PVC/PA to Registrar/PA to CE.
4. JR/AR-I (Academic).
- 5.The Computer Programmer (with a request to upload the Website)
6. SF/DF/FC



Forwarded /By Order

SECTION OFFICER

- For more details log on to www.kannuruniversity.ac.in



Name and Signature of the Principal
Dr.Ananthapadmanabha.A.L

PRINCIPAL
GOVERNMENT COLLEGE
KASARAGOD

APPENDIX TO U.O.NO.ACAD/C3/13141/2014 DATED 15.07.2016



KANNUR UNIVERSITY

M. A. PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

CREDIT BASED SEMESTER SYSTEM IN AFFILIATED COLLEGES

REVISED SCHEME & SYLLABUS

2016 ADMISSION ONWARDS

M. A. PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE (CCSS)

REVISED SYLLABUS – 2016 ADMISSION ONWARDS

(To be followed in the affiliated colleges under Kannur University)

SEMESTER 1—Four Core Courses and one Elective (select one among three)

Semester	Course Code	Title	Internal	External	Total	Credit	Hours
I	ENG 1C01	British Literature: Chaucer to Seventeenth Century	20	80	100	4	5
	ENG 1C02	British Literature: Eighteenth Century	20	80	100	4	5
	ENG 1C03	Literary Criticism	20	80	100	4	5
	ENG 1C04	History and Structure of English Language	20	80	100	4	5
	ENG 1E01	Elective (Choose one among three) Malayalam Literature in Translation Media Studies English Language Teaching	20	80	100	4	5
	ENG 1E02						
	ENG 1E03						
	TOTAL		100	400	500	20	25

SEMESTER 2—Three Core Courses and one Elective (select one among three)

Semester	Course Code	Title	Internal	External	Total	Credit	Hours
II	ENG 2C05	Literature of the Romantic Period	20	80	100	4	7
	ENG 2C06	Literature of the Victorian Period	20	80	100	4	7
	ENG 2C07	Modern Literary Theory	20	80	100	4	6
	ENG 2E04	Elective (Choose one among three) Translation Studies World Drama Dalit Writings	20	80	100	4	5
	ENG 2E05						
	ENG 2E06						
	TOTAL		80	320	400	16	25




 Name and Signature of the Principal
Dr. Ananthapadmanabha A.L.


PRINCIPAL
GOVERNMENT COLLEGE
KASARAGOD

SEMESTER 3—Four Core Courses and one Elective (select one among three)

Semester	Course Code	Title	Internal	External	Total	Credit	Hours
III	ENG 3C 08	Twentieth Century British Literature	20	80	100	4	6
	ENG 3C09	Linguistics	20	80	100	4	4
	ENG 3C10	Indian Writing in English	20	80	100	4	5
	ENG 3C11	American Literature	20	80	100	4	6
	ENG 3E07 ENG 3E08 ENG 3E09	Elective (Choose one among three) Introduction to Cultural Studies European Fiction Introduction to Comparative Literature	20	80	100	4	4
	TOTAL		100	400	500	20	25

SEMESTER 4—Six Core Courses including Project Work and Viva-voce

Semester	Course Code	Title	Internal	External	Total	Credit	Hours
IV	ENG 4C 12	Postcolonial Writings	20	80	100	4	6
	ENG 4C 13	Women's Writing	20	80	100	4	6
	ENG 4C 14	Film Studies	20	80	100	4	6
	ENG 4C 15	Comprehension	20	80	100	4	4
	ENG PR 16	Project	20	80	100	4	3
	ENG 4C 17	Viva-Voce	00	100	100	4	0
	TOTAL		100	500	600	24	25

Details of Marks, Credit and Hours

Internal Assessment	380 (Maximum 20 marks for a course. Test Paper: 5 Marks; Assignment: 5 Marks; Seminar/Viva: 5 Marks Attendance: 5 Marks)
External Evaluation	1620
Total Marks	2000
Total Credits	80
Total Hours	25 per week

2



Name and Signature of the Principal
Dr. Ananthapadmanabha.A.L

PRINCIPAL
GOVERNMENT COLLEGE
KASARAGOD

M. A. PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE (CCSS)

REVISED SYLLABUS – 2016 ADMISSION ONWARDS

(To be followed in the affiliated colleges under Kannur University)

SEMESTER 1—Four Core Courses and one Elective (select one among three)

Semester	Course Code	Title	Internal	External	Total	Credit	Hours
I	ENG 1C01	British Literature: Chaucer to Seventeenth Century	20	80	100	4	5
	ENG 1C02	British Literature: Eighteenth Century	20	80	100	4	5
	ENG 1C03	Literary Criticism	20	80	100	4	5
	ENG 1C04	History and Structure of English Language	20	80	100	4	5
	ENG 1E01	Elective (Choose one among three) Malayalam Literature in Translation Media Studies English Language Teaching	20	80	100	4	5
	ENG 1E02						
	ENG 1E03						
	TOTAL		100	400	500	20	25

ENG 1C01

BRITISH LITERATURE: CHAUCER TO SEVENTEENTH CENTURY

Module 1

Background

English Renaissance and Religious Reformation

Geographical Explorations

Puritan Interregnum and Restoration Literature

Romantic comedy, Comedy of Manners, Comedy of Humours

Module 2-Poetry

Detailed

Sir Philip Sydney	:	Sonnet No.1 from <i>Astrophel and Stella</i>
William Shakespeare	:	Sonnet 60, Like the waves make towards the pebbled shore Sonnet 55 'Not marble nor the gilded monuments'
Edmund Spenser	:	Prothalamion
John Donne	:	A Valediction Forbidding Mourning, Death Be Not Proud (Holy Sonnet X)
Andrew Marvell	:	To His Coy Mistress

Non-Detailed

Geoffrey Chaucer	:	<i>The General Prologue to The Canterbury Tales</i> (lines 1-100) in Middle English
Robert Herrick	:	To the Virgins to Make Much of Time
George Herbert	:	The Collar
Katherine Philips	:	A Married State

John Bunyan : Upon Over-Much Niceness

John Milton : Paradise Lost Book IX

John Dryden : Mac Flecknoe

Module 3

Prose

Francis Bacon : Of Superstition

Margaret Cavendish : The Description of a New World, Called The Blazing World

John Locke : The Epistle to the Reader from *An Essay Concerning Human Understanding* (Para 1, 2 & 3)

Aphra Behn : *Ornooko*; or, *The Royal Slave* (Norton Anthology Vol. C, pp. 2313 to 2329)

Samuel Pepys : The Great fire from *The Diary* (September 2, 1666)

Module 4

Drama

William Shakespeare : *Hamlet (Detailed)*

Christopher Marlowe : *Doctor Faustus*

William Congreve : *The Way of the World*

Suggested Reading

The Norton Anthology of English Literature (Topics: The Middle Ages, 16th Century, Early 17th Century)

A. W. Ward, A. R. Waller (Eds.) *The Cambridge History of English Literature*

Arthur F Kinney *The Cambridge Companion to English Literature, 1500-1600*

John Lennard *The Poetry Handbook*

Margaret Drabble *The Oxford Companion to English literature*

A. R. Braunmuller *The Cambridge Companion to English Renaissance Drama*

John E. Stevens *Medieval Romance: Themes and Approaches*

Deborah Payne Fisk *The Cambridge Companion to English Restoration Theatre*

G. Wilson Knight *The Wheel of Fire: Interpretations of Shakespearean Tragedy*

Thomas N. Corns *The Cambridge Companion to English Poetry, Donne to Marvell*

George Parfitt *English Poetry of the Seventeenth Century, 1590-1700*

Kalyani Vallath *A Contemporary Encyclopedia of British Literature, Vol I*

Web Resources:

<http://www.bartleby.com/cambridge> (The Cambridge History of English and American Literature—An Encyclopedia in Eighteen Volumes)

Literature.org (The Online Literature Library)

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Four out of six annotation questions (80 words) from the poems prescribed for detailed study in Module 2. (4 X 5 = 20 marks)

III Four out of six paragraph questions (100 words) from Module 2 (non-detailed poems),
Module 3 and Module 4 (4 X 5 = 20 marks)

ENG 1C02

BRITISH LITERATURE: EIGHTEENTH CENTURY

Module 1

Bakground

The Age of Enlightenment

Urbanisation and Industrialisation of England

Periodical Literature

The Rise of the Novel

Module 2

Poetry (Detailed)

Anne Finch	:	A Nocturnal Reverie
Alexander Pope	:	The Rape of the Lock (Canto 2)
William Collins	:	Ode to Evening
William Blake	:	The Tyger; The Lamb

(Non-Detailed)

Robert Burns	:	To a Mouse
Oliver Goldsmith	:	The Deserted Village (lines 1 to 96)
Thomas Gray	:	Elegy Written in a Country Church-yard

Module 3

Prose and Novel

Jonathan Swift	:	Gulliver's Travels
Henry Fielding	:	Tom Jones
Daniel Defoe	:	Robinson Crusoe
Richard Steele	:	The Spectator's Club (The Spectator No. 2)
Charles Lamb	:	Dream Children; Old China

Module 4

Drama

Oliver Goldsmith	:	She Stoops to Conquer (Detailed)
Richard Sheridan	:	The Rivals

Suggested Reading

Paul Poplawski *English Literature in Context*.

The Norton Anthology of English Literature. (Topics: Restoration and the Eighteenth Century)

Eds. A. W. Ward, A. R. Waller *The Cambridge History of English Literature*

Richard W. Bevis *English Drama Restoration and Eighteenth Century, 1660-1789*

John Richetti *The Cambridge Companion to the Eighteenth-Century Novel*

Clive T. Probyn *English Fiction of the Eighteenth Century, 1700-1789*

Adrian Poole *The Cambridge Companion to English Novelists*

Ian Watt *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*

Margaret Drabble *The Oxford Companion to English Literature*

John Sitter *The Cambridge Companion to Eighteenth-Century Poetry*

Web Resources:

<http://www.bartleby.com/cambridge> (The Cambridge History of English and American Literature—An Encyclopedia in Eighteen Volumes)
Literature.org (The Online Literature Library)

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Four out of six annotation questions (80 words) from the poems and drama prescribed for detailed study in Module 2 and Module 4 respectively. (4 X 5 = 20 marks)

III Four out of six paragraph questions (100 words) from Module 2 (non-detailed poems), Module 3 and Module 4. (4 X 5 = 20 marks)

ENG 1C03 LITERARY CRITICISM

Module 1

Introduction to:

1. Classical Criticism and Neoclassical Criticism
2. Philosophical roots of Romanticism
3. British Romanticism
4. Objective Criticism

Module 2

Suresh Joshi	:	On Interpretation (From Indian Literary Criticism-GN Devy)
Aristotle	:	<i>Poetics</i>
Longinus	:	<i>On the Sublime</i>
Philip Sidney	:	<i>Apology for Poetry</i> *
John Dryden	:	Essay of Dramatic Poesy*
Dr Johnson	:	Preface to Shakespeare*

Module 3

William Wordsworth	:	Preface to Lyrical Ballads*
S.T. Coleridge	:	Biographia Literaria (ch14 &17)*

Module 4

Mathew Arnold	:	The study of Poetry*
Walter Pater	:	From Studies to the History of Renaissance

(in *Norton Anthology of Theory & Criticism*)

*(in D.J.Enright & Ernst De Chickera, *English Critical Texts*)

Suggested Reading

M.H. Abrams *The Mirror and the Lamp* (Ch.1)

Harry Blamiers *A History of Literary Criticism*
M.S. Nagarajan *English Literary Criticism and Theory*
William K. Wimsatt & Cleanth Brooks *Literary Criticism: A Short History*

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Eight out of ten paragraph questions (100 words) from all modules

(8 X 5 = 40 marks)

ENG 1C04

HISTORY AND STRUCTURE OF ENGLISH LANGUAGE

Module 1

Introduction

The indo-European family of languages – The Teutonic/Germanic family – place of English in the family – Origin and important landmarks in the history of English language.

Module 2

The Old English Period

The birth of Old English –Dialects – Characteristic features – Vocabulary and grammar– Literature.

Module 3

The Middle English Period

The Norman Conquest – General characteristics – Grammar and vocabulary – Dialects – Foreign influences and borrowings (Celtic, Latin, Greek, French, Scandinavian) – Evolution of Standard English – Middle English Literature.

Module 4

The Modern English Period

The making of modern English – Influence of Renaissance, Printing, and Bible Translations – Grammar and vocabulary changes – Individual contributions of Shakespeare—Milton.

Module 5

Contemporary English Language

English as a Global language – Varieties (RP, US, Chinese, and Indian) – Pidgin, Creole – Computer, internet and the spread of English language – English as global lingua franca.

Suggested Reading

Albert C. Baugh *A History of the English Language*
C.L. Wren *The English Language*
George Leslie Brooks *English Dialects*

Otto Jespersen *Growth and Structure of the English Language*
 George Yule *The Study of Language, 5th Edition*
 Randolph Quirk *The Use of English*
 Logan P. Smith *The English Language*
 David Crystal *Language Death*
 Patricia Friedrich, Eduardo H. Diniz De Figueiredo: *The Sociolinguistics of Digital Englishes*
 Jack C. Richards *New Varieties of English: Issues and Approaches*

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- (a) One essay of 350 words out of two from Module 1 (10 marks)
- (b) One essay of 350 words out of two from Module 2 (10 marks)
- (c) One essay of 350 words out of two from Module 3 (10 marks)
- (d) One essay of 350 words out of two from Module 4 (10 marks)

II Eight out of ten paragraph questions (100 words) from all modules.

(8 X 5 = 40 marks)

ENG 1E01

MALAYALAM LITERATURE IN TRANSLATION

Module 1

Background

- | | | |
|-------------------|---|---|
| V. Aravindakshan | : | “The Literary Tradition of Kerala” (from <i>Essays on the Cultural Formation of Kerala</i> Ed. P.J. Cherian, Kerala State Gazetteer, Vol. IV, Part II, 1999, pp. 65-98) |
| N.P. Mohamed | : | “Short in Genre, Long in History” (<i>Indian Literature</i> , Vol. 36, No. 3, May-June 1993, pp. 182-186) |
| Sunny M. Kapikkad | : | “The Dalit Presence in Malayalam Literature” (<i>The Oxford India Anthology of Malayalam Dalit Writing</i> by M Dasan et al) |

Module 2

Poetry

Detailed

- | | | |
|---------------|---|--|
| Kumaran Asan | : | The Fallen Flower |
| Ullur | : | Music of Lovens (Trans. C.A. Joseph) |
| Vylopilli | : | The Tear-Fields (Trans. V.C. Harris) |
| O.N.V. Kurup | : | Blue Fish (Trans. K.M.George) |
| Vijayalakshmi | : | Bhagavatham (Trans. Satchidanadan, Haritham) |

Non-Detailed

- | | | |
|----------------|---|--|
| S. Joseph | : | Group Photo (Trans. Satchidanadan, in Dasan et al) |
| Sugatha Kumari | : | Colossus |
| Veerankutty | : | In the Sanatorium for Trees (Trans. K.M. |

Thottam Pattu	:	Sherrif) Thottam on Pottan – Section I (Trans. K.M. Tharakan, in <i>The Sacred in Popular Hinduism</i> by A. A. Abraham, Pub. The Christian Literature Society, Madras, 1983, pp. 170-177)
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Module 3

Fiction

O. Chandu Menon	:	<i>Indulekha</i> (Trans. Anitha Devasia, OUP)
Thakazhi	:	<i>Chemmeen</i> (Trans. T.S. Pillai)
Basheer	:	Me Grandad 'ad an Elephant (Trans. R.E. Asher, Mathrubhoomi Books)
O.V. Vijayan	:	<i>The Legends of Khasak</i> (Author, Penguin)
N.S. Madhavan	:	"The Fourth World" (Trans. A.J. Thomas, <i>Indian Literature</i> , Vol. 36, No. 3, May-June 1993, pp. 111-122)
M.T. Vasudevan Nair	:	"Sherlock" (Trans. Gita Krishnankutty, Penguin)
Sarah Joseph	:	"Inside Every Woman Writer" (Trans. V.C. Harris, <i>Indian Literature</i> , Vol. 36, No. 3, May-June 1993, pp. 94-100)
Sithara S	:	"Fire" (Trans. R.K. Jayasree, Women Unlimited)

Module 4

Drama

G. Sankara Pillai	:	<i>Bharathavakyam</i> (Detailed)
K.J. Baby	:	<i>Nadugadhika</i> (Trans. Shirley M. Joseph))

Suggested Reading

K M Tharakan (Ed.) *Malayalam Poetry Today: An Anthology*.
K.M. George (Ed.) *A Survey of Malayalam Literature*
Rita Kothari *The Cultural Politics of English*
E.V. Ramakrishnan *Locating Indian Culture: Texts, Traditions, Translations*
Malayalam Literary Survey (English journal on Malayalam Literature, published by Sahithya Akademi, Thrissur)

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
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| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Four out of six annotation questions (80 words) from the poems and drama prescribed for detailed study in Module 2 and Module 4 respectively. (4 X 5 = 20 marks)

III Four out of six paragraph questions (100 words) from Module 2 (non-detailed poems),
Module 3 and Module 4. (4 X 5 = 20 marks)

ENG 1E02 MEDIA STUDIES

Module I

Background

Mass Media—main effects and functions.

Media Culture

Media in transition

Cyberculture

The Psychodynamics of social networking

Module 2

From orality to print—print media—the technologising of the word—the rise of modern mass media—reconfiguring of narratives—the mediasation of culture—media effects—folk and traditional media—books—pamphlets—magazines--newspapers—advocacy journalism—broadcast journalism—citizen journalism—participatory journalism—data journalism—drone journalism—gonzo journalism---interactive journalism—investigative journalism--photojournalism—sensor journalism—tabloid journalism or yellow journalism (or sensationalism).

Module 3

Hypertext—theatre and theatricality—the rise of popular sensationalism—culture industry—media and advocacy—infotainment—docutainment—internet culture—low culture—mediated communication—social values—media ecology—representation, technologies of representation and new media; media production—mainstream media and alternative media.

Module 4

Digital media—Internet and mobile mass communication—Video games—Audio recording and reproduction—Blogs--RSS feeds—Podcasts—email—social media sites, websites and Internet-based radio and television—linking to or running TV ads online, or distributing QR codes in outdoor or print media—narrative form in mass broadcast media—electronic transmission of information—film, radio, recorded music, television. Outdoor media—AR advertising; billboards; blimps; flying billboards placards—kiosks—cross-media-software publishing—professional and ethical issues and criticism.

Suggested Reading

Marshall McLuhan, *Understanding Media: The Extensions of Man*.

James Carey, "Mass Communication and Cultural Studies," in *Communication as Culture: Essays on Media and Society*

William J. Mitchell, "How to Do Things with Pictures," in *The Reconfigured Eye: Visual Truth in the Post-Photographic Era*.

John Fiske and John Hartley, "Bardic Television," in *Reading Television*.

David Thorburn, "Television as an Aesthetic Medium," *Critical Studies in Mass Communication* 4 (1987), 167-173.

Walter J. Ong, "Some Psychodynamics of Orality," in *Orality and Literacy: the technologizing of the word*.

George Landow, "Reconfiguring Narrative," *Hypertext*
 Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction," in *Illuminations* (New York, 1969)
 Leo Charney and Vanessa R. Schwartz (ed.) *Cinema and the Invention of Modern Life*
 Tom Gunning, "An Aesthetic of Astonishment: Early Film and the (In)Credulous Spectator," in Linda Williams (ed.) *Viewing Positions: Ways of Seeing Film*
 Pierre Bourdieu *On Television*
 Uttara Manohar *Different Types of Mass Media*
 Slavko Splichal, "In Pursuit of Socialized Press". In Berry, David & Theobald John. *Radical Mass Media Criticism: A Cultural Genealogy*.
 John Nerone "Approaches to Media History". In Valdivia, Angharad N. *A Companion to Media Studies*.
 Asa Briggs, & Peter Burke *Social History of the Media: From Gutenberg to the Balkans*, Stephen (October 1999). "Mass Media and Racism" *The Yale Political Quarterly*.
 John R Downing (Ed.) *The SAGE Handbook of Media Studies*.
 Nicholas John Cull, David Culbert and David Welch, eds. *Mass Persuasion: A Historical Encyclopedia, 1500 to the Present*
 Pieter Fourie J *Media Studies: Media History, Media and Society*.

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Eight out of ten paragraph questions (100 words) from all modules

(8 X 5 = 40 marks)

ENG 1E03 ENGLISH LANGUAGE TEACHING

Module 1: History, Theory, and Practices of ELT

History of English Language Teaching – Major approaches and methods in ELT –Teaching LSRW skills – English for specific purposes – Teaching English in multilingual societies – Research Trends in second language acquisition.

Module 2: Recent Trends in ELT

Major trends in twentieth-century ELT practices–ICT and Communication–CT Tools–Internet, smart phones, smart classroom, web resources, online teaching, learning, and assessment, e-content development, e-publishing, education portals – Developing blogs and websites – Free online services (MOOC, Edx, Coursera).

Module 3: ELT in India

Teaching of English in India – Objectives, methods and materials – Problems and solutions – status of English in India – Link language and official language –Language policies of the government.

Module 4: The Politics of ELT

Braj B. Kachru
Robert Phillipson

“English as an Asian Language”
“The colonial linguistic inheritance” (Chapter 5 of *Linguistic Imperialism*)
“Resistance to English in historical Perspective” (Chapter 3 of *Resisting Linguistic Imperialism in English Teaching*)

A. Suresh Canagarajah

Suggested Reading

H. H. Stern	<i>Fundamental Concepts of Language Teaching</i>
A. P. R. Howatt	<i>A History of English Language Teaching</i>
Wilga Rivers	<i>Teaching Foreign Language Skills.</i>
S. Krashen	<i>Principles and Practice in Second Language Learning</i>
Richards and Rodgers	<i>Approaches and Methods in Language Teaching.</i>
R. K. Agnihotri & A. L. Khanna	<i>English Language Teaching in India.</i>
David P. Harris	<i>Teaching English as a Second Language</i>
Y. P. Lee	<i>New Directions in Language Testing</i>
Harold V. Allen	<i>Teaching English as a Second Language</i>
Geoffrey Leech & Christopher	<i>Computers in English Language Teaching and Research</i>
N. S. Prabhu	<i>Second Language Pedagogy</i>
Jack. C. Richards and Theodore Rodgers	<i>Approaches and Methods in Language Teaching</i>
Sashi Ghosh & Das	<i>Introduction to English Language Teaching Vol. 3 Methods at the College Level, OUP</i>
Robert Phillipson	<i>Linguistic Imperialism</i>
Suresh A. Canagarajah	<i>Resisting Linguistic Imperialism in English Teaching</i>

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Eight out of ten paragraph questions (100 words) from all modules

(8 X 5 = 40 marks)

SEMESTER 2—Three Core Courses and one Elective (select one among three)

Semester	Course Code	Title	Internal	External	Total	Credit	Hours
II	ENG 2C05	Literature of the Romantic Period	20	80	100	4	7
	ENG 2C06	Literature of the Victorian Period	20	80	100	4	7
	ENG 2C07	Modern Literary Theory	20	80	100	4	6
	ENG 2E04	Elective (Choose one among three) Translation Studies	20	80	100	4	5
	ENG 2E05	World Drama					
	ENG 2E06	Dalit Writings					
	TOTAL		80	320	400	16	25

ENG 2C05 LITERATURE OF THE ROMANTIC PERIOD

Module 1

Background

The French Revolution and its impact on English literature

Class, Power and Politics

Nationhood and Empire

The abolition of slavery—Slave narratives

Module 2

Poetry

(Detailed)

William Wordsworth : Intimations of Immortality

ST Coleridge : Frost at Midnight

Lord Byron : She Walks in Beauty

PB Shelley : Mutability

John Keats : Ode to a Nightingale

(Non-Detailed)

William Wordsworth : A Poet's Epitaph

Thomas Gray : Elegy Written in a Country Church-yard

Robert Southey : After Blenheim

ST Coleridge : The Rime of the Ancient Mariner

Walter Scott : County Guy

Module 3

Prose

Olaudah Equiano : The Interesting Narrative (from Chapter 4 and 5; pp. 102-105, The Norton Anthology. (Vol. D)

Mary Wollstonecraft : From A Vindication of the Rights of

Thomas De Quincey : Woman (Introduction: Norton Anthology; (Vol. A)
On the Knocking at the Gate in Macbeth

Module 4

Novel

Jane Austen : *Mansfield Park*

Mary Shelley : *Frankenstein*

Walter Scott : *Ivanhoe*

Suggested Reading:

Norton Anthology of English Literature. The Romantic Period (Volume D)

Paul Poplawski *English Literature in Context*

Thomas Keymer *The Cambridge Companion to English Literature, 1740–1830*

C.M. Bowra *The Romantic Imagination*

Nicholas Roe *Romanticism: An Oxford Guide*

Stuart Curran *The Cambridge Companion to British Romanticism*

Fred Botting *Gothic*

James Chandler *The Cambridge Companion to British Romantic Poetry*

James Chandler *The Cambridge History of English Romantic Literature*

Aidan Day *Romanticism*

Lucy Newlyn *The Cambridge Companion to Coleridge*

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- (a) One essay of 350 words out of two from Module 1 (10 marks)
- (b) One essay of 350 words out of two from Module 2 (10 marks)
- (c) One essay of 350 words out of two from Module 3 (10 marks)
- (d) One essay of 350 words out of two from Module 4 (10 marks)

II Four out of six annotation questions (80 words) from the poems prescribed for detailed study in Module 2. (4 X 5 = 20 marks)

III Four out of six paragraph questions (100 words) from Module 2 (non-detailed poems), Module 3 and Module 4. (4 X 5 = 20 marks)

ENG 2C06

LITERATURE OF THE VICTORIAN PERIOD

Module 1

Background

Reform and Society

The Consumption of Literature and the Literary Marketplace

Science, Nature and Crises of Faith

Victorian Morality and the Decay of Values

Module 2

Poetry (Detailed)

Elizabeth Barrett Browning	:	Sonnet 22
Alfred Tennyson	:	Ulysses
Matthew Arnold	:	Dover Beach
GM Hopkins	:	As Kingfishers Catch Fire Pied Beauty

(Non-Detailed)

Robert Browning	:	Andrea del Sarto
Christina Rossetti	:	When I am dead, my dearest
DG Rossetti	:	The Blessed Damozel
Thomas Hardy	:	The Darkling Thrush
Robert Bridges	:	So Sweet Love Seemed That April Morn

Module 3

Prose and Fiction

Charles Darwin	:	<i>The Origin of Species</i> (From Chapter 15. Recapitulation and Conclusion)
Arthur Conan Doyle	:	The Speckled Band
Gerorge Eliot	:	<i>The Mill on the Floss</i>
Charlotte Bronte	:	<i>Jane Eyre</i>
Charles Dickens	:	<i>A Tale of Two Cities</i>
Thomas Hardy	:	<i>The Mayor of Casterbridge</i>

Module 4

Drama (Detailed)

Oscar Wilde	:	<i>The Importance of Being Earnest</i>
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Suggested Reading

Norton Anthology of English Literature Vol. E

Robin Gilmour *The Victorian Period: The Intellectual and Cultural Context of English Literature, 1830-1890*

Robin Gilmour *The Novel in the Victorian Age: A Modern Introduction*

Joanne Shattock. *The Cambridge Companion to English Literature, 1830–1914*

William E. Buckler *The Victorian Imagination: Essays in Aesthetic Exploration*

Deirdre David. *The Cambridge Companion to the Victorian Novel*

Jerome H Buckley *The Victorian Temper: A Study in Literary Culture*

Francis O’Gorman *The Cambridge Companion to Victorian Culture*

Joseph Bristow *The Cambridge Companion to Victorian Poetry*

Web Resources

www.victorianweb.org

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Four out of six annotation questions (80 words) from the poems and drama prescribed for detailed study in Module 2 and Module 4 respectively. (4 X 5 = 20 marks)

III Four out of six paragraph questions (100 words) from Module 2 (non-detailed poems), Module 3 and Module 4. (4 X 5 = 20 marks)

ENG 2C07 MODERN LITERARY THEORY

Module 1

T.S. Eliot	:	Tradition and Individual Talent
Cleanth Brooks	:	The Language of Paradox
Northrop Frye	:	Archetypal Criticism
Sigmund Freud	:	Creative Writers and Daydreaming

Module 2

Louis Althusser	:	Ideology and Ideological State Apparatus (Norton Anthology)
Susan Gubar	:	From The Madwoman in the Attic: The Woman Writer and the Nineteenth century Literary Imagination (Norton Anthology)

Module 3

Jacques Derrida	:	Structure, sign and Play in the Discourse of Human Sciences
Michel Foucault	:	From Discipline and Punish: The Birth of Prison (Norton Anthology of Theory & Criticism)

Module 4

Stephen Greenblatt	:	Resonance and Wonder
Ernst Renan	:	What is a Nation?
Jean- Francois Lyotard	:	Defining the Postmodern (In Norton Anthology)

Suggested Reading:

Terry Eagleton *Literary Theory: An Introduction*
Terry Eagleton *Ideology: An Introduction*
Patricia Waugh *Literary theory and Criticism*
David Lodge (ed.). *Twentieth Century Literary Criticism reader*
David Lodge (ed.). *Modern Criticism and Theory*
Raman Selden et al *A Reader's Guide to Contemporary Literary Theory*
V. S.Sethuraman(ed.) *Contemporary 'Criticism; An Anthology*
Jerome Neu *The Cambridge Companion to Freud*
Gill Plain & Susan Sellers (eds.) *A History of Feminist Literary Criticism*
Ellen Rooney *The Cambridge Companion to Feminist Literary Theory*
William J. Handy & Max Westbrook (eds.) *Twentieth Century Criticism*
Fred Rush *The Cambridge Companion to Critical Theory*
M.A.R. Habib *Modern Literary Criticism and Theory: A History*
Peter Collier & Helga Geyer-Ryan *Literary Theory Today*
Gary Gutting *The Cambridge Companion to Foucault*
Madan Sarup *An Introductory Guide to Post Structuralism and Post Modernism*

Dennin Walder *Literature in the Modern World*

Michael Groden & Martin Kreiswith (eds.) *The Johns Hopkins Guide to Literary Theory and Criticism*

Michael Kelly (Ed.) *Encyclopedia of Aesthetics Vols. 1, 2,3 and 4*

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Eight out of ten paragraph questions (100 words) from all modules

(8 X 5 = 40 marks)

ENG 2E04 TRANSLATION STUDIES

Module 1

The growth and development of the discipline

Relevance of Translation Studies

Approaches to translation through the ages

The politics of translation

Module 2

Types of translation—The processes involved in translation—Transference, transliteration and transcreation—Problems involved in translation—Language varieties in translation—Machine translation

Module 3

Susan Bassnett	:	Culture and Translation
Roman Jakobson	:	On Linguistic Aspects of Translation
Sujit Mukherjee	:	A Link Literature for India
Annie Brisset	:	The Search for a Native Language: Translation and Cultural Identity
Ayyappa Panikkar	:	“Contemporary Textual Politics: Translating a Sacred Text”

Module 4

Practical exercise in Translating prose passages from SL to English language. (Internal Assessment should be based on this. Two Thousand words in TL)

Suggested Reading

Piotr Kuhiwczak and Karinn Littau *A Companion to Translation Studies*

Lawrence Venuti (ed.) *The Translation Studies Reader*, (pp. 342-357)

Sujit Mukherjee *Translation as Discovery*

Susan Bassnett, *Translation Studies*

JC Catford *A Linguistic Theory of Translation*

BK Das *The Horizon of Translation Studies*

Routledge *Encyclopaedia of Translation Studies*.

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- (a) One essay of 350 words out of two from Module 1 (10 marks)
- (b) One essay of 350 words out of two from Module 2 (10 marks)
- (c) Two essays of 350 words out of four from Module 3 (2 X 10 marks= 20 Marks)

II Eight out of ten paragraph questions (100 words) from all modules

(8 X 5 = 40 marks)

**ENG2E05
WORLD DRAMA**

Module 1

Background

History of Theatre (Classical Greek, Roman and Sanskrit)

Drama in Western and Eastern Cultures

The Elizabethan Theatre

Modern Theatre

Dramatic Form and Styles

Module 2

Sophocles

Oedipus the King

Kalidasa

Abhijnana Sakuntalam

William Shakespeare

King Lear (Detailed)

Module 3

Anton Chekhov

Uncle Vanya

Henrik Ibsen

A Doll's House

J.M. Synge

The Playboy of the Western World

Bertolt Brecht

The Three Penny Opera (Detailed)

Module 4

Eugene Ionesco

The Killer

Harold Pinter

The Birthday Party

Vijay Tendulkar

Silence! The Court is in Session

Ama Ata Aidoo

The Dilemma of a Ghost (Detailed)

Suggested Reading

Martin Banham *The Cambridge Guide to World Theatre*

Phyllis Hartnoll *The Oxford Companion to Theatre*

Eric Bentley *The Classic Theatre*

Oscar G. Brockett *The Theatre: An Introduction*

Ton Hoenselaars *The Cambridge Companion to Shakespeare and Contemporary Dramatists*

David Wiles *The Cambridge Companion to Theatre History*

Question paper pattern**Duration: 3 Hrs****Maximum Marks: 80****I Essay (40 marks)**

- (a) One essay of 350 words out of two from Module 1 (10 marks)
- (b) One essay of 350 words out of two from Module 2 (10 marks)
- (c) One essay of 350 words out of two from Module 3 (10 marks)
- (d) One essay of 350 words out of two from Module 4 (10 marks)

II Three out of six annotation questions (80 words) from the plays prescribed for detailed study in Module 2, 3 & 4. (3 X 5 = 15 marks)**III Five out of seven paragraph questions (100 words) from all modules****(5 X 5 = 25 marks)****ENG 2E06
DALIT WRITINGS****Module 1****Background**

Origins of Dalit literature:

Buddha (6th c.) Chokhamela (14 AD) Mahatma Phule (1828-1890)

Prof. S. M. Mate (1886-1957) Dr. Bheemrao Ramji Ambedkar (1891-1956)

Emergence of Dalit Literary Movement

Dalit aesthetics

Dalits and the Indian narrative-identity politics-social history-political assertion

Dalit poetry

Malayalam Dalit writing.

Module 2**Poetry****(Detailed)**

Siddhalingaiah

Manohar Biswas

Pralhad Chendwankar

Hira Bansode

Namdeo Dhasal

Devadevan

(Non-Detailed)

Rajkumar N.D

Damodar More

Challappalli Swarupa Rani

Pravin Gadhavi

Bapurao Jagtap

Jyoti Lanjewar

The Dalits are Coming

A Hut in a Segregated Compund

Empty Advice

Slave

Man You should Explode

Infection

A Wish

Poetry Reading

Forbidden History

Brainwash

This Country is Broken

Caves

Module 3

Fiction/Autobiography

Bama	<i>Karukku-</i>
Narayanan	<i>Kocharethi-</i>
Om Prakash Valmiki	<i>Joothan-</i>
Baburao Ramchandra Bagul	“Mother” (From <i>Indian short stories, 1900–2000</i> , by E.V. Ramakrishnan, Sahitya Akademi, 2005. Page 217.)
Harish Mangalam	“The Midwife”
C.Ayyappan	“Madness”-

Module 4

Prose

Kancha Ilaiah	Contemporary Hinduism (From <i>Why I am Not a Hindu</i> - Chapter IV)
S.K. Limbale	Dalit Literature and Aesthetics (From <i>Towards an Aesthetic of Dalit Literature</i> Chapter VII).
B.R. Ambedkar	<i>Annihilation of Caste</i> Sections I-VI-.
	“Dalit Literature: Past, Present and Future” Arjun Dangle

Suggested Reading

Kancha Ilaih *Why I am not a Hindu*
James Massey *Roots: A Concise History of Dalits.*
D R Nagaraj *The Flaming Feet and Other Essays: The Dalit Movement in India*
Gail Omvedt *Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity*
Arjun Dangle (Ed.) *Poisoned Bread.*
B.R. Ambedkar *Annihilation of Caste*
B.R. Ambedkar *Buddha, or Karl Marx.*
Sharmila Rege *Writing Caste/Writing Gender: Reading Dalit Women's Testimonies.*
Gail Omvedt *Buddhism in India: Challenging Brahmanism and Caste*
Susie J. Tharu *No Alphabet in Sight: New Dalit Writing from South India*

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Four out of six annotation questions (80 words) from the poems prescribed for detailed study in Module 2. (4 X 5 = 20 marks)

III Four out of six paragraph questions (100 words) from Modules 2 (non-detailed poems), 3 & 4. (4 X 5 = 20 marks)

SEMESTER 3—Four Core Courses and one Elective (select one among three)

Semester	Course Code	Title	Internal	External	Total	Credit	Hours
III	ENG 3C 08	Twentieth Century British Literature	20	80	100	4	6
	ENG 3C09	Linguistics	20	80	100	4	4
	ENG 3C10	Indian Writing in English	20	80	100	4	5
	ENG 3C11	American Literature	20	80	100	4	6
	ENG 3E07 ENG 3E08 ENG 3E09	Elective (Choose one among three) Introduction to Cultural Studies European Fiction Introduction to Comparative Literature	20	80	100	4	4
	TOTAL		100	400	500	20	25

ENG 3C08 TWENTIETH CENTURY BRITISH LITERATURE

Module 1

Background:

The Modernist Revolution (Anglo-American Modernism and the Celtic Modernism)

The Great War (I WW) and Literature

The Irish Nationalism and Literature

Modernist Poetry in English

A Survey of post-1950s British Literature

Module 2

Poetry:

Detailed

W.B. Yeats

TS Eliot

Wilfred Owen

Tom Gunn

Ted Hughes

Non-Detailed

W.H.Auden

D.H. Lawrence

Dylan Thomas

Philip Larkin

R.S. Thomas

Seamus Heaney

Module 3

Drama:

Detailed

Samuel Beckett

The Second Coming, Easter 1916

The Waste Land (Annotation questions only from section1:

Burial of the Dead)

Strange Meeting

On the Move

Pike

The Shield of Achilles

Snake

Do not go Gentle into that Good Night

Ambulance

Death of a Peasant

The Tollund Man

Waiting for Godot

Non-Detailed

Harold Pinter
Bernard Shaw

The Dumb Waiter
Arms and the Man

Module 4

Fiction

James Joyce
Virginia Woolf
E.M. Foster
John Fowles

A Portrait of the Artist as a Young Man
Mrs. Dalloway
A Passage to India
The French Lieutenant's Woman

Suggested reading:

The Norton Anthology of English Literature: 20th Century

Peter Nicholls *Modernisms: A Literary Guide*

Alex Davis *The Cambridge Companion to Modernist Poetry*

Peter Childs *Modernism*

Santanu Das *The Cambridge Companion to the Poetry of the First World War*

Martin Esslin *The Theatre of the Absurd*

Robert L. Caserio *The Cambridge Companion to the Twentieth-Century English Novel*

Christopher Gillie *Movements in English Literature, 1900-1940*

Neil Corcoran *The Cambridge Companion to Twentieth-Century English Poetry*

David Lodge *The Modes of Modern Writing: Metaphor, Metonymy, and the Typology of Modern Literature*

Dennis Walder (ed.) *Literature in the Modern World: Critical Essays and Documents*

Marjorie Howes *The Cambridge Companion to W. B. Yeats*

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- (a) One essay of 350 words out of two from Module 1 (10 marks)
- (b) One essay of 350 words out of two from Module 2 (10 marks)
- (c) One essay of 350 words out of two from Module 3 (10 marks)
- (d) One essay of 350 words out of two from Module 4 (10 marks)

II Four out of six annotation questions (80 words) from the poems prescribed for detailed study in Module 2 and the detailed drama in Module 4.

(4 X 5 = 20 marks)

III Four out of six paragraph questions (100 words) from Module 2 (non-detailed poems), Module 3 and Module 4.

(4 X 5 = 20 marks)

ENG 3C09 LINGUISTICS

Module 1

Background

What is linguistics?

The Branches of linguistics: General, Descriptive, Historical, Theoretical and Applied
Introduction to Developmental linguistics, Sociolinguistics, Psycholinguistics and Neuro-

linguistics

Important Schools and Theorists: Prague, Copenhagen, London

American Structuralism—Saussure, Firth, Halliday, Sapir, Bloomfield and Chomsky

Module 2

Phonology

Basic concepts: Phone, Phoneme, Allophone

Speech Mechanisms; Classification of speech sounds: Vowels and Consonants

Supra segmental features: Stress, Pitch, Intonation

Module 3

Morphology

Morphological Processes Word classes: Form class and Function class

Morpho-phonemics: Addition, Elision, Assimilation

Fundamental word formation processes: Root-creation, Derivation, Compounding, Borrowing

Module 4

Syntax

Formal and functional labels

The structures of Phrases and Clauses

Structural grammar: IC Analysis, PS Grammar Transformational Generative Grammar (TG)

Competence and Performance. Deep Structure and Surface Structure, Ambiguity, Limitations.

Module 5

Semantics

The Concept of Meaning: Lexical and Grammatical; Denotative and Connotative; Situational and Contextual; Theme and Rhyme

Theories of Meaning: Hyponymy, Metonymy, Synonymy, Antonym, Entailment, Prototype

Discourse: Proposition, Presupposition, Entailment, Implication

Suggested reading:

John Lyons *Linguistics*

John Lyons *Language and Linguistics: An Introduction*

Georg Yuli *The Study of Language*

H A Gleason, Jr *Linguistics and English Grammar*

An Introduction to Descriptive Linguistics

Workbook in Descriptive Linguistics

Michael Ashby *Introducing Phonetic Science*

Roman Jakobson & Morris Halle *Fundamentals of Language*

David Odden *Introducing Phonology*

M. A. K. Halliday, Angus McIntosh & *The Linguistic Sciences and Language Teaching*

Peter Stevens

Edward Sapir *Language: An Introduction to the Study of Speech*

Ron Cowan *The Teacher's Grammar of English*

Eugene A. Nida *A Synopsis of English Syntax*

Harold B. Allen *Readings in Applied English Linguistics*

George Oliver Curme *Syntax*

Noam Chomsky *Syntactic Structures*

James R. Hurford *Semantics: A Course Book 2/E*

Question paper pattern**Duration: 3 Hrs****Maximum Marks: 80****I Essay (40 marks)**

- (a) One essay of 350 words out of two from Module 1 (10 marks)
- (b) One essay of 350 words out of two from Module 2 (10 marks)
- (c) One essay of 350 words out of two from Module 3 (10 marks)
- (d) One essay of 350 words out of two from Module 4 or Module 5 (10 marks)

II Eight out of ten paragraph questions (100 words) from all modules**(8 X 5 = 40 marks)**

ENG 3C10
INDIAN WRITING IN ENGLISH

Module I**Background**

Growth of English in India
Poetry since Independence
Writing by the Indian Diaspora
Novel in the 1980s and 1990s

Module 2**Poetry****Detailed**

Aurobindo
Toru Dutt
Nissim Ezekiel
Tagore
Eunice de Souza

The Stone Goddess
Our Casuarina Tree
Background Casually
They Call You Mad
Songs of Innocence

Non-Detailed

Dom Moraes
A.K.Ramanujan
Vikram Seth
Imtiaz Dharker

Wrong Address, Asleep
Anxiety, The Guru
Flash
Gaddi aa Gayi

Module 3**Prose and Fiction**

Partha Chatterjee

“Whose Imagined Community?” (From
*The Nation and its Fragments: Colonial and
Postcolonial Histories*. Princeton: Princeton UP,
1993.)
White Tiger
Such a Long Journey
The Shadow Lines

Aravind Adiga
Rohinton Mistry
Amitav Ghosh

Module 4

Drama

Detailed

Mahesh Dattani

The Girl Who Touched the Stars

(Non-Detailed)

Girish Karnad

Tale Danda

Suggested Reading

S.Z.H. Abidi *Studies in Indo-Anglian Poetry*

Shyam Asnani M *Critical Response to Indian English Fiction*

A.K. Mehrotra *A Concise History of Indian Literature in English*

Krishna S. Bhatta *Indian English Drama: A Critical Study*

O.P Bhatnagar, (Ed.) *Studies in Indian Poetry in English*

S.R. Desai and G.N. Devy *Critical Thought: An Anthology of 20th Century Indian English Essays*

Eunice De Souza and Silgardo Melanie (Ed.) *These My Words: The Penguin Book of Indian Poetry.*

Bruce King, *Modern Indian Poetry in English*

P Lal (Ed.) *Modern Indian Poetry in English: An Anthology and A Credo.*

E.N. Lall, *The Poetry of Encounter: Dom Moraes, A.K. Ramanujan and Nissim Ezekiel*

Ashley Myles E. (Ed.) *An Anthology of Indo-Anglian Poetry*

M.K. Naik (Ed.) *Perspectives on Indian Poetry in English*

Saleem Peeradina (Ed.) *Contemporary Indian Poetry in English: An Assessment and Selection*

Madhusudan Prasad (Ed.) *Indian English Novelists: An Anthology of Critical Essays*

P.P. Raveendran *Texts, Histories, Geographies: Reading Indian Literature*

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Four out of six annotation questions (80 words) from the poems prescribed for detailed study in Module 2 and the detailed drama in Module 4.

(4 X 5 = 20 marks)

III Four out of six paragraph questions (100 words) from Module 2 (non-detailed poems), Module 3 and Module 4.

(4 X 5 = 20 marks)

ENG 3C11

AMERICAN LITERATURE

Module 1

Background

Early Puritan Settlement to 1900: The Multiple Contexts of American Literature.
Harlem Renaissance
Realistic Tragedy and 20th Century American Drama
American Literature since 1945

Module 2

Poetry

Detailed

Emerson	Brahma
Robert Frost	Christmas Trees
TS Eliot	"Little Gidding," from the Four Quartets
Sylvia Plath	Daddy
Allen Ginsberg	Howl (I section only)

Non-Detailed:

Walt Whitman	Passage to India
Emily Dickinson	I Measure Every Grief I Meet
EE Cummings	What if a much of a which of a wind
Ezra Pound	And the days are not full enough
John Ashberry	The one thing that can save America
Adrienne Rich	Cartographies of Silence

Module 3

Drama

Detailed

Eugene O'Neil	<i>Long Day's Journey into Night</i>
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Non-detailed:

Tennessee Williams	<i>A Streetcar Named Desire</i>
Lorraine Hansberry	<i>A Raisin in the Sun</i>

Module 4

Prose

Henry David Thoreau	On the Duty of Civil Disobedience
Ralph Waldo Emerson	The Over-Soul
Ernest Hemingway	Death in the Afternoon (Chapter 1)

Fiction

Mark Twain	<i>Huckleberry Finn</i>
Herman Melville	<i>Moby Dick</i>
Tony Morrison	<i>The Bluest Eye</i>
Don Delillo	<i>White Noise</i>

Suggested Reading:

<i>Norton Anthology of American Literature</i>	
Walter Kalaidjian	<i>The Cambridge Companion to American Modernism</i>
Joshua L. Miller	<i>The Cambridge Companion to the American Modernist Novel</i>

Alan Shucard et al	<i>Modern American Poetry 1865-1950</i>
Timothy Parrish	<i>The Cambridge Companion to American Novelists</i>
Mark Richardson	<i>The Cambridge Companion to American Poets</i>
Ed. A. Robert Lee	<i>Nineteenth-Century American Poetry</i>
Jennifer Ashton	<i>The Cambridge Companion to American Poetry since 1945</i>
John N. Duvall	<i>The Cambridge Companion to American Fiction after 1945</i>

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- (a) One essay of 350 words out of two from Module 1 (10 marks)
- (b) One essay of 350 words out of two from Module 2 (10 marks)
- (c) One essay of 350 words out of two from Module 3 (10 marks)
- (d) One essay of 350 words out of two from Module 4 (Fiction only) (10 marks)

II Four out of six annotation questions (80 words) from the poems prescribed for detailed study in Module 2 and the detailed drama in Module 3. (4 X 5 = 20 marks)

III Four out of six paragraph questions (100 words) from Module 2 (non-detailed poems), Module 3 and Module 4 (Prose selections only). (4 X 5 = 20 marks)

ENG 3E07 INTRODUCTION TO CULTURAL STUDIES

Module 1

Background

Difference between Culture and Civilization
The concept of Culture/Theorising Culture
What is Cultural Studies?
Globalisation: Power, Inequality and Culture
Popular Culture
Key Methodologies in Cultural Studies

Module 2

Chris Barker

An Introduction to Cultural Studies. In *Cultural Studies: Theory and Practice* (pp. 3-31)

Stuart Hall

Cultural Studies: Two Paradigms
Cultural Studies and its Theoretical Legacies
Advertising: The Magic System

Raymond Williams

Module 3

Theodore Adorno and Max Horkheimer

The Culture Industry: Enlightenment as Mass Deception.

Michel Foucault

Space, Power, Knowledge

Richard Dyer

Entertainment as Utopia

Module 4

Ashis Nandy

“Tradition, Transgression and Norms” (pp. 1-8)
From *The Tao of Cricket*

Sarah Berry	“Fashion.”(pp. 454-470) <i>A Companion to Cultural Studies</i> (Ed.) Toby Miller
James Staples	Civilizing Taste: From Caste to Class in South Indian Foodways. <i>Food Consumption in Global Perspectives</i> (Eds.) Jakob Klein and Anne Muscott
George Kurman	“What Does Girls’ Cheerleading Communicate?” from <i>Journal of Popular Culture</i> , Fall 1986

Suggested Reading

Chris Barker	<i>Cultural Studies: Theory and Practice</i>
Theodore Adorno	<i>The Culture Industry</i>
Raymond Williams	<i>Culture and Society, 1780-1950</i>
Mikael Bakhtin	<i>The Dialogic Imagination</i> <i>Rabelais and His World</i>
Jean Baudrillard	Simulacra and Simulations. In <i>Jean Baudrillard: Selected Writings</i>
Roland Barthes	<i>The Fashion System</i>
Michael Higgins	<i>The Cambridge Companion to Modern British Culture</i>
Christopher Bigsby	<i>The Cambridge Companion to Modern American Culture</i>
T. Bennet et al	<i>New Keywords: A Revised Vocabulary of Culture and Society</i>
Homi K. Bhabha	<i>The Location of Culture</i>
Judith Butler	<i>Gender Trouble: Feminism and the Subversion of Identity</i>
Lawrence Grossberg	<i>Bringing It All Back Home: Essays on Cultural Studies</i>
David Morley	<i>Television, Audiences and Cultural Studies</i>

Journals

[*International Journal of Cultural Studies*](#)
Cultural Studies
Journal of Popular Culture

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Eight out of ten paragraph questions (100 words) from all modules

(8 X 5 = 40 marks)

ENG 3E08 EUROPEAN FICTION

Module 1

Background

Political Affiliation amongst nineteenth and twentieth century European novelists
The response to Industrialisation, War and Class Relations amongst European novelists
Overview of Twentieth Century Intellectual and Artistic Movements

Module 2

Miguel De Cervantes	<i>Don Quixote</i>
Flaubert	<i>Madam Bovary</i>
Fyodor Dostoevsky	<i>Crime and Punishment</i>

Module 3

Italo Calvino	<i>If on a Winter's Night a Traveller</i>
Franz Kafka	<i>The Trial</i>
Marcel Proust	<i>Remembrance of Things Past</i>

Module 4

Milan Kundera	<i>The Unbearable Lightness of Being</i>
Albert Camus	<i>The Outsider</i>
Gunter Grass	<i>The Tin Drum</i>

Suggested Reading

Norman F. Cantor *Twentieth-Century Culture Modernism to Deconstruction*
Malcolm Bradbury and James McFarlane (Eds.) *Modernism: A Guide to European Literature 1890-1930*
H. Reiss *The Writer's Task from Nietzsche to Brecht*
E. M. Forster *Aspects of the Novel*
A. F. Boyd *Aspects of the Russian Novel*
Michael Bell *The Cambridge Companion to European Novelists*
A. Burgess *The Novel Now: A Guide to Contemporary Fiction*
E. Starkie *Flaubert: The Making of the Master*
E. Starkie *Flaubert: The Master*
Thorlby *Kafka: A Study*
M. Turnell *The Novel in France*
G. Lukacs *Studies in European Realism*

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Eight out of ten paragraph questions (100 words) from all modules

(8 X 5 = 40 marks)

3E09

INTRODUCTION TO COMPARATIVE LITERATURE

Module 1

Background

Definition and Scope of Comparative Literature

Development of the Discipline

Methodology

Comparative Indian Literature

Module 2

Theory

1. French School:

(a) Literary Schools and Genres

(b) Ideological Echoes (including Theological, Philosophical, Ethical, Political, Scientific and Aesthetic Ideas)

(c) Image Echoes

(d) Verbal Echoes

(e) Human Models and Heroes

2. American School

(a) The Parallelism Theory

(b) The Intertextuality Theory (Literature and other fields of Cognition)

Module 3

The Concept of Influence

(Literary and Non-Literary; Direct and Indirect; Positive and Passive)

The Concept of Reception

The Concept of Imitation and Borrowing

Module 4

Essays

Hutcheson Maculay Posnett *The Science of Comparative Literature**

Mary Louise Pratt *Comparative Literature and Global Study: A Redefinition of the Discipline*.*

René Wellek *The Crisis of Comparative Literature (in Concepts of Criticism)*

Matt Waggoner *A Review of Gayatri Chakravorty Spivak, *Death of a Discipline**

Suggested Reading

Susan Bassnett *Comparative Literature: A Critical Introduction*

Charles Bernheimer *Comparative Literature in the Age of Multiculturalism*

Amiya Dev *The Idea of Comparative Literature in India*,

Amiya Dev and Sisir Kumar Das (eds.) *Comparative Literature: Theory and Practice*

Claudio Guillen *The Challenge of Comparative Literature*.

Prawar SS *Comparative Literature Studies*

Stalknett NP et al. *Comparative Literature*

Spivak, Gayatri Chakravorty *Death of a Discipline*

Wellek, Rene and Austin Warren *Theory of Literature*

Ulrich Weisstein *Comparative Literature and Literary Theory*.

*Charles Bernheimer (ed.), *Comparative Literature in the Age of Multiculturalism*, Baltimore, the Johns Hopkins Univ. Press, 1995, PP. 58 - 65

**The Contemporary Review* (79), 1901, pp. 855-72.

Question paper pattern**Duration: 3 Hrs****Maximum Marks: 80****I Essay (40 marks)**

- (a) One essay of 350 words out of two from Module 1 (10 marks)
- (b) One essay of 350 words out of two from Module 2 (10 marks)
- (c) One essay of 350 words out of two from Module 3 (10 marks)
- (d) One essay of 350 words out of two from Module 4 (10 marks)

II Eight out of ten paragraph questions (100 words) from all modules**(8 X 5 = 40 marks)****SEMESTER 4—Six Core Courses including Project Work and Viva-voce**

Semester	Course Code	Title	Internal	External	Total	Credit	Hours
IV	ENG 4C 12	Postcolonial Writings	20	80	100	4	6
	ENG 4C 13	Women's Writing	20	80	100	4	6
	ENG 4C 14	Film Studies	20	80	100	4	6
	ENG 4C 15	Comprehension	20	80	100	4	4
	ENG PR 16	Project	20	80	100	4	3
	ENG 4C 17	Viva-Voce	00	100	100	4	0
	TOTAL		100	500	600	24	25

ENG 4C12
POSTCOLONIAL WRITINGS

Module I**General Topics**

Major Themes and Concerns in Postcolonial Writing: Diaspora, Assimilation, Appropriation, Hybridity, Alterity.

"Orientalism" or Exoticizing, Subaltern, Race relations.

The Problems and Consequences of Decolonization, Aboriginal Writing.

Module 2**Poetry****Detailed**

Al Purdy	Married Man's Song
Oodgeroo Noonucal	All One Race
Derek Walcott	The Sea is History
David Diop	Africa
Leopold Senghor	Black Woman

Non-detailed

John Shaw Neilson	Surely God was a Lover.
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Gabriel Okara	Piano and Drums, Were I to Choose.
Yasmine Goonaratne	On An Asian Poet Fallen among American Translators
Faiz Ahmad Faiz	Nowhere, No Trace Can I Discover.

Module 3

Prose /Literary Criticism

Edward Said	Introduction to <i>Orientalism</i> . Sections I and II
Henry Louis Gates Jr.	“Writing ‘Race’ and the Difference it Makes.” (From <i>Feminist Literary Theory: A Reader</i> .Ed. Mary Eagleton.)
Homi Bhabha	“Of Mimicry and Man: The Ambivalence of Colonial Discourse.”(From <i>The Location of Culture</i> .London: Routledge, 2006).
Oyeronki Oyewumi	“ Colonising Bodies and Minds: Gender and Colonialism” (Only the sections “Gender and Colonialism” and “The State of Patriarchy”)
Ngugi Wa Thiongo	“The Language of African Literature” Sections III, IV andV.
Frantz Fanon	“Reciprocal Bases of National Culture and the Fight for Freedom” (From the Essay “On National Culture” by Fanon)

Module 4

Fiction

V. S.Naipaul	<i>A House for Mr. Biswas</i>
Chimamanda Adichi	<i>Half of a Yellow Sun</i>
Jean Rhys	<i>Wide Sargasso Sea</i>
Salman Rushdie	<i>Midnight’s Children</i>

Module 5

Drama

Detailed

Wole Soyinka	<i>Death and the King’s Horseman</i>
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Non-Detailed

Marguerite Duras	<i>India Song</i>
Aime Cesaire	<i>A Tempest</i>

Suggested Reading

Frantz Fanon *The Wretched of the Earth*.
 _____ *Black Skin, White Masks*.
 Edward Said *Orientalism*.
 _____ *Culture and Imperialism*.
 Gayatri Spivak *In Other Worlds: Essays in Cultural Politics*.
 Ramachandra Guha. (Ed.) *Subaltern Studies*.
 Neil Lazarus *The Cambridge Companion to Postcolonial Literary Studies*
 Ashis Nandy *The Intimate Enemy*.
 Partha Chatterjee *Nationalist Thought and the Colonial World*.
 Aime Cesaire *Discourse on Colonialism*.
 Ato Quayson *The Cambridge Companion to the Postcolonial Novel*
 R.Young *White Mythologies: Writing, History and the West*.
 F. Abiola Irele *The Cambridge Companion to the African Novel*
 Kunapipi *Journal of Postcolonial Writing and Culture*

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 3 | (10 marks) |
| (c) One essay of 350 words out of two from Module 4 | (10 marks) |
| (d) One essay of 350 words out of two from Module 5 | (10 marks) |

II Four out of six annotation questions (80 words) from the poems prescribed for detailed study in Module 2 and the drama for detailed study in Module 5. (4 X 5 = 20 marks)

III Four out of six paragraph questions (100 words) from Module 2 (non-detailed poems), Module 3, Module 4 and Module 5. (4 X 5 = 20 marks)

ENG 4C13

WOMEN'S WRITING

Module I

Background

Theoretical Approaches to Women's Writing

Women's Tradition, Women's Canon

Women's Literary Lineage, Race, Class and Sexuality

Expansion of the Literary Canon—Styles and Strategies of Writing

Women's Writing in India—Gender and Genre

Post-Colonialism and Feminism

Module 2

Fiction/Non Fiction

Margaret Atwood

The Handmaid's Tale.

Maya Angelou

I Know Why the Caged Bird Sings

Lalithambika Antharjanam

Agnisakshi

Module 3

Poetry

Detailed

Akkamaha Devi

You have Come

Janabai

Cast off all Shame

Kamala Das

An Introduction

Judith Wright

The Killer

Anne Sexton

After Auschwitz

Non-detailed

Judith Wright

The Company of Lovers

Denise Levertov

Talking to Grief

Anne Sexton

Briar Rose (Sleeping Beauty.)

Sappho

On What is Best, One Girl

Module 4

Theory

Elaine Showalter

From A Literature of Their Own :British Novelists from Bronte to Lessing.

Juliet Mitchell

Femininity, Narrative and Psychoanalysis.

Ann Barr Snitow

Mass Market Romance”

Bell hooks

Postmodern Blackness: ‘Yearning, Race, Gender and Cultural Politics,

Jonathan Culler

Reading as a Woman.

Judith Butler

Gender Trouble: Feminism and the Subversion of Identity.”

(All essays/sections are from *Feminist Literary Theory: A Reader*. Ed. Mary Eagleton)

Module 5

Drama

Detailed

Caryl Churchill

Top Girls

Non-Detailed

Maria Irene Fornes

Fefu and Her Friends

Elizabeth Robins

Votes for Women!

Suggested Reading

Ed Sue Roe

Women Reading Women’s Writing

Catherine Belsey

Critical Practice

Nancy Armstrong

Desire and Domestic Fiction: A Political History of the Novel

Juliet Mitchell

Women: The Longest Revolution

Ellen Moers

Literary Women

Maren Tova Linett

The Cambridge Companion to Modernist Women Writers

Janet Todd

Feminist Literary History: A Defence

Ellen Rooney

The Cambridge Companion to Feminist Literary Theory

Toril Moi

Textual/Sexual Politics: Feminist Literary Theory

Ed. Toril Moi

French Feminist Thought: A Reader

Alice Walker

In Search of Our Mothers’ Gardens

Signs: Journal of Women in Culture and Society.

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | (10 marks) |
| (c) One essay of 350 words out of two from Module 4 | (10 marks) |
| (d) One essay of 350 words out of two from Module 5 | (10 marks) |

II Four out of six annotation questions (80 words) from the poems prescribed for detailed study in Module 3 and the detailed drama in Module 5 (4 X 5 = 20 marks)

III Four out of six paragraph questions (100 words) from Modules 2 (non-detailed poems), 3, 4 and 5. (4 X 5 = 20 marks)

ENG 4C14 FILM STUDIES

Module 1

Background

Literature and Film

Film Criticism: Different Approaches

Italian Neo-Realism and the French New Wave

Asian Cinema (Japanese, Korean, Iranian and Indian)

Contemporary Malayalam Cinema

Module 2

Film Terms: Auteur Theory, Camera Angle, Cinema Verite, Cutting (cross, final, jump), Editing (continuity, dissolve, fade, invisible), Time (experienced, running, diegetic, simultaneous, subjective), Filmic Time and Space, Focus (deep-focus, deep-field,) Shots (close-up, establishing, medium, long, master, pan, tracking, insert), Mise-en-scene, Montage, Scene, Script, Special Effects.

Film Genres: Animation, Biopic, Crime Thriller, Documentary, Fantasy, Horror, Gangster, Historical, Road Movies, Science Fiction, War, Sports, Western, Indian Cinema (Masala movies, Parallel, South Indian Films)

Module 3

Film Theory

Andre Bazin

The Evolution of the Language of Cinema

Laura Mulvey

Visual Pleasure and Narrative Cinema

Christian Metz

Some Points in the Semiotics of Cinema

Mary Ann Doane

Film and the Masquerade: Theorizing the Female

Spectator

Michael Allen

The Impact of Digital Technologies on Film Aesthetics

Module 4

Films to be screened and analysed

(One Essay Question on one of these films)

1. Sergei Eisenstein

Battleship Potemkin

2. Alfred Hitchcock

Psycho

3. Yasujiro Ozu

Floating Weeds

4. Stanley Kubrick

2001: A Space Odyssey

5. David Lean

The Bridge on the River Kwai

6. Satyajit Ray

Pather Panchali

Suggested Reading

Andrew Dix *Beginning Film Studies*

Susan Hayward *Key Concepts in Cinema Studies*

Jarek Kupsc *The History of Cinema: For Beginners*

Tim Bywater and Thomas Sobchack (Eds.) *Introduction to Film Criticism*

Leo Braudy & Marshall Cohen (Eds.) *Film Theory and Criticism: Introductory Readings*

Dudley Andrew *Concepts in Film Theory*

Dudley Andrew *The Major Film Theories: An Introduction*

Robert Stam and Toby Miller (Eds.) *Film and Theory: An Anthology*

Jay Leyda (Ed. and Translated) *Sergei Eisenstein: Film Form (Essays in Film Theory)*
Ed. Manju Jain *Narratives of Indian Cinema*
Mainspring Publishers *Introducing Film Studies*

Question paper pattern

Duration: 3 Hrs

Maximum Marks: 80

I Essay (40 marks)

- | | |
|---|------------|
| (a) One essay of 350 words out of two from Module 1 | (10 marks) |
| (b) One essay of 350 words out of two from Module 2 | |
| (From Film Genres only) | (10 marks) |
| (c) One essay of 350 words out of two from Module 3 | (10 marks) |
| (d) One essay of 350 words out of two from Module 4 | (10 marks) |

II Eight out of ten paragraph questions (100 words) from all modules

(8 X 5 = 40 marks)

ENG 4C15 COMPREHENSION

The Comprehension course comprises only the texts prescribed for the core courses in the PG programme. The question paper will consist of 40 (forty) multiple choice objective type questions and 40 (forty) fill in the blanks questions requiring one word or phrase each as answers.

The questions will test the overall understanding of the topics and the texts prescribed. This course is intended to equip the students to face the UGC-NET and similar examinations. The course will carry 20 internal marks based only on oral test of similar questions.

ENG PR 16 PROJECT

The students are expected to prepare, under the guidance of a supervising teacher, a dissertation based on an intensive study on any author or a topic of their choice. Dissertation exclusively on texts prescribed for study as part of the M.A. course is to be avoided.

Guidelines:

No. of Copies	:	One typed and hard-bound copy to be submitted to the university
Length	:	12000-14000 words (50-60 pages back to back)
Font	:	Times New Roman/Calibri, 12 point. Headings 14 points.
Line Spacing	:	Double space between lines, No additional space between paragraphs
Alignment	:	Left aligned; Headings centralized.

Margins	:	1.6” on left, 1.1 on all other sides.
Citation and Bibliography	:	As per MLA Style sheet (8 th edn.)
Deadline for Submission	:	Within 14 days after the date of the last external examination of fourth semester
Internal assessment	:	By the supervising teacher (Max marks: 20)
External valuation	:	At the valuation camp (Max. Marks: 80).

In the Comprehensive Viva in Semester 4, questions are to be asked from the project too.

Criteria for Evaluation (both internal and external)	:	Clarity of thought and expression, Logicality of arguments, Relevance and novelty of the topic, grip over the theoretical/analytical tools, conformity to methodology.
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ENG 4C 17 VIVA VOCE

The viva-voce will be based on all courses including the electives and the project. Questions testing extensive and intensive understanding of the topics and the texts prescribed will be asked. The viva voce board will consist of two external examiners appointed by the university. The viva of one candidate will have the duration of minimum 20 minutes. The course does not carry any internal marks.



KANNUR UNIVERSITY
(Abstract)

B.A English Programme- Scheme of Core & Generic Elective Courses of the Programme and Syllabus and Pattern of Question Paper of the Ist Semester of B.A English (Language and Literature) under Choice Based Credit and Semester System (Outcome Based Education System-OBE) in Affiliated Colleges with effect from **2019 Admission**- Implemented- Orders issued.

ACADEMIC BRANCH

No.Acad.C3/13219/2019

Dated: Civil Station P.O .26.06.2019

Read:- 1. U.O.No.Acad.C2/429/2017 dated,10-10-2017
2. The Minutes of the Meeting of the Curriculum Restructuring Committee held on 28-12-2018.
3. U.O. No.Acad.C2/429/2017 Vol.II dated,03-06-2019.
4. The Minutes of the Meeting of the Board of Studies in English (UG), held on 14.06.2019
5. Scheme and Ist Semester Syllabus of B.A English (Language and Literature) Programme,
Submitted by the Chairperson, Board of Studies in English (UG), dated: 22.06.2019

ORDER

1.A Curriculum Restructuring Committee was constituted in the University vide the paper read (1) above to co-ordinate the activities of the Syllabus Revision of UG Programmes in Affiliated Colleges of the University.

2. The meeting of the Members of the Curriculum Restructuring Committee and the Chairpersons of different Boards of Studies held, vide the paper read (2) above, proposed the different phases of Syllabus Revision Processes such as conducting the meeting of various Boards of Studies, Workshops, & discussions.

3. The Revised Regulation for UG Programmes in Affiliated Colleges under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) was implemented with effect from 2019 Admission as per paper read (3) above.

4. As per paper read (4) above, the Board of Studies in English (UG) finalized the Scheme of Core, & Generic Elective Courses ,Syllabus and Pattern of Question Papers of B.A English (Language and Literature) Programme, to be implemented with effect from 2019 Admission.

5. Subsequently, as per paper read (5) above, the Chairperson, Board of Studies in English (UG) , submitted the finalized copy of the Scheme of Core & Generic Elective Course and Syllabus and Pattern of Question Paper of the Ist Semester of B.A English (Language and Literature) Programme, for implementation with effect from 2019 Admission.

6. The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with, accorded sanction to implement the Scheme of Core & Generic Elective Courses and Syllabus and Pattern of Question Papers of the Ist Semester of B.A English (Language and Literature) Programme under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) in the Affiliated Colleges under the University with effect from 2019 Admission, subject to reporting to the Academic Council.

7. The Scheme of Core & Generic Elective Courses and Syllabus and Pattern of Question Paper of the Ist Semester of B.A English (Language and Literature) Programme, are uploaded in the University Website (www.kannuruniversity.ac.in)

Orders are issued accordingly.

Sd/-
DEPUTY REGISTRAR(ACADEMIC)
For REGISTRAR

To

The Principals of Colleges offering B.A English Programme

- Copy to:-
1. The Examination Branch (through PA to CE)
 2. The Chairperson, Board of Studies in English (UG)
 3. PS to VC/PA to PVC/PA to Registrar
 4. DR/AR-I/ARII (Academic)
 5. The Computer Programmer (for uploading in the website)
 6. SF/DF/FC



Forwarded/By Order

SECTION OFFICER

For more details log on to www.kannuruniversity.ac.in



KANNUR UNIVERSITY

BOARD OF STUDIES IN ENGLISH (U.G.)

SYLLABUS OF CORE COURSES OF B.A ENGLISH LANGUAGE AND LITERATURE PROGRAMME AND GENERIC ELECTIVE COURSES

CHOICE BASED CREDIT AND SEMESTER SYSTEM

(2019 ADMISSION ONWARDS)

KANNUR UNIVERSITY

VISION AND MISSION STATEMENTS

Vision: To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and a critical application of knowledge with special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

Mission:

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and **gender sensitive values** as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards. To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

Kannur University

Programme Outcomes (PO)

PO 1.Critical Thinking:

- 1.1. Acquire the ability to apply the basic tenets of logic and science to thoughts, actions and interventions.
- 1.2. Develop the ability to chart out a progressive direction for actions and interventions by learning to recognize the presence of hegemonic ideology within certain dominant notions.
- 1.3 Develop self-critical abilities and also the ability to view positions, problems and social issues from plural perspectives.

PO 2.Effective Citizenship:

- 2.1. Learn to participate in nation building by adhering to the principles of sovereignty of the nation, socialism, secularism, democracy and the values that guide a republic.
- 2.2. Develop and practice gender sensitive attitudes, environmental awareness, empathetic social awareness about various kinds of marginalisation and the ability to understand and resist various kinds of discriminations.
- 2.3. Internalise certain highlights of the nation's and region's history. Especially of the freedom movement, the renaissance within native societies and the project of modernisation of the post-colonial society.

PO 3.Effective Communication:

- 3.1. Acquire the ability to speak, write, read and listen clearly in person and through electronic media in both English and in one Modern Indian Language
- 3.2. Learn to articulate, analyse, synthesise, and evaluate ideas and situations in a well-informed manner.
- 3.3. Generate hypotheses and articulate assent or dissent by employing both reason and creative thinking.

PO 4.Interdisciplinarity:

- 4.1. Perceive knowledge as an organic, comprehensive, interrelated and integrated faculty of the human mind.
- 4.2. Understand the issues of environmental contexts and sustainable development as a basic interdisciplinary concern of all disciplines.
- 4.3. Develop aesthetic, social, humanistic and artistic sensibilities for problem solving and evolving a comprehensive perspective.

Programme Specific Outcomes for BA in English Language and Literature

PSO 1. Understand the historical contexts behind the origin and development of English literature with a special focus on various movements and the important works belonging to such movements.

PSO 2. Understand the current methodological issues in the study of literature and apply various reading strategies employed to selected literary as well as cultural texts.

PSO 3. Understand and apply the extended meaning of “English Literature” to various post-colonial and other writings in English.

PSO 4. Understand the basics of disciplines like Film Studies, Culture Studies, Fine Arts, Women’s Writing, Dalit Writings, Post-colonial writing, Indian writing in English, Malayalam Literature and Literatures in Translation.

PSO 5. Understand and appreciate the interdisciplinary links that literary studies have with disciplines like Philosophy, History, Political Science, Sociology, Anthropology and the Sciences.

KANNUR UNIVERSITY

B.A ENGLISH PROGRAMME

COURSE AND CREDIT DISTRIBUTION STATEMENT

Courses	No of Courses		Credit	
English Common Course (ECC)		6		22
Additional Common Course (ACC)		4		16
Core Course	15	16	60	64
Discipline Specific Elective Course (DSEC)	1		4	
Complimentary Elective Course (CEC)		4		16
Generic Elective Course (GEC)		2		2
Total		32		120

KANNUR UNIVERSITY

B.A ENGLISH PROGRAMME

WORK AND CREDIT DISTRIBUTION STATEMENT

Semester	Course Title	Credits	Hours per week	Marks		
				CE	ESE	TOTAL
I	English Common Course-I	4	5	10	40	50
	English Common Course-II	3	4	10	40	50
	Additional Common Course-I	4	4	10	40	50
	Complementary Elective Course-1	4	6	10	40	50
	Core Course-I- Malayalam Literature in English Translation	5	6	10	40	50
II	English Common Course-III	4	5	10	40	50
	English Common Course-IV	3	4	10	40	50

	Additional Common Course-II	4	4	10	40	50
	Complementary Elective Course-II	4	6	10	40	50
	Core Course-II- Academic Writing, Methodology and Research Project	5	6	10	40	50
III	English Common Course-IV	4	5	10	40	50
	Additional Common Course-III	4	5	10	40	50
	Complementary Elective Course-III	4	6	10	40	50
	Core Course III- Old English to Medieval English Literature (500-1500)	3	4	10	40	50
	Core Course-IV- Renaissance and Restoration Literatures (1485-1780)	4	5	10	40	50
IV	English Common Course VI	4	5	10	40	50
	Additional Common Course-IV	4	5	10	40	50
	Complementary Elective Course-IV	4	6	10	40	50
	Core Course-V- The Romantic Period (1780-1832)	4	5	10	40	50
	Core Course VI- The Victorian Period (1832-1901)	3	4	10	40	50
V	Core Course VII- The Early Twentieth Century ((1901-1939)	4	6	10	40	50
	Core Course VIII- The Late Twentieth and Twenty-First Centuries(1939-2018)	5	6	10	40	50
	Core Course IX- Post colonial Literatures in English	5	6	10	40	50
	Core Course X- Linguistics	4	5	10	40	50

	Core Course XI- Project	2	1	5	20	25
	Generic Elective Course	2	2	5	20	25
VI	Core Course XII - Critical Theory	5	6	10	40	50
	Core Course XIII- Women's Writing	4	5	10	40	50
	Core Course XIV- Indian Writing in English	3	4	10	40	50
	Core Course XV- Film Studies	4	5	10	40	50
	Core Course XVI- Discipline Specific Elective	4	4	10	40	50
TOTAL		120	150	-	-	1500

TOTAL CREDIT (Sum of total credits of all semester): 120

TOTAL MARKS (Sum of total marks of all semester): 1500

(2019 ADMISSION ONWARDS)

Core Courses in English Language and Literature
Programme Specific Outcomes for BA in English Language and Literature

PSO 1. Understand the historical contexts behind the origin and development of English literature with a special focus on various movements and the important works belonging to such movements.

PSO 2. Understand the current methodological issues in the study of literature and apply various reading strategies employed to selected literary as well as cultural texts.

PSO 3. Understand and apply the extended meaning of “English Literature” to various post-colonial and other writings in English.

PSO 4. Understand the basics of disciplines like Film Studies, Culture Studies, Fine Arts, Women’s Writing, Dalit Writings, Post-colonial writing, Indian writing in English, Malayalam Literature and Literatures in Translation.

PSO 5. Understand and appreciate the interdisciplinary links that literary studies have with disciplines like Philosophy, History, Political Science, Sociology, Anthropology and the Sciences.

B.A. ENGLISH LANGUAGE AND LITERATURE--CORE COURSES
WORK AND CREDIT DISTRIBUTION
PART -1 (CORE COURSES)

COURSE CODE	COURSE TITLE	SEMESTER	HOURS PER WEEK	CREDIT	EXAM HRS
1B01ENG	Malayalam Literature in English Translation	I	6	5	3
2B02ENG	Academic Writing, Methodology and Research Project	II	6	5	3
3B03ENG	Old English to Medieval English Literature (500-1500)	III	4	3	3
3B04ENG	Renaissance and Restoration Literatures (1485-1780)	III	5	4	3
4B05ENG	The Romantic Period (1780-1832)	IV	5	4	3
4B06ENG	The Victorian Period (1832-1901)	IV	4	3	3
5B07ENG	The Early Twentieth Century ((1901-1939)	V	6	4	3
5B08ENG	The Late Twentieth and Twenty-First Centuries(1939-2018)	V	6	5	3
5B09ENG	Postcolonial Literatures in English	V	6	5	3
5B10ENG	Linguistics	V	5	4	3
6B11ENG	Project	VI	1	2	--
6B12ENG	Critical Theory	VI	6	5	3
6B13ENG	Women's Writing	VI	5	4	3
6B14ENG	Indian Writing in English	VI	4	3	3
6B15ENG	Film Studies	VI	5	4	3
6B16ENG	Discipline Specific Elective	VI	4	4	3
TOTAL			-	64	

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS(EXCEPT 6B11ENG & GEC)
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

Course Outcomes and Content Specifications for Core Courses

CORE COURSE 1. Malayalam Literature in English Translation

Course Code	Course Title	Semester	Credit	Hours
1B01 ENG	Malayalam Literature in English Translation	I	5	6

Course Outcomes

CO 1: Understand the word ‘literature’ and ‘literary’ in a broad and inclusive perspective by reading select literary pieces and by applying critical reading strategies.

CO 2: Recognise and describe literary genres and its subclasses.

CO 3: Describe with examples select literary terms and concepts.

CO 4: Understand the basic issues related to translation and in that process develop a sensibility for native and local literatures.

CO 5: Use English to translate and describe everyday activities, regional themes and personal narratives by reading Malayalam literature in translation.

CO 5: Learn to read, enjoy, analyse and critically engage with select literary pieces on their own with minimum guidance.

Content Specifications

Module 01 (2Hrs/Week)

9. Unit 1 (Classroom Teaching)
What is Literature? by SwapnaGopinath
10. Unit 2 (Classroom Teaching)
“In the Flood” by ThakazhiSivasankaraPillai
11. Unit 3 (Self Study)
“Mother” by Vaikom Muhammad Basheer
12. Unit 4 (Classroom Teaching)
“The Girl who spreads light” by T. Padmanabhan
13. Unit 5 (Self Study)
“Puranavam” by Chandramathi
14. Unit 6 (Classroom Teaching)
“Bhagavatha” by Vijayalakshmi
15. Unit 7 (Self Study)
“Writing” by AnithaThampi
16. Unit 8 (Classroom Teaching)
“The Last Leaf” by Veeran Kutty
17. Unit 9 (Self Study)
“Write, Write, Write, Write” by P Raman

Module 02 (2 Hrs/Week)

18. Unit 10 (Classroom Teaching)
Approaches to Literature by Sreerag P. K.
19. Unit 11 (Classroom Teaching)
“After the Hanging” by O V Vijayan
20. Unit 12 (Self Study)
“The Scent of a Bird” by Madhavikkutty
21. Unit 13 (Classroom Teaching)
“Madness” by C.Ayyappan
22. Unit 14 (Self Study)
“Cucumber Town” by N Prabhakaran
23. Unit 15 (Classroom Teaching)
“Right in Front of Our Eyes” by P.P.Ramachandran
24. Unit 16 (Self Study)
“After the War” by Sachidanandan
25. Unit 17 (Classroom Teaching)
“Antony Terrikan” by P N Gopikrishnan
26. Unit 18 (Self Study)
“Lion Hunters” by D. Vinayachandran

Module 03 (2 Hrs/Week)

27. Unit 19 (Classroom Teaching)
Translations: Crossing Borders by E.V. Fathima
28. Unit 20 (Classroom Teaching)
“Amphibious Life” by SanthoshEchikkanam
29. Unit 21 (Self Study)
“Scooter” by Sarah Joseph
30. Unit 21 (Classroom Teaching)Sreehari
“My Sister’s Bible” by S Joseph
31. Unit 22 (Self Study)Sreehari
“Etc. by M R Renukumar
32. Unit 23 (Classroom Teaching)
“The Enchantress of Fried Fish” by Paul Zacharia
33. Unit 24 (Self Study)
“The Days of Honour and Humiliation” by NithyaChaithanyaYathi

Prescribed Textbook: *Crossing the Borders: Malayalam Literature in English Translation* published by Saradhi Publishers

Model Question Paper

Malayalam Literature in English Translation 1B01 ENG

Duration : 3hrs

Max. Marks: 40

Section -A

I. Answer any **seven** in a sentence or two:

1. How does the dog prevent the thief from breaking into the hut through the rooftop crack?
2. How does a student benefit from the study of literature?
3. Why does the leaf wait with a “mischievous” smile for the ant’s mother?
4. How did Kuttihassan greet Vellayi-appan?
5. What did Terikkan become in his life?
6. Name some of the ways of approaching a literary work?
7. Where did the train come to a stop after derailment?
8. How did the snake survive in the well without eating the frog?
9. Why is the SSLC Book kept in the Bible?
10. How does Rabassa defend the charges against translations? (7x1=7 marks)

II. Answer any **three** in about 80 words each:

11. What was the real reason behind the demand of Indian labourers to South Africa?
12. Bring out instances from the story “Madness”, where Krishnankutty’s subservience to his wife becomes evident.
13. How do the animals respond to the presence of the train in their midst?
14. What were the reasons behind the narrator’s decision to commit suicide in “The Girl who spreads light?”
15. What constitutes the mighty *Bhagavatha* "that will end only when my life ends?" How is it different from the other *Bhagavatha* mentioned in the poem?

16. How did the frog win the battle of life and death? (3x3=9 marks)

III. Answer any **one** in about 200 words:

17. How does Zachariah succeed in exploring the colonial history of South Africa?

18. Consider the story “In the Flood ”as a fable that throws light on how human beings behave when there is a natural disaster.

19. Examine how the wife and daughter of Krishnankutty manifest the contrast between tradition and modernity. (1x8=8 marks)

Section B

IV. Answer any **two** in 80 words each:

20. Comment on the title “The Scent of a Bird”

21. Influence of Gandhian thoughts in “Mother”

22. What do the poets convey about ‘art’ in “Lion Hunters” and “Writing.”

23. Narrate Yati’s experience of student life in your words.

24. Reflection of nuclear family in “Scooter” (2x4=8 marks)

Section C

V. Read the passage given below and answer the following questions:

A sanctuary may be defined as a place where Man is passive and the rest of Nature active. Till quite recently Nature had her own sanctuaries, where man either did not go at all or only as a tool-using animal in comparatively small numbers. But now, in this machinery age, there is no place left where man cannot go with overwhelming forces at his command. He can strangle to death all the nobler wild life in the world to-day. Tomorrow he certainly will have done so, unless he exercises due foresight and self-control in the mean time.

There is not the slightest doubt that birds and mammals are now being killed off much faster than they can breed. And it is always the largest and noblest forms of life that suffer most. The whales and elephants, lions and eagles, go. The rats and flies, and all mean parasites, remain. This is inevitable in certain cases. But it is wanton killing off that I am speaking of tonight. Civilized man begins by destroying the very forms of wild life he learns to appreciate most when he becomes still more civilized. The obvious remedy is to begin conservation at an earlier stage, when it is easier and better in every way, by enforcing laws for close seasons, game preserves, the selective protection of certain species, and sanctuaries.

I have just defined a sanctuary as a place where man is passive and the rest of Nature active. But this general definition is too absolute for any special case. The mere fact that man has to protect a sanctuary

does away with his purely passive attitude. Then, he can be beneficially active by destroying pests and parasites, like bot-flies or mosquitoes, and by finding antidotes for diseases like the epidemic which periodically kills off the rabbits and thus starves many of the carnivores to death. But, except in cases where experiment has proved his intervention to be beneficial, the less he upsets the balance of Nature the better, even when he tries to be an earthly Providence.

Part -I

1. What is the definition of a sanctuary according to the speaker?
 2. Which group of creatures suffer most due to human atrocities?
 3. What is the obvious remedy to the problem according to the speaker?
 4. How can Man be beneficially active?
 5. Choose the word from the passage which means 'that which cannot be avoided'.
- (5x1=5 marks)

Part - II

VI. Based on the passage given above answer any **one** of the following question in 80 words.

6. How does the author ironically contradict his/her own definition of sanctuary in the passage?
7. The narrator is purposefully using the pronoun 'he' to refer to human beings. Elucidate
8. Comment on the tone of the author as expressed in the passage.

(1x3=3marks)

Malayalam Literature in English Translation 1B01 ENG

Pattern of Question Paper

SECTION –A (Classroom Study)

- I. Seven out of ten short answer questions from Classroom Study section in all modules (7x1=7)
- II. Three out of six paragraph questions from Classroom Study section in all modules (3x3= 9)
- III. One out of three essay questions from Classroom Study section in all modules (1x8=8)

SECTION B (Guided Self-Study)

- IV. Two out of five paragraph questions from **Guided Self-Study** section of all modules (2x4=8)

SECTION C (Comprehension Passage)

V. Part –I

Five out of five short answer/ one word type questions based on the passage. (1x5=5)

Part – II

One out of three paragraph questions of analytical nature based on the passage. (1x3=3)

2. Academic Writing, Methodology and Research Project

Course Code	Course Title	Semester	Credit	Hours
2B02ENG	Academic Writing, Methodology and Research Project	II	5	6

Course Outcomes

- ▣ 1. Understand and apply the nuances of academic writing.
- ▣ 2. Understand the various methodological as well as epistemological aspects of literary studies.
- ▣ 3. Familiarise with the approaches to literature.
- ▣ 4. Choose a tentative topic for the research project to be submitted in semester six.

Content Specifications

Academic Documentation, MLA Style sheet, Citations and Acknowledgements, Format of an Academic Paper, Choosing a Topic, Paratextual Formalities, Ontological and Epistemological Aspects of Research, Methodology, Approaches to Literature, Schools of Theory, Logical Fallacies, Scientific Method.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

3. Old English to Medieval English Literature (500-1500)

Course Code	Course Title	Semester	Credit	Hour
3B03ENG	Old English to Medieval English Literature (500-1500)	III	3	4

Course Outcomes

- ☐ 1. Have an understanding of the contexts which produced Old English literature.
- ☐ 2. Read translation extracts from key texts of the Old English period
- ☐ 3. Understand the key aspects of Old English language.
- ☐ 4. Understand the key genres, authors, texts, styles and themes of the Medieval English Period.
- ☐ 5. Read excerpts from the variety of writings produced during this period.
- ☐ 6. Understand the key aspects of Medieval English dialects.

Content Specifications

Historical Overview: Roman Occupation, Anglo-Saxon Conquest, Kingship, Feudalism, The Church,
Literary Overview: Language, Epic and Romance, The Rise of Theatre, The Church and Literature, Wealth and Wages, Men Writing about Women, Excerpts from Select Texts.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

4. Renaissance and Restoration Literatures (1485-1780)

Course Code	Course Title	Semester	Credit	Hour
3B04ENG	Renaissance and Restoration Literatures (1485-1780)	III	4	5

Course Outcomes

- ▣ 1. Define Renaissance literature/ Problems of definition
- ▣ 2. Trace the relationship between political economy, cultural history and production of arts and literature during the early modern period
- ▣ 3. Read specimens of major works belonging to the Renaissance period.
- ▣ 4. Understand the problematics of “modernisation” of Britain including the development of political parties and parliamentary democracy through the cultural productions of Restoration period
- ▣ 5. Identify literary narratives that deal with slave trade and colonial aspirations.
- ▣ 6. Understand the development of literary criticism as a meta-narrative to literature.
- ▣ 7. Read specimens of major works belonging to the Restoration period.

Content Specifications

Historical Overview: (Renaissance) Tudor Sovereignty, 1485-1603- The Early Stuarts and the Interregnum-The British Nations-Culture and Society of the Renaissance- Politics, Power and Ideologies, Belief and Thought.

(Restoration): The Monarchy, 1660-1745, Restoration- The Exclusion Crisis- James II- The Glorious Revolution- Succession Crises- The South Sea Bubble- The Last Jacobite Rebellion- Agriculture- London’s Restorations- Urbanisation- Consumer Culture- Education- Marriage- Greenwich and Political Geography- Evangelism and Methodism.

Literary Overview: (Renaissance) Literacy and Education, Continuities, Innovations and Influences, Intellectual Influences, Writing, Production, Consumption and the Marketplace, Language- Forms, Genres, Styles- Authors, Texts, Subjects-Texts and Political Structures- **Gender Roles and Relations**- Love and **Sexuality**- Nationhood, Race, Colonialism and Empire- Excerpts from Select Texts of the Renaissance Period.

(Restoration): Literature and Letters- Restoration Poetry- Restoration Drama- The Origin of the Novel- Beginnings of Literary Criticism- The Enlightenment- The Royal Society and Institutions of Modern Science- Select Texts of the Restoration Period.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

5. The Romantic Period (1780-1832)

Course Code	Course Title	Semester	Credit	Hour
4B05ENG	The Romantic Period (1780-1832)	IV	4	5

Course Outcomes

- ▣ 1. Understand the cultural history of the period and recognise the features of literary romanticism
- ▣ 2. Trace the relationship between political economy, cultural history and production of arts and literature with reference to the romantic period
- ▣ 3. Read specimens of major works belonging to the period.

Content Specifications

Historical Overview: Culture and Society- The Industrial Revolution- Belief and Thought Systems- Politics, Power and Ideologies- The Slave Trade and Abolitionism-

Literary Overview: Influence of Industrial Revolution- Modes of Production and Consumption- The Literary Marketplace- The Periodicals- Authors, Texts and Subjects- Women Romantic Poets- Labouring Poets- The Romantic Novel- Romantic Drama- Class, Power and Politics- Land and Landscape- The Sublime and the Beautiful- Science- **Gender and Sexuality-** Nationhood, Empire and the Orient- Slavery- Select Texts of the Romantic Period.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

6. The Victorian Period (1832-1901)

Course Code	Course Title	Semester	Credit	Hour
4B06ENG	The Victorian Period (1832-1901)	IV	3	4

Course Outcomes

- ▣ 1. Understand a range of Victorian literature in relation to a range of contexts including Victorian anxieties about modernity, madness, sexual transgression and disease.
- ▣ 2. Analyze the work of a range of Victorian writers, both canonical and less well-known, and with a range of genres including the novel, short story and poetry.
- ▣ 3. Identify and discuss theoretical discourses concerning class, sexuality, **gender** and colonialism as these illuminate a range of Victorian texts.
- ▣ 4. Understand and successfully deploy a range of terms and concepts integral to Victorian literature.

Content Specifications

Historical Overview: Social and Political Transformations- Queen Victoria- Government, the Reform Acts, and the Beginnings of Mass Democracy- Benjamin Disraeli- Legislative Innovations and Social Reform- Religion- Science, Technology and Innovation- The Great Exhibition- Technological Travel, Commerce and the British Empire- Printing-

Literary Overview: Major Influences- Socio-political Background- Modes of Production and Consumption- The Literary Marketplace- Language and Forms- Genres and Styles- The Victorian Novel- Victorian Poetry- Pre-Raphaelites- Victorian Drama- Essays- Class Relations and Conflict- The Colonial Situation- Cityscapes- Victorian Ruralism- Science and Nature- The Crises of Faith- **Gender Roles and Relations**- Select Texts of the Victorian Period.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

7. The Early Twentieth Century ((1901-1939))

Course Code	Course Title	Semester	Credit	Hour
5B07ENG	The Early Twentieth Century ((1901-1939))	V	4	6

Course Outcomes

- ▣ 1. Understand the cultural, political, and stylistic protocols of modernism and its various literary movements.
- ▣ 2. Trace the relationship between political economy, cultural history and production of arts and literature
- ▣ 3. Read specimens of major works belonging to the period.

Content Specifications

Historical Overview: Georgian Era- Discords within the Nation- Liberal Reform and the Rise of the Labour- Irish Home Rule- The First World War- Britain between the Wars- Politics, Economy and Social Change-

Literary Overview: Modernism- Modes of Production and Consumption- Forms, Genres and Styles of the Period- The First World War and Literature- Women in Society- Feminism and the Suffrage Movement- Psychology and Perception- Cubism- Select Texts of the Period.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

8. The Late Twentieth and Twenty-First Centuries (1939-2015)

Course Code	Course Title	Semester	Credit	Hour
5B08ENG	The Late Twentieth and Twenty-First Centuries(1939-2018)	V	5	6

Course Outcomes

- ▣ 1. Understand the cultural, political, and stylistic protocols of post-modernism and the various literary movements
- ▣ 2. Understand and apply the basics of the various reading strategies that emerged during the period
- ▣ 3. Read specimens of major works belonging to the period.

Content Specifications

Historical Overview: Post-War Britain-Social, Political and Economic Change-The Welfare State- Culture and Identity- Belief and Thought-

Literary Overview: Literature and the Second World War- Realism, Modernism, Post-Modernism- The Twenty-First Century Novel- Post-Colonial English Writing- Modes of Production and Consumption during the Period- English Language- Post-Modern Fiction- Political Drama- Poetry and Diversity- Environmental Concerns- Class, Culture and Society- **Gender and Sexuality**- Empire, Race and National Identity- Select Texts of the Period.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1	50%	5
TEST PAPER		
COMPONENT 2	25%	2.5
ASSIGNMENT		
COMPONENT 3	25%	2.5
SEMINAR /VIVA		

9. Postcolonial Literatures in English

Course Code	Course Title	Semester	Credit	Hour
5B09ENG	Postcolonial Literatures in English	V	5	6

Course Outcomes

- ▣ 1. Understand the meaning, scope and issues related to the term postcolonial.
- ▣ 2. Read specimens of major works belonging to the genre.
- ▣ 3. Familiarise with the cardinal concepts of postcolonial theory.

Content Specifications

Historical Overview: The British Empire- Orientalism- Motifs of the Empire- Maritime Power- Multiple Empires- The Scramble for Africa- Decolonisation- Neo-Colonialism-

Literary Overview: Defining Postcolonial Literature- Types of Colonies- Local Cultures- Modernism, Christianity and the Bible- Writing Back- Canon- Select Texts from Postcolonial Writings.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

10. Linguistics

Course Code	Course Title	Semester	Credit	Hour
5B10ENG	Linguistics	V	4	5

Course Outcomes

- ▣ 1. Learn the theories regarding origin, development and history of languages.
- ▣ 2. Familiarise with the cardinal concepts related to “linguistics”.
- ▣ 3. Understand the modern directions in linguistic studies.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

11. Project

Course Code	Course Title	Semester	Credit	Hour
6B11ENG	Project	VI	2	1

Course Outcomes

- ▣ 1. Learn and apply specific documentation styles and methodological formalities.
- ▣ 2. Critically engage with a literary theme or topic.
- ▣ 3. Understand the basic formalities regarding research in humanities.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	75%	20
INTERNAL	25%	5

12. Critical Theory

Course Code	Course Title	Semester	Credit	Hour
6B12ENG	Critical Theory	VI	5	6

Course Outcomes

- ▣ 1. Understand the basics of various theoretical positions in literary and culture studies.
- ▣ 2. Apply specific theoretical insights into the study of specific works of art as well as cultural articulations.
- ▣ 3. Understand the ideological assumptions underlying common-sense notions and canon formation.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

13. Women's Writing

Course Code	Course Title	Semester	Credit	Hour
6B13ENG	Women's Writing	VI	4	5

Course Outcomes

- ☐ 1. Understand women's writing as a specific genre.
- ☐ 2. Appreciate the variety in women's literature and the correlation between such variety and specific socio-political contexts.
- ☐ 3. Understand the various dialogic positions within women's writing.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

14. Indian Writing in English

Course Code	Course Title	Semester	Credit	Hour
6B14ENG	Indian Writing in English	VI	3	4

Course Outcomes

- ☐ 1. Understand Indian Writing in English as a specific genre based on certain common socio-political contexts.
- ☐ 2. Understand the various dialogic positions within Indian Writing in English.
- ☐ 3. Understand the regional diversities and thematic plurality of IWE.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

15. Film Studies

Course Code	Course Title	Semester	Credit	Hour
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6B15ENG	Film Studies	VI	4	5
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Course Outcomes

- ▣ 1. Learn the basic terminology, technical aspects, and the major movements in the history of cinema.
- ▣ 2. Watch select movies and analyse them with an eye on technical, thematic and socio-political aspects.
- ▣ 3. Develop basic knowledge and familiarity with the various trends in Indian cinema.

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

(DISCIPLINE SPECIFIC ELECTIVE COURSES)

Sem.	Course Code	Title of the Course	H/W	Credits

6	6B16 ENG-A	World Literature in Translation	4	4
6	6B16 ENG-B	Indian Writing in Translation	4	4
6	6B16 ENG-C	Writing for Media	4	4

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1 TEST PAPER	50%	5
COMPONENT 2 ASSIGNMENT	25%	2.5
COMPONENT 3 SEMINAR /VIVA	25%	2.5

PART– 3 (GENERIC ELECTIVE COURSES IN ENGLISH)

Semester	Course Code	Name of the Course	H/W	Credits	EXAM HRS
5	5D01 ENG	English for Competitive Exams	2	2	2
5	5D02 ENG	Film Studies	2	2	2

5	5D03 ENG	Theatre Studies	2	2	2
5	5D04 ENG	Visual Arts	2	2	2
5	5D05 ENG	Sports Studies	2	2	2
5	5D06 ENG	Regional History	2	2	2
5	5D07 ENG	Philosophy of Science	2	2	2
5	5D08 ENG	Gender Studies	2	2	2

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	75%	20
INTERNAL	25%	5

CONTINUOUS INTERNAL ASSESSMENT

COMPONENT	WEIGHTAGE	MARKS
COMPONENT1	50%	2.5
TEST PAPER		
COMPONENT 2	50%	2.5
ASSIGNMENT		

TOTAL CREDITS =

60 (Part 1 Core) + **4** (Part 2 Complimentary Elective Courses) + **2** (Part 3 Generic Elective Courses) = **66 Credits**

TOTAL HOURS

= **74** (Part 1 Core) + **4** (Part 2 Complimentary Elective Courses) + **2** (Generic Elective Courses) = **80 Hrs.**

(Abstract)

B.A English Programme- Syllabus and Model Question Papers of the II nd Semester B.A English Language and Literature (Core Courses) under Choice Based Credit and Semester System (Outcome Based Education System-OBE) in Affiliated Colleges with effect from 2019 Admission- Implemented- Orders issued

ACADEMIC C SECTION

Acad.C3/13219/2019

Dated: 20.11.2019

Read:-1. U.O.No.Acad.C2/429/2017 dated,10-10-2017

2. U.O. No.Acad.C2/429/2017 Vol.II dated,03-06-2019.

3. U.O.No. No.Acad.C3/13219/2019 dated: 26.06.2019

4. Minutes of the Meeting of the BoS in English (UG), held on 15.11.2019

ORDER

1. A Curriculum Restructuring Committee was constituted in the University vide the paper read (1) above to co-ordinate the activities of the Syllabus Revision of UG Programmes in Affiliated Colleges of the University.

2. The Revised Regulation for UG Programmes in Affiliated Colleges under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) was implemented with effect from 2019 Admission as per paper read (2) above.

3. The Scheme of Core, Generic Elective Courses & Syllabus and Model Question Papers of the 1st Semester of B.A English Language and Literature (Core Courses) Programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in the Affiliated Colleges under the University were implemented with effect from 2019 Admission, subject to reporting to the Academic Council vide paper read (3) above.

4. Subsequently, as per paper read (4) above, the Board of Studies in English (UG) finalized the Syllabus and Model of Question Papers of the IInd Semester of B.A English Language and Literature (Core Courses) Programme, to be implemented with effect from 2019 Admission and the Chairman submitted the same on 15.11.2019.

5. The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with, accorded sanction to implement the Syllabus and Model Question Papers of the IInd Semester of English Language and Literature (Core Courses) Programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in the Affiliated Colleges under the University with effect from 2019 Admission, subject to reporting to the Academic Council.

6. The Syllabus and Model Question Paper of the IInd Semester of B.A English Language and Literature (Core Courses) Programme, are uploaded in the University Website (www.kannuruniversity.ac.in)

Orders are issued accordingly.

For more details log on to www.kannuruniversity.ac.in

Sd/-

BALACHANDRAN V K

DEPUTY REGISTRAR (ACAD)

For REGISTRAR

To: The Principals of all Affiliated Colleges

- Copy To:
1. The Examination Branch (through PA to CE)
 2. The Chairperson, Board of Studies in English (UG)
 3. PS to VC/PA to PVC/PA to Registrar
 4. DR/AR-I/AR-II/AR-III (Academic)
 5. The Computer Programmer (for uploading in the website)
 6. SF/DF/FC



Forwarded / By Order

[Signature]
SECTION OFFICER

[Signature]

Kannur University

B.A. ENGLISH LANGUAGE AND LITERATURE--CORE COURSES

2B02 ENG Academic Writing, Methodology and Research Project

Name of the Course	Academic Writing, Methodology and Research Project
Course Code	2B02 ENG
Semester Assigned	2
Number of Credits	5
Contact Hours per Week	6
Total Contact Hours	108
Prescribed Textbook	<i>Methodology of Humanities and Academic Writing</i> by Mainspring Publishers

Course Outcomes

- ☐ 1. Understand and apply the nuances of academic writing.
- ☐ 2. Understand the various methodological as well as epistemological aspects of literary studies.
- ☐ 3. Familiarise with the approaches to literature.
- 4. Choose a tentative topic for the research project to be submitted in semester six.

Contents

Module – I (2 hours/week)

What are the Humanities

1. Introducing the Humanities
2. Difference Between Natural, Social and Human Sciences
3. Humanities and Sciences: Is There a Big Divide?
4. Study of Taste, Values and Belief Systems
5. Facts and Interpretation
6. History as Fiction
7. The Question of Ideology

Module – II (2 hours/week)

II Fundamentals of Language

1. Language, Culture and Subjectivity
2. The Social Construction of Reality
3. Agency in Language
4. Language in Relation to Region, Class, Caste, Race and Gender

5. Language and History
6. Language and Colonialism
7. Text Oriented Approaches
8. New Criticism

Module – III (1 hour/week)

III Narration and Representation

1. Introducing Narration
2. Reality and Representation
3. Narrative Modes of Thinking
4. Textuality and Reading
5. Narration in Literature, Philosophy and History

Module – IV (1 hour/week)

Academic Writing

IV What is “Academic” Writing?

1. Introduction: The Academic Writing Task
2. Decoding College Writing Assignments
3. The Format of the Academic Essay

V Writing a Research Paper in Literary Studies

1. First Steps
2. Writing Your Paper
3. Plagiarism

Pattern of Assessment

Mode of Assessment	Covered Modules	Marks
End Semester Examination	1,2,3,4	40
Continuous Evaluation- (Internal Exam)	1,2,3,4	5
Continuous Evaluation	Project Proposal (5 to 6 pages) in accordance with MLA 8 th Edition style sheet	2.5

Continuous Evaluation	Viva based on the Project Proposal	2.5
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Pattern of Question Paper

Time – 3 Hours

Maximum Marks --- 40

1. One essay (200-250 words) out of two from Module-1

(Marks -1x8=8)

2. One essay (200-250 words) out of two from Module- 2

(Marks -1x8=8)

3. Five out of seven paragraph questions(80-100words) from all Modules

(Marks -5x4=20)

4. Format given content as per the latest MLA stylesheet

(Marks -1x4=4)

Model Question Paper

Kannur University

B.A. ENGLISH LANGUAGE AND LITERATURE--CORE COURSES **2B02 ENG - Academic Writing, Methodology and Research Project**

Time: Three Hours

Maximum Marks: 40

A. Write an essay (200-250 words) on any one of the following:

1. Compare natural sciences, social sciences and the humanities.
2. History as fiction.

(Marks -1x8=8)

B. Write an essay (200-250 words) on any one of the following:

3. How does language construct reality?
4. New Criticism.

(Marks -1x8=8)

C. Answer any five of the following in a paragraph each (80-100 words)

5. Ideology.
6. Agency in language.
7. Language and Colonialism
8. Author and narrative.
9. Textuality
10. Closed writing assignments and open writing assignments.
11. Characteristic features of a critical essay.

(Marks -5x4=20)

D. Organise the following entries into the proper bibliographic format as per the latest MLA guidelines (8th Edition). All the four entries should be arranged in the proper alphabetic order into one document.

1. Akbar S Ahmad wrote a book, in 2010 titled- journey into America: the challenges of islam-which was published by penguin in New York.
2. Akbar S Ahmad had written another book titled postmodernity and islam: predicament and promise published by Brookings in Washington in 1992.

2. Gawat Bhagath wrote a book titled American oil diplomacy In the Persian gulf and the Caspian sea. It was published in 2003 by university press of Florida in Gainesville.
3. The book named -From Cannibals To Radicals: Figures And Limits of Exoticism- was written by Roger Celestin and was published by university of Minnesota press in Minneapolis Minneapolis in 1996.

(Marks 4x1=4)

(Abstract)

B.A. English Programme- Syllabus and Model Question Papers of the III Semester B.A. English Language and Literature (Core Courses) under Choice Based Credit and Semester System (Outcome Based Education System-OBE) in Affiliated Colleges with effect from 2019 Admission- Implemented- Orders issued.

ACADEMIC C SECTION

Acad.C3/13219/2019

Dated: 23.06.2020

Read:-1. U.O.No.Acad.C2/429/2017 dated,10-10-2017

2. U.O. No.Acad.C2/429/2017 Vol.II dated,03-06-2019

3. U.O.No. No.Acad.C3/13219/2019 dated: 26.06.2019

4. U.O.No. No.Acad.C3/13219/2019 dated: 20.11.2019

5. The Minutes of the online meeting of the Board of Studies in English (UG), held on Zoom platform on 02 nd June 2020

6. Syllabus and Model Question Papers of the III Semester B.A English Language and Literature (Core Courses) submitted by The Chairman Board of in English (UG) dated 15.06.2019

ORDER

1. A Curriculum Restructuring Committee was constituted in the University vide the paper read (1) above to co-ordinate the activities of the Syllabus Revision of the UG programmes in Affiliated Colleges of the University.

2. The Revised Regulation for UG Programmes in Affiliated Colleges under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) was implemented with effect from 2019 Admission as per paper read (2) above.

3. Subsequently,the Scheme of the Core, Generic Elective Courses & Syllabus and Model Question Papers of the I & II Semesters of B.A. English Language and Literature programme (Core Courses) under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in the Affiliated Colleges under the University were implemented with effect from 2019 Admission, subject to reporting to the Academic Council vide paper read (3) & (4) above.

4. Accordingly, as per the paper read (5) above, the Board of Studies in English (UG) finalized the Syllabus and Model of Question papers of the III Semester of B.A. English Language and Literature (Core Courses) programme, to be implemented with effect from 2019 Admission and the Chairman submitted the same vide paper read (6)

5. The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with, accorded sanction to implement the Syllabus and Model Question

papers of the III Semester of English Language and Literature (Core Courses) programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in the Affiliated Colleges under the University, with effect from 2019 Admission, subject to reporting to the Academic Council.

6. The Syllabus and Model Question Paper of the III Semester of B.A. English Language and Literature (Core Courses) programme, are uploaded in the University Website (www.kannuruniversity.ac.in)

Orders are issued accordingly.

For more details log on to www.kannuruniversity.ac.in

Sd/-

BALACHANDRAN V K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: The Principals of Affiliated Colleges

Copy To: 1. The Examination Branch (through PA to CE)
2. The Chairperson, Board of Studies in English (UG)
3. PS to VC/PA to PVC/PA to Registrar
4. DR/AR-I/ARII (Academic)
5. The Computer Programmer (for uploading in the website)
6. SF/DF/FC



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SECTION OFFICER

Kannur University

BA English Language and Literature

Core Courses

Curriculum, Syllabus and Scheme for
3B03ENG:Old English to Medieval English Literature (500-1500)

Course Outcomes

1. Have an understanding of the contexts which produced Old English literature.
2. Read translations of / extracts from key texts of the Old English period
3. Understand the key aspects of Old English language.
4. Understand the key genres, authors, texts, styles and themes of the Medieval English Period.
5. Read excerpts from the variety of writings produced during Medieval English Period.
6. Understand the key aspects of Medieval English dialects.

Course Details

Course Code: 3B03ENG

Title of the Course:Old English to Medieval English Literature (500-1500)

Semester Assigned:3

No. of Credits: 3

Contact hours/week:4

Total No. of contact hours:72

Core Text

Allen, Valerie. "Medieval English, 500-1500." English Literature in Context, Ed. Paul Poplawski, Cambridge UP, 2018, pp.1-97.

Content Specifications

Module I (1 hour)

Chronology and Historical Overview: Chronology of the Period, Beating of the Bounds, Roman Occupation, Anglo-Saxon Conquest, Kingship, Peasant's Revolt of 1381, The *Colloquy* of Aelfric of Eynsham, Feudalism and Social Status, The Feudal Pyramid, The Status of Women, The Church, The Connection between Church and State, Thomas Becket, Archbishop of Canterbury, Papal Authority, Heresy, Wycliffe and the Lollards

Module II (1 hour)

Literary Overview: Language, Alliterative Quality of OE, French Influence, Latin Influence, Transformation from OE to ME, The Great Vowel Shift, Old English Epics or Heroics, Historical Chronicles, Romance, *Beowulf* and *Brut*, The Rise of Theatre, Church and Theatre, Morality, Miracle and Mystery Plays.

Texts and Issues: The Church and Literature, Saints and Martyrs in Literature, Geoffrey Chaucer and *The Canterbury Tales*, Wealth, Gold as Wealth, Gift-giving, Wages, Men Writing about Women, Harlotrie.

Module III (2 hours)

Representative Texts from the Period: *The Battle of Maldon*, *Ancrene Wisse*, *Sir Gawain and the Green Knight*, *Second Shepherd's Play*

Review of Reference Material: Primary Texts and Anthologies, Introductions and Overviews, Further Reading (Books, Websites, Films)

.

Guidelines for Evaluation (3B03ENG)

Internal Evaluation: (Total Marks= 10)

1. Model Examination = 5 Marks
2. Assignment (Topics may be chosen from works in the reference section) = 2.5 Marks
3. Viva Voce/Seminar= 2.5 Marks

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – **3 Hours** Maximum Marks - **40**

1. One essay (250 words) out of two from Module- 1 & 2 (Marks -1x8=8)
2. One essay (250 words) out of two from Modules- 3 (Marks -1x8=8)
3. Four out of six questions(100words) from all Modules (Marks -4x4=16)
4. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

Model Question Paper**Kannur University****Model Question Paper****BA English Language and Literature**

Course Code: 3B03ENG(Old English to Medieval English Literature (500-1500))

Time: 3hours Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1x8= 8 marks)

1. Feudalism and Social Status
2. Old English Epics

II. Write an essay in 250 words on one of the following: (1x8=8 marks)

3. *The Battle of Maldon*
4. *Second Shepherd's Play*

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. Peasant's Revolt of 1381
6. Wycliffe and the Lollards
7. The Great Vowel Shift
8. Wealth and wages
9. *Sir Gawain and the Green Knight*
10. *Ancrene Wisse*

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. What does the ceremony of the “Beating of the Bounds” represent?
12. When did Rome abandon the formal occupation of Britain and why?
13. What makes King Alfred the most famous King of the Anglo-Saxon Period?
14. What is the *Colloquy* of Aelfric of Eynsham and what is its significance?
15. What does “Whan Adam dalf, and Eve span/ Wo was thanne a gentilman?” mean?
16. What is the main theme of *Beowulf*?
17. What is a “Miracle Play?”
18. What is the main question raised in “God of Love’s letter” ?
19. What is alliterative verse? Give an example.
20. How does the *Second Shepherd’s Play* open?

Kannur University

BA English Language and Literature

Core Courses

Curriculum, Syllabus and Scheme for
3B04ENG:Renaissance and Restoration Literatures (1485-1780)

Course Outcomes

1. Define Renaissance literature/ Problems of definition
2. Trace the relationship between political economy, cultural history and production of arts and literature during the early modern period
3. Read specimens of major works belonging to the Renaissance period.
4. Understand the problematics of “modernisation” of Britain including the development of political parties and parliamentary democracy through the cultural productions of Restoration period
5. Identify literary narratives that deal with slave trade and colonial aspirations.
6. Understand the development of literary criticism as a meta-narrative to literature.
7. Read specimens of major works belonging to the Restoration period.

Course Details

Course Code: 3B04ENG

Title of the Course: Renaissance and Restoration Literatures (1485-1780)

Semester Assigned: 3

No. of Credits: 4

Contact hours/week: 5

Total No. of contact hours: 90

Core Texts

1. Hiscock, Andrew. “The Renaissance, 1485-1660.” English Literature in Context, Ed. Paul Poplawski, Cambridge UP, 2018, pp.98-188.
2. Morrissey, Lee. “The Restoration and Eighteenth Century, 1660-1780.” English Literature in Context, Ed. Paul Poplawski, Cambridge UP, 2018, pp.189-273.

Content Specifications

Module I (1 hour)

Chronology and Historical Overview of “The Renaissance (1485-1660)”: Chronology of the Period, Tudor Sovereignty, 1485-1603, The Early Stuarts and the Interregnum-Civil War, The British Nations, Relations between England and Scotland, England and Ireland, Culture and Society of the Renaissance, Feudalism to Capitalism, London, Economic Problems, Poverty and Crime, Politics, Power and Ideologies, Social Rank and Status, Monarchy, Belief and Thought, Reformation, Scientific Advances.

Module II (1 hour)

Literary Overview of “The Renaissance (1485-1660)”: Literacy and Education, Church and Education, Universities, Continuities, Innovations and Influences, Playhouses, Intellectual Influences, Greco-Roman Legacies, ‘Writing, Production, Consumption and the Marketplace’, Language, Standardisation of Language during the Renaissance, ‘Forms, Genres, Styles,’ Pastoral, Tragedy and Comedy, Epic, ‘Authors, Texts, Subjects,’ The English Bible,

Texts and Issues of “The Renaissance (1485-1660)”: Texts and Political Structures, The Question of Sovereignty, Gender Roles and Relations, Love and Sexuality, ‘Nationhood, Race, Colonialism and Empire.’

Module III (1 hour)

Representative Texts from the Period: *Utopia*, *The Tragedy of Mariam*, *Hamlet*, Philip Sydney and Mary Wroth, John Donne,

Review of Reference Material: Primary Texts and Anthologies, Introductions and Overviews, Further Reading

Module IV (1 hour)

Chronology and Historical Overview of “The Restoration and Eighteenth Century, 1660-1780”: ‘The Monarchy, 1660-1745,’ Restoration, Charles II, The Exclusion Crisis, James II, The Glorious Revolution, Succession Crises and the Act of Union, The South Sea Bubble, The Last Jacobite Rebellion, Agriculture, London’s Restorations, Urbanisation and Interconnection, Consumer Culture, Education, Marriage, Greenwich and Political Geography, Evangelism and Methodism.

Literary Overview of “The Restoration and Eighteenth Century, 1660-1780”: Literature and Letters, Restoration Poetry, Restoration Drama, The Origin of the Novel, The Role of Women in Writing and Reading of the Novel, Literary Criticism, The Enlightenment.

Module V (1 hour)

Texts and Issues of “The Renaissance (1485-1660)”: The Royal Society and the Institutions of Modern Science, *Paradise Lost*, Locke’s Philosophy, Enlightenment Cosmopolitanism, Eighteenth Century Slave Narratives, Samuel Johnson and the Dictionary of the English Language, ‘Burke, Hastings and Cook: Great Britain Globalises,’

Representative Texts from the Period: Aphra Behn’s *Oroonoko or the Royal Slave*, Daniel Defoe’s *Robinson Crusoe*, *Gulliver’s Travels*, *Essay on Man*, Samuel Richardson’s *Clarissa or the History of a Young Lady*.

Review of Reference Material: Primary Texts and Anthologies, Introductions and Overviews, Further Reading

Guidelines for Evaluation (3B04ENG)

Internal Evaluation: (Total Marks= 10)

1. Model Examination = 5 Marks
2. Assignment (Topics may be chosen from works in the reference section) = 2.5 Marks
3. Viva Voce/Seminar= 2.5 Marks

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – **3 Hours**Maximum Marks - **40**

1. One essay (250 words) out of two from Module- 1,2 &3 (Marks -1x8=8)
2. One essay (250 words) out of two from Modules- 4&5(Marks -1x8=8)
3. Four out of six questions(100words) from all Modules (Marks -4x4=16)
4. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

Model Question Paper

Kannur University

Model Question Paper

BA English Language and Literature

Course Code: 3B04ENG (Renaissance and Restoration Literatures,1485-1780)

Time: 3hours Maximum Marks: 40

I. Write an essay in250 words on one of the following: (1x8= 8 marks)

1. Forms, Genres, Styles of the Renaissance Period.
2. William Shakespeare's *Hamlet*.

II. Write an essay in250 words on one of the following: (1x8=8 marks)

3. The Enlightenment.
4. Aphra Behn's *Oroonoko or the Royal Slave*

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. Scientific advances in Renaissance England.
6. Gender roles and relations during the Renaissance period.
7. The works of John Donne
8. The South Sea Bubble
9. The Origin of the Novel
10. *Paradise Lost*

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. What was the occasion of James VI of Scotland becoming the monarch of England?
12. What change is described as the enormous economic transition during the Renaissance Period?
13. What is the main feature of the Poor Law of 1536?
14. What was the main part of the curriculum of Oxford and Cambridge Universities during the Renaissance Period?
15. What were the Inns of Court?
16. Define *genre*.
17. Which are the two extraordinary devastations suffered by London in the seventeenth century?
18. Which work is known as the first English epic and who is the author?
19. Who is described as the first professional female author in England? Name one of her works?
20. What is narrative transvestism?

(Abstract)

B.A. English Programme- Revised Scheme, Syllabus and Model Question Papers of the Core, Discipline Specific Elective, Generic Elective Courses from IV, V and VI Semesters of B.A. English (Language and Literature) under Choice Based Credit and Semester System (Outcome Based Education System - OBE) in Affiliated Colleges with effect from 2019 Admission- Implemented- Orders issued.

ACADEMIC C SECTION

Acad.C3/13219/2019

Dated: 20.11.2020

Read:-1. U.O. No.Acad.C2/429/2017 dated,10-10-2017

2. U.O. No.Acad.C2/429/2017 Vol.II dated,03-06-2019

3. U.O. No. No.Acad.C3/13219/2019 dated: 26.06.2019, 20.11.2019 & 23.06.2020

4. The Minutes of the online meeting of the Board of Studies in English (UG), held on 05th August 2020

5. Syllabus and Model Question Papers of IV Semester onwards of B.A English (Language and Literature) submitted by the Chairman Board of in English (UG) dated: 28.10.2020

ORDER

1. A Curriculum Restructuring Committee was constituted in the University vide the paper read (1) above to co-ordinate the activities of the Syllabus Revision of the UG programmes in Affiliated Colleges.

2. The Revised Regulations for UG Programmes in Affiliated Colleges under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) was implemented with effect from 2019 Admission as per paper read (2) above.

3. Subsequently, the Scheme of the Core, Generic Elective Courses, Syllabus and Model Question Papers of I, II & III Semesters of B.A. English programme (Core Courses) under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in the Affiliated Colleges under the University were implemented with effect from 2019 Admission, subject to reporting to the Academic Council, vide paper read (3) above.

4. As per the paper read (4) above, the Board of Studies in English (UG) finalized the Revised Scheme, Syllabus and Model Question Papers of the Core, Discipline Specific Elective, Generic Elective Courses of IV, V & VI Semesters of B.A. English (Language and Literature) under Choice Based Credit and Semester System (Outcome Based Education System-OBE) in Affiliated Colleges with effect from 2019 admission and the Chairman submitted the same vide paper read (5).

5. The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(1) of the Chapter III of Kannur University Act 1996 and all other enabling provisions read together with, accorded sanction to implement the the revised Scheme, Syllabus and Model of Question papers of the Core, Discipline Specific Elective & Generic

Elective Courses from the IV. V & VI Semesters of B.A. English (Language and Literature) under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in the Affiliated Colleges with effect from 2019 Admission, subject to reporting to the Academic Council.

6. The revised Scheme, Syllabus and Model of Question papers of the Core, Discipline Specific Elective & Generic Elective Courses from the IV. V & VI Semesters of B.A. English (Language and Literature), are uploaded on the University Website (www.kannuruniversity.ac.in)

Orders are issued accordingly.

For more details log on to www.kannuruniversity.ac.in

Sd/-

BALACHANDRAN V K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: The Principals of Affiliated Colleges

Copy To: 1. The Examination Branch (through PA to CE)
2. The Chairperson, Board of Studies in English (UG)
3. PS to VC/PA to PVC/PA to Registrar
4. DR/AR-I (Academic)
5. The Computer Programmer (for uploading in the website)
6. Information Desk
7. SF/DF/FC.

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SECTION OFFICER



Revised Scheme for Courses in English (As per the decision taken by the Board of Studies in English (UG) in its meeting held on 5th August 2020.

B.A. ENGLISH LANGUAGE AND LITERATURE- CORE COURSES

COURSE CODE	COURSE TITLE	SEMESTER	HOURS PER WEEK	CREDIT	EXAM HRS
1B01ENG	Malayalam Literature in English Translation	I	6	5	3
2B02ENG	Academic Writing, Methodology and Research Project	II	6	5	3
3B03ENG	Old English to Medieval English Literature (500-1500)	III	4	3	3
3B04ENG	Renaissance and Restoration Literatures (1485-1780)	III	5	4	3
4B05ENG	The Romantic Period (1780-1832)	IV	5	4	3
4B06ENG	The Victorian Age (1832-1901)	IV	4	3	3
5B07ENG	The Early Twentieth Century ((1901-1939)	V	6	4	3
5B08ENG	The Late Twentieth and Twenty-First Centuries(1939-2018)	V	6	5	3
5B09ENG	Postcolonial Literatures in English	V	6	5	3
5B10ENG	Linguistics	V	5	4	3
6B11ENG	Project	VI	1	2	--
6B12ENG	Literary Theory	VI	6	5	3
6B13ENG	Women's Writing	VI	5	4	3
6B14ENG	Indian Writing in English	VI	4	3	3
6B15ENG	Film Studies	VI	5	4	3
6B16ENG	Discipline Specific Elective	VI	4	4	3
TOTAL			-	64	

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS(EXCEPT 6B11ENG & GEC)
EXTERNAL	80 %	40
INTERNAL	20%	10

(DISCIPLINE SPECIFIC ELECTIVE COURSES)

Sem.	Course Code	Title of the Course	H/W	Credits
6	6B16(1) ENG	World Literature in Translation	4	4
6	6B16(2) ENG	Indian Writing in Translation	4	4
6	6B16(3) ENG	Writing for Media	4	4

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

PART– 3 (GENERIC ELECTIVE COURSES IN ENGLISH)

Semester	Course Code	Name of the Course	H/W	Credits	EXAM HRS
5	5D01 (1) ENG	English for Competitive Examinations	2	2	2
5	5D01 (2) ENG	Film Studies	2	2	2
5	5D01(3) ENG	Theatre Studies	2	2	2
5	5D01(4) ENG	Visual Arts	2	2	2
5	5D01 (5) ENG	Gender Studies	2	2	2
5	5D01(6) ENG	Creative writing	2	2	2

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	75%	20
INTERNAL	25%	5

Kannur University

BA English Language and Literature

Core Courses

Curriculum, Syllabus and Scheme for
4B05ENG: The Romantic Period (1780-1832)

Course Outcomes

1. Understand the cultural history of the period and recognise the features of literary romanticism
2. Trace the relationship between political economy, cultural history and production of arts and literature with reference to the romantic period
3. Read specimens of major works belonging to the period

Course Details

Course Code: 4B05ENG

Title of the Course: The Romantic Period (1780-1832)

Semester Assigned: 4

No. of Credits: 4

Contact hours/week: 5

Total No. of contact hours: 90

Core Texts

1. Kitson, Peter J. "The Romantic Period, 1780-1832." *English Literature in Context*, Ed. Paul Poplawski, Cambridge UP, 2018, pp.274-363.

Content Specifications

Module I (1 hour)

Chronology and Historical Overview of "The Romantic Period (1780-1832)":

Chronology of the Period, Culture and Society, Belief and Thought, Methodism, The Evangelical Revival, Politics, Power Ideologies, The Slave Trade and Abolitionism

Module II (1 hour)

Literary Overview of “The Romantic Period (1780-1832)”: Romanticism as an Aesthetic Category, Continuities, Innovations and Influences, The Gothic, Modes of Production and Consumption, The *Edinburgh* and The *Quarterly*. Authors, Texts and Subjects, The Lake School, Byronism, Women Romantic Poets, Labouring Poets, The Romantic Novel, Romantic Drama, Mental Theatre

Module III (1 hour)

Texts and Issues of “The Romantic Period (1780-1832)”: Class, Power and Politics, Land and Landscape, The Sublime, the Beautiful and the Picturesque, Science, **Gender and Sexuality**, Nationhood, Empire and the Orient, Orientalism, Slavery and the Transatlantic Slave Trade, Olaudah Equiano and the Slave Narrative.

Module IV (2 hours)

Representative Texts from the Period: *Lines Composed a Few miles Above Tintern Abbey, on Revisiting the Banks of the Wye during a Tour, July 13, 1798*, *Sense and Sensibility* by Jane Austen, *The Giaour* by Lord Byron, *Frankenstein and the Modern Prometheus* by Mary Shelley,

Review of Reference Material: Primary Texts and Anthologies, Introductions and Overviews, Further Reading

Guidelines for Evaluation (4B05ENG)

Internal Evaluation: (Total Marks= 10)

1. Model Examination = 5 Marks
2. Assignment (Topics may be chosen from works in the reference section) = 2.5 Marks
3. Viva Voce/Seminar= 2.5 Marks

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – **3 Hours** Maximum Marks - **40**

1. One essay (250 words) out of two from Module- 1&2 (Marks -1x8=8)
2. One essay (250 words) out of two from Modules- 3&4 (Marks -1x8=8)
3. Four out of six questions (100 words) from all Modules (Marks -4x4=16)
4. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

Model Question Paper

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Model Question Paper

BA English Language and Literature

Course Code: 4B05ENG(The Romantic Period (1780-1832))

Time: 3 hours

Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1x8= 8 marks)

1. Cultural and Social life during the Romantic Period.
2. The Romantic Novel

II. Write an essay in 250 words on one of the following: (1x8=8 marks)

3. Gender and Sexuality during the Romantic Period.
4. *Sense and Sensibility*

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. The Industrial Revolution.
6. Labouring Poets
7. "Science" and Romanticism
8. Orientalism
9. The theme of "The Sublime" in "Tintern Abbey Lines"
10. Byronism

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. In which year was the *Lyrical Ballads* published?

12. What is "Enclosure?"
13. Define "Methodism."
14. What does the term "The Gothic" mean?
15. Name the two leading literary reviews of the nineteenth century.
16. Who were the poets identified by Robert Southey as belonging to the Satanic School of Poetry?
17. Define "Mental Theatre."
18. What is a slave narrative?
19. "A presence that disturbs me with the joy
Of elevated thoughts;
What is the presence alluded to in these lines?
20. Point out the main contrast between the character of Hassan and that of Giaour.

Kannur University

BA English Language and Literature

Core Courses

Curriculum, Syllabus and Scheme for
4B06ENG: The Victorian Age (1832-1901)

Course Outcomes

1. Understand a range of Victorian literature in relation to a range of contexts including Victorian anxieties about modernity, madness, sexual transgression and disease.
2. Analyze the work of a range of Victorian writers, both canonical and less well-known, and with a range of genres including the novel, short story and poetry.
3. Identify and discuss theoretical discourses concerning class, sexuality, gender and colonialism as these illuminate a range of Victorian texts.
4. Understand and deploy a range of terms and concepts integral to Victorian literature.

Course Details

Course Code: 4B06ENG

Title of the Course: The Victorian Age (1832-1901)

Semester Assigned: 4

No. of Credits: 3

Contact hours/week: 4

Total No. of contact hours: 72

Core Texts

1. Frawley, Maria. "The Victorian Age, 1832-1901." *English Literature in Context*, Ed. Paul Poplawski, Cambridge UP, 2018, pp.364-469.

Content Specifications

Module I (1 hour)

Chronology and Historical Overview of "The Victorian Age (1832-1901)":

Chronology of the Period, Transformation and the Victorian Age, Queen Victoria,

Benjamin Disraeli, Government, Reforms Act and the Beginning of Democracy, Legislative Initiatives and Social Reform, Religion, Science Technology and innovation, The Great Exhibition, Technologies of Travel, Commerce and the British Empire, Print Technology and the Press,

Module II (1 hour)

Literary Overview of “The Victorian Age (1832-1901)”: Continuities and Influences, Modes of Production and Consumption: The Literary Marketplace, Language, Forms, Genres and Styles, The New Woman, Poetry, The Pre-Raphaelite Brotherhood, Drama, Essays,

Module III (1 hour)

Texts and Issues of “The Victorian Age (1832-1901)”: Class Relations, Conflict and the Condition of England, Cityscapes, Countryside and Victorian Ruralism, Science, Nature and Crises of Faith, Empire, Race and National Identity, Gender Roles and Relations.

Module IV (1 hour)

Representative Texts from the Period: *Jane Eyre* by Charlotte Bronte, *Bleak House* by Charles Dickens, “Goblin Market” by Christina Rossetti, *Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson, *The Importance of Being Earnest* by Oscar Wilde.

Review of Reference Material: Primary Texts and Anthologies, Introductions and Overviews, Further Reading

Guidelines for Evaluation (4B06ENG)

Internal Evaluation: (Total Marks= 10)

1. Model Examination = 5 Marks

2. Assignment (Topics may be chosen from works in the reference section) = 2.5 Marks

3. Viva Voce/Seminar= 2.5 Marks

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – **3 Hours** Maximum Marks - **40**

1. One essay (250 words) out of two from Module- 1&2 (Marks -1x8=8)
2. One essay (250 words) out of two from Modules- 3&4 (Marks -1x8=8)
3. Four out of six questions (100 words) from all Modules (Marks -4x4=16)
4. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

Model Question Paper

Kannur University

Model Question Paper

BA English Language and Literature

Course Code: 4B06ENG

Course Title: The Victorian Age (1832-1901)

Time: 3hours

Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1x8= 8 marks)

1. Technologies of Travel, Commerce and the British Empire during the Victorian Age
2. Language, Forms, Genres and Styles during the Victorian Age

II. Write an essay in 250 words on one of the following: (1x8=8 marks)

3. Gender Roles and Relations during the Victorian Age.

4. *The Importance of Being Earnest*

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. Reform Acts
6. Religion during the Victorian Age

7. The Pre-Raphaelite Brotherhood

8. Victorian Ruralism

9. "The White Man's Burden"

10. Spiritual Autobiography

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. In which year was Charles Darwin's *On the Origin of Species* published?

12. Who was Benjamin Disraeli?

13. What is the "New Poor Law?"

14. What is The Great Exhibition?

15. How did the term "Bowdlerize" originate?

16. Who are described as the indispensable middlemen between authors and readers?

17. Who was the person behind the largest and the most influential lending library in Victorian Britain?

18. What does "The New Woman" mean with reference to the Victorian Age?

19. Define Chartism.

20. What was the pseudonym adopted by Christina Rossetti?

Kannur University

BA English Language and Literature

Core Courses

Curriculum, Syllabus and Scheme for
5B07ENG: The Early Twentieth Century ((1901-1939))

Course Outcomes

1. Understand the cultural, political, and stylistic protocols of modernism and its various literary manifestations.
2. Trace the relationship between political economy, cultural history and production of arts and literature
3. Read specimens of major works belonging to the period.

Course Details

Course Code: 5B07ENG

Title of the Course: The Early Twentieth Century ((1901-1939))

Semester Assigned: 5

No. of Credits: 4

Contact hours/week: 6

Total No. of contact hours: 108

Core Texts

1. Poplawski, Paul. "The Twentieth Century, 1901-1939." *English Literature in Context*, Ed. Paul Poplawski, Cambridge UP, 2018, pp.364-469.

Content Specifications

Module I (1 hour)

Chronology and Historical Overview of "The Early Twentieth Century, 1901-1939":

Chronology of the Period, Continuities, Notes of Discord, Liberal Reform and the Rise of Labour, Labour Representation, Irish Home Rule, The First World War, Britain between the Wars: Politics, Economy, Social Change,

Module II (2 hour)

Literary Overview and Texts and Issues of “The Early Twentieth Century, 1901-1939”: Modernism, Continuities, Influences and Innovations, Modes of Production and Consumption, The Literary Marketplace, Forms, Genres and Styles, The First World War and English Literature, The Position of Women, Feminism and the Suffrage Movement, Psychology, Perception and the Question of Meaning, Cubism, Epiphany.

Module III (3 hours)

Representative Texts from the Period: *Tono-Bungay* by H. G. Wells, *The Rainbow* by D. H. Lawrence, *The Waste Land* by T. S. Eliot, *Mrs Dalloway* by Virginia Woolf, Changing Conceptions of Character and Identity.

Review of Reference Material: Primary Texts and Anthologies, Introductions and Overviews, Further Reading .

Guidelines for Evaluation (5B07ENG)

Internal Evaluation: (Total Marks= 10)

1. Model Examination = 5 Marks
2. Assignment (Topics may be chosen from works in the reference section) = 2.5 Marks
3. Viva Voce/Seminar= 2.5 Marks

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – **3 Hours**Maximum Marks - **40**

1. One essay (250 words) out of two from Module- 1&2 (Marks -1x8=8)
2. One essay (250 words) out of two from Modules- 3 (Marks -1x8=8)
3. Four out of six questions (100 words) from all Modules (Marks -4x4=16)
4. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

Model Question Paper**Kannur University****Model Question Paper****BA English Language and Literature****Course Code: 5B07ENG****Course Title: The Early Twentieth Century, 1901-1939**

Time: 3 hours

Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1x8= 8 marks)

1. The First World War
2. Forms, Genres and Styles during the early twentieth century.

II. Write an essay in 250 words on one of the following: (1x8=8 marks)

3. *The Waste Land*
4. *Mrs Dalloway*

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. Rise of Labour
6. Irish Home Rule
7. Modernism
8. Feminism and the Suffrage Movement
9. Epiphany
10. Changing conceptions of character and identity during the early twentieth century

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. Who is the author of the play *Pygmalion*?
12. Who ascended the throne of England upon the death of Queen Victoria in 1901?
13. What is meant by a pluralistic society?
14. What was the incident that sparked off the First World War?
15. Name any two novels by Henry James.

16. What is a triple-decker novel?
17. What came to be known as 'the latrine school of War-fiction'?
18. What was the suffrage movement?
19. Define Cubism.
20. Who is the comic-grotesque figure in H. G. Wells' *Tono-Bungay*?

Kannur University

BA English Language and Literature

Core Courses

Curriculum, Syllabus and Scheme for
5B08ENG: The Late Twentieth and Twenty-First Centuries(1939-2018)

Course Outcomes

1. Understand the cultural, political, and stylistic protocols of post-modernism and the various literary movements
2. Understand and apply the basics of the various reading strategies that emerged during the period
3. Read specimens of major works belonging to the period.

Course Details

Course Code: 5B08ENG

Title of the Course: The Late Twentieth and Twenty-First Centuries (1939-2018)

Semester Assigned: 5

No. of Credits: 5

Contact hours/week: 6

Total No. of contact hours: 108

Core Texts

1. Brannigan, John. "The Twentieth and Twenty-First Centuries, 1901-2015" *English Literature in Context*, Ed. Paul Poplawski, Cambridge UP, 2018, pp.541-618.

Content Specifications

Module I (1 hour)

Chronology and Historical Overview of "The Late Twentieth and Twenty-First Centuries, 1939-2015": Chronology of the Period, Britain and the Post-War World, Social Political and Economic Change, The Welfare State, Culture and Identity, Belief and Thought.

Module II (2 hour)

Literary Overview and Texts and Issues of “The Late Twentieth and Twenty-First Centuries, 1939-2015”: Literature and the Second World War, Realism, Modernism, Post-Modernism, The Decline of English Literature, The Post-Modern Novel, The Twenty-First Century Novel, Post-Imperial and Post-Colonial English Writing, Modes of Production and Consumption, Language (Whose English?), Post-Modern Fiction, Political Drama, Diversity in the Face of Poetry, Environmental Prose or the New Nature Writing, Class, Culture and Society, Gender and Sexuality, Empire, Race and National Identity.

Module III (3 hours)

Representative Texts from the Period: *Nineteen Eighty-Four* by George Orwell, *The Lonely Londoners* by Sam Selvon, *The Whitsun Weddings* by Philip Larkin, *Union Street* by Pat Barker, *Blasted* by Sarah Kane, *Dart* by Alice Oswald, *How to Be Both* by Ali Smith.

Review of Reference Material: Primary Texts and Anthologies, Introductions and Overviews, Further Reading

Guidelines for Evaluation (5B08 ENG)

Internal Evaluation: (Total Marks= 10)

1. Model Examination = 5 Marks
2. Assignment (Topics may be chosen from works in the reference section) = 2.5 Marks
3. Viva Voce/Seminar= 2.5 Marks

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – **3 Hours**Maximum Marks - **40**

1. One essay (250 words) out of two from Module- 1&2 (Marks -1x8=8)
2. One essay (250 words) out of two from Modules- 3 (Marks -1x8=8)
3. Four out of six questions (100 words) from all Modules (Marks -4x4=16)
4. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

Model Question Paper

Kannur University

Model Question Paper

BA English Language and Literature

**Course Code: 5B08ENG
Centuries (1939-2018)**

Course Title: The Late Twentieth and Twenty-First

Time: 3hours

Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1x8= 8 marks)

1. Britain and the Post-War World.
2. Gender and Sexuality.

II. Write an essay in 250 words on one of the following: (1x8=8 marks)

3. *Nineteen Eighty-Four*
4. *Blasted*

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. The Welfare State
6. Britishness and Englishness
7. Realism
8. The Generation without Purpose
9. New Nature Writing
10. The theme of *The Lonely Londoners*

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. In which year was homosexuality decriminalised in England?

12. Who is the longest reigning monarch in British history?
13. What is the Commonwealth?
14. What came to be known as “Thatcherism?”
15. Name two ‘war poets’ of the Second World War.
16. Name any two stylistic features associated with post-modern literature.
17. What is ‘dystopian sensibility?’
18. What was ‘In-Yer-Face’ theatre?
19. In which year was George Orwell’s *Nineteen Eighty-Four* originally published?
20. Name a poet associated with “The Movement” poets.

Kannur University

BA English Language and Literature

Core Courses

Curriculum, Syllabus and Scheme for
5B09ENG: Postcolonial Literatures in English

Course Outcomes

1. Understand the cultural, political, and stylistic protocols of post-modernism and the various literary movements
2. Understand and apply the basics of the various reading strategies that emerged during the period
3. Read specimens of major works belonging to the period.

Course Details

Course Code: 5B09ENG

Title of the Course: Postcolonial Literatures in English

Semester Assigned: 5

No. of Credits: 5

Contact hours/week: 6

Total No. of contact hours: 108

Core Texts

1. Poplawski, Paul. "Postcolonial Literature in English" *English Literature in Context*, Ed. Paul Poplawski, Cambridge UP, 2018, pp.619-708.

Content Specifications

Module I (2 hour)

Chronology and Historical Overview of "Postcolonial Literature in English":

Chronology of the Period, The Compass of the British Empire, Some Origins of Empire, Motifs of Empire, One or Two-or Three- Empires?, The Scramble for Africa and the Age of Imperialism, Decolonisation and the End of the Empire, Neo-Colonialism.

Module II (2 hour)

Literary Overview and Texts and Issues of “Postcolonial Literature in English”:

Postcolonial Literature: Defining the Field, Types of Colony, Language, Styles and Local Cultures, Modernism, Christianity and the Bible, Writing Back to the Canon.

Module III (2 hours)

Representative Texts from the Period: *Weep Not, Child* by Ngugi wa Thiong’o, *Wide Sargasso Sea* by Jen Rhys, *The Arrivants: A New World Trilogy* by (Edward) Kamau Braithwaite, *Clear Light of Day* Anita Desai,

Review of Reference Material: Primary Texts and Anthologies, Introductions and Overviews, Further Reading

Guidelines for Evaluation (5B09ENG)

Internal Evaluation: (Total Marks= 10)

1. Model Examination = 5 Marks
2. Assignment (Topics may be chosen from works in the reference section) = 2.5 Marks
3. Viva Voce/Seminar= 2.5 Marks

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – **3 Hours** Maximum Marks - **40**

1. One essay (250 words) out of two from Module- 1&2 (Marks -1x8=8)
2. One essay (250 words) out of two from Modules- 3 (Marks -1x8=8)
3. Four out of six questions (100 words) from all Modules (Marks -4x4=16)
4. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

Model Question Paper**Kannur University****Model Question Paper****BA English Language and Literature****Course Code: 5B09ENG****Course Title: Postcolonial Literatures in English**

Time: 3hours

Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1x8= 8 marks)

1. Motifs of Empire
2. Modernity, Christianity and the Bible.

II. Write an essay in 250 words on one of the following: (1x8=8 marks)

3. *Weep Not, Child*
4. *Clear Light of Day*

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. The Origin of the Empire
6. Protestant Reformation and English Colonialism
7. The unique features of India as a colony
8. The Civilising Mission
9. Canon in Literature
10. The main theme of *Wide Sargasso Sea*

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. In which year was slave trade abolished in the British empire?
12. Name any two works by Chinua Achebe?
13. What is the 'oceanic perspective' about Britain's colonial power?
14. What is denigrating about the term 'literatures'?
15. Why does Nayantara Sahgal dislike the term 'postcolonial'?
16. What is meant by Commonwealth literature?

17. What does the use of the lower case in 'english literature' signify?
18. What is a hybridising process?
19. What is the name of Ken Saro-Wiwa's novel in 'rotten English'?
20. Which place is the setting of Olive Schreiner's *The Story of an African Farm*.

Kannur University

BA English Language and Literature Core Courses

Curriculum, Syllabus and Scheme for 5B10 ENG: Linguistics

COURSE OUTCOMES:

- 1 Learn the theories Regarding origin, development and history of Languages.
- 2 Learn the cardinal concepts related to Linguistics.
- 3 Understand the modern directions In Linguistic Studies.
- 4 Understand the basic concepts of Linguistics.
- 5 Understand the various Levels of Linguistic Analysis (Phonology, Morphology Etc.)
- 6 Apply Linguistics to Different areas of activities like ELT , Translation etc.

Course Details

Course Code : 5B10 ENG

Title of the Course : Linguistics

Semester Assigned : 5

No. of Credits : 4

Contact hours/ week : 5

Total No. of contact hours : 90

Content Specifications

Module 1 (1 hour)

Definition ---theories about the origin of language--- Earlier form of language—
Characteristics Of Language—Difference Between Animal And Human Communication—
Linguistics—Linguistics as a Science .

Module 2 (2 hours)

History of Linguistics—Prescriptive—Descriptive—Traditional —Structuralism—
Contribution of Saussure and Bloomfield —Emerging/Modern Branches of Linguistics—
Psycho Linguistics—Socio Linguistics --Anthropological—Neurolinguistics—Applied—
Ethno--Computational—Forensic/ Legal—Stylistics Etc.

Module 3 (2 hours)

Levels of Linguistic analysis —Phonetics and Phonology-Syllable—Stress—Intonation Etc.
Morphology—Word Formation ---Bound Morphemes —Inflections— Derivations Etc.
Syntax-IC Analysis—Phrase Structure Grammar—Transformational Generative Grammar—
Semantics/ Pragmatics —Sense —Reference—Lexical- Grammatical Meaning Etc.—Discourse
Analysis—Coherence, Cohesion Etc.

Guidelines For Evaluation (5B10 ENG)

Internal Evaluation : (Total marks =10)

1. Model Examination = 5 Marks
2. Assignment (Topics may be chosen from works in the reference section) = 2.5 Marks
3. Viva voce / Seminar = 2.5 Marks

End Semester Examination (Total marks – 40)

Pattern of Question Paper

Time = 3 Hours

Maximum Marks = 40

- 1. One essay (250 words) out of two from Module – 1 &2 (Marks 1 x6=6)**
- 2 .One essay (250 words) out of two from Module -1&3 (Marks- 1x6=6)**
- 3. Six out of nine questions (100 words) from all Modules (Marks 6x3=18)**
- 4 .Ten short answer questions out of thirteen from all Modules (marks -10x1=10)**

Model Question Paper

Kannur University

Model Question Paper

BA English Language and Literature

5B10 ENG : Linguistics

Maximum marks : 40

Time : 3hrs

I Answer **any one** of the following in about **250 words** : (1x6=6)

- 1) What are the emerging branches of Linguistics?
- 2) Explain the theories regarding the origin of language.

II Answer **any one** of the following in about **250 words** : (1x6=6)

- 3) Briefly explain the levels of Linguistic Analysis.
- 4) Explain IC analysis. Write its limitations?

III Answer any **six** of the following in about **100words(6x 3=18)**

- 5) Write the characteristics of human Language.
- 6) Write a note on structuralism and the contribution of Saussure.
- 7) What is the difference between Traditional and structural Grammar?
- 8) Explain Syntagmatic and Paradigmatic relations ?
- 9) What is Semantics? Write its types.
- 10) Explain Phrase Structure Grammar with example.
- 11) Is Linguistics a science ? Explain.
- 12) What are the differences between competence and performance?
- 13) Write about word formation.

IV Answer **ten** of the following in **not more than two sentences** (10 x 1=10)

- 10) Explain synchronic study of language.
- 11) What is Neurolinguistics?

- 12) What is Sociolect?
- 13) Explain phonology.
- 14) Definition of Language.
- 15) What are Rewrite rules?
- 16) What is Diglossia?
- 17) What are allomorphs?
- 18) Language is -----transmitted?
- 19) What is the branch of linguistics that deals with language and society?
- 20) *Syntactic Structures* was published in the year -----
- 21) Give a name associated with Generative Linguistics.
- 22) The study of speech is called -----

Kannur University

BA English Language and Literature

Core Courses

Curriculum, Syllabus and Scheme for
6B11ENG: Project

Course Outcomes

1. Learn and apply prescribed documentation styles and methodological formalities.
2. Understand and apply the mechanics of writing.
3. Critically engage with a literary theme or topic and generate ideas while gathering, evaluating and organising existing materials.
4. Understand the basic formalities regarding research in humanities.

Course Details

Course Code: 6B11ENG

Title of the Course: Project

Semester Assigned: 6

No. of Credits: 2

Contact hours/week: 1

Total No. of contact hours: 18

Core Texts

1.Klarer, Mario. *Introduction to Literary Studies*. London: Routledge, 2013.

2.MLA Handbook 8th Edition

Specifications

1. A Project work culminating in a dissertation should be undertaken by all students. Students may identify topics of their choice and finalize it in consultation with the supervising teacher.
2. Project work shall be carried out under the supervision of a teacher in the parent department. The allocation of supervisors shall be done by the concerned department.

3. The Project work shall be prepared according to the general guidelines provide by MLA. Two typed copies of the Project report shall be submitted to the HOD two weeks before the commencement of the ESE.
4. The Project shall have both internal as well as external evaluation. The external evaluation of the project shall be followed by a viva voce at the end of the semester.
5. Each student has to do the Project work independently. Collaborative projects are not acceptable.
6. The teaching hour allotted for project may be utilized for discussing documentation styles, research methodology and the formalities of academic writing.
7. The Project Report must be between 25-30 typed A4 size pages (10000 words), with double spacing between the lines and a size 12 easily readable typeface. As far as possible the report may be printed on one side of the paper only with a left margin of 1.5 inches and a margin of 1 inch on all other sides. Indent the first line of each paragraph by 1.5 inches and do not justify the text at the right margin.
8. Plagiarism of all sorts will be penalized.

Guidelines for Evaluation (6B11 ENG)

1. Total marks for Project is 25 (20 external and 5 internal)
2. The ESE of the Project work shall be conducted by two external examiners
3. Submission of Project Report and presence of the student for viva are compulsory for internal evaluation
4. No marks shall be awarded to a candidate if he/she fails to submit the Project Report for external evaluation
5. A student shall be declared to pass in the Project Report Course if he/she secures minimum 40% marks of the aggregate and 40% separately for external
6. In case a candidate fails, the Project work may be redone and the report may be resubmitted along with subsequent exams
7. There shall be no improvement chance

Internal Evaluation: (Total Marks= 5)

Criteria like accountability, punctuality and the effort that has gone into the work related to the project should be taken into consideration while awarding the internal marks. If necessary, a viva-voce examination related to the project or even a presentation by the student about the project could be used as criteria for awarding internal marks.

End Semester Examination (Total Marks - 20)

1. Relevance, justification and objectives = 5
2. Documentation/Methodology/ References and Bibliography= 5
3. Quality of Analysis/ Conclusion =5
4. Viva= 5

Kannur University

BA English Language and Literature

Core Courses

Curriculum, Syllabus and Scheme for

6B12ENG: Literary Theory

Course Outcomes

1. Understand the basics of various theoretical positions in literary and culture studies.
2. Apply specific theoretical insights into the study of specific works of art as well as other cultural articulations.
3. Understand the ideological assumptions underlying common-sense notions and canon formation.

Course Details

Course Code: 6B12ENG

Title of the Course: Literary Theory

Semester Assigned: 6

No. of Credits: 5

Contact hours/week: 6

Total No. of contact hours: 108

Content Specifications:

MODULE I (1 hour)

Canon, Paradigm, Discourse, Ecriture, Marginality, Diaspora, Region, Identity, Caste, Regression, Repression, Culture, Hegemony, Ideology, Modernity, Public Sphere.

MODULE II (1 hour)

Aesthetics, Classical Criticism, Cultural Imperialism, Eurocentrism, Liberal Humanism, Neo Colonialism, New Historicism and Cultural Materialism, Orientalism.

MODULE III (2 hours)

Structuralism, Post-structuralism, Postmodernism, Marxist Criticism, Psychoanalytic Criticism, Post-Colonial Criticism, Post-human Discourses, Feminisms.

MODULE IV (2 hours)

1. Terry Eagleton, "What is Literature?"
2. Stephen Greenblatt, "Introduction to *The Power of Forms in the English Renaissance*."
3. P.P. Raveendran, "Literature as Supermarket: Mapping World Literature Today."
4. E.V. Ramakrishnan, "Beyond Canons and Classrooms: Towards a Dialogic Model of Literary Historiography."

Reference:

1. Eagleton, Terry. "What is Literature?" *Literary Theory: An Introduction*. Blackwell Publishers, 1983. 01-14.
2. Greenblatt, Stephen. "Introduction to *The Power of Forms in the English Renaissance*." *The Norton Anthology of Theory of Theory and Criticism*. @nd ed. W.W. Norton and Company, 2010. 2251-2254
3. Raveendran, P.P. "Literature as Supermarket: Mapping World Literature Today." *Interdisciplinary Alter-Natives in Comparative Literature*. (Ed.) E.V. Ramakrishnan et.al. Sage Publications, 2013. 52-62.
4. Ramakrishnan, E.V. "Beyond Canons and Classrooms: Towards a Dialogic Model of Literary Historiography." *Indigenous Imaginaries*. Orient Blackswan, 2017. 218-226.
5. Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*. Arnold, 1992.
6. Felluga, Dino Franco. *Critical Theory: The Key Concepts* (Routledge Key Guides). Taylor and Francis. Kindle Edition.

Guidelines for Evaluation (4B15ENG)**Internal Evaluation: (Total Marks = 10)**

1. Model Examination = 5 Marks
2. Assignment/Seminar = 2.5 Marks
3. Analysis of literary pieces, films, performances, cultural practices = 2.5 Marks

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – **3 Hours** Maximum Marks - **40**

1. One essay (250 words) out of two from Module - 3 (Marks - 1x8=8)
2. One essay (250 words) out of two from Modules - 4 (Marks - 1x8=8)
3. Four out of six questions (100words) from all Modules (Marks - 4x4=16)
4. Eight short answer questions out of ten from all Modules (Marks - 8x1=8)

Model Question Paper

Kannur University

Model Question Paper

BA English Language and Literature

Course Code: 6B12ENG Title of the Course: Literary Theory

Time: 3hours

Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1x8= 8 marks)

1. What shift does the concept “culture is ordinary” effect in the study of literature?
2. Consider Freudian psychoanalysis as an explanatory account of patriarchy.

II. Write an essay in 250 words on one of the following: (1x8=8 marks)

3. How is a politics of reading/interpretation implicit in Eagleton’s discussion of value, ideology and historical contexts in forming a methodology for literary study?
4. How does E.V. Ramakrishnan illustrate the dissent and resistance built into the dynamics of literary traditions?

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. Caste
6. Region
7. Discourse
8. Hegemony
9. Cultural Imperialism
10. World Literature Today

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. Canon

- 12. Gaze
- 13. Repression
- 14. Identity
- 15. ISA
- 16. Renaissance
- 17. Literary Forms
- 18. Formalism
- 19. Paradigm
- 20. Eurocentrism

Kannur University

BA English Language and Literature

Core Courses

Curriculum, Syllabus and Scheme for 6B13ENG: Women's Writing

Course Outcomes

- Understand women's writing as a specific genre.
- Appreciate the variety in women's literature and the correlation between such variety and specific socio-political contexts.
- Understand the various dialogic positions within women's writing.
-

Course Details

Course Code	6B13ENG
Title of the Course	Women's Writing
Semester Assigned	6
No. of Credits	4
Contact hours/week	5
Total No. of contact hours	90

Content Specifications

Module I-Essay (1 hour)

1. In Search of our Mothers' Gardens : Alice Walker
2. Performative Acts and Gender Constitution : Judith Butler

Module II-Drama (1hour)

1. *Bayen* : Mahasweta Devi
2. *Top Girls* : Caryl Churchill

Module III-Fiction (2 hours)

Room : EmmaDonoghue

Short Fiction

1. ADeer in the Forest :Ambai
2. The Yellow Wallpaper :Charlotte Perkins Gilman
3. Garments : Tahmima Anam
4. The Story of an Hour :KateChopin
5. Inside Every Woman Writer :Sarah Joseph
6. The Fly :

Katherine Mansfield

Module IV Poetry (1hour)

- | | |
|-------------------------------|----------------------|
| 1. Identity | :Julio Noboa Polanco |
| 2. I am not that Woman | :Kishwar Naheed |
| 3. This is a photograph of me | :Margaret Atwood |
| 4. Aunt Jennifer's Tigers | :Adrienne Rich |
| 5. Phenomenal Woman | :Maya Angelou |
| 6. The Mother | :Gwendolyn Brooks |
| 7. Another Woman | :Imtiaz Darker |

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. Moi, Toril. *Sexual/Textual politics*. London: Methuen, 1985.
6. Jacobus, Mary. *Women Writing and Writing About Women*. London: Croomhelm, 1979.
7. Eagleton, Mary. Ed. *Feminist Literary Criticism*. London: Longman, 1991.
8. Showalter, Elaine. Ed. *Speaking of Gender*. London: Routledge, 1989.
9. Showalter, Elaine. *A Literature of their Own*. London: Virago, 1978.
10. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge, 1990.
11. Virginia Woolf, *A Room of One's Own*. New York: Harcourt, 1957.
12. Lewis, Reina and Sara Mills. (2003). ed. *Feminist Postcolonial Theory: A Reader*. New York and London: Routledge. - Chandra Talpade Mohanty, bell hooks, Adrienne Rich, Sara Mills.

Guidelines for Evaluation (6B13ENG)

Internal Evaluation (Total Marks - 10)

1. Model Examination- 5 marks
2. Assignment- 2.5 marks
3. Viva/seminar- 2.5 marks

End Semester Examination (Total Marks -40)

Pattern of Question Paper

Time--3Hours

Maximum Marks—40

1. One essay (200words) out of two frommodule-1 (Marks-1x8=8)
2. One essay (200words) out of two frommodule-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 frommodules-2&3 including short fiction. (Marks-8x1=8)

Kannur University

Model Question Paper

BA English Language and Literature

Course Code 6B13ENG

Title of the Course:Women's Writing

**Time : 3 hours
40****Maximum Marks :**

1. Write **an essay** of about 200 words on any one of the following: (1x8=8 marks)
 1. Give an account of the struggle undergone by the black woman artist .
 2. Explain how Butler deals with the concept of self or identity and its Constitution
- II. Write **an essay** of about 200 words on any one of the following: (1x8=8 marks)
 1. How does the use of a child's perspective alter the narrative of Emma Donoghue's *Room*.
 2. Explore the theme of ownership within the play *Top Girls* .
- III. Answer **any four** of the following in not more than 80 words: (4x 4 = 16 marks)

1. Analyse the theme of gender struggle in the poem *Aunt Jennifer's Tigers*.
2. How does Kishwar Naheed react to the abuse of women ?
3. Discuss 'Inside Every Woman Writers' as a story of triumph and glory.
4. Explain how "Phenomenal Woman" reflects Angelou's politics on race and gender?
5. Sketch the character of Mrs. Mallard.
6. What is important about the title 'The Yellow Wallpaper'?

IV. Answer **eight** of the following **in one or two** sentences: (8x 1 = 8 marks)

1. Where does Jack sleep on nights when old Nick visits?
2. Why should the Bayen keep out of Malindar's path?
3. What does the woman writer expect at Aunt Mable's house?
4. What is the present Ma has for Jack on his actual birthday ?
5. What was the terrible blow that the Boss received at the hands of fate ?
6. Which guest is the first to arrive at Marlene's dinner party ?
7. When did the Bayen begin to feel pain while burying children?
8. Why does Mrs. Mallard choose to be alone ?
9. To what physician does John at one point threaten to send the narrator?
10. Whose grave did Mrs. Woodfield's daughters happen to come across in the cemetery in Belgium ?

BA English Language and Literature Core Courses

Curriculum, Syllabus and Scheme for 6B14ENG: Indian Writing in English

Course Outcomes

1. Understand Indian Writing in English as a specific genre based on certain common sociopolitical contexts
2. Understand the various dialogic positions within Indian Writing in English.
3. Read specimens of major works belonging to the genre of Indian Writing in English
4. Understand the regional diversities and thematic plurality of IWE

Course Details

Course Code: 6B14ENG

Title of the Course: Indian Writing in English

Semester Assigned: 6

No. of Credits: 3

Contact hours/week: 4

Total No. of contact hours: 72

Content Specifications

Module I (1 hour) Critical Perspectives on Indian Writing in English

1. Introduction (Part II only) to *An Illustrated History of Indian Literature in English*: A K Mehrotra
2. “On Indian Writing in English” (Essay from *Indian Literature: Positions and Propositions*): K Sachidanandan
3. “Situating the Contemporary Indian (English) Novel” (Essay from *Another Canon: Indian Text and Traditions in English*) : Makarand Paranjpe

Module II (1 hour) Indian Writing in English: Fiction

1. *The Shadow line* (Novel): Amitav Ghosh
2. *Of white Hairs and Cricket* (Short Story): Rohinton Mistry

Module III (I hour)
Indian Writing in English: Drama

1. “The Old Indian Theatre” (Article from *The Discovery of India*): Jawaharlal Nehru
2. *Naga Mandala* (Drama) : Girish Karnad

Module IV (I hour)
Indian Writing in English: poetry

1. *The Harp of India*: Henry Vivian Dorazio
2. *Gitanjali* : songs 35 and 36 (“Where the mind is” and “This is my prayer”) : Rabindra Nath Tagore
3. *Poet, Lover Bird Watcher*: Nizzim Ezekiel
4. *Ghanasyam*: Kamala Das
5. *Exile* (Throug holes in a wall....Vocal in the newsboy): R Parthasarathy
6. *Frog and the Nightingale*: Vikram Seth
7. *Where Do You Come From*: Meena Alexander

Reference

Mehrotra Aravind Krishna . “Introduction ,Part II”, *An Illustrated History of Indian Literature in English*, editted by Aravind Krishna Mehrotra, Permanent Black,2003 ,(p 5-11)

Nehru Jawaharlal. “The Old Indian Theatre”. *The Discovery of India*. Oxford university Press,11th print,1991,P 20-22.

Paranjpe Makarand . “Situating the Contemporary Indian (English) Novel” . *Another Canon: Indian Text and Traditions in English*, Anthem Press,2009

Sachidanandan K. “On Indian Writing in English” . *Indian Literature: Positions and Propositions*. Pen craft International, New Delhi, 1999, P185-189.

Ten Twentieth Century Indian Poets. Edited by R Parthasarathy,16th Impression, Oxford University Press,2002.

Guidelines for Evaluation (6B14ENG)

Internal Evaluation: (Total Marks=10)

1. Model Examination = 5 Marks
2. Assignment (topics may be chosen from the works in the reference section)=2.5 Marks
3. Viva Voce/ Seminar=2.5 Marks

End Semester Examination

(Total Marks=40)

Pattern of Question Paper

Time: 3 Hrs

Maximum Marks: 40

1. One essay (250 words) out of two from Module- 1 (Marks -1x8=8)
2. One essay (250 words) out of two from Modules- 2&3 (Marks -1x8=8)
3. Four out of six questions(100words) from all Modules (Marks -4x4=16)
4. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

Model Question Paper**Kannur University****Model Question Paper****BA English Language and Literature**

Course Code: 6B14ENG

Course Title: Indian Writing in English

Time: 3hours Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1x8= 8 marks)

1. Write a brief history of the Indian writing in English in the 19th century.
2. How Does Sachidanandan refute Rushdi's belittling of Indian regional literature against writing in English.

II. Write an essay in 250 words on one of the following: (1x8=8 marks)

3. The exploitation and immurement of women as presented through mythical elements in Nagamandala.

4. Amitav Ghosh's treatment of violence in *The Shadow Lines*

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. Kalidasa's greatness (*The Old Indian theater*)

6. Describe the confrontation between the frog and the nightingale

7. The relationship between Kersi and his father in *Of White Hairs and Cricket*

8. How does Paranjpe show that Indian novels manifest the birth of a nation.

9. To what ideal state the poet want his country to be led in song 35 of *Gitanjali*?

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. What are the reasons for the poet's feeling of 'exile' ?

12. How did Europe come to know about "Shakunthalam" first?

13. What is the prayer to the lord in song 36 of *Gitanjali*?

14. How does Nizzim Ezekiel compare bird watching with poetic creation?

15. What was Kersi engaged in doing on Sundays?

16. What type of a class formation was envisaged by Macauley's Minutes of 1835?

17. How did Rani help the cobra to escape from Appanna in the last scene of *Nagamandala*?

18. Which words were taught to the children to pronounce correctly in Meena Alexander's poem?

19. What is the theme of the "The Harp of India"?

20. Life and death are compared with what all things in "Ghanasyam"?

Kannur University

BA English Language and Literature

Core Courses

Curriculum, Syllabus and Scheme for
6B15ENG: FILM STUDIES

Course Outcomes

1. Understand the major Movements, Genres and Masters in the history of Cinema and how cinema connects with history, politics, technology, psychology and performance.
- 2: Understand the nature of representation on screen and how class, race, caste, ethnicity and gender are represented.
- 3: Analyze and appreciate film as art form thorough close readings of films.

Course Details

Course Code: 6B15ENG

Title of the Course: FILM STUDIES

Semester Assigned:6

No. of Credits: 4

Contact hours/week: 5

Total No. of contact hours: 90

Content Specifications

MODULE I (1 hour)

INTRIDUCTION TO THE CINEMA

HISTORY

The Birth of Cinema- The Silent Period- The Classical Period- Evolution of Sound Cinema- The Post War Period-The Transitional Period-The Contemporary Period- Studio system- Star system and fan studies- History of exhibition- From theatres to Netflix (OTT platforms).

FILM MOVEMENTS

German Expressionism-Soviet Montage-Italian Neo-realism- French New Wave-Hollywood Cinema-Japanese Cinema-Korean Cinema-Iranian Cinema- African Cinema- Anti-Semitic films- Films by women directors –National Cinema-Indian Cinema-Malayalam Cinema

FILM THEORIES

Realism-Formalism-Auteur Theory-Apparatus Theory-Feminist Film Theory-Queer Theory-Culture Industry-Film Semiotics

MODULE II (2 hours)

FILM GENRES

Avant-garde-Documentary-Romantic Comedies-Road Movies-Gangsters-Sci-fi fantasy- Detective Cinema-Horror Cinema-Science fiction-Animations-Biopic-Crime thrillers- War movies-Sports movies-Feature films-Art films-Popular films-Melodrama- Short films-Digital films

FILM TERMS

Mise-en-scene: Setting, Props, Costume, Performance, Lighting and Colour

Cinematography: Shot-Extreme Long Shot, Long Shot, Medium Shot, Close up, Deep focus Shot, Reverse shot, Over- the- Shoulder Shot, Point-of-view Shot, High Angle shot, Low Angle shot, Canted frame, Masking, Pan, Tilt, Tracking, Crane, Shaking, Zooming,

Editing: Chronological editing, Cross cutting, Montage, Continuity editing, Continuity cuts, Jump cuts, Match cuts, 30 Degree rule, 180 Degree rule -Long Take

Sound: Diegetic and non diegetic sound effect, Ambient sound, Music, Voiceovers, Parallel and Contrapuntal sound, Sound bridge, Special effects, Sound editing, Spotting, Onscreen sounds, Off screen sounds, Background and Foreground music, Dialogue tracks, Music Tracks

Pre-Production: Idea, Script, Storyboard, Schedule, Budget, Crew, Location, Art Direction, Casting.

Production: Set Preparation, Camera, Sound and Shooting.

Post Production: Visual and Sound Editing, Mixing, Graphics / Animation, Marketing and distribution.

Students should understand the key concepts of pre-production, production and post-production of film making by visiting film shooting locations and recording studios. Students should produce a digital/short/mobile film of 5 to 10 minutes as part of their internal assessment where their duties must be divided and assigned as Director, Script writer, Cinematographer, Editor, Actor etc.

It should be a group activity of 6 to 10 students and a screening festival may be conducted in the college level or intercollegiate level.

This can be tested as part of the internal assessment

MODULE III (1 hour)

SELECTED ESSAYS ON FILM

1. Satyajit Ray: National Styles in Cinema
2. Arundhathy Roy : *The Great Indian Rape – Trick 1*
3. Hariprasad Athanickal :Home and thereabouts: Notes on Dalit Interiority in Malayalam Cinema

MODULE IV (1 hour)

FILMS FOR ANALYSIS AND APPRECIATION:

1. Akira Kurosawa: *Rashomon*
2. Shekhar Kapur: *Bandit Queen*
3. Sasikumar M. : *Subramaniapuram*
4. Ramu Kariat: *Neelakuyil*

FOR VIEWING AND ANALYSIS -INTERNAL ASSESSMENT

1. *Battleship Potemkin* : Sergei M. Eisenstein
2. *Modern Times* : Charlie Chaplin
3. *Ramesh Sippy* : *Sholay*
4. *Pather Panchali* : Satyajit Ray
5. *Elipathayam* : Adoor Gopalakrishnan.
6. *Gulabi Talkies* : Girish Kasaravalli.
7. *Chokher Bali* : Rituparno Ghosh
8. *Salam Bombay* : Mira Nair
9. *Xala* : Sembene Ousmane
10. *Spring, Summer, Fall, Winter... and Spring* : Kim Ki-duk.

11. *The Motorcycle Diaries* : Walter Salles
12. *The Day I Became a Woman* : Marzieh Meshkini.
13. *Daughters of the Dust*:Julie Dash:
- 14.*Thoovanathumbikal* : P Padmarajan.
15. *Ponthanmada* : T. V. Chadran
16. *Akashagopuram* : K.P.Kumaran
- 17.*Kammatipaadam* : RajeevRavi
- 18.Chayilyam : Manoj Kana
19. *A Pestering Journey* : K.R. Manoj
20. *22 Female Kottayam* : Aashiq Abu

Books for Reference

1. Amy Villarejo. *Film Studies : The Basics*. London & New York: Routledge, 2015. Print
2. Balakrishnan C.V. *Cinemayude Idangal* ,Mathrubhoomi Books,2013. Print
3. Berger, John. *Ways of Seeing*. London: Penguin, 1972. Print.
4. Deshpande, Anirudh. *Class, Power and Consciousness in Indian Cinema and Television*. Delhi: Primus Books, 2009. Print.
5. Geiger, Jeffrey and R.L. Rutsky, eds. *Film Analysis : A Norton Reader*. New York: W.W.Norton &Company,2013.Print
6. Gopinathan, K. ed. *Film and Philosophy*. Calicut University: Publication Division, 2003.
7. James Monaco, *How to Read a Film*, Oxford University Press, 2000.
8. J Dudley Andrew, *The Major Film Theories: An Introduction* New Delhi Oxford
9. Louis Giannetti, *Understanding Movies*, Simon and Schuster Company, USA
10. Mirzoeff, Nicholas. *Visual Culture Reader*. Routledge: London, 1998. Print.
11. Monaco, James. *How to Read a Film: The Art, Technology, Language, History and Theory of Film and Media*. Oxford: OUP, 1981, 195. Print.
12. Nick Lacey. *Introduction to Film*, Palgrave Macmillan, 2005.
13. Pillai, Meena T, ed. *Women in Malayalam Cinema: Naturalizing Gender Hierarchies*. Hyderabad: Orient Blackswan, 2010. Print.
14. Rajadhyaksha, Ashish and Paul Willemen, eds. *Encyclopedia of Indian Cinema*. New Delhi: OUP, 1999. Print.
15. Shohini Chaudhuri, *Contemporary World Cinema*, Edinburgh University Press, 2005.
16. Shohini Chaudhuri, *Feminist Film Theorists : Laura Mulvey, Kaja Silverman, Teresa de Lauretis, Barbara Creed*. New York: Routledge,2006.Print.
17. Susan Hayward, *Key concept in Cinema studies*, Routledge, 2004.Print.
18. Yves Thoraval, *The Cinemas of India*, Macmillan, 2000. Print.

Guidelines for Evaluation (6B15ENG)

Internal Evaluation: (Total Marks= 10)

1. Model Examination = 5 Marks
2. **Produce a digital/short/mobile film** = 2.5 Marks
3. Film review (From Films for viewing and analysis)= 2.5 Marks

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – **3 Hours**Maximum Marks - **40**

1. One essay (250 words) out of two from Module- 3 (Marks -1x8=8)
2. One essay (250 words) out of two from Modules- 4(Marks -1x8=8)
3. Four out of six questions(100words) from all Modules (Marks -4x4=16)
4. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

Model Question Paper

Kannur University

Model Question Paper

BA English Language and Literature

Course Code: 6B15ENG

FILM STUDIES

Time: 3hours

Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1x8= 8 marks)

1. Write an essay on Arundhati Roy's views on rape depiction in cinema.
2. Hariprasad in his essay argues that it is not just the physical interior (inside of the house to be precise) that is denied to dalit characters but also they are not even developed to become rounded ones (psychological interiority) in Malayalam Cinema. Substantiate.

II. Write an essay in 250 words on one of the following: (1x8=8 marks)

1. 3. Vittorio de Sica's *The Bicycle Thieves* as a Italian Neo-realistic film.

4. *Daughters of Dust* intervenes the historic portrayals of black life that would have experienced the horrific system of slavery. Discuss

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. Lumiere Brothers.

6. Auteur Theory

7. French New Wave

8. Road Movies

9. Mise-en-scene

10. Montage

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. Sergei Eisenstein

12. What is persistence of vision?

13. Kuleshov effect

14. Dialogue tracks

15. OTT platforms

16. Canted frame

17. 180 Degree rule

18. Diegetic and non diegetic sound effect

19. Manoj Kana

20. Akira Kurosawa

Kannur University

BA English Language and Literature

Discipline Specific Elective Courses

Curriculum, Syllabus and Scheme for
6B16(1) ENG: World Literature in Translation

Course Outcomes:

1. The student will have an enhanced sensibility to appreciate the great world classics both old and modern and thereby build up a larger perspective of international history and culture.
2. In a period of transnational mobility an understanding of the composite cultures of the world and the evolution of geo-political realities will empower the students to keep their own adaptability and attitudes well in tune with the newly emerging situations on an international level.
3. Literature, language, politics, topographical and national spaces have positively crossed their conventional boundaries so a wide panoramic view of literary and cultural studies will enable students to have a holistic understanding of the new challenges that prevail in contemporary times. This will be a buffer capital to the undergraduate students with regard to their intellectual competence and life skills in taking up challenges with better resilience and compassionate understanding of humanity and practical values.

Course Details

Course Code: 6B16(1) ENG

Title of the Course : World Literature in Translation

Semester Assigned : 6

No. of Credits : 4

Contact hours/week : 4

Total no. of contact hours : 72

Content Specifications:

Module 1 (1 hour) :

Introductory ideas on world classics covering the following authors and their masterpieces :

Greek and Roman: Homer – Virgil – Aeschylus – Sophocles –

Euripides – Aristophanes – Nikos Kazantzakis

Italian: Dante – Boccaccio – Tasso – Ariosto –Italo Calvino– Umberto Eco

German: Goethe – Herman Hesse – Gunther Grass – Thomas Mann

Russian: Pushkin – Gogol – Dostoevsky – Tolstoy - Chekhov – Gorky.

French : Sartre – Emile Zola – Marcel Proust

Module2(1 Hour)

Poetry

1. Dante: Divine Comedy Canto IV
2. Omar Khayyam: The Rubaiyat: 68-72
3. Rainer Maria Rilke: Adam
4. Alexander Pushkin: I Loved You
5. Arthur Rimbaud :The Drunken Boat
6. Goethe :Prometheus

Module 3(1 Hour)

Drama :

1. Sophocles :*Oedipus Rex*
2. Bertholt Brecht :*A Respectable Wedding* (One Act Play)

Module 4Fiction(1 Hour)

Short Story &Novel :

1. Leo Tolstoy :The Repentant Sinner
2. Guy de Maupassant : The Piece of String
3. Anton Chekhov : Vanka
4. Italo Calvino :The Man Who Shouted Teresa
5. Jorge Luis Borges : The Library of Babel

Albert Camus :*The Plague* (Penguin edition)

Online Sourcesfor Core Texts :**Poetry**

1. [https://en.wikisource.org/wiki/Divine_Comedy_\(Longfellow_1867\)/Volume_1/Canto_4](https://en.wikisource.org/wiki/Divine_Comedy_(Longfellow_1867)/Volume_1/Canto_4)
2. <https://www.prosperosisle.org/spip.php?article903>
3. http://www.famouspoetsandpoems.com/poets/rainer_maria_rilke/poems/16410
4. <https://allpoetry.com/i-loved-you>
5. <https://www.poetryfoundation.org/poems/55036/the-drunken-boat>
6. <http://poemsintranslation.blogspot.com/2014/05/goethe-prometheus-from-german.html>

Short Stories :

1. https://en.wikisource.org/wiki/Twentythree_Tales/The_Repentant_Sinner
2. <https://www.ibiblio.org/eldritch/ac/vanka.html>
3. <https://www.uky.edu/~eushe2/Pajares/calvino/calteresa.html>
4. <http://www.eastoftheweb.com/short-stories/UBooks/PiecStri.shtml>

Recommended Reading :

1. Arane, R. Victoria. *The Facts on File Companion to World Literature*. New York: Facts on File, 2008.
2. Damrosch, David. *How to Read World Literature*. Oxford: Blackwell, 2009.
3. D'Haen, Theo. *The Routledge Concise History of World Literature*. New York: Routledge, 2012.
4. D,Haen, Theo, David Damrosch and DjelalKadir. Ed. *The Routledge Companion to WorldLiterature*. New York: Routledge, 2012.

5. Nicoll, Allardyce. *World Drama from Aeschylus to Anouilh*. New York: Harcourt Brace, 1950.
6. Hadas, Moses. *Greek Drama*. Bantam Classics, 1983.
7. Cuddon J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*. London : Penguin , 2013.

Guidelines for Evaluation

Internal Evaluation: (Total Marks= 10)

1. Model Examination = 5 Marks
2. Students shall be given assignments based on the authors and their works in Module 1. The assignment will carry a maximum of 2.5 Marks.
3. Seminar / Viva based on the texts in Modules 2,3, and 4 = 2.5 Marks

End Semester Examination (Total Marks : 40)

Pattern of Question Paper

Time – 3 Hours

Maximum Marks – 40

1. One essay (250 words) out of two from Module- 2 (Marks : 1x8=8)
2. One essay (250 words) out of two from Module–3&4 (Marks :1x8=8)
3. Four out of eight questions(100words) from Modules 1and 4 : (Marks : 4x4=16)
4. Eight short answer questions out of ten from Modules2, 3 and 4
(Marks 8x1=8)

Model Question Paper

Kannur University

Model Question Paper

BA English Language and Literature

**Course Code:6B16(1)ENG World Literature in Translation
(2019 ADMISSION ONWARDS)**

I. 1.

Time: 3hours Maximum Marks: 40

- I. Write an essay of about 250 words on one of the following:
1. Bring out the thematic / humanistic concerns in Dante's *Divine Comedy* .
 2. How effective is the use of myth in Goethe's poem *Prometheus*

(1x8= 8 marks)

II. Write an essay of about 250 words on one of the following:

1. Consider the elements of classical tragedy found in Sophocles's *Oedipus Rex*.
3. Discuss *The Plague* as a novel that symbolically represents a sick society that suffers in several ways in post-war Europe.

(1 X 8 = 8)

III. Attempt any four out of the following eight questions in about 100 words each.
It is compulsory that you attempt two questions from each section :

Section A

1. Boccaccio's *Decameron*
2. Nikos Kazantzakis as a modern novelist
3. Gunther Grass as a post-war novelist
4. Aristophanes as a pioneer of classical comedy

Section B

5. The theme of sin and repentance in Tolstoy's story "The Repentant Sinner"
6. Vanka's loneliness as portrayed by Chekov
7. Attempt a character sketch of Dr. Rieu in *The Plague*

8. The allegoric elements of a sick society in *The Plague*
(4 X 4 = 16)

IV. Eight short answer questions out of ten from Modules 2, 3 and 4

1. Fear and regret in Rubaiyat
2. Adam in Rilke's poem
3. Theme of lost love in Pushkin's "I Loved You"
4. Oedipus's tragic flaw
5. One Act Play as a dramatic medium
6. Blindness of belief in "The Man Who Shouted Teresa"
7. The theme of separation in *The Plague*
8. Library as a symbol in "The Library of Babel"
9. The victimized child in "Vanka"
10. Imagery in Rimbaud's "The Drunken Boat"

(Marks 8x1=8)

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Kannur University
BA English Language and Literature
Discipline Specific Elective Courses
Curriculum, Syllabus and Scheme for
6B16(2)ENG: Indian Writing in Translation

Course Outcomes

- To introduce the student to the polyphony of modern Indian writing in translation.
- To understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
- To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
- To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.

Course Details

Course Code: 6B16(2) ENG

Title of the Course: Indian Writing in Translation

Semester Assigned:6

No. of Credits: 4

Contact hours/week: 4

Total No. of contact hours: 72

Content Specifications

Module 1 (one hour)

Critical perspectives on Indian writing in Translation

1. Decolonizing the Indian Mind -Namvar Singh

2. A Link literature for India –Sujit Mukherjee

Module II Drama (One Hour)

One Day in Ashada

Mohan Rakesh

Module III Fiction (One Hour)

The Fakir

Sunil Gangopadhyay (Monabi Mitra Tr.)

Short Fiction

- | | |
|----------------------------|-----------------------|
| 1. Shroud | Premchand |
| 2. Rebati | Fakir Mohan Senapathi |
| 3. A Woman at Kadayanallur | T Padmanabhan |
| 4. A Season of No Return | Gurdial Singh |
| 5. The Quilt | Ismat Chughtai |

Module IV Poetry (1 hour)

- | | |
|--------------------------------|-----------------------|
| 1. The Creative Process | Amrita Preetam |
| 2. Negro My Brother | Ali Sardar Jafri |
| 3. Ice Cubes, Cakes & Rotti | Souvik Bandopadhyaya |
| 4. My Sister's Bible | S. Joseph |
| 5. On Bismillah Khan's Shehnai | Chennavira Kanavi |
| 6. Tibet | Uday Prakash |
| 7. What Frenzy is This | Zareef Ahammed Zareef |
| 8. Girl in the Kitchen | Vaidehi |

Suggested Reading

1. Dhananjay Kapse Ed. Modern Indian Writing in English Translation: A Multilingual Anthology, World View Publications, Delhi 2016
2. Vinay Darwadkar and A.K Ramanujan Ed. The Oxford Anthology of Modern Indian Poetry 1996
3. Abhay K Ed. The Bloomsbury Anthology of 100 More Great Indian Poets, Bloomsbury India 2019
4. C P Deshpande Ed. Indian Drama an Anthology
5. Fifteen Stories, Padma Jaya Kumar, Tarjuma Calicut 2008

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&3 (Marks -1x8=8)
3. Four out of six questions(80words) from short stories and poetry (Marks 4x4=16)
4. Eight out of ten short answers from short stories and poetry (Marks 8x1=8)

Model Question Paper

Kannur University
Model Question Paper
BA English Language and Literature
Course Code: 6B16(2) ENG- Indian Writing in Translation

Time: 3hours

Maximum Marks: 40

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

1. Critically evaluate the decolonizing perspectives presented by Namwar Singh?
2. How do English translations function as a Link literature for India, according to Sujit Mukherjee?

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

3. Examine the Artistic liberty and the slavery of authority in *One Day in Ashada*?
4. The Fakir is a fictionalised biography of Lalal Fakir- Substantiate?

III. Answer **four** of the following in about 80 words: (4x4= 16 marks)

5. Ingenuity of subaltern resistance in the story, *Shroud*?
6. comment on the psycho geographical journey in *A Season of No Return*
7. What is the theme of the story, *The Quilt*?
8. Comment on the Imagery in the poem *Negro My Brother*
9. What is the inconvenient question raised by the terms 'tradition' and 'atmatatwa' according to Namwar Singh?
10. What is curious about the sister's Bible?

IV. Answer **eight** of the following in not more than two sentences: (8x1=8 marks)

11. Which resistance is more urgent for a woman like Budhiya?
12. What is special about the woman in *Kudayanallur*?
13. Who is the protagonist of the play *One Day in Ashada* and how he is connected with nature?
14. What are the dominant themes in *Rebati* ?
15. What was Kauri's internal conflict?

16. This B.C girl in the kitchen
Blows foo foo in the kitchen –Explain?
17. Why did the poet smear the glass with blood?
18. What are mixed up with ice cubes and sipped luxuriously?
19. Who makes the place green with one breath?
20. Silent, puzzled, Drained
She stands and looks- Explain?

Kannur University

BA English Language and Literature

Discipline Specific Elective Courses

Curriculum, Syllabus and Scheme for
6B16(3) ENG: Writing for Media

Course Outcomes

1. To understand and analyze the media evolution and critically evaluate the media content.
2. To understand the relationship between society and media and how it operates in the social circles
3. To understand the art of media production through theoretical and practical activities

Course Details

Course Code: 6B16 (3)ENG-

Title of the Course: Writing for Media

Semester Assigned:6

No. of Credits: 4

Contact hours/week: 4

Total No. of contact hours: 72

Content Specifications

Module I (1 hour)

Introduction to Mass Communication:

Evolution of communication - Definitions of Communication- Types of communication –
Characteristics of mass communication_ Effects of mass communication_ Barriers to
communication_ Brief history of mass media communication in India

Module II (2 hours)

Mass Media:

Nature and characteristics of mass media - the rise of modern
mass media -print, radio, film, TV and internet - Functions of media - Media effects - Media
Culture-Media in transition-Cyber culture -Folk and traditional media-

Print Media

Introduction to Print Media: Definitions of News – Classification of News: Regional,
National, International - Pamphlets—Magazines--Newspapers

News Reporting: Idea generation- Gathering background information- Building contacts-News
Sources- News Agencies

Forms of reporting: Features- Profiles- Interviews- In depth analysis-
Investigative Reporting- Curtain raisers- Running stories- Citizen Reporting. Editorial-
Columns-

Electronic Media

Radio: Radio Skills, Broadcast Writing, Broadcast Terms, Scripting
for Radio, Story Structure, Lead, Body, Ending, Writing, Radio News and Features,
Programmes for Radio (Features, News, Interviews, Skits, Music Programmes, etc.)

Television : Television Skills – Scripting for TVProgrammes for TV (Features, News,
Interviews, Music Programmes, ads etc.)

Digital Media

Basic concepts of digital media

Finding and Using Online Information, news gathering via digital media tools: mobile
phones, internet etc, -digital media platforms. Social media networks-

Web Writing - Technical Writing – Blogging-Online Classes

Module III (1 hour)

Media Writing and Editing

Writing for print and electronic media – Various types of leads- News story structure (Inverted pyramid style, Hour glass style, Nut graph style)- editing process - correcting language – condensing stories - style sheet - headlines -sub heads - writing captions and outlines – editing in the electronic media

Students should understand the key concepts of Media writing and production as part of the media learning experience by visiting printing presses, recording studios, program production locations, TV and radio stations etc.

Students should produce a digital/short/mobile film or a TV News program or a Radio production of 5 to 10 minutes as part of their internal assessment where their duties must be divided and assigned as Director, Script writer, Cinematographer, Editor, Actor etc. It should be a group activity of 6 to 10 students and a screening festival may be conducted in the college level or intercollegiate level.

This can be tested as part of the internal assessment

Books for Reference:

1. Marshall McLuhan, *Understanding Media: The Extensions of Man*.
2. James Carey, "Mass Communication and Cultural Studies," in *Communication as Culture: Essays on Media and Society*
3. William J. Mitchell, "How to Do Things with Pictures," in *The Reconfigured Eye: Visual Truth in the Post-Photographic Era*.
4. John Fiske and John Hartley, "Bardic Television," in *Reading Television*.
5. De Fluer & Dennis. *Understanding Mass Communication*. Delhi: GoyalSaab Publishers
6. Keval J Kumar. *Mass Communication in India*
7. J V Vilanilam. *Mass Communication in India: A Sociological Perspective*. Delhi, Sage Books
8. Shaju P P. *Principles and Practice of Journalism*. Calicut Uty.Co Op Store, 2007.
9. John C Merrilett al. *Modern Mass Media*. Harper Collins
10. James Watson. *Media Communication*. Palgrave
11. John Fiske. *Introduction to Communication Studies*. Routledge
12. Harry Henderson. *Communication and Broadcasting*. Hyderabad: Orient Longman, 1997.
13. Klaus Bruhn Jensen, *A handbook of Media and Communication Research*, Routledge, 2003.

Guidelines for Evaluation (6B16 ENG-C)

Internal Evaluation: (Total Marks= 10)

1. Model Examination = 5 Marks

2. Produce a digital/short/mobile film or a TV News program or a Radio production = 2.5 Marks

3. Publish a Class Magazine or a Daily News Paper= 2.5 Marks

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – **3 Hours**Maximum Marks - **40**

1. One essay (250 words) out of two from Module- 2 (Marks -1x8=8)
2. Six out of eight questions(100words) from all Modules (Marks -6x4=16)
3. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

Model Question Paper

Kannur University

Model Question Paper

BA English Language and Literature

Course Code: 6B16 ENG-C Writing for Media

Time: 3 hours Maximum Marks: 40

- I. Write an essay in 250 words on one of the following: (1x8= 8 marks)
 1. Explain the scope and challenges of newspaper in the digital era
 2. Briefly comment on the scope and features of electronic media.
- II. Answer 6 of the following in about 100 words: (6x4= 24marks)
 3. What are the effects of mass communication
 4. Give a brief history of mass media communication in India

5. The rise of modern mass media
6. Explain Cyber culture
7. What is stylebook? Why is this meticulously maintained in every newsroom?.
8. News gathering via digital media tools
9. News story structure
- 10 Editing process in Print Media

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. Interpersonal communication
12. Doordarshan
13. Citizen reporter
14. Pamphlets
15. Profiles
16. Running stories
17. Lead
18. Blogger
19. Google classroom
20. Moodle

Kannur University

BA English Language and Literature

Generic Elective Courses

Curriculum, Syllabus and Scheme for
5D01 (1)ENG:English for Competitive Examinations

Course Outcomes

- To familiarise students with the language items required to take competitive examinations at various levels
- To acquaint the students with the basics of English grammar
- To enable the students to enrich their vocabulary
- To provide opportunities for the students to improve their listening and reading comprehension skills
- To familiarise the students with the questions that are commonly asked in various interviews and to help them frame the desirable responses

Course Details

Course Code: 5D01 (1)ENG

Title of the Course: English for Competitive Examinations

Semester Assigned:5

No. of Credits: 2

Contact hours/week: 2

Total No. of contact hours: 36

Content Specifications

Module I (1 hour)

Basic Grammar

- a) Concord
- b) Articles
- c) Modals
- d) Tenses

- e) Prepositions
- f) Question Tags
- g) Punctuations

Module II (1 hour)

Vocabulary and Writing

- a) Error Correction
- b) Vocabulary Test
- c) Rearrangement of words to form meaningful sentences
- d) Idiomatic Expressions
- e) Comprehension Passages
- f) Phrasal Verbs
- g) Collocation

Guidelines for Evaluation (5D01 (1) ENG)

Internal Evaluation: (Total Marks=5)

1. Model Examination =2.5 Marks
2. Assignment/Viva Voce/Seminar = 2.5 Marks

End Semester Examination (Total Marks - 20)

Pattern of Question Paper

Time – **2 Hours**Maximum Marks - **20**

1. One short essay (150 words) out of two from Module- 1&2 (Marks -1x5=5)
2. Comprehension/Punctuation/Error Correction/ any other task(Marks =3)
3. Twelve short answer questions (Marks- 12x1 =12)

Kannur University

BA English Language and Literature

Generic Elective Courses

Curriculum, Syllabus and Scheme for
5D01(2) ENG:FILM STUDIES

Course Outcomes

1. Understand the major Movements, Genres and Masters in the history of Cinema.
- 2: Understand the nature of representation on screen and how class, race, caste, ethnicity and gender are represented.
- 3: Analyze and appreciate film as art form through close readings of films.

Course Details

Course Code: 5D01(2) ENG

Title of the Course: FILM STUDIES

Semester Assigned: 5

No. of Credits: 2

Contact hours/week: 2

Total No. of contact hours: 36

Content Specifications

MODULE I

INTRODUCTION TO THE CINEMA

HISTORY

The Birth of Cinema- The Silent Period - Evolution of Sound Cinema- The Contemporary Period- Studio system- Star system and fan studies- History of exhibition- From theatres to Netflix (OTT platforms).

FILM MOVEMENTS

German Expressionism-Soviet Montage-Italian Neo-realism- French New Wave-Hollywood Cinema-Japanese Cinema-Korean Cinema-Iranian Cinema -Indian Cinema-Malayalam Cinema

MODULE II

FILM GENRES

Documentary -Road Movies-Animations-Biopic- War movies-Sports movies-Feature films- - Short films-Digital films

FILM TERMS

Mise-en-scene: Setting, Props, Costume, Performance, Lighting and Colour

Cinematography: Shot-Extreme Long Shot, Long Shot, Medium Shot, Close up, Deep focus Shot, Reverse shot, Over- the- Shoulder Shot, Point-of-view Shot, High Angle shot, Low Angle shot, Canted frame, Masking, Pan, Tilt, Tracking, Crane, Shaking, Zooming,

Editing: Chronological editing, Cross cutting, Montage, Continuity editing, Continuity cuts, Jump cuts, Match cuts, 30 Degree rule, 180 Degree rule -Long Take

Sound: Diegetic and non diegetic sound effect, Ambient sound, Music, Voiceovers, Parallel and Contrapuntal sound, Sound bridge, Special effects, Sound editing, Spotting, Onscreen sounds, Off screen sounds, Background and Foreground music, Dialogue tracks, Music Tracks

Pre-Production: Idea, Script, Storyboard, Schedule, Budget, Crew, Location, Art Direction, Casting.

Production: Set Preparation, Camera, Sound and Shooting.

Post Production: Visual and Sound Editing, Mixing, Graphics / Animation, Marketing and distribution.

Students should understand the key concepts of pre-production, production and post-production of film making by visiting film shooting locations and recording studios. Students should produce a digital/short/mobile film of 3 to 5 minutes as part of their internal assessment where their duties must be divided and assigned as Director, Script writer, Cinematographer, Editor, Actor etc.

It should be a group activity of 6 to 10 students and a screening festival may be conducted in the college level or intercollegiate level.

This can be tested as part of the internal assessment

MODULE III

FILMS FOR ANALYSIS AND APPRECIATION:

1. *The Bow* : Kim Ki-duk.

2 **Viras** :Aashiq Abu

FOR VIEWING AND ANALYSIS -INTERNAL ASSESSMENT

1. Vittorio de Sica: *The Bicycle Thieves*
2. Akira Kurosawa: *Rashomon*
3. *PatherPanchali* : Satyajit Ray
4. *Elipathayam* :Adoor Gopalakrishnan.
5. *Salam Bombay* : Mira Nair
6. *Modern Times* : Charlie Chaplin
7. *The Motorcycle Diaries* : Walter Salles
8. *Thoovanathumbikal* : P Padmarajan.
9. *Kammatipaadam* :RajeevRavi
10. *Chayilyam* : Manoj Kana
11. *A Pestering Journey* : K.R. Manoj
12. *22 Female Kottayam* :Aashiq Abu

Books for Reference

1. Amy Villarejo. *Film Studies : The Basics*. London & New York: Routledge, 2015. Print
2. Balakrishnan C.V. *CinemayudeIdangal* ,Mathrubhoomi Books,2013. Print
3. Berger, John. *Ways of Seeing*. London: Penguin, 1972. Print.
4. Deshpande, Anirudh. *Class, Power and Consciousness in Indian Cinema and Television*. Delhi: Primus Books, 2009. Print.
5. Geiger, Jeffrey and R.L. Rutsky, eds. *Film Analysis : A Norton Reader*. New York: W.W.Norton&Company,2013.Print
6. Gopinathan, K. ed. *Film and Philosophy*. Calicut University: Publication Division, 2003.
7. James Monaco, *How to Read a Film*, Oxford University Press, 2000.
8. J Dudley Andrew, *The Major Film Theories: An Introduction* New Delhi Oxford
9. Louis Giannetti, *Understanding Movies*, Simon and Schuster Company, USA
10. Mirzoeff, Nicholas. *Visual Culture Reader*. Routledge: London, 1998. Print.

11. Monaco, James. *How to Read a Film: The Art, Technology, Language, History and Theory of Film and Media*. Oxford: OUP, 1981, 195. Print.
12. Nick Lacey. *Introduction to Film*, Palgrave Macmillan, 2005.
13. Pillai, Meena T, ed. *Women in Malayalam Cinema: Naturalizing Gender Hierarchies*. Hyderabad: Orient Blackswan, 2010. Print.
14. Rajadhyaksha, Ashish and Paul Willemen, eds. *Encyclopedia of Indian Cinema*. New Delhi: OUP, 1999. Print.
15. Shohini Chaudhuri, *Contemporary World Cinema*, Edinburgh University Press, 2005.
16. Shohini Chaudhuri, *Feminist Film Theorists : Laura Mulvey, Kaja Silverman, Teresa de Lauretis, Barbara Creed*. New York: Routledge, 2006. Print.
17. Susan Hayward, *Key concept in Cinema studies*, Routledge, 2004. Print.
18. Yves Thoraval, *The Cinemas of India*, Macmillan, 2000. Print.

Kannur University

BA English Language and Literature

Generic Elective Courses

Curriculum, Syllabus and Scheme for 5D01(3) ENG: Theatre Studies

Aims:

1. To make the students aware of the various aspects of Theatre.
2. To familiarise the students to representative movements/works.
3. To equip the students to attempt at acting, script writing.
4. To familiarize the process of acting.

Objectives:

1. To identify different acting ways.
2. To analyse performances from the perspectives of viewers.
3. To read books and review plays.
4. To read literary works to rewrite plays.

Course Code: 5D01ENG

Title of the Course: THEATRE STUDIES

Semester Assigned: 5

No. of Credits: 2

Contact hours/week: 2 hours

Total No. of contact hours: 36

Course Outline:

Module 1

Play as a medium of expression.
 Drama as a collective experience.
 Introducing the elements of Drama.
 Choice of Styles – From imaginations to reality.
 Mapping theme, making plots and characters.
 Significance of Space and Treatment of Time.

Module II

Acting and performance
 Kinds of acting
 Basic skills of acting
 Role of improvisation in acting

Actors' relationship with text, director, music, set, light, costume and make-up and properties

Module III

Street Plays

Campus Theater

Solo Performances

The Folk Theater traditions

The birth of Malayalam dramatic literature

Emergence of Sangeet Natakam and the public sphere

Books for general reference:

Biju, C.S. *Natyasiddhantam*. [Performance Theory] D.C Books, 2002.

Parameswaran, Ameet. *Performance and the Political: Power and Pleasure in Contemporary Kerala*. Orient Blackswan, 2017.

- Practical sessions should be arranged within classrooms or online to enable the students to try their hands at the various categories mentioned within each module.
- Individual texts/authors mentioned are only for general comprehension: Multiple examples may also be mentioned in the class. Questions are not to be asked from any prescribed ones but from these.

Kannur University

BA English Language and Literature

Generic Elective Courses

Curriculum, Syllabus and Scheme for

5D01(4) ENG: Visual Arts

Aims:

1. To give an awareness of different visual art disciplines: painting, sculpture, advertising and design
2. To provide an art-historical knowledge about these disciplines
3. To inspire and equip the students to try their hands on these visual art fields
4. To demystify the process of art-production.

Objectives:

1. To identify artistic languages
2. To analyse art works from plural perspectives of art writing
3. To read books and write art reviews.
4. To look at art works to re-imagine them

Course Code: 5D01 ENG

Title of the Course: VISUAL ARTS

Semester Assigned: 5

No. of Credits: 2

Contact hours/week: 2 hours

Total No. of contact hours: 36

Course Outline:

Module 1

Drawing & Painting - Introduction: Origins of picture-making and sculpture-making. Art histories of India, Europe, America and Asia through (a) – Forms of civilisational and imperial art, paintings and drawings (b) Traditions and the continuity of tribal visual culture across world (c) Revival of Greco-Roman antiquity in Renaissance Europe. (d) Tools and methods of artistic techniques of Europe and India (e) Modern Art histories, anti-

representational languages of art (f) Critical theories - 'modern art' running ahead of critical theories in 20th century.

[This introductory part of the history of painting and drawing will deal with possible concerns of theme, two-dimensional structure of space & time, illusion and reality of a painted surface. It will also equip the students to identify and read painted images of various cultures of the world]

Practice sessions: critical appreciation of the given works of art - emphasis on the site in which this work stands, theme, structure, style, symbols, images, rhythm and composition of pictorial narratives

- Paintings of Raja Ravi Varma showing private lives and interiors
- Pictorial narratives that are functioning in Mughal miniature paintings (selections from Baburnama, Akbarnama, Hamsanama, Razmnama, Jehangir portraits) as chronicles, allegories or cultural translations

'Make a Painting' session: based on everyday and ordinary themes in various forms – to initiate students into making a painting or drawing.

MODULE 2

Sculpture - introduction: An image rich exposure to the history of sculpting and modeling. Clay, bronze and stone sculptures in various sizes. Sculpting everyday objects like utensils, toys, ornaments. Sculpture in temples - Sculpture in public places - Sculpture as a portable and aesthetic object. The idea of 'installation'. Social life of 'things'.

Characteristic features of sculpture in general – Materiality, spatial (architectonic) presence, three dimensions, dialogue with non-material concepts, interactive nature.

Sculpture appreciation: Critical appreciation of the given sculptural works and their historic context.

Constantin Brancusi – 'Endless Column'

'Make a Sculpture' sessions: based on topics/themes - to be given in the class - from everyday life and locally available materials.

MODULE 3

Applied Arts - Introduction: The course offers introduction to the history of printed pictures found in newspapers and magazines, in advertisements, in press photographs and in literary as well as instructional materials. Discussions on 'image and text'. Once given a grounding in the conceptual way images communicate in the society, students will also be exposed to the digital tools (like picture-editing tools, page design tools etc) that make both their mind-work and handwork easier.

Studying a visual: critical appreciation of the given instance of literary illustration employed in a periodical magazine - emphasis on literary theme, pictorial structure and visual language.

- Illustrations by artists of different generations in weeklies in Malayalam.

‘Make an illustration’ sessions: based on a literary work -fiction / poem / article - to be given in the class, students attempt to make four to five illustrations and paste them within the lay-out of the given text. This is to be considered as ‘hands on’ experiment in page design, rather than simply a skill to paint and draw a picture.

MODULE 4

Design – Introduction: Design is a blanket term used for conceiving an idea, imaging the concept and executing the image within a context that works in a society. History of designing the objects of everyday use, the lived spaces, the signage systems, print media advertisements, and even the cities and buildings. Techniques of conceiving identities in visual form for objects, people, places and their behaviors.

Studying the visual language of

- Roy Anderson Commercials
- Edward Steichen’s advertising photography

‘Design a product’ sessions: based on situations/themes - to be given in the class - from everyday life and local situations, create a packaging design and the body of a product. This develops the skills in product design and packaging

Books for general reference:

Berger John., *Ways of Seeing*, Penguin, 2008.

Grove, J., Doyle, S., Sherman W, (Ed.) *History of Illustration*, Fairchild Books, 2019.

Johnston, Patricia. *Real Fantasies: Edward Steichen's Advertising Photography*, University of California Press, 1997.

Munari, Bruno. *Design as Art*, Penguin, 2019.

- Practical sessions should be arranged within classrooms or online to enable the students to try their hands at the various categories mentioned within each module.
- Individual texts/authors mentioned are only for general comprehension: Multiple examples may also be mentioned in the class. Questions are not to be asked from any prescribed ones but from these.

Kannur University

BA English Language and Literature

Generic Elective Courses

Curriculum, Syllabus and Scheme for 5D01(5) ENG: Gender Studies

Course Outcomes

- Understand and engage with central debates in the field of Women's and Gender Studies.
- Apply a variety of methods of analyzing gender in society, drawing upon both primary and secondary sources.
- Apply concepts and theories of Women's and Gender Studies to life experiences and historical events and processes.
- Communicate effectively about gender issues in both writing and speech, drawing upon Women's and Gender Studies scholarship and addressing a public audience.

Course Details

Course Code	5D01(5)ENG
Title of the Course	Gender Studies
Semester Assigned	5
No. of Credits	2
Contact hours/week	2
Total No. of contact hours	36

Content Specifications

Module I

- **Key terms**
Sex, gender, gender dysphoria, masculinity, femininity, patriarchy, other, stereotypes, identity, transgender

Module II

1. Speech on Gender Equality : Emma Watson
2. Mein Maa Hoon; Journey of Transgender Mother (interview) : Gauri Sawant

Module III

1. Tara (play) : Mahesh Dattani
2. The Day I Became a Woman (film) : Marzich Mishkini
3. My Life in Pink (film) : Alain Berliner

Short fiction

1. Boys and Girls : Alice Munro

2.Lihaaf

:IsmatChughtai

3.Hijra

:Kamala Das

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. Moi, Toril. *Sexual/Textual politics*. London: Methuen, 1985.
6. Jacobus, Mary. *Women Writing and Writing About Women*. London: Croomhelm, 1979.
7. Eagleton, Mary . Ed. *Feminist Literary Criticism*. London: Longman, 1991.
8. Showalter ,Elaine. Ed. *Speaking of Gender*. London: Routledge, 1989.
9. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge, 1990.
10. Lewis. Reina and Sara Mills. (2003). ed. *Feminist Postcolonial Theory: A Reader*. New York and London: Routledge. - Chandra Talpade Mohanty, bell hooks, Adrienne Rich, Sara Mills.

Guidelines for Evaluation**Internal Evaluation(Total Marks -5)**

1. Model Examination- 2.5marks
2. Assignment- 2.5marks

End Semester Examination(Total Marks - 20)**Pattern of Question Paper**

Time--2Hours	Maximum Marks—20
1. One out of two questions from Module 3 (drama&films) 1x6=6)	(Marks -
2. Three out of four questions from Module 1 &2 3x3=9)	(Marks -
3. Five out of seven questions from Module 3 5x1=5)	(Marks -

Kannur University

Model Question Paper
BA English Language and Literature
Open Course
Course Code 5D01(5)ENG

Title of the Course: Gender Studies

Time : 2 hours

Maximum Marks : 20

I. Write an essay of about 200 words on any one of the following: (1x6=6 marks)

1. Examine the theme of identity in Mahesh Dattani's *Tara*.
2. The influence of social forces in our lives as seen in *The Day I Became a Woman*.

II. Answer any three of the following in not more than 80 words: (3x 3 = 9 marks)

1. What does Emma Watson say about Gender Equality ?
2. Sex and Gender
3. Gender dysphoria
4. Explain how Gauri Sawant redefined the term 'motherhood'.

III. Answer any five of the following in one or two sentences : (5x 1 = 5 marks) 1.

1. What does the name 'Tara' signify in play by Mahesh Dattani?
2. Name the female character in the second part of the film *The Day I Became a Woman*
3. Where and when does the story *Boys and Girls take place*?
4. Describe the appearance of Ludovic.
5. Describe Tara's relationship with Chandan.
6. Significance of the title 'Lihaf'.
7. Name the director of the film *The Day I Became a Woman*.

Kannur University

BA English Language and Literature

Generic Elective Courses

Curriculum, Syllabus and Scheme for

5D01(6) ENG: Creative Writing

Aims:

1. To make the students aware of the various aspects of Creative Writing.
2. To familiarise the students to representative writers and their works.
3. To equip the students to attempt at creative writing.
4. To demystify the process of writing.

Objectives:

1. To identify different writing forms.
2. To analyse writings from the perspectives of writing.
3. To read books and write literature reviews.
4. To read literary works to rewrite.

Course Code: 5D01ENG

Title of the Course: CREATIVE WRITING

Semester Assigned: 5

No. of Credits: 2

Contact hours/week: 2 hours

Total No. of contact hours: 36

Course Outline:

Module 1

Poetry - Introduction: What is Creative Writing (Creativity, Imagination, Agency, Teaching, Importance) and prerequisites like reading. Chief elements: theme, structure, imagery and symbols, rhythm – reference to major poetic forms [with representative/select examples] like lyric, sonnet, ode, ballad, epic, dramatic monologue, and free verse.

Practice sessions: critical appreciation of the given poems - emphasis on theme, structure, style, symbols, images, rhythm and diction.

- Rabindranath Tagore – “Where the Mind is Without Fear”
- AyyappaPaniker – “Where the Mind.”

Poetry writing sessions: based on everyday and ordinary themes in various forms – to initiate students into poetry writing.

MODULE 2

Short Fiction - introduction: Characteristic features of short fiction in general – Plot construction, characterization, narration, word order, devices, genre-mixing, locality and title.

Short fiction appreciation: Critical appreciation of the given stories and their authors - emphasis on theme, structure, style, images and dialogue.

- Ambikasuthan Mangad – “Indulekha: The Second Night”

Short fiction writing sessions: based on topics/themes - to be given in the class - from everyday life and local situations.

MODULE 3

Screenplay - Introduction: Characteristic features of screenplay in general – Scene divisions, locations, camera angles, characterization, narration and sub-title.

Screenplay appreciation: critical appreciation of the given screenplays and auteur - emphasis on theme, structure, style and visuals language.

- Select scenes from classics and popular films in English and Malayalam.
[Satyajit Ray. *Pather Panchali* – a scene from the HSE English textbook, 2006]

Script writing sessions: based on topics/themes - to be given in the class - from everyday life and local situations –both documentary and feature films of maximum 10 - 20 minutes duration.

MODULE 4

Film Lyrics – Introduction: Characteristic features of screenplay in general – Writing in tune with the notations and situations.

- Select songs from classics and popular films/albums from English and Malayalam.
[Bob Dylan: “How many roads must a man walk down,” P. Bhaskaran: “Kayalarikath...”]

Song composition sessions: based on situations/themes - to be given in the class - from everyday life and local situations having 2-3 minutes duration.

Books for general reference:

Eagleton, Terry. *How to Read a Poem*. New Delhi: Blackwell Publishing, 2007.
Vasudevan Nair, M.T. *Hemingway Oru Mukhavura*. Thrissur: H&C Publishers, 2013.
Ray, Satyajit. *Pather Panchali* (Screenplay)

Ajithkumar A.S. *KelkkaathaSabdangal*. Other Books, of no year.

- Practical sessions should be arranged within classrooms or online to enable the students to try their hands at the various categories mentioned within each module.
- Individual texts/authors mentioned are only for general comprehension: Multiple examples may also be mentioned in the class. Questions are not to be asked from any prescribed ones but from these.

(Abstract)

B.A/B.Com/BBA Degree Programmes (CBCSS -OBE) - Under Private Registration (2020) - Scheme, Syllabus and Model Question Papers of Common Course in English - Implemented - Orders Issued.

ACADEMIC C SECTION

Acad/C5/1912/2019

Dated: 30.10.2021

Read:-1. Minutes of the meeting of Syndicate held on 21.12.2020 vide item No. 2020.605

2. Minutes of the meeting of CRLP held on 27.01.2021

3. Minutes of the meeting held on 15.02.2021

4. Minutes of the meeting of Expert Committee and CRLP members held on 03.03.2021

5. Minutes of the meeting of Expert Committee and CRLP members held on,12.03.2021 and 23.03.2021

6. U. O No. Acad C5/1912/2019 dated 31.05.2021

7. This office letter of even no. dated 05.08.2021

8. E-mail from the former Chairperson of BoS, English (UG) forwarding the Scheme, Syllabus, Model Question Papers of the Additional Common Course in English for Private Registration programmes

ORDER

1. As per paper read (1) above, the meeting of the Syndicate, vide item No. 2020.605 resolved to apply the Regular Scheme & Syllabus for the UG, PG Programmes under Private Registration also.
2. As per recommendation in the paper read (2) above, meeting of the Director, SDE, with former Chairpersons of the Boards of Studies (both UG & PG) and also the Heads of the Departments [of the subjects in which UG, PG Programmes are offered under Private Registration], was convened on 15.02.2021 and a five member Committee was constituted to assist the Standing Committee on CRLP for the preparation of Syllabus as per paper read (3).
3. Considering that the Board of Studies was not in existence at that time, it was resolved vide item No.(vi) of the Minutes concerned, to entrust the matter of preparation of the Syllabus of UG and PG Programmes under Private Registration (except that of additional common courses) with the former Chairpersons of the respective subjects, incorporating all approved recommendations regarding Elective Papers, Internal assessment, Project Evaluation etc. as per paper read (4) and also in tune with the Regulations for UG Programmes under Private Registration.
4. Subsequently, the meeting of the Expert Committee and members of the CRLP finalized the Elective Papers, mode of Internal assessment and Project valuation of the UG and PG Programmes under Private Registration as per paper read (5) and Regulations for UG Programmes (CBCSS-OBE*) under Private Registration (2020) was implemented as per paper read (6) above.
5. Subsequently, the former Chairperson of the Board of Studies in English (PG), was entrusted to prepare the draft Syllabus of the Common Courses in English to be

offered for UG Programmes under Private Registration also, as per paper read (7) above.

6. Accordingly, the former Chairperson, Board of Studies in English (PG), who was entrusted with the preparation of the Syllabus as per paper read(4), submitted the draft Scheme, Syllabus and Model Question papers of Common Course in English for B.A/B.Com/BBA Programme CBCSS-OBE under Private Registration (2020), prepared in tune with the Regulation UG Programmes under Private Registration (2020), as per paper read (8), for approval.
7. The Vice Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of the Kannur University Act 1996, has accorded sanction to implement the Scheme, Syllabus and Model Question papers of **Common Course in English for B.A/B.Com/B.B.A Programme (CBCSS-OBE) under Private Registration (2020)**, subject to reporting to the Academic Council.
8. The Implemented Scheme, Syllabus and Model Question Papers of Common Course in English for B.A/B.Com/B.B.A Programme (CBCSS-OBE) under Private Registration (2020) are appended and uploaded on the University web site. (www.kannuruniversity.ac.in).

Orders are issued accordingly.



* Outcome Based Education

Sd/-

BALACHANDRAN V K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: The Director, School of Distance Education

- Copy To: 1. Examination Branch (Through PA to CE)
2. PS to VC/PA to PVC/R/ AR(SDE)
3. DR/AR I (Acad)
4. Web Manager (To upload in website)
5. SF /DF/FC

Forwarded / By Order


SECTION OFFICER

3



KANNUR UNIVERSITY

BOARD OF STUDIES IN ENGLISH (U.G.)

**SYLLABUS FOR COMMON COURSES IN ENGLISH FOR
BA/Bcom/BBA/B.A.Afzal-Ul-Ulama PROGRAMMES**

CHOICE BASED CREDIT AND SEMESTER SYSTEM

PRIVATE REGISTRATION 2020 Admission

Vision: To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and application of knowledge with special focus on the development of higher education.

Mission:

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.

- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

Kannur University

Programme Outcomes (PO)

PO 1.Critical Thinking:

- 1.1. Acquire the ability to apply the basic tenets of logic and science to thoughts, actions and interventions.
- 1.2. Develop the ability to chart out a progressive direction for actions and interventions by learning to recognize the presence of hegemonic ideology within certain dominant notions.
- 1.3 Develop self-critical abilities and also the ability to view positions, problems and social issues from plural perspectives.

PO 2.Effective Citizenship:

- 2.1. Learn to participate in nation building by adhering to the principles of sovereignty of the nation, socialism, secularism, democracy and the values that guide a republic.

2.2. Develop and practice gender sensitive attitudes, environmental awareness, empathetic social awareness about various kinds of marginalisation and the ability to understand and resist various kinds of discriminations.

2.3. Internalise certain highlights of the nation's and region's history. Especially of the freedom movement, the renaissance within native societies and the project of modernisation of the post-colonial society.

PO 3.Effective Communication:

3.1. Acquire the ability to speak, write, read and listen clearly in person and through electronic media in both English and in one Modern Indian Language

3.2. Learn to articulate, analyse, synthesise, and evaluate ideas and situations in a well-informed manner.

3.3. Generate hypotheses and articulate assent or dissent by employing both reason and creative thinking.

PO 4.Interdisciplinarity:

4.1. Perceive knowledge as an organic, comprehensive, interrelated and integrated faculty of the human mind.

4.2. Understand the issues of environmental contexts and sustainable development as a basic interdisciplinary concern of all disciplines.

4.3. Develop aesthetic, social, humanistic and artistic sensibilities for problem solving and evolving a comprehensive perspective.

Programme Specific Outcomes for BA in English Language and Literature

PSO 1.Understand the historical contexts behind the origin and development of English literature with a special focus on various movements and the important works belonging to such movements.

PSO 2. Understand the current methodological issues in the study of literature and apply various reading strategies employed to selected literary as well as cultural texts.

PSO 3. Understand and apply the extended meaning of “English Literature” to various post-colonial and other writings in English.

PSO 4. Understand the basics of disciplines like Film Studies, Culture Studies, Fine Arts, Women’s Writing, Dalit Writings, Post-colonial writing, Indian writing in English, Malayalam Literature and Literatures in Translation.

PSO 5. Understand and appreciate the interdisciplinary links that literary studies have with disciplines like Philosophy, History, Political Science, Sociology, Anthropology and the Sciences.

PART - A
KANNUR UNIVERSITY

BA COMMON ENGLISH COURSES

CREDIT DISTRIBUTION STATEMENT

Semester	Course Code	Course Title	Credits	Marks		
				CE	ESE	TOTAL
I	1A01 ENG	Communicative English	4	10	40	50
	1A02 ENG	Readings on Kerala	3	10	40	50
TOTAL			7	20	80	100
II	2A03 ENG	Readings on Life and Nature	4	10	40	50
	2A04 ENG	Readings on Gender	3	10	40	50
TOTAL			7	20	80	100
III	3A05 ENG	Readings on Democracy and Secularism	4	10	40	50
TOTAL			4	10	40	50
IV	4A06 ENG	Readings on Philosophy of Knowledge	4	10	40	50
TOTAL			4	10	40	50

TOTAL CREDIT (Sum of total credits of all semester): 22

TOTAL MARKS (Sum of total marks of all semester): 300

EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10 [*]

INTERNAL ASSESSMENT

Pattern of Assessment for 1A01 ENG Communicative English

Mode of Assessment	Covered Modules	Maximum Marks
End Semester Examination	1,3	40
Continuous Evaluation (Speaking) Assignment based on this module to be Submitted to University. Assignment topic can be chosen from this area by the candidate and additional reference material can be used.	2 (Speaking Skills)	5
Continuous Evaluation(Listening) Assignment based on this module to be Submitted to University. Assignment topic can be chosen from this area by the candidate and additional reference material can be used.	2 (Listening Skills)	5

CONTINUOUS INTERNAL ASSESSMENT

Pattern of Assessment for:

1A02 ENG Readings on Kerala

2A03 ENG Readings on Life and Nature

2A04 ENG Readings on Gender

3A05 ENG Readings on Democracy and Secularism

4A06 ENG Readings on Philosophy of Knowledge

Mode of Assessment	Weightage	Marks
End Semester Examination	80%	40
Continuous Evaluation- Assignment based on any relevant topic related to the prescribed area to be submitted to university	10%	5
Continuous Evaluation- Assignment based on CO's. Regional Histories, Oral Narratives, Ecological Issues, Issues Related to Casteism and Secularism, Gender Issues, Institutional Histories, Family Histories.	10%	5

PART - B
KANNUR UNIVERSITY

B.COM /BBA COMMON ENGLISH COURSES

CREDIT DISTRIBUTION STATEMENT

Semester	Course Code	Course Title	Credits	Marks		
				CE	ESE	TOTAL
I	1A01 ENG	Communicative English	4	10	40	50
	1A02 ENG	Readings on Kerala	3	10	40	50
TOTAL			7	20	80	100
II	2AO3 ENG	Readings on Life and Nature	4	10	40	50
	2AO4 ENG	Readings on Gender	3	10	40	50
TOTAL			7	20	80	100

TOTAL CREDIT (Sum of total credits of all semester): 14

TOTAL MARKS (Sum of total marks of all semester): 200

PART - C
KANNUR UNIVERSITY

B.A. Afsal Ulama COMMON ENGLISH COURSES

CREDIT DISTRIBUTION STATEMENT

Semester	Course Code	Course Title	Credits	Marks		
				CE	ESE	TOTAL
I	1A01 ENG	Communicative English	4	10	40	50
TOTAL			4	10	40	50
II	2A02 ENG	Readings on Kerala	3	10	40	50
TOTAL			3	10	40	50
III	3A03 ENG	Readings on Life and Nature	4	10	40	50
TOTAL			4	10	40	50
IV	4A04 ENG	Readings on Gender	3	10	40	50
TOTAL			3	10	40	50

TOTAL CREDIT (Sum of total credits of all semester): 14

TOTAL MARKS (Sum of total marks of all semester): 200

Course Outcomes and Content Specifications for Common Courses

COMMON COURSE I Communicative English

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
1A01 ENG	Communicative English	4	3

Course Outcomes

- 1. Understand and apply the rubrics of English grammar
- 2. Recognize and apply the basic patterns in English vocabulary
- 3. Read and elicit data, information, inferences and interpretations based on a given material in English
- 4. Develop the ability to speak in English in real life situations
- 5. Elicit necessary information after listening to an audio material in English
- 6. Compose academic and non-academic writings including letters, paragraphs and essays on a given topic and CV's for specific purposes

Content Specifications

Module 1 (Grammar and Usage)

Grammar

Articles, Modals, Tenses, Voices, Subject- Verb Agreement, Direct & Reported Speech,

Usage

Question Tags, Types of Words, Phrasal Verbs and Idiomatic Expressions.

Module 2 (Listening and Speaking)

Listening

What is Communication?, Phonemes in English, Syllables and Word Stress, Listening to News Bulletins, Listening to Instructions and Directions, Listening to Lectures, Listening to Speeches

Speaking

Greetings and Introductions, Small Conversations, Talking on Telephone, Making Requests, Making Enquiries, Making Suggestions, Expressing Gratitude, Complaining.

Module 3 (Reading and Writing)

Reading

Reading Official Letters and Profiles, Reading Advertisements, Reading News Reports, Reading Charts, Reading Online Content.

Writing

Writing Paragraphs, Taking and Making Notes, Essay and Academic Writing, Writing Letters, Writing Resumes.

Prescribed Textbook: *Equip: English for Undergraduates* by Cambridge University Press

Model Question Paper
Kannur University
BA/ Afzal-UI-Ulama
Programme Examination
1A01 ENG Communicative English
(Common Courses in English)

Time : 3 hours Maximum marks :40

1. Read the following passage and answer the questions that follow:

Reduce, Reuse and Recycle

The world's natural resources are being used at an alarming rate, not only fossil fuels such as coal, oil and gas, but also water, wood, metals and minerals. This has many potential consequences for the billions of people who live on Earth. In recent years, both individuals and governments have become more interested in better managing the world's resources. To achieve this, the phrase 'reduce, reuse, recycle' is often presented as a strategy with which to approach these problems.

The main idea behind reducing the amount of resources we use is clear: namely that each individual should use less. This can be achieved by being more aware of our day-to-day resource use, such as reducing the number of electrical items on standby, using less water and avoiding motorised transport. In addition, we can introduce energy-saving mechanisms into the household: energy-saving light bulbs and water meters, for examples. It is difficult to persuade people to use less energy and water, or to eat less food, but the most effective way to motivate people to change wasteful practices is to make these essential commodities much more expensive. But that is an inhuman solution because it will affect the poor people very badly.

Reusing objects is another strategy for addressing the problem of resource use. As the name suggests, reuse is when old, unwanted items are restored to a state in which they can be used again for a similar purpose. So glass bottles, for instance, can be cleaned and reused without having to be broken and remade. Reusing things is a very efficient process and consumes much less energy than recycling. It does, however, often require a lot of expensive organisation and administration. There are also concerns about reusing medical equipment and food-storage items, for example, because of safety and hygiene issues.

Recycling is the third and probably best-known option for conserving natural resources. Materials such as paper and plastic can be turned into new products, which are then reused. This process involves lower energy usage and greenhouse gas emissions than producing articles from raw

materials would. However, sorting through used materials before recycling them is a dirty and difficult job and breaking up electronic equipment to recycle rare metals is time-consuming and potentially dangerous.

To avoid a catastrophic depletion of vital natural resources in the future, urgent action is required now. The 'reduce, reuse and recycle' strategy is certainly a manageable and memorable one that can be practiced by individuals as well as larger organisations and even governments. However, persuading people to consistently adopt the strategy is difficult and it will need to be used alongside the development of alternative resources.

Give short answers to all the following questions

- 1.1 What is the strategy presented for managing the resources?
- 1.2 Who will suffer the most when essential commodities become more expensive?
- 1.3 What is the meaning of the word reuse?
- 1.4 What are the concerns about reusing medical equipment and food-storage items?
- 1.5 What are the problems related to sorting through used materials?

(5 x1 = 5 Marks)

Attempt any two of the following questions in two or three sentences

- 1.6 Which is the best among the three strategies 'Reduce, Reuse and Recycle?' Why?
- 1.7 Why does 'reusing' often require a lot of expensive organisation and administration?
- 1.8 What are greenhouse gases?

(2x2= 4 Marks)

2. The following profile of Kerala is taken from the website of the Department of Cultural Affairs, Government of Kerala. Read the passage and answer the questions that follow:

Lying in the south-western tip of India, the green strip of Kerala sandwiched between the Western Ghats and the Arabian Sea is unique and stands apart from the rest of the states in the country.

Kerala's history is ancient, has centuries-old foreign trade links and a long tradition in art and literature. With a very high literacy rate, Kerala is at the forefront in setting high standards in social justice, gender equality, health and education in the country.

An epitome of religious harmony, it was through Kerala that Christianity and Islam made its entry to India. And not just that! The country's first church and mosque are located in Kodungallur in central Kerala.

Kerala is the spice garden of the world. Earlier, traders from far flung lands reached Kerala in search of the spices. Later, European powers followed this spice route to reach Kerala.

Enriched by Nature and abundance of water, Kerala can be reckoned as the land of rains. Its lifelines are the two rainy seasons of Idavappaathi and Thulavarsham.

Let us set out on a voyage through the history and culture of this land that is inimitable. A journey replete with vibrant colours, flavours and music It will unravel to us the mysteries of Kerala.

Give short answers to all the following questions

- 2.1 What does sandwiched mean?
- 2.2 Point out one factor that sets Kerala apart from the rest of the states in the country.
- 2.3 What is the meaning of 'an epitome of religious harmony?'
- 2.4 What did the early traders and the European powers come in search of?
- 2.5 What makes Kerala 'the land of rains?'

(5 x 1=5)

3. Answer any fourteen of the following:

3.1 Correct the following sentence:

An university should promote the creation of new knowledge.

3.2 Use the appropriate modal from the given options and complete the sentence:

You ought to/should/must put in extra efforts to win the match. (advice)

3.3 Convert the following sentence to a question using the appropriate modal:

You take the test tomorrow.

3.4 Complete the table with the correct forms of the verbs:

Present Tense	Present Participle	Past Tense	Past Participle
run			

3.5 Correct the following sentence:

She help the poor and the needy in the neighbourhood.

3.6. Convert the following sentence into a yes/no question without changing the tense:

We will be arriving at our destination tomorrow.

3.7 Convert the following sentence into passive voice:

MeeragaveNadira an expensive gift yesterday.

3.8 Correct the following sentence:

The role of teachers are very important in shaping a student's future.

3.9 Fill up the sentence using the appropriate word.

Each of these girls have/has passed the exam.

3.10 Convert the following sentence into reported speech:

The teacher asked the students, "Will you take the exam tomorrow?"

3.11 Convert the following sentence into reported speech:

He said, "Alas! What a tragedy."

3.12 Add an appropriate question tag for the following sentence:

Let us go for a walk.

3.13 Add an appropriate question tag for the following sentence:

That was really tough.

3.14. Select a synonym for the word 'enterprise' from the following:

venture, difficult, surprise, organise

3.15. Select the appropriate antonym for the word 'random' from the following:

systematic, kingdom, dominate, famous

3.16. What are the two different meanings of the word 'bow?'

3.17 Identify the idiom in the following sentence. What does it mean?

Let us call it a day now, shall we?

(14 x1 =14)

4. Answer any one of the following topics in not more than two pages:

4.1 Write an essay on "Social Media and their Influence on Contemporary Life"

4.2 Write an essay on "Youth and Unemployment."

(1 x 6 =6)

5. Answer any one of the following topics in not more than two pages:

5.1 Write a letter to the Secretary of Payyannur Municipality informing him of the urgent precautionary measures to be adopted before the onset of the rainy season.

5.2 Prepare a CV and cover letter for the post of Sales Manager in Rainbow Garments and Exports, Thrissur. You are replying to the advertisement placed in Kerala Times newspaper.

(1 x 6 =6)

Kannur University
B.COM/BBA/ Afzal-Ul-Ulama
Programme Examination
1A01 ENG Communicative English
(Common Courses in English)

Pattern of Question Paper

Total Time = 3 Hours
Maximum Marks = 40

Reading Skills

1. Five short answer comprehension questions from a given passage (News Reports, Articles)
(5x1 = 5 Marks)

2. Two inferential questions out of three from the same reading passage (News Reports, Articles)
(2 x 2 = 4)
3. Five comprehension/inferential questions from a profile, chart, advertisement, letter or webpage.
(5 x 1=5)
3. Fourteen questions out of seventeen from the Grammar and Usage sections
(14 x 1 = 14)
4. One writing task out of two- of a general nature (essay, academic writing)
(1 x 6= 6 Marks)
5. One writing task out of two -of a specific nature (paragraphs, note-making, letters, resumes)
(1 x 6 =6 Marks)

COMMON COURSE 2. Readings on Kerala

SEMESTER	COURSE CODE	CREDIT	EXAMHRS
1A02 ENG/ 2A02 ENG	Readings on Kerala	3	3

Course Outcomes

- 1. Understand the basic facts and patterns regarding the cultural evolution of Kerala through articles, poems, stories, life writings and historical narratives.
- 2. Acquaint with the life and works of the illustrious leaders of Kerala Renaissance and the major events.
- 3. Assimilate the notion of Kerala as an emerging society and critically examine the salient features of its evolution.
- 4. Understand the evolution and contemporary state of the concept of “gender” with reference to Kerala
- 5. Understand the form and content of Kerala’s struggle against “casteism” and for “secularism”
- 6. Develop an awareness about the ecological problems and issues in Kerala

Content Specifications

Module 1

- | | |
|--|----------------------------------|
| 1. “Conversation” | :SreeNarayana Guru |
| 2. “Curing Caste” | :SahodaranAyyappan |
| 3. Excerpts from “Eri” | : PradeepanPambirikkunnu |
| 4. Excerpts from <i>Kelu</i> | : N. Sasidharan, E.P.Rajagopalan |
| 5. Excerpts from “Parting from the Path of Life” | : CherukadGovindaPisharodi |

Module 2

- | | |
|-------------------------------|--------------------|
| 1. “Not an Alphabet in Sight” | : PoykayilAppachan |
| 2. “KuttippuramPalam” | : Idasseri |
| 3. “Courageous Act” | : AnasuyaMenon |
| 4. “Vaikom Satyagraha” | : K. N.Panikkar |

5. “The Voice”

: Suresh Menon

Prescribed Textbook: *Multiple Modernities: Readings on Kerala* published by Hornbill Publications

Model Question Paper
Kannur University
B.COM/BBA/Afzal-Ul-Ulama
Programme Examination

1A02ENG/2A02 ENG Readings on Kerala

(Common Courses in English)

Time : 3 hours

Maximum marks :40

1. Write an essay (200-250 Words) on any one of the following questions:

(1x8=8 Marks)

1.1 How does SreeNarayanaGuru fuse the ideals of spirituality with social development in his instructions regarding the conduct of the Sivagiri Pilgrimage?

1.2 Attempt a critical analysis of the play *Kelu*.

2. Write an essay (200-250 Words) on any one of the following questions:

(1x8=8 Marks)

2.2 How does PoikayilAppachan’s poem “About my Race: A Song” represent the people belonging to his race?

2.3 “The Vaikom Satyagraha is a good example of the mutual relationship between the local and the national movements during the liberation struggle.” Explain.

3. Write paragraph length answers (80-100 words) on any two of the following:

(2x4=8 Marks)

3.1 Explain SahodaranAyyappan’s coinage “Caste Disease.”

- 3.2 What does the story mentioned in the beginning of the text tell about the character Eri?
- 3.3 Describe the incident that finally persuades Kunjammaman to send the narrator to school.

4. Write paragraph length answers (80-100 words) on any two of the following:

(2x4=8 Marks)

- 4.1 Explain the usage “doing a tame Naatta” in the poem “Kuttippuram Bridge.”
- 4.2 Give an account of various attacks that NilamburAyisha had to face while on stage?
- 4.3 Describe the irony perceived by Yesudas regarding his interactions with the singer SemmangudiSrinivasaIyer.

5. Write short answers (one or two sentences) on any four of the following:

(4 x 1 = 4 Marks)

- 5.1. What is SreeNarayanaGuru’s suggestion regarding the appropriate time for the pilgrimage?
- 5.2 What according to SahodaranAyyappan are the two types of cures for caste disease?
- 5.3 How did Eri help Raman to find his way home?
- 5.4 What idea does K. Madhavan put forward at the Vidwan P. Kelu Nair Memorial Trust meeting?
- 5.5 Why did Kunjammaman stop teaching the narrator in “Parting from the Path of Life”?

6. Write short answers (one or two sentences) on any four of the following:

(4 x 1 = 4 Marks)

- 6.1 Who according to PoykayilAppachan are the earliest occupants of Keralam?
- 6.2 In the Poem “Kuttippuram Bridge” what happens when the river is in spate?
- 6.3 How were women’s roles in drama played before NilamburAyisha’s debut?
- 6.4 What was Gandhiji’s advice to T.K.Madhavan regarding the conduct of the struggle at Vaikom?
- 6.5 What did S. P. Balasubrahmaniam say about his experience of performing with Yesudas?

1A02ENG/2A02 ENG Readings on Kerala

Pattern of Question Paper

Total Time = 3 Hours

Maximum Marks = 40

1. One out of two essays (200-250 words) from Module- 1
(1x8=8 Marks)
2. One out of two essays (200-250 words) from Module- 2
(1x8=8 Marks)

3. Two out of three paragraph (80-100) questions from Module 1
(2x4=8 Marks)
4. Two out of three paragraph (80-100) questions from Module 2
(2x4=8 Marks)
5. Four out of five short answer questions (one or two sentences) from Module 1
(4 x 1 = 4 Marks)
6. Four out of five short answer questions (one or two sentences) from Module 2
(4 x 1 = 4 Marks)

COMMON COURSE 3. Readings on Life and Nature

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
2A03 ENG/ 3A03 ENG	Readings on Life and Nature	4	3

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.

English Common Course (ECC)- 2A03 ENG Readings on Life and Nature

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

Contents

Module – I

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

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. 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

Pattern of Assessment

Mode of Assessment	Covered Modules	Marks
End Semester Examination	1,2,3	40
Continuous Evaluation- Assignment	1,2,3	5
Continuous Evaluation- Assignment	Assignments based on CO'-. Global/Local Environmental Issues- Major Movements and their Impacts- Pollution- Important Personalities-	5

Pattern of Question Paper

Time – 3 Hours

Maximum Marks --- 40

1. One essay (200-250 words) out of two from Module-1

(Marks -1x8=8)

2. One essay (200-250 words) out of two from Module- 2

(Marks -1x8=8)

3. Four out of six paragraph questions(80-100words) from all Modules

(Marks -4x4=16)

4. Eight out of twelve short answer questions from all Modules

(Marks -8x1=8)

Model Question Paper

Kannur University

English Common Course

2A03 ENG - Readings on Life and Nature

Time: Three Hours

Maximum Marks: 40

A. Write an essay (200-250 words) on any one of the following:

1. Attempt a critical appreciation of the poem “The Fish” by Elizabeth Bishop.

2. The story “The Rightful Inheritors of the Earth” presents two different perspectives or attitudes regarding birds and animals on the farm. How does the narrator’s perspective differ from that of his wife? Which according to you is the better attitude? Give reasons for your answer?

(Marks -1x8=8)

B. Write an essay (200-250 words) on any one of the following:

3. The poem “Real Estate” discusses the harmful effects of development without a thought to nature, men who seek to turn a profit at the cost of the environment. Comment on the attitude of man that seeks ownership over nature and its harmful consequences.

4. The theme of the play “Matsyagandhi.”

(Marks -1x8=8)

C. Answer any four of the following in a paragraph each (80-100 words)

5. What is the scope of environmental studies?

6. Comment on the significance of the title “Trophic Cascade.”

7. What are the advantages of natural forests?

8. How do the villagers in the poem “The Truth about the Floods” react to the flood?

9. Suggest ways to reduce the use of fossil fuels.

10. What are the two world views on environment reflected in the speech of the Chief of Seattle?

(Marks -4x4=16)

D. Answer any eight of the following in two or three sentences:

11. What are biotic components?

12. What does the poet see in the eyes of the fish?

13. What were reintroduced at Yellowstone National Park? Why?

14. In the story “The Rightful Inheritors of the Earth” how does the family tackle the problem of rats?

15. What are cyclones?

16. Who is being addressed in the last stanza of the poem “Real Estate?”

17. In the poem “The Truth about the Floods” why did the students actually visit the village?

18. Define localisation.

19. Define environmental values.

20. What does the Chief of Seattle want the white man to teach his children?

21. What is the legend presented in the story *Chemmeen*?

22. What is waste segregation? Give examples.

(Marks 8x1= 8)

COMMON COURSE 4. Readings on Gender

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
2A04 ENG/ 4A04 ENG	Readings on Gender	3	

Course Outcomes

- 1. Understand the basic themes and issues related to gender through articles, poems, stories, life writings and historical narratives.
- 2 Understand the basic topics related to gender studies.
- 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.

English Common Course (ECC)- 2A04 ENG Readings on Gender

Name of the Course	Readings on Gender
Course Code	2A04 ENG
Semester Assigned	2

Number of Credits	3
Prescribed Textbook	<i>Plural Perspectives</i> by Macmillan Publishers

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

Pattern of Assessment

Mode of Assessment	Covered Modules	Marks
End Semester Examination	1,2	40
Continuous Evaluation- Assignment	1,2	5

Continuous Evaluation- Assignment	Assignments based on CO's- Issues Related to Women/Sexual Minorities- Gender and Media- Gender in Humour- Film/Book/Serial Reviews-	5
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Pattern of Question Paper

Time – 3 Hours

Maximum Marks --- 40

1. One essay (200-250 words) out of two from Module-1

(Marks -1x8=8)

2. One essay (200-250 words) out of two from Module- 2

(Marks -1x8=8)

3. Four out of six paragraph questions(80-100words) from both Modules

(Marks -4x4=16)

4. Eight out of twelve short answer questions from both Modules

(Marks -8x1=8)

Model Question Paper

Kannur University

English Common Course

2A04 ENG - Readings on Gender

Time: Three Hours

Maximum Marks: 40

A. Write an essay (200-250 words) on any one of the following:

1. Gender is constructed through carefully crafted binaries and cultural stereotyping. Explain with reference to the poem "An Introduction."
2. Discuss the stereotypical image of a perfect mother as portrayed in movies.

(Marks -1x8=8)

B. Write an essay (200-250 words) on any one of the following:

3. To the downtrodden and oppressed people mainstream history will appear as a pack of bitter and twisted lies. Discuss in connection with the poem "Still I rise."
4. The machinations of power are clearly visible when we look at the kinds of structural violence unleashed at the trans people. Discuss.

(Marks -1x8=8)

C. Answer any four of the following in a paragraph each (80-100 words)

5. Describe the gradual transformation of kitchen rags?
6. What does Dakshayani Velayudhan mean when she says that the Constituent Assembly should have gone beyond framing a Constitution?
7. Comment on the title "Is this Desirable?"
8. Explain the lines-"Not knowing- That I can walk on water- When I am drowning."
9. In what ways do clothing signify social locations?
10. Representation of women in media.

(Marks -4x4=16)

D. Answer any eight of the following in two or three sentences:

11. What is wrong with sitting on walls and peeping through lace-draped windows?
12. "Not a hum these days." Explain
13. To which parties did Dakshayani Velayudhan and her husband R. Velayudhan belong to?
14. What did Shashi Deshpande realize about a mother when she was as a child?
15. What is Bernard Shaw's opinion about parenthood?
16. What do "shoulders falling like teardrops" signify?
17. What does the phrase "huts of history's shame" represent?
18. What does the speaker imply when she says "That a nation of captive minds/ Cannot be free"?
19. What does the refrain "I am not that woman" signify?
20. Why do families disown trans people?
21. What was the judgment /rule made by the Supreme Court on April 15, 2014?
22. What was the content of the Royal Proclamation of 1834?

(Marks 8x1= 8)

COMMON COURSE 5. Readings on Democracy and Secularism

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
3A05 ENG	Readings on Democracy and Secularism	4	3

Course Outcomes

- 1. Understand the relationship between higher education and nation building.
- 2. Understand the basic Constitutional values and themes through articles, poems, stories, life writings and historical narratives.
- 3. Evolve a deeper understanding and appreciation of the meaning of the words sovereignty, socialism, secularism and democracy in the Indian context.
- 4. Appreciate the relationship between higher education and the Constitutional directives regarding “scientific temper” and “the spirit of enquiry”.
- 5. Appreciate the prevalence of “human rights” as a prerequisite for democratic living.

Kannur University

BA/BScEnglish Common Courses

Curriculum, Syllabus and Scheme for

3A05ENG:Readings on Democracy and Secularism

Course Details

Course Code: 3A05ENG

Title of the Course: Readings on Democracy and Secularism

Semester Assigned: 3

No. of Credits: 4

Total No. of contact hours: 90

Core Text:

1. Muraleedharan, K C, ed.*Discoursing Diversities: Readings on Democracy and Secularism*.Trivandrum: Infogate Publishers Pvt. Ltd., 2020.

Content Specifications

Module I (2 hours)

Introduction: Preamble and the Statement of Fundamental Rights in the Constitution of India

1. "Ambedkar's Concluding Speech in the
Constituent Assembly" : Dr. B R Ambedkar
2. "The Humiliation of a Brown Child
in a European School": Kamala Das
3. "The Story of a Dalit Woman's
Education and Job" : Kumud Pawde
4. "The Election": Sitakant Mahapatra
5. "Postcard from Kashmir" : Agha Shahid Ali

Module II (2 hours)

6. "Indian Constitution for Millennials" : Gopinath Ravindran
7. "The Rich Will Make Temples for Siva" : Basavanna
8. "Centre State Relations: Union
Government, Not Central Government" : Nani A. Palkhivala
9. "Nehru and Science in the age of
Corona Virus": Santosh Paul and Dr. Harsh Hegde
10. "Democracy" : Langston Hughes

Module III (1 hour)

11. "Blackout" : Roger Mais

12. “Africa” : Maya Angelou

13. “A Hindu Princess and Her
Islamic Dynasty” : Kottarathil Sankunny

Guidelines for Evaluation (3B05ENG)

Internal Evaluation: (Total Marks= 10)

1. Assignment = 5 Marks

2. Assignment = 5 Marks

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – 3 Hours Maximum Marks - 40

1. One essay (250 words) out of two from Module- 1(Marks -1x8=8)
2. One essay (250 words) out of two from Modules2 or 3(Marks -1x8=8)
3. Four out of six questions(100words) from all Modules (Marks -4x4=16)
4. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

Model Question Paper

Kannur University

Model Question Paper

BA/Bsc English Common Courses

Course Code: 3A05ENG Course Name: Readings on Democracy and Secularism

Time: 3hours Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1x8= 8 marks)

1. The main issues addressed in Ambedkar's final speech in the Constituent Assembly.
2. Write an appreciation of the poem "The Election."

II. Write an essay in 250 words on one of the following: (1x8=8 marks)

3. What are the various aspects of Indian Constitution discussed in Gopinath Ravindran's essay "Indian Constitution for Millennials."
4. Discuss Nehru's views on science and nation building.

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. Kumud Pawde as a victim of caste as well as gender.
6. How is Kashmir represented in the poem "Postcard from Kashmir?"
7. The idea of "democracy" in the poem by Langston Hughes.
8. The picture of 'centre' and 'states' in Nani Palkhivala's speech.
9. The main theme of the story "Blackout."
10. 'Africa as a woman' in Maya Angelou's poem.

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. Who was Mr. Ross? Describe him.
12. How did Kamala respond to the torture by the white children?

13. How did Kumud Pawde respond to the discouragers?
14. What is Emerson's idea of justice in operation?
15. What is the binary /opposition on which Basavanna's poem is conceived?
16. Explain the line "I cannot live on tomorrow's bread."
17. Define the term 'republic.'
18. What do you make of the phrase 'the lord of the meeting rivers 'in Basavanna's poem?
19. What are portrayed as Africa's tears in Maya Angelou's poem?
20. Who was Ali Moosa? What title was given to him?

COMMON COURSE 6. Readings on Philosophy of Knowledge

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
4A06 ENG	Readings on Philosophy of Knowledge	4	3

Course Outcomes

- 1. Understand the basic issues related to construction and acquisition of knowledge through articles, poems, stories, life writings and historical narratives.
- 2. Understand the relationship between higher education and nation building.
- 3. Evolve a deeper understanding of disciplines, multi-disciplinary approaches, interdisciplinary approaches and the various systems of knowledge.
- 4. Understand knowledge as a social construct and the dynamics of paradigm shifts.
- 5. Understand the epistemological and ontological factors within higher education.
- 6. Understand logical fallacies and apply critical thinking.

Name of the Course	Readings on Philosophy of Knowledge
Course Code	4A06ENG
Semester Assigned	4

NumberofCredits	4
ContactHoursperWeek	5
Total ContactHours	90
PrescribedTextbook	

ContentSpecifications

Module1-(2Hrs/Week)

1. E.V.Lucas, "TheSchoolforSympathy"
2. BibhasSen, "Zero-SumGame"
3. DavidW.Orr, "LiberalArts and theCampus"
4. PauloFreire, "TheBanking Conceptof Education"

AdditionalReading:

1. DhavalMehta, "BeachVacation"
2. M.T.VasudevanNair, "Kazcha."

Module2-(2Hrs/Week)

1. KedarnathSingh, "Benaras"
2. SaadatHasanManto, "TobaTekSingh"
3. A.K.Ramanujan, "ThreeHundredRāmāyaṇas." [1st3pages]
4. Sudhir Kakar and Katharina Kakar: "Indian Culture and Authority" (Excerptsfrom *TheIndians: APortrait of a People*)

AdditionalReading:

1. O.V.Vijayan, "TheLegend"[ShortStory]
2. "ThottamonPottan"[Excerpts fromTrans:K.M.Tharakan]

Module3-(1Hr/Week)

1. Bell Hooks: "Confronting ClassintheClassroom"(Excerpts)
2. KallenPokkudan: "Dalits andtheMangroveForestRegion"

AdditionalReading:

1. GopalHonnalgere, "How toTame aPairofNew Chappals."
2. MadhavanPurachery, "Panting"(Trans.B.Chandrika)

PatternofAssessment

ModeofAssessment	C o v e r e d M o d u l e s	M a r k s
EndSemesterExamin ation	1 , 2 , 3	4 0
Continuou s Evalu ation- Assignm ent	1 , 2 , 3	5
Continu ou s Eva l al	Assignments based on Course Outcomes and Additional Reading materials	5

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Pattern of Question Paper

Time-3 Hours, Maximum Marks ---40

1. **One** essay (200-250 words) **out of two** from Module-1 (Marks -1x8=8)
2. **One** essay (200-250 words) **out of two** from Module-2 or 3 (Marks-1x8=8)
3. **Four** paragraph questions **out of six** (80-100 words) from all Modules (Marks - 4x4=16)
4. Eight short answer questions **out of ten** (2 or 3 sentences each) from all Modules (Marks-8x1=8)

Model Question Paper

Kannur University Model Question Paper BA/Bsc English Common Courses
Course Code: 4A06 ENG
Course Name: Reading on Philosophy of Knowledge

Time: 3 hours

Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1 x 8 = 8 marks)

1. The theme of the story "The School for Sympathy" is empathy, not sympathy: Discuss.
2. Significance of Paulo Freire's criticism of pedagogical practices.

II. Write an essay in 250 words on one of the following: (1 x 8 = 8 marks)

3. What are the significant issues raised by the rebellious act of Bishan Singh?
4. Class boundaries and conflicts in classrooms according to Bell Hooks.

III. Answer four of the following in about 100 words: (4 x 4 = 16 marks)

5. Write a note on the theme of Kedarnath Singh's poem "Benaras."
6. Comment on the title and theme of "Zero-Sum Game".
7. Describe what David W. Orr means by the 'fatal disconnection of subjects.'
8. Discuss the six basic nursery sounds and their significance.
9. The Indian's relative position in the hierarchy of the family.
10. Discuss the dalit people's relationship with nature and mangrove forests in the context of Pokkudan's life.

IV. Answer eight of the following in not more than two sentences: (8 x 1 = 8 marks)

11. Write a note on the narrator of "The School for Sympathy."
12. Explain the term 'liberal arts'.
13. What does one understand from the existence of 'three hundred Ramayanas'?
14. What makes an Indian a formidable negotiator?
15. Why did Bell Hooks go for a university degree?
16. Explain the image in the concluding lines of "Benaras."
17. What is the setting of Manto's short story?
18. How was Miss Beam's school different?
19. How do mangrove forests play a significant role in human life?
20. Mention a Ramayana that is not very popular.
