

KANNUR UNIVERSITY
(Abstract)

BA English (Language & Literature) Programme under Choice Based Credit and Semester System – Revised Scheme , Syllabi & Pattern of question papers for Core/Open Courses - Implemented w.e.f 2014 Admission - Orders issued.

ACADEMIC BRANCH

U.O.No.Acad/C3/3951/2014(1)

Dated, Civil Station.P.O, 03-05-2014

- Read:1.U.O No.Acad/C2/2232/2014 , dated 14.3.2014
2.Minutes of the meeting of the Board of Studies in English (UG) held on 18.03.2014
3.Minutes of the meeting of Faculty of Language & Literature held on 26-3-2014
4. Letter dated 05.04.2014 from the Chairman, Board of Studies in English (UG)

ORDER

1.Revised Regulations for U.G Programmes under Choice Based Credit and Semester System were implemented in the University with effect from 2014 admission, as per paper read (1) above.

2. As per paper read (2) above, the scheme, syllabus and pattern of question papers for core/open courses in B.A English Language & Literature programme were finalized and recommended for implementation by the Board of Studies in English (U.G).

3.As per paper read (3) above, the meeting of Faculty of Language & Literature, held on 26.3.2014 has approved the scheme, syllabus and pattern of question papers for B.A English (Language & Literature) Programme to be implemented with effect from 2014 admission.

4. As per the paper read (4) above, the Chairman, Board of Studies in English (UG) has forwarded the finalized copy of the Scheme , Syllabi & Pattern of question Papers for Core/Open Courses of B.A English (Language & Literature) Programme for implementation with effect from 2014 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 , Syllabi & Pattern of question Papers for Core/Open Courses of B.A English(Language & Literature) Programme under Choice Based Credit and Semester System with effect from 2014 admission.

6. Orders are therefore issued implementing the revised Scheme , Syllabi & Pattern of Question Papers for Core/Open Courses of B.A English (Language & Literature) Programme under Choice Based Credit and Semester System with effect from 2014 admission, subject to report to the Academic Council.

7. The implemented Scheme, Syllabi & Pattern of Question Papers are appended.

Sd/-
DEPUTY REGISTRAR (ACADEMIC)

For Registrar

To:

The Principals of Affiliated Colleges

Copy to:

1. The Examination Branch
2. The Chairman, Board of Studies in English (UG)
3. PS to VC/PA to PVC/PA to Registrar/PA to CE
4. DR/AR-I (Academic).
5. SF/DF/FC

Forwarded /By Order/


SECTION OFFICER

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

KANNUR UNIVERSITY



NEW CURRICULUM FOR UG PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

UNDERGRADUATE BOARD OF STUDIES IN ENGLISH

SYLLABI FOR CORE COURSES IN ENGLISH LANGUAGE AND LITERATURE(2014
ADMISSION ONWARDS)

English Core Courses

General Objectives

English Literature is a product of historical circumstances. There is a complex interaction between literature and its contexts. Literature functions as a critical reflection on people and society in history and on the ways in which people make historical sense of their lives. It is the aim of the course to expand the relation between texts and contexts, and provide a firm foundation for historically contextualized literary study. In the general organization of texts and modules the Board of Studies has been guided by a pragmatic sense of the general requirements of undergraduate studies in English and the kinds of literary traditions, periods and texts that are widely taught and studied in universities and colleges around the world.

Duration: Six semesters of six months each

Scheme:

The Programme comprises of sixteen Courses of which fifteen are Core Courses, including Project and the remaining one is an Elective. In addition, there is an Open Course. The distribution is as follows:

Semester 1: One Core Course, one Complementary Course and three Common Courses

Semester 2: One Core Course, one Complementary Course and three Common Courses

Semester 3: Two Core Courses, one Complementary Course and two Common Courses

Semester 4: Two Core Courses, one Complementary Course and two Common Courses

Semester 5: Four Core Courses, one Open Course

Semester 6: Six Core Courses including an Elective and a Project

Each Course (excluding Open Course and Project) carries 50 marks each (External 40, Internal 10)

Project carries 25 marks (External 20, Internal 5)

Open Course carries 25 marks (External 20, Internal 5)

Total marks for Core, Complementary and Open Courses will be 1000

(Total marks for the entire Programme including Common Courses will be 1500)

1. Table of Core Course

No	Course Code	Title of Course	Hours/Week	Credit	Semester
1	1B01ENG	History of English Language and Literature	6	4	1
2	2B02ENG	Studies in Prose	6	4	2
3	3B03ENG	Linguistics	5	4	3
4	3B04ENG	English in the Internet Era	4	4	3
5	4B05ENG	Studies in Poetry	4	4	4
6	4B06ENG	Literary Criticism	5	5	4
7	5B07ENG	Modern Critical Theory	5	5	5
8	5B08ENG	Drama: Theory and Literature	5	4	5
9	5B09ENG	Studies in Fiction	5	4	5
10	5B10ENG	Women's Writing	5	4	5
11	5B11ENG	Project	3	2	5
12	6B12ENG	Malayalam Literature in Translation	5	4	6
13	6B13ENG	New Literatures in English	5	4	6
14	6B14ENG	Indian Writing in English	5	4	6
15	6B15ENG	Film Studies	5	4	6
16	6B16ENG	Elective 01, 02, 03	5	4	6

2. Table of Electives

No	Course Code	Title of Course	Hours/Week	Credit	Semester
1	6B16(1)ENG	World Literature in Translation	5	4	6
2	6B16(2)ENG	Indian Writing in Translation	5	4	6
3	6B16(3)ENG	Writing for Media	5	4	6

3. Open Course

No	Course Code	Title of Course	Hours/Week	Credit	Semester
1	5D01(1)ENG	English for Competitive Examination	2	2	5

Distribution of Marks for BA English Language and Literature

1. Total Marks for Common Courses	1 to 6 (English)	6x50=300
2. Total Marks for Additional Language Courses	1 to 4 (Languages)	4x50=200
3. Total Marks for Complementary Courses	1 to 4	4x50=200
4. Total Marks for Core Courses	1 to 10&12 to 16	15x50=750
5. Project	1	1x25=25
6. Open Course	1	1x25=25

Total (for the entire Programme)

1500

Internal Assessment (CE)

(20% of the total marks in each Course are for Internal Assessment)

- | | |
|----------------------------|-----------------|
| 1. Model Examination | 5 marks (50%) |
| 2. Attendance | 2.5 marks (25%) |
| 3. Assignment/Seminar/Viva | 2.5 marks (25%) |

(Attendance of each Course may be evaluated as follows)

90% and above	2.5 marks (100%)
85 to 89%	2 marks (80%)
80 to 84%	1.5 marks (60%)
75 to 79%	1 mark (40%)

(No marks for attendance below 75%)

Distribution of Credits for BA English Language and Literature

Semester	Common Courses		Core Courses	Complementary Courses	Open Course	Total				
	English	II Lang								
1	4	3	4	4	-	19				
2	4	3	4	4	-	19				
3	4		4	4	-	20				
4	4		4	5	-	21				
5	-		5	4	4	4	-	2	19	
6	-		2	4	4	4	4	4	-	22
Total	22	16	64				16	2	120	

The English Core Courses are as follows:

I. 1B01ENG HISTORY OF ENGLISH LANGUAGE AND LITERATURE

Aims:

- The paper broadly aims at examining the ways in which different social, economic, political and cultural events have informed literary activity in English and to provide students with a historical sense of the evolution of the English Language

Objectives:

- To help students historically contextualize literature
- Enhance their sense of relevant historical contexts
- Illuminate literary study with historical knowledge and understanding
- To acquire comprehensive views of broad periods of English Literature
- To address the existing need of students who are unable to read key literary developments alongside historical and cultural events.
- To equip them with a sound knowledge of the internal development of the English language through the ages, with special reference to key figures who have enriched the language
- To draw the attention of the students to the key points of conjunction between the internal dynamics of the language and the external forces that have exerted pressure on the language
- To consolidate and enhance the students' understanding of the complex interactions between language and its contexts
- To enable the student to understand specific ways in which language has shaped the reactions, perceptions, and beliefs of local, national and global communities.

Course Code	1B01ENG
Title of the Course	History of English Language and Literature
Semester Assigned	1
No. of Credits	4
Contact hours/week	6
Total No. of contact hours	108
Core Text	<i>An Outline of English Literature</i> : G C Thornley and Gwynneth Roberts (Pearson)

Course Outline

Module 1 History of English Language (Three hours/week)

1. Theories of the origin of languages
2. Language families
3. The Indo European family
4. Descent of English
5. Old/Middle/Modern English
6. Renaissance, Reformation and the growth of English language
7. Word formation
8. Individual contributors to the growth of English language
9. Loan words
10. Semantic changes
11. Varieties of English language of the present time (American, Indian(Hinglish), Chinglish, Pidgin, Creole)

Module 2 Introduction to Literature and History of English Literature (Three hours/week)

What is Literature? What is a Text? (From chapter one of Mario Klarer, *Introduction to Literary Studies*, Routledge-2013 London)

1. Old English Literature
2. Middle English Literature
3. Elizabethan Poetry and Prose
4. Elizabethan Drama
5. John Milton and his Time
6. Restoration Drama and Prose
7. English Poets 1660-1798
8. Eighteenth Century Prose
9. Early Nineteenth Century Poets
10. Later Nineteenth Century Poets
11. Nineteenth Century Novelists
12. Other Nineteenth Century Prose
13. Twentieth Century Novels and other Prose
14. Twentieth Century Drama
15. Twentieth Century Poetry

Suggested Reading: (for History of Language)

1. Baugh, A.C *History of English Language* CUP 2002
2. Jespersen, Otto, *Growth and Structure of English Language* Chicago University Press
3. Mugglestone, Lynda. *The Oxford History of English* O U P 2006
4. Wrenn, C L. *The English Language*. Vikas New Delhi: Vikas 2000
5. F T. Wood. *An Outline History of English Language*
6. Yule, George. *The Study of Language* ; C U P 2000

Suggested Reading: (for History of Literature)

1. Alexander, Michael: *A History of English Literature*, New York: Palgrave 2007

2. Drabble Margaret, *The Oxford Companion to English Literature*, O U P 1995
3. Evans, Ifor. *A Short History of English Literature*, London: Penguin 1963
4. Nayar, Pramod. *Short History of English Literature*, C U P 2014
5. Peck, John and Martin Coyle *A Brief History of English Literature*, Palgrave 2002
6. Poplawski, Paul Ed. *English Literature in Context*. C U P 2008
7. *History of English Literature*: by John Mulgan and D M Davin, Oxford Clarendon Press
8. Sampson, George. *Cambridge History of English Literature*. C U P 2014 (Chapters 6&7 Literary Overview, Texts and issues, pages 546-564 and Literary Overview, pages 618-624)

Topics for assignments and seminars (English Literature)

Literature of the Anglo-Saxon period, Introduction of Printing, Reformation Literature, Cavalier and Puritans, Metaphysical poetry, Restoration Drama, Alexander Pope and Jonathan Swift, Henry Fielding, Smollett, Samuel Richardson, Sir Walter Scott, Thomas Carlyle, the Rossettis, G.M. Hopkins, Charles Dickens, Bertrand Russell, Anglo-Irish Literature (All the writers to be contextualized- placed in relation to relevant historical contexts).

Topics for Assignments/Seminars (English Language). Extended topics from the prescribed syllabus.

Guidelines for Evaluation (1B01ENG)

Internal Evaluation (Total Marks – 10)

- | | |
|------------------------|-----------|
| 1. Model Examination - | 5 Marks |
| 2. Assignment | 1 Mark |
| 3. /Seminar/Viva - | 1.5 Marks |
| 4. Attendance - | 2.5 Marks |

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – 3 Hours

Maximum Marks --- 40

- | | |
|--|----------------|
| 1. One essay (200 words) out of two from Module- 1 | (Marks -1x8=8) |
| 2. One essay (200 words) out of two from topics up to Eighteenth Century Prose(including) of Module- 2 | (Marks -1x8=8) |
| 3. One essay (200 words) out of two from topics 9 to 15 of Module- 2 | (Marks -1x8=8) |
| 4. Two out of three questions(80words) from Module- 1 | (Marks -2x4=8) |
| 5. Two out of three questions (80 words) from Module- 2 | (Marks -2x4=8) |

Model question Paper

1B01ENG History of English Language and Literature

Time 3 hours

Maximum marks 40

- I Write an essay of not more than 200 words on one of the following questions. (1x8=8 marks)
1. Trace the descent of English as a member of the Indo-European family of languages.
 2. Briefly describe any 5 processes of word formation in the English language.
- II Write an essay of not more than 200 words on one of the following questions. (1x8=8 marks)
3. Why is Elizabethan England considered as the period during which the Renaissance flourished?
 4. Eighteenth century England is known for the development of the prose form. Elucidate.
- III Write an essay of not more than 200 words on one of the following questions. (1x8=8 marks)
5. What changes in the field of poetry did the Romantic Movement usher in?
 6. Trace the major developments in drama during the 20th century.
- IV Answer two out of three questions in about 80 words each. (2x4= 8 marks)
7. French loan words in English.
 8. Shakespeare's contribution to the English language
 9. Chinglish
- V Answer two out of three questions in about 80 words each. (2x4= 8 marks)
10. What are text types and discourses?
 11. Tennyson and Browning.
 12. Major developments in the novel in 20th century.

II. 2B02ENG STUDIES IN PROSE

Aims :

- The style, literary form, and intended impact on the reader. The paper broadly aims at enabling the student to analyse the relationships among authors

Objectives:

- The student will understand the relationships between and among elements of literature, including tone, point of view, style and theme.
- The student will learn to examine a literary selection from several critical perspectives.
- The student will be able to engage in in-depth reading of the works of masters of prose, which will help in the formation of an effective prose style.

Course Code	2B02ENG
Title of the Course	Studies in Prose
Semester Assigned	2
No. of Credits	4
Contact hours/week	6
Total No. of contact hours	108
Core Text	1 <i>The Best Words: An Anthology of Prose</i> Orient Blackswan 2. <i>Literary Terms and Criticism</i> : John Peck and Martin Coyle. Basingstoke; Palgrave, 2005

Course Outline

Module 1 Literary Terms (One hour/week)

Essay, Biography, Autobiography, Travel Writing, Text, Form and Content, Satire, Narratology, Ideology, Hegemony, Subject, Motif and Theme, Discourse, Periodical Writing, Editorials, Technical Writing.

Module 2 (3 hours/week)

1. The Book of Ruth : (From the King James A V Bible)
2. Of Parents and Children : Francis Bacon
3. Sir Roger and the Widow : Richard Steele
4. South Sea House : Charles Lamb
5. Addresses at the Parliament of Religions : Swami Vivekananda

Module 3 (2 hours/week)

1. Professions for Women : Virginia Woolf
2. How to Get Rid of Intellectual Rubbish : Bertrand Russell
3. In Praise of Mistakes : Robert Lynd
4. The Worship of the Wealthy : G K Chesterton
5. How I Became a Public Speaker : George Bernard Shaw

Suggested Reading:

1. Hudson, W.H. *Introduction to the Study of Literature*, London: Harrap, 1961.
2. Murry, J.M. *The Problem of Style*. London: OUP, 1922.
3. Upham, A. H. *The Typical Forms of English Literature*. Oxford: OUP, 1950.
4. Walker, H. *The English Essay and Essayists*. London: J. M. Dent, 1915.

Topics for Assignments/Seminars :

Montaigne, Francis Bacon, The Essay and the beginning of modern English prose, Daniel Defoe, Jonathan Swift, Thomas Babington Macaulay the Periodical, Joseph Addison and Richard Steele, Spectator, Tatler, Guardian, 18th Century Coffee Houses, Samuel Johnson, Oliver Goldsmith, Reviews and Magazines of the 19th century, William Hazlitt, Charles Lamb, Walter Savage Landor, Thomas De Quincey, John Ruskin, John Henry Newman, Bertrand Russell, Aldous Huxley, E.V. Lucas, G.K. Chesterton, J. B. Priestley, Virginia Woolf, Robert Lynd, George Orwell, George Bernard Shaw, A.G. Gardiner, Max Beerbohm, Jawaharlal Nehru, Mahatma Gandhi, Nirad C. Chaudhuri

Guidelines for Evaluation (2B02ENG)

Internal Evaluation (Total Marks – 10)

1. Model Examination - 5 Marks
2. Assignment- 1 Mark
3. Seminar/Viva - 1.5 Marks
4. Attendance - 2.5 Marks

Pattern of Question Paper

Time – 3 Hours

Maximum Marks --- 40

1. One essay (200 words) out of two from Module- 2 (Marks -1x8=8)
2. One essay (200 words) out of two from Module- 3 (Marks -1x8=8)
3. Four out of six questions(80words) from all Modules (Marks -4x4=16)
4. Eight out of ten short answer questions from all Modules (Marks -8x1=8)

Model Question Paper

2B02ENG – Studies in Prose

Time 3 hours

Maximum marks 40

- I. Write an essay of 200 words on **one** of the following: (1x8= 8 marks)
1. Analyse Ruth’s story as a parable of the faithful convert.
 2. Discuss “Sir Roger and the Widow” as a gentle satire on the social manners of 18th century society
- II. Write an essay of 200 words on **one** of the following: (1x8= 8 marks)
3. Trace the struggles of the early woman writer as explored by Woolf in ”Professions for Women.”
 4. Discuss “The Worship of the Wealthy” as a critique of class snobbery.
- III. Answer **four** of the following in about 80 words: (4x4=16 marks)
5. How has India, according to Swami Vivekananda, displayed religious tolerance?
 6. What does Lynd have to say about writers who perpetrated errors?
 7. What was the trick that Shaw ventured on at the meeting in favour of Women’s Suffrage?
 8. How is John Tipp depicted in “The South Sea House”?
 9. Discuss Bacon’s argument that the practices of parents will have enduring effects on children.
 10. What is Russell’s advice about dealing with conceit?
- IV. Answer **eight** of the following in not more than two sentences: (8x1=8 marks)
11. How did Shaw arm himself against the accusation of being a professional agitator?
 12. Name one amusing way in which flattery is done by a journalist.
 13. How does Lynd prove that he himself is a nervous lover of accuracy?
 14. What is Russell’s advice about avoiding fear?
 15. Why did Woolf decide to kill the Angel in the House?
 16. What horrible demons, according to Swami Vivekananda, have possessed this earth?
 17. How, according to Lamb, do noblemen acquire a stoop?
 18. What did the widow declare Sir Roger de Coverley to be?
 19. Why did Naomi insist that she be called Mara?
 20. What is the style followed by Bacon in his essays?

III. 3B03ENG Linguistics

Aims:

- The paper broadly aims at helping the students to make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- It also aims at helping students to communicate ideas and information effectively.

Objectives:

- To provide clear and detailed explanations of the basic building blocks of the language, grammar, usage, spelling and punctuation.
- To help students to refine vocabulary for interpersonal, academic and workplace situations, including figurative, idiomatic and technical meanings and make highly effective word choices
- To help students write fluently for a variety of occasions, audiences, and purposes, and to make appropriate choices regarding style, tone, level of detail and organization
- To enable students integrate a sound knowledge of grammar into life skills as well as academic contexts.
- To acquire a mature command of language, use varied sentence structures, and make few, if any, convention errors in mechanics, usage, punctuation, and spelling
- To provide crisp, practical definitions of the central concepts in grammar
- To improve the ability of students to speak English with global intelligibility
- To help the students to speak language accurately with the right pronunciation, word and sentence stress and intonation.
- To enable the students to use speaking strategies effectively.
- To empower the student to apply oral communication skills in interviews, group presentations, formal presentations and impromptu situations.
- To convince the students about the key role played by pronunciation in listening and speaking.

Course Code	3B03ENG
Title of the Course	Linguistics
Semester Assigned	3
No. of Credits	4
Contact hours/week	5
Total No. of contact hours	90
Core Text	<i>English Phonetics and Phonology</i> - Peter Roach C U P 2009

1. Course Outline

Module 1 – Language

1. Language defined (Form and Function)
2. Language and Linguistics (Language as a scientific study) (Qualities and parameters of scientific study.)
3. Animal communication system and human language. (Verbal and Nonverbal)
4. Branches of Linguistics. (Socio, psycho, computational, anthropological)

Module 2 – Phonetics and Phonology

1. Speech Organs
2. Speech Sounds
 - a. Classification of Vowels: Pure Vowels, Diphthongs, Triphthong
 - b. Classification of Consonants
3. Basic Principles of Phonology
 - a. Phone, phoneme, allophone
 - b. Discovery procedure (Contrast, Distribution, Free variant etc)
 - c. Consonant Clusters
 - d. Assimilation, Elision
4. Supra-segmental features
5. Stress, Pitch, Intonation, Juncture
6. Syllable Structure
7. Transcription
8. Articulation and Auditory Exercises

Module 3 – Morphology and Semantics

1. Basic concepts of Morphology
2. Morph, Morpheme, Allomorph
3. Elements of Word building
 - a. Free morpheme, Bound morpheme, (Affix)
 - b. Root, Stem, Word; Simple, Complex, Compound words.
4. Word Formation
5. Basic Principles of Semantics
 - a. Concepts of Meaning
 - b. Types of Ambiguity

Module 4: Syntax

1. Grammar and Usage
2. Open classes and Closed Classes (Lexical and Grammatical)
3. Phrase, Clause and Sentence.
4. Phrases and their structures
5. Clauses and their structures
6. Clause elements or Verb patterns
7. Classification of Sentences according to:
 - a. Word order & Meaning
 - b. Clause structure.
8. Auxiliary Verbs – Mood and Tense

9. Analysis, Synthesis and Transformation of all types of sentences
(Practical Exercises to be given in the prescribed areas)

Grammar Core Text:

1. *Essential English Grammar* – Raymond Murphy. New Delhi: Cambridge UP, 2013. Phonetics Core Text:
2. *English Phonetics and Phonology*- Peter Roach. New Delhi: Cambridge UP, 2009.

Reading list (Core reading)

1. *An Introduction to the Pronunciation of English* (Core) A.C Gimson London, 1980
2. *English Phonetics and Phonology*- Peter Roach C U P 2009
3. *Language and Linguistics: An Introduction* John Lyons Cambridge University Press, 1999
4. *A Student's Introduction to English Grammar*. Rodney Huddleston and Geoffrey K. Pullum
5. *Contemporary English Grammar: Structures and Composition* David Green Macmillan

Further reading

1. *Key Concepts in Language and Linguistics* R.L. Trask Routledge, 2004
2. *Elements of General Linguistics* Andre Martinet Midway Reprint Series
3. *Practical English Usage* Michael Swan Oxford University Press, 2005
4. *Linguistics and English Grammar* H.A. Gleason Holt, Rinehart & Winston, Inc., 1965.
5. *New Horizon in Language* John Lyons (Ed.) Pelican Books, 1970
6. *English Pronunciation in Use* Mark Hecock Cambridge University Press, 2003
7. *A Practical English Grammar* Thomson and Martinet Oxford University Press
8. *An Introduction to Language and Linguistics* Christopher J. Hall Viva Continuum Edition, 2008
9. *Introducing Phonology* David Odden Cambridge University Press, 2005
10. *Linguistics: A Very Short Introduction* P. H. Matthews Oxford University Press

Sample Topics for Assignments

Language and society – Branches of Linguistics – Bilingualism – The Need for the Study of Grammar – RP and Standard English – Approaches to the Study of Grammar – Linguistics as a Science

Suggested Reading:

Grammar:

1. Allsop, Jake. *Cassell's Students' English Grammar*. London: English Language Book Society, 1986.
2. Leech, Geoffrey .Margaret Deuchar et al. *English Grammar for Today: A New introduction*. London: Palgrave, 2005.
3. Peters, Pam .*Cambridge Guide to English Usage*. London: CUP, 2004.
4. Roberts, Paul .*Modern Grammar* . New York: Harcourt, 1968.
5. Roberts ,Paul. *English Syntax* . New York: Harcourt, 1964.
6. Quirk, Randolph .*The Use of English*. New York: St. Martin's Press, 1964.
7. Wood ,F.T. *Current English Usage* . London: Macmillan, 1990.
8. Yule, George.*The Study of Language*. Cambridge:CUP, 2000.

Phonetics:

1. Collins, Beverley and Inger M. Mees. *Practical Phonetics and Phonology*. London: Routledge, 2008.
2. Connor, J.D. O. *Phonetics*. London: Penguin, 1973.
3. Hancock ,Mark. *English Pronunciation in Use* . Delhi: Cambridge, 2013.

4. Jones, Daniel. *English Pronouncing Dictionary*. Cambridge. Cambridge UP, 2006.
5. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: Cambridge UP, 2007. Rpt. 2012.

Linguistics:

1. Crystal, David. *Linguistics*. Harmondsworth: Penguin, 1971.
2. Lyons, John. *Language and Linguistics*. Cambridge: CUP, 1981.
3. Verma, S.K and .N. Krishnaswamy. *Modern Linguistics: An Introduction*. New Delhi: OUP, 1989.
4. Wallwork, J.F. *Language and Linguistics : An Introduction to the Study of Language*. London: Heinemann, 1969.

Topics for Assignments/Seminars :

Grammar:

Parts of speech, Different concepts of meaning, Basic concepts in Morphology, Various branches of Linguistics, British and American English, Sentence Structures and any other topics based on the prescribed text.

Phonetics:

Phonemes, The Production of speech sounds, Fricatives and Affricates, Nasals, The Syllable, Strong and Weak syllables, Stress in simple and complex words, Phonemic analysis, Aspects of Connected speech, Organs of Speech, Speech Sounds, Intonation, Tones and Tone languages, Functions of Intonation, Attitudinal, Accentual, Grammatical, Discourse function, Varieties of English pronunciation, Geographical variations etc.

Guidelines for Evaluation (3B03ENG)

Internal Evaluation (Total Marks – 10)

- | | |
|------------------------|-----------|
| 1. Model Examination - | 5 Marks |
| 2. Assignment | 1 Mark |
| 3. /Seminar/Viva - | 1.5 Marks |
| 4. Attendance - | 2.5 Marks |

End Semester Examination (Total Marks - 40)

Pattern of Question Paper

Time – 3 Hours

Maximum Marks --- 40

- | | |
|---|-------------------|
| 1. One essay (200 words) out of two from Module- 1 | (Marks -1x8=8) |
| 2. One essay (200 words) out of two from Module- 2 | (Marks -1x8=8) |
| 3. Two out of three questions(80words) from Module- 3 | (Marks -2x4=8) |
| 4. A short passage for phonetic transcription | (Marks -1x2=2) |
| 5. Fourteen short answer questions from all modules | (Marks – 14x1=14) |

(Model question paper will be provided later)

IV. 3B04ENG English in the Internet Era

Aims:

- The paper broadly aims at helping students to effectively integrate multimedia and technology into learning

Objectives:

- To enable the student to use a variety of electronic media, such as the Internet, information services and desk-top publishing software programs, to create, revise, retrieve and verify information
- To help the student to synthesize information from multiple sources to draw conclusions
- To help the student to select and use appropriate study and research skills and tools according to the type of information being gathered or organized from information services
- To familiarise the students with the most recent developments in the integration of Web 2.0 technologies with literature.

Course Code	3B04ENG
Title of the Course	English in the Internet Era
Semester Assigned	3
No. of Credits	4
Contact hours/week	4
Total No. of contact hours	72
Core Text	<i>English in the Internet Era</i> (New Delhi: Medtec-An Imprint of Scientific International (Pvt) Ltd)

Course Outline

Module 1(1 hr)

1. ICT in Education: An Overview
2. Key Challenges in Integrating ICTs in Education: Technology enhanced teaching/learning; technology, pedagogy and content.
3. Advantages: Individualised, Customised/learner-centric approach. Measurability. Wider reach.
4. What is capacity building? ICT capacity building.
5. Learning Technologies for Second Language Teaching/Learning.
6. Gamification of Education: Digital, game-based language learning.

Module 2 (1 hr)

1. Virtual learning environment: Mobile, Web, LAN, Interactive White Board, e-learning tools, online tutoring and virtual university, e-literature, e-brary, e-book readers, Edutainment, CEC-Edusat, Infilibnet, Commercial Text to Speech (TTS) tools.
2. Collaborative Learning Environment: Forums, Userboard, Blog, Photosharing, Videosharing, Collaborative Writing Environment, Wikieducator; Web 2.0, Social Media, Edutopia
3. Audio-Visual Environment: Video conferencing, Skype, i-tunes, Webcast, podcast.

Module 3 (2 hrs)

1. Bridging Technology and English Language Learning:
2. Blended Language Learning
3. Mobile Assisted Language Learning
4. Online Dictionary, Online Thesaurus, Dynamo Dictionary, Vocabulary.com Lexipedia, Wordia, BBC Learning English, Vocabulary Games, Quizzes, Puzzles
5. Internet Communication: NetLingo, Text Messages, Alphanumeric abbreviations in English, Acronyms, Smileys, Emoticons.
6. Word processors, databases, hyper textmark up language (HTML), graphics and multimedia,
7. Desktop publishing, communication programmes (browsers, email, chat, collaboration tools, web designing)
8. Online editing, use of revision marks, use of templates
9. Literature in the Internet Era:
10. Electronic Fiction
11. Narrabases (non-sequential novels that rely on large computer databases)
12. Interactive Fiction Games, Visual Novels, Collaborative Fiction, Bookware
13. Computer mediated fiction or poetry, Storytelling in the Era of WWW, Hyperfiction, Hypertext fiction, Hypernarrative.

(Core Text: Text to be brought out)

Suggested Reading:

1. Marsh, Debra: Blended Learning: Creating Learning Opportunities for Language Learners
2. Stanley, Graham: Language Learning with Technology: Ideas for Integrating Technology in the Classroom (Cambridge Handbooks for Language Teachers)
3. Berger, Pam and Trexler, Sally: Choosing Web 2.0 Tools for Learning and Teaching in a Digital World

4. Richardson, Will: Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms.
5. Wankel, Charles and Blessinger Patrick: Increasing Student Engagement and Retention in e-Learning Environments: Web 2.0 and Blended Learning Technologies (Cutting-Edge Technologies in Higher Education)
6. Ramirez, Lori Langer de Empower. English Language Learners With Tools From the Web.
7. Levy, Mike and Stockwell, Glenn: Call Dimensions: Options and Issues in Computer Assisted Language Learning (ESL & Applied Linguistics Professional)
8. Yiyu, Cai: Interactive and Digital Media for Education in Virtual Learning Environments
9. Edited by Schmid, EulineCutrim and Whyte, Shona: Teaching Languages with Technology: Communicative Approaches to Interactive Whiteboard Use.

Web Resources:

1. <https://www.khanacademy.org>
2. <http://www.bbc.co.uk/worldservice/learningenglish>
3. <http://www.brainpopesl.com>

Topics for Assignments/Seminars:

1. Written assignments on Online Learning tools, Online Universities, ICT and rural communities or any topic listed in the syllabi.
2. Creation of a class blog and the active participation of each student to be monitored and graded.
3. Creation of a class community on a social networking site (facebook or twitter) to discuss academic matters.
4. Creation of a video podcast by students on campus life, review of the books that they have read or films that they have watched.
5. Form a userboard and forum for the college in which every student can participate and share views.

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**Guidelines for Evaluation (3B04ENG)**

Internal Evaluation (Total Marks – 10)

- |                        |           |
|------------------------|-----------|
| 1. Model Examination - | 5 Marks   |
| 2. Assignment          | 1 Mark    |
| 3. /Seminar/Viva -     | 1.5 Marks |
| 4. Attendance -        | 2.5 Marks |

End Semester Examination (Total Marks - 40)

**Pattern of Question Paper**

Time – 3 Hours

Maximum Marks --- 40

- |                                                                 |                  |
|-----------------------------------------------------------------|------------------|
| 1. One essay (200 words) out of two from Module- 1              | (Marks -1x8=8)   |
| 2. Two out of three questions(80words) from Module- 2           | (Marks -2x4=8)   |
| 3. Two out of three questions(80words) from Module- 3           | (Marks -2x4=8)   |
| 4. Sixteen short answer questions out of twenty from all Module | (Marks -16x1=16) |

(Model question paper will be provided later)



## V. 4B05ENG Studies in Poetry

### Aims:

- The paper broadly aims at helping the students to respond effectively as well as critically to poetry.

### Objectives:

- To help the student to understand the different stylistic, thematic and technical qualities present in the poetry of different cultures and historical periods.
- To enable the student to identify the characteristics that distinguish different poetic forms and genres.
- To introduce the student to the diversely experimental and vigorously innovative modes of poetry.
- The student will learn to identify universal themes prevalent in the literature of all cultures.

|                            |                                                                                                                                       |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Course Code                | 4B05ENG                                                                                                                               |
| Title of the Course        | Studies in Poetry                                                                                                                     |
| Semester Assigned          | 4                                                                                                                                     |
| No. of Credits             | 4                                                                                                                                     |
| Contact hours/week         | 4                                                                                                                                     |
| Total No. of contact hours | 72                                                                                                                                    |
| Core Text                  | 1. <i>The Poet's eye</i> CUPHYderabad<br>2. <i>Literary Terms and Criticism</i> : John Peck & Martin Coyle, Basinstock. Palgrave 2005 |

## Course Outline

### Module 1(1Hour/Week)

Literary Terms: Alliteration, Poetic Diction, Assonance and Consonance, Ballad, Blank Verse, Conceit, Dramatic Monologue, Elegy, Metre, Ode, Rhyme, Rhythm, Sonnet , Stanza, Metaphor and Simile ,Lyric and Lyrical Ballad, Metaphysical Poetry, Mock Heroic, Heroic Couplet

**(All poems in all modules are for detailed study)**

### Module 2(1Hour/Week)

1. When in Disgrace : William Shakespeare
2. Canonization : John Donne
3. Satan's Speech : John Milton  
(from Paradise Lost Book II by Lines 11-42 "Powers and dominions, deities of heaven... who can advise may speak")
4. Belinda : Alexander Pope  
(from Rape of the Lock Lines 123- 144."Robed in white... lightnings quicken in her eyes"-23 lines)
5. Auguries of Innocence- William Blake
6. Elegy Written in A Country Churchyard : Thomas Gray

### Module 3 (1 hour/week)

1. Kubla Khan : S.T. Coleridge
2. My Last Duchess : Robert Browning
3. To the Indians who died in South Africa : T.S Eliot
4. Second Coming : W.B. Yeats
5. Windhover : G. M. Hopkins
6. Unknown Citizen : W.H. Auden

### Module 4 (1 hour/week)

1. Because I Could Not Stop for Death : Emily Dickinson
2. Digging : Seamus Heaney
3. Mirror : Sylvia Plath
4. Do not Go Gentle : Dylan Thomas
5. Her Husband : Ted Hughes
6. Subaltern : Siegfried Sassoon

### Suggested Reading:

1. Corcoran, Neil. *English Poetry since 1940*. London: Longman, 1993.
2. Draper, R.P. *An Introduction to Twentieth Century Poetry in English*. Basingstoke, Palgrave,1999.
3. Emig, Rainer. *Modernism in Poetry*. London:Longman, 1995
4. Furniss, Tom and Michael Bath. *Reading Poetry- An Introduction*. London: PrenticeHall, 1996.
5. Hobsbaum, Philip. *Metre, Rhythm and Verse Form*.London:Routledge, 2006 .
6. Matterson, Stephen and Daryl Jones. *Studying Poetry*. London:Arnold, 2000.
7. Thomas, C.T. Ed. *Chaucer to Housman Vol I* .New Delhi: B.I. Publications 1987.
8. Thomas, C.T. Ed. *Chaucer to Housman Vol II*. New Delhi: B.I. Publications 1990.

Topics for Assignments/Seminars :

Poetical types- Satire, Epic, Idyll, Ballad, Elegy, Sonnet, Lyric, Ode, Heroic Couplet, Imagism, Symbolist Movement, Free Verse etc., Stanza forms, Metrical forms, Schools and Movements, the Metaphysicals, the Classical Movement, Romantic Revival, Victorian poetry Pre-Raphaelites, Fin de Siecle movement, Georgian poets, Poets of the First and Second World Wars, High Modernist poetry, Post-Modernist poetry, Spatialist poetry of France, Avant-garde poetry in Italy, Fusion poetry in Canada, L=A=N=G=U=A=G=E poets in the U.S., Modernist poetry in Australia.

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### **Guidelines for Evaluation (4B05ENG)**

Internal Evaluation (Total Marks – 10)

- |                        |           |
|------------------------|-----------|
| 1. Model Examination - | 5 Marks   |
| 2. Assignment          | 1 Mark    |
| 3. /Seminar/Viva -     | 1.5 Marks |
| 4. Attendance -        | 2.5 Marks |

End Semester Examination (Model question paper will be provided later)  
(Total Marks - 40)

### **Pattern of Question Paper**

Time – 3 Hours

Maximum Marks --- 40

- |                                                                  |                 |
|------------------------------------------------------------------|-----------------|
| 1. One essay (200 words) out of two from Modules 2&3             | (Marks -1x8=8)  |
| 2. Four out of six questions (Annotations) from Modules- 2,3&4   | (Marks -4x4=16) |
| 3. Two out of three questions(80words) from Module- 1            | (Marks -2x4=8)  |
| 4. Eight out of ten short answer questions from Modules – 2,3 &4 | (Marks -8x1=8)  |

(Model question paper will be provided later)

#### 4. 4B06ENG Literary Criticism

##### Aims:

- To acquaint the students with fundamental and influential ideas that have a bearing on literary creation and understanding of literature

##### Objectives:

- To awaken students' appreciative and critical faculties and so encourage their development as readers of literature.
- To provide the students with an adequate understanding of literary/critical terminology, key concepts, technical terms and theories.
- To develop a critical temper in the students.
- To familiarize the student with received ideas that enjoy universal reception in the context of literary study.
- Give clear explanations of the links and the disagreements between different thinkers and schools.

|                            |                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Code                | 4B06ENG                                                                                                                                                                                                                                                                                                                                                                    |
| Title of the Course        | Literary Criticism                                                                                                                                                                                                                                                                                                                                                         |
| Semester Assigned          | 4                                                                                                                                                                                                                                                                                                                                                                          |
| No. of Credits             | 5                                                                                                                                                                                                                                                                                                                                                                          |
| Contact hours/week         | 5                                                                                                                                                                                                                                                                                                                                                                          |
| Total No. of contact hours | 90                                                                                                                                                                                                                                                                                                                                                                         |
| Core Texts                 | 1.Prasad,B. <i>An Introduction to English Criticism</i> . Delhi: Macmillan, 1965.<br>2.Barry ,Peter. <i>Beginning Theory</i> . New Delhi:Viva,2008. Rpt. 2010<br>3.Peck, John and Martin Coyle. <i>Literary Terms and Criticism</i> . London:Palgrave,2005.<br>4.Devy, G.N. <i>Indian Literary Criticism: Theory and Interpretation</i> . Hyderabad: Orient Longman, 2002. |

## Course Outline

### Module I (1 hour)

Literary Terms: Genre (definition only), Archaism, Allegory, Allusion, Ambiguity, Archetype, Epic and Epic Simile, Epithalamion, Free Verse, Imagery, Figurative Language, Imagism, Irony, Symbol, Verse Epistle, New Criticism, New Historicism, Cultural Materialism.

### Module II (2 hours)

Classical Criticism, Neoclassical, Romantic and Victorian Literary Criticism, Indian Aesthetics

Aristotle

Plato

Dr. Johnson

Wordsworth

Sanskrit Poetics- An Overview – K. Krishnamoorthy (from *Indian Literary Criticism* – G.N. Devy)

### Module III (1 hour)(From Beginning Theory – Peter Barry)

1.Chapter I – Liberal Humanism: The History of English Studies – Ten tenets of Liberal Humanism

2.Chapter II – Structuralist chickens and Liberal Humanist eggs, Signs of the Fathers- Saussure, The Scope of Structuralism, What Structuralist critics do, Structuralist criticism, examples

### Module IV (1 hour) )(From Beginning Theory – Peter Barry

3.Chapter V- Psychoanalytic Criticism: Introduction, How Freudian Interpretation works, what Freudian Psychoanalytic critics do, Freudian Criticism: Some examples. Lacan (pages 108-112 including definition of ‘Condensation.’)

4.Marxist Criticism –Beginnings and basics of Marxism, Marxist Literary Criticism, General, the Present, the Influence of Althusser, What Marxist critics do, Marxist Criticism – an example.

### Suggested Reading:

1. Abrams, M.H. *A Glossary of Literary Terms*. Bangalore: Prism, 1993.
2. Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*. London: Arnold, 2000.
3. Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. London: Arnold, 2000.
4. Peck, John and Martin Coyle. *Practical Criticism*. Basingstoke: Palgrave, 2005.
5. Guerin, Wilfred I. *Earle Labor et al. A Handbook of Critical Approaches to Literature*. Oxford: OUP, 1998.
6. Prasad, B. *Background to the Study of Literature*. New Delhi: Macmillan, 1995. Revised Edn. 1999.
7. Nagarajan, M.S. *English Literary Criticism-An Introductory History*. Hyderabad: Orient Blackswan, 2006.

### Topics for Assignments/Seminars :

Horace, Longinus, Medieval and Renaissance Criticism, Ben Jonson, Philip Sidney, John Dryden, Alexander Pope, Matthew Arnold, Augustan Critics, Neo- Classical Critics, Romantic and Victorian Criticism, 20<sup>th</sup> Century Criticism, I. A. Richards, A.C. Bradley, F.R. Leavis, Cleanth Brooks, New Critics, Formalists.

## **Guidelines for Evaluation (4B06ENG)**

Internal Evaluation (Total Marks – 10)

- |                        |           |
|------------------------|-----------|
| 1. Model Examination - | 5 Marks   |
| 2. Assignment          | 1 Mark    |
| 3. Seminar/Viva        | 1.5 Marks |
| 4. Attendance          | 2.5 Marks |

End Semester Examination (Total Marks - 40)

### **Pattern of Question Paper**

Time – 3 Hours

Maximum Marks - 40

- |                                                             |                 |
|-------------------------------------------------------------|-----------------|
| 1. One essay (200 words) out of two from Module- 1          | (Marks -1x8=8)  |
| 2. One essay (200 words) out of two from Modules- 3&4       | (Marks -1x8=8)  |
| 3. Four out of six questions(80words) from all Modules      | (Marks -4x4=16) |
| 4. Eight short answer questions out of ten from all Modules | (Marks -8x1=8)  |

### **Kannur University**

### **Model Question Paper**

4B06Eng - Literary Criticism

Time 3hours

Maximum marks 40

- I. Write an essay of 200 words on one of the following: (1x8= 8 marks)
1. Aristotle's concept of tragedy.
  2. Elucidate the general features of Victorian literary criticism?
- II. Write an essay of 200 words on one of the following: (1x8=8 marks)
3. What are the tenets of liberal humanism?
  4. Attempt an overview of recent Marxist thinking on literature.
- III. Answer four of the following in about 80 words: (4x4= 16 marks)
5. Analyse New Historicism and Cultural Materialism.
  6. Dr. Johnson's observation on the unities.
  7. Wordsworth's concept of poetic diction.
  8. Why is Rasa described as the very essence of all literature?
  9. Explicate the five codes identified by Barthes.
  10. What are the psychic processes that have influenced Freudian terminology?

IV. Answer eight of the following in not more than two sentences:

(8x1=8 marks)

11. What is a verse epistle?
12. Explain what is meant by archaism.
13. What is meant by irony?
14. What are the major literary genres mentioned by Bhamaha?
15. What are repressive structures?
16. What is an archetype?
17. In what way did Saussure's work differ from that of nineteenth century linguistic scholars?
18. What is meant by an epic simile?
19. Why did Plato indict poetry?
20. What is meant by the technique of Practical Criticism?

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## VII. 5B07ENG Modern Critical Theory

### Aims:

- The paper aims at acquainting the students with fundamental and influential ideas that have a bearing on literary creation and understanding of literature

### Objectives:

- To provide the students with an adequate understanding of literary/critical terminology, key concepts, technical terms and theories.
- To develop a critical temperament in the students.
- To familiarize the student with received ideas that enjoy universal reception in the context of literary study.
- To stimulate debate and enhance understanding of literature in the context of social structure, gender relations, national identity and so on.
- To introduce the students to some of the best writings in the field of criticism practice and the formation of theory.

|                            |                                                                                                                                                                                                                                                                                      |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Code                | 5B07ENG                                                                                                                                                                                                                                                                              |
| Title of the Course        | Modern Critical Theory                                                                                                                                                                                                                                                               |
| Semester Assigned          | 5                                                                                                                                                                                                                                                                                    |
| No. of Credits             | 5                                                                                                                                                                                                                                                                                    |
| Contact hours/week         | 6                                                                                                                                                                                                                                                                                    |
| Total No. of contact hours | 108                                                                                                                                                                                                                                                                                  |
| Core Texts                 | 1. <i>Beginning Theory</i> – Peter Barry . New Delhi: Viva, 2008. Rpt. 2010.<br>2. <i>Literary Terms and Criticism</i> – John Peck and Martin Coyle. London: Palgrave, 2002.<br>3. <i>The Norton Anthology of Theory and Criticism</i> – Ed. Vincent B. Leitch. London: Norton 2000. |

## Course Outline

### Module 1 (1 hour)

Literary Terms: Canon, Defamiliarisation, Metonymy, Paradox, Pathetic Fallacy, Patriarchy, Satire, Gaze, Orientalism, Eurocentrism.

### Module2-Modern Critical Theory(From Beginning Theory – Peter Barry) (1hour)

1. Post-structuralism and Deconstruction – Some theoretical differences between structuralism and post-structuralism- figure on page 72, What Post-structuralist critics do, Deconstruction, an example.
2. Postmodernism- What is Postmodernism? What was Modernism? Landmarks in Postmodernism- Habermas, Lyotard, Baudrillard, Postmodernism- an example.

### Module3 (2 hours)

1. Feminist criticism- Feminism and Feminist criticism, Feminist criticism and the role of theory, what Feminist critics do, Feminist criticism- an example.
2. Post-Colonial Criticism- Background , what Post-Colonial critics do, Post-Colonial Criticism – an example.

### Module 4( 2 hours)

- 1.From Columbus to Sachin Tendulkar- R.Viswanathan
- 2.World of Wrestling- Roland Barthes
- 3.Laugh of the Medusa- Helene Cixous (“I shall speak... white ink)
- 4.Marxism and Literature – Edmund Wilson (First 10 paragraphs)
- 5.An Image of Africa: Racism in Conrad’s Heart of Darkness- Chinua Achebe
- 6.The Power of Forms in the English Renaissance- Stephen Greenblatt

### Suggested Reading:

1. Abrams, M.H. *A Glossary of Literary Terms*. Bangalore:Prism, 1993
2. Bennett, Andrew and Nicholas Royle. *Introduction to Literature, Criticism and Theory*. London: Prentice Hall, 1999.
3. Bertens, Hans. *Literary Theory: The Basics* . London: Routledge, 2001.
4. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford : OUP, 1997.
5. Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: U of Minnesota P, 1983.
6. Guerin, Wilfred I. Earle Labor et al. *A Handbook of Critical Approaches to Literature*. . Oxford: OUP, 1998.
7. Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory* . London: Arnold, 2000.
8. Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. London: Norton, 2000.
9. Nagarajan, M.S. *English Literary Criticism-An Introductory History*. Hyderabad: Orient Blackswan, 2006.
10. Peck , John and Martin Coyle. *Practical Criticism* . Basingstoke: Palgrave, 2005.
11. Prasad,B. *Background to the Study of Literature*. London: Arnold, 2000.
12. Webster R. *Studying Literary Theory: An Introduction*. London: Edward Arnold,1990.

### Topics for Assignments/Seminars :

Practical Criticism of prose pieces, dramatic work or poetry of the student’s choice.  
Authors/poets listed in the syllabus may be avoided

## **Guidelines for Evaluation (5B07ENG)**

### Internal Evaluation(Total Marks - 10)

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

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

#### Pattern of Question Paper

Time-- 3 Hours

Maximum Marks—40

- |                                                               |                 |
|---------------------------------------------------------------|-----------------|
| 1. One essay (200words) out of two from module -3             | (Marks- 1x8=8)  |
| 2. One essay (200words) out of two from module -4             | (Marks- 1x8=8)  |
| 3. Six out of eight questions ( 80 words) from modules- 1,2&3 | (Marks- 6x4=24) |

(Model question paper will be provided later)

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## VIII. 5B08ENG Drama- Theory and Literature

### Aims:

- To foster a mature understanding of drama and dramaturgy.

### Objectives:

- The student will understand the characteristics of major types of drama as well as the classical and medieval precedents that are important for a consideration of drama as a genre.
- The student will concern himself with matters concerning diction and generic expectation- the appropriate styles, conventions and registers of language for a given play.
- The student will learn to analyze the textual functions of drama as a powerful vehicle of social change.
- The student will acquire an understanding of the broader intellectual, cultural and social history that gave rise to the growth of drama.

|                            |                                                                                                                                                                                                                    |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Code                | 5B08ENG                                                                                                                                                                                                            |
| Title of the Course        | Drama- Theory and Literature                                                                                                                                                                                       |
| Semester Assigned          | 5                                                                                                                                                                                                                  |
| No. of Credits             | 4                                                                                                                                                                                                                  |
| Contact hours/week         | 6                                                                                                                                                                                                                  |
| Total No. of contact hours | 108                                                                                                                                                                                                                |
| Core Texts                 | 1. Peck, John and Martin Coyle. <i>Literary Terms anCriticism</i> . Basingstoke:Palgrave,2005. 2. Shakespeare, <i>Macbeth</i> ; 3. Eugene O'Neill, <i>Emperor Jones</i> ; 4. G B Shaw, <i>Caesar and Cleopatra</i> |

## Course Outline

### Module I (1 hour)

Literary Terms: (From *Literary Terms and Criticism* – John Peck and Martin Coyle)

Act and Scene, Character, Comedy, Medieval Drama, 19th century drama, Plot, Restoration Comedy, Shakespeare, Tragedy, 20th century Drama

### Module II (2 hours)

*Macbeth* : Shakespeare

### Module III (3 hours)

1. *Emperor Jones* – : Eugene O'Neill

2. *Caesar and Cleopatra* : G.B. Shaw

### Suggested Reading:

1. Belsey, Catherine. *The Subject of Tragedy- Identity and Difference in Renaissance Drama*. London: Methuen, 1985.
  2. Chothia, Jean. *English Drama of the Early Modern Period, 1890-1940*. London: Longman, 1996.
  3. Dollimore, Jonathan. *Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and his Contemporaries*. Brighton: Harvester, 1984.
  4. Drakakis, John. Ed. *Shakespearean Tragedy*. London: Longman, 1992.
  5. Esslin, Martin. *The Field of Drama*. London: Methuen, 1987.
  6. Granville-Barker, H. *Study of Drama*. London: Sedgwick, 1931.
  7. Hawkes, Terence. *Alternative Shakespeares 2*. London: Routledge. 1996.
  8. Williams, Raymond. *Drama in Perspective*. Harmondsworth: Penguin, 1968.
  9. Womack, Peter and Simon Shepherd. *English Drama: A Cultural History*. Cambridge: Blackwell, 1996.
  10. Woodfield, James. *English Theatre in Transition, 1881-1914*. London: CroomHelm, 1984.
- Topics for Assignments/ Seminars:

Medieval Drama, Miracle Plays, Morality Plays, Elizabethan stage and stage craft, History Plays, Roman Plays, Romantic Comedies, Jacobean Drama, Tragicomedy, Comedies, Tragedies, Satiric Comedy, Comedy of Manners, Restoration Drama, Sentimental Drama, Anti-sentimental Drama 19th Century Drama, Melodrama, 20th Century Drama, Problem Plays, Irish Theatre, Poetical Drama, Feminist Theatre, Theatre of the Absurd, Samuel Beckett, Eugene Ionesco, Jean Anouilh, Edward Albee, Black Comedy, Farce, Expressionist Theatre, Epic Theatre, Television plays, Black theatre, the Indian theatre.

### **Guidelines for Evaluation (5B08ENG)**

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

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

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

## Pattern of Question Paper

Time-- 3 Hours

Maximum Marks—40

1. One essay (200words) out of two from module -2 (Marks- 1x8=8)
2. One essay (200words) out of two from module -3 (Marks- 1x8=8)
3. Two out of three questions ( 80 words) from module- 1 (Marks- 2x4=8)
4. Two out of three questions ( annotations) from module- 2&3 (Marks-2x4=8)
5. Eight out of ten short answer questions from modules- 2&3 (Marks-8x1=8)

(Model question paper will be provided later)

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## IX. 5B09ENG Studies in Fiction

### Aims:

- To acquaint the students with the distinctive qualities of imaginative writing, such as novels and short fiction, their complex history of development and the reasons for the abiding popularity of these genres.

### Objectives:

- The student will learn to analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- The student will be enabled to understand the novel in the context of its pre-modern history as well as its modern international form.
- The student will be offered a masterful insight into basic values of human nature that abide in the fictional form.
- 

|                            |                                                                                                                                                                                                                 |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Code                | 5B09ENG                                                                                                                                                                                                         |
| Title of the Course        | Studies in Fiction                                                                                                                                                                                              |
| Semester Assigned          | 5                                                                                                                                                                                                               |
| No. of Credits             | 4                                                                                                                                                                                                               |
| Contact hours/week         | 6                                                                                                                                                                                                               |
| Total No. of contact hours | 108                                                                                                                                                                                                             |
| Core Texts                 | 1. Peck, John and Martin Coyle. <i>Literary Terms and Criticism</i> . Basingstoke: Palgrave, 2005.<br>2. Emily Bronte, <i>Wuthering Heights</i><br>3. Yann Martel, <i>Life of Pi</i> , New Delhi: Penguin, 2007 |



## Course Outline

### Module I (1 hour)

Literary Terms: (From Literary Terms and Criticism – John Peck and Martin Coyle) 18th century novels, Narrative structure, Tales, Fables, Parables Narrator, Realism, Reflexive Novel, Utopian and Science Fiction, Gothic Novel, Stream of Consciousness, Magical Realism

### Module II Novels (3 hours)

1. *Wuthering Heights* : Emile Bronte
2. *Life of Pi* : Yann Martel

### Module III Short Fiction (2 hours)

1. The Invalid's Story : Mark Twain
2. Wasp's Nest : Agatha Christie
3. The End of the party : Graham Greene
4. The Rocking Horse Winner : D.H.Lawrence
5. The Night the Ghost Got In : James Thurber
6. Love, Love, Love Alone : V. S. Naipaul
7. Tricki Woo : James Herriot
8. Moonlight : Guy de Maupassant

### Suggested Reading:

1. Alter, Robert. *Partial Magic: The Novel as Self-conscious Genre*. Berkeley: University of California Press, 1975.
2. Armstrong, Nancy. *Desire and Domestic Fiction: A Political History of the Novel*. Oxford: OUP, 1987.
3. Marshall, Brenda K. *Teaching the Postmodern: Fiction and Theory*. London and New York: Routledge, 1992.
4. McHale, Brian. *Postmodernist Fiction*. London: Methuen, 1987.
5. Spencer, Jane. *The Rise of the Woman Novelist: from AphraBehn to Jane Austen*. Oxford: Basil Blackwell, 1986.
6. Davies, Lennard J. *Factual Fictions: The Origin of the English Novel*. New York: Columbia UP, 1983.

Topics for assignments/ seminars: The Beginning of the Novel, Epistolary novels, Gothic Novels, 18th century novels, Women novelists, 20th century novels, Science Fiction, Modern Novelists, Picaresque novels, Realism, Psychological realism, Utopian novels, Reflexive novels, Postmodern Fiction.

## Guidelines for Evaluation (5B09ENG)

### Internal Evaluation(Total Marks - 10)

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

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

## Pattern of Question Paper

Time-- 3 Hours

Maximum Marks—40

1. One essay (200words) out of two from module -2 (Marks- 1x8=8)
2. One essay (200words) out of two from module -3 (Marks- 1x8=8)
3. Four out of six questions ( 80 words) from all modules- (Marks- 4x4=16)
4. Eight out of ten short answer questions from all modules (Marks-8x1=8)  
(Model question paper will be provided later)

\*\*\*\*\*

## X. 5B10ENG Women's Writing

### Aims:

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

### Objectives:

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

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

## Course Outline

### Module I (1 hour)

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

### Module II Drama (1 hour)

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

### Module III- Fiction(2 hours)

- Color Purple* : Alice Walker

### Short Fiction

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

### Module IV Poetry(1 hour)

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

### Suggested Reading:

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

### Topics for Assignments/ Seminars:

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

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**Guidelines for Evaluation (5B10ENG)**

Internal Evaluation(Total Marks - 10)

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

End Semester Examination(Total Marks - 40)

Pattern of Question Paper

Time-- 3 Hours

Maximum Marks—40

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

(Model question paper will be provided later)

## XI. 6B11ENG Project

### Aims:

- To broaden the perspectives of the students and train them in research writing based on information gathered from outside sources

### Objectives:

- To provide students training in documentation and research methodology.
- To foster an understanding of the mechanics of writing.
- To learn to structure information or informed ideas logically and effectively.
- To engage in a focused study of a topic.
- To learn to present and interpret information gathered through an extensive study of a subject.

|                            |                                                                                                                                                |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. <i>Introduction to Literary Studies</i> . London: Routledge, 2013.<br>2.MLA Handbook 7 <sup>th</sup> /8 <sup>th</sup> Edition |

- A Project work with dissertation should be undertaken by all students
- Project work shall be carried out under the supervision of a teacher in the parent department
- The Project work shall be prepared according to the guidelines approved by the University. Two typed copies of the Project report shall be submitted to the HOD two weeks before the commencement of the ESE
- The external evaluation of the Project work shall be carried out at the end of the semester
- Every student has to do the Project work independently. No group Projects are accepted

### Evaluation of a Project

- Total marks for Project is 25 (20 external and 5 internal)
- The ESE of the Project work shall be conducted by two external examiners
- Submission of Project Report and presence of the student for viva are compulsory for internal evaluation
- No marks shall be awarded to a candidate if he/she fails to submit the Project Report for external evaluation
- 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
- In case a candidate fails, the Project work may be redone and the report may be resubmitted along with subsequent exams
- There shall be no improvement chance

Mark distribution may be done as follows

| Internal 5 marks              |       |
|-------------------------------|-------|
| Components                    | Marks |
| Punctuality                   | 1     |
| Use of data                   | 1     |
| Scheme/organisation of report | 2     |
| Viva-voce                     | 1     |
|                               |       |
|                               |       |
|                               |       |

| External 20 marks                                          |       |
|------------------------------------------------------------|-------|
| Components                                                 | Marks |
| Relevance of the topic                                     | 1     |
| Statement of the objectives                                | 2     |
| Methodology/reference/bibliography                         | 3     |
| Presentation of facts/figures/language style/diagrams etc. | 4     |
| Quality of analysis                                        | 3     |
| Findings and recommendations                               | 2     |
| Viva-voce                                                  | 5     |

A typed Project of not more than 25 pages which is documented according to specifications in the MLA handbook may be submitted by the students on topics/ authors of their choice. Texts and literary pieces already listed in the syllabus may be avoided. The literary/cultural theories that they have imbibed during the course may be applied in the work. The latest MLA Handbook is to be used

(Core Reading Chapter 7 How to Write a Research Paper from Klarer, Mario. *Introduction to Literary Studies*. London: Routledge, 2013.)

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XII. 6B12ENG Malayalam Literature in Translation

Aims:

- To draw the attention of the student to the literary talents operating in Kerala today whose work often goes unnoticed in the international marketplace which is preoccupied with English language books.

Objectives:

- To provide a sense of rootedness and historical continuity.
- To learn to subject the very practice of translation to ideological scrutiny.
- To make possible the critical discussion of texts, literary movements and cultural phenomena in Kerala.
- To provide lively instructive access to the rich and complex works in Malayalam literature.

Course Code	6B12NG
Title of the Course	Malayalam Literature in Translation
Semester Assigned	6
No. of Credits	4
Contact hours/week	5
Total No. of contact hours	90
Core Text	<i>Goat Days</i> : Benyamin

Course Outline

Module I Translation Theory (1 hour)

Translation theory to be limited to the following topics – Processes involved in translation- types of translation- problems involved in translation – lack of equivalence – loss and gain in translation

Module II(1 hour)

1. Translation and Malayalam Literary Sensibility : A Note on How It All Began. P.P. Raveendran
2. Folklore: The Identity of Culture-Dr. M.V. VishnunarayanNamboodiri
3. Introduction to Raveendran, P.P. ,G. S. Jayasree and C. N. Sreekantan Nair. Eds. *In the Shade of the Sahyadri*. New Delhi: OUP, 2013

Module III – Poetry(1 hour)

1. My Mother Tongue : Vallathol
2. Rathrimazha : SugathaKumari
3. Offering : BalamaniAmma
4. Those Who Have Lost the Nectar: O.N.V.
5. World Malayali : AyyappaPanikker
6. Unniyarcha and Aaromal : (Vadakkanpattu, trans. Kamala Das)
7. Gandhi and Poetry : Satchidanandan

Module IV- Fiction (2 hours)

1. *Goat Days* : Benyamin (Trans. Joseph Koyipally)

Short Fiction

1. Story of a Time Piece : S.K. Pottekkat
2. Poovambazham : Basheer
3. Black Moon : M.T. Vasudevan Nair
4. Garden of the Antlions : Paul Zacharia
5. Higuira : N.S. Madhavan
6. Marriages are Made in Heaven : K. SaraswathiAmma.

Suggested Reading:

1. Bassnett, Susan and Andre defevre .Eds. *Translation, History and Culture*. London and New York: Pinter, 1990.
2. Bassnett, Susan and Andre defevre .Eds. *Constructing Cultures: Essays on Literary Translation*. Clevedon et al : Multilingual Matters, 1998.
3. Bassnett, Susan and Harish Trivedi. Eds. *Post-Colonial Translation: Theory and Practice*. London and New York: Routledge, 1999.
4. Dasan, M. ,V. Pratibha, et al. *The Oxford India Anthology of Malayalam Dalit Writing*.New Delhi: OUP, 2012.
5. Niranjana, Tejaswini. *Siting Translation: History, Post-Structuralism, and the Colonial Context*. Oxford: University of California Press, 1992.
6. Venuti, Lawrence. Ed. *Rethinking Translation: Discourse, Subjectivity, Ideology*. London and New York: Routledge, 1998.
7. Tharakan, K.M. Ed. *Malayalam Poetry Today: An Anthology*. Thrissur: Kerala SahityaAkademi, 1984
8. Paniker, K.Ayyappa.Ed. *SahityaAkademi Medieval Indian Literature. Vol 3*. Delhi: SahityaAkademi, 1999.

9. Raveendran, P.P. ,G. S. Jayasree and C. N. Sreekantan Nair. Eds. *In the Shade of the Sahyadri*. New Delhi: OUP, 2013

10. *The Ancient Lyre*. Delhi: SahityaAkademi, 2005.

Topics for assignments/ seminars:

The student may submit a translation of not more than 30 typed pages of any of the writers in Malayalam whose works have not yet been translated

Guidelines for Evaluation (6B12ENG)

Internal Evaluation(Total Marks - 10)

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

End Semester Examination(Total Marks - 40)

Pattern of Question Paper

Time-- 3 Hours

Maximum Marks—40

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

XIII. 6B13ENG New Literatures in English

Aims:

- To initiate students into a discussion of the cultural differences in literary texts produced from the New World and identify different theoretical assumptions and practices in literature.

Objectives:

- To introduce the learner to the growth and development of literatures outside Britain and to learn to contest the very location of literature.
- To know a wide range of writing across continents.
- To learn to critique the relations of power in colonial contexts and newly independent states.
- To learn to subject the economic, political, social and cultural axioms of imperialism to a thorough interrogation.
- To learn to construct alternative readings of history.

Course Code	6B13NG
Title of the Course	New Literatures in English
Semester Assigned	6
No. of Credits	4
Contact hours/week	5
Total No. of contact hours	90
Core Texts	1. WoleSoyanka, <i>The Lion and the Jewel</i> 2. E.R Braithwaite, <i>To Sir, With Love</i>

Course Outline

Module I (1 hour)

1. Decolonising the Mind- NgugiWaThiongo (From *Monuments of Prose* , Delhi: Macmillan, 2008).
2. The Negro Artist and the Racial Mountain- Langston Hughes (From Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. London:Norton, 2000).

Module II Drama (1 hour)

The Lion and the Jewel : Wole Soyinka

Module III Fiction(2 hours)

To Sir, With Love : E.R. Braithwaite

Short Stories:

1. The Wild Buffalo : PiyaseeliWijemanne
2. How We Fled When I Was a Girl : Molly Nungarrayi
3. My Thai Cat : PratimroothaZeng
4. The Man to Send Rain Clouds : Leslie Marmon Silko
5. Dear Life : Alice Munro

Module IV Poetry (1 hour)

1. Prayer to the Masks : Leopold Senghor
2. Overture : Christopher Okigbo
3. Far Cry from Africa : Derek Walcott
4. Siren Song : Margaret Atwood
5. Shoulders : Naomi Shihab Nye
6. Words : Edwin Thumboo
7. Train Journey : Judith Wright

Suggested Reading:

1. Achebe, Chinua. *Hopes and Impediments: Selected Essays 1965-1987*. London:Heinemann, 1988.
2. Amuta, Chidi. *The Theory of African Literature*. London: Zed Books, 1989.
3. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Key Concepts in Post Colonial Studies*.
4. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *The Emperor Writes Back: Theory and Practice in Post-Colonial Literature*. London:Routledge, 1989.
5. Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Toronto: Anansi, 1972.
6. Bhabha, Homi K. Ed. *Nation and Narration*. London:Routledge, 1990.
7. Bhabha, Homi K. *The Location of Culture*. London:Routledge, 1994.
8. Braithwaite, Edward Kamau. *History of the Voice: The Development of Nation Language in Anglophone Caribbean Poetry*. London: New Beacon, 1984.
9. Fanon, Frantz. *The Wretched of the Earth*. London:Penguin, 1961.
10. Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 1998.
11. Nair, Chandran. *Developing Creative Writing in Singapore*. Singapore: Woodrose, 1977.
12. Narasimhaiah, C.D. Ed. *Awakened conscience: Studies in Commonwealth Literature*. London:Heinemann, 1978.
13. Nasta, Susheila. Ed. *Writing Across the Worlds: Contemporary Writers Talk*.(Interviews with Wole Soyinka, Chinua Achebe and NgugiWaThiongo)
14. Said, Edward. *Culture and Imperialism*. London:Vintage, 1995.
15. Said, Edward. *Orientalism*. London: Penguin, 1995.

16. Thieme, John. Ed. *The Arnold Anthology of Post-Colonial Literatures in English*. London: Auckland, 1996.

17. Tiffin, Chris and Alan Lawson. *De-scribing Empire: Postcolonialism and Textuality*. London:Routledge.1998.

Writers listed for assignments/ seminars:

Wilson Harris, Patrick White, Eavan Boland, Ezekiel Mphahlele, Flora Nwapa, Armah Awoonor, Ama Ata Aidoo, Mariama Ba, Nadine Gordimer, Doris Lessing, Olive Schreiner, Janet Frame, Keri Hulme, Jean Rhys, Tsitsi Dangarembga, George Lamming, Bapsi Sidhwa, Rukhsana Ahmed, Ravinda Randhawa, David Simon, Hanif Kureishi, Abdul Razak Gurnah, Christina Stead, Samuel Selvon, Ayi Kwei Armah, Louise Bennett, J.M. Coetzee, E.K. Braithwaite, David Dabydeen, Bernadine Evaristo, Stella Franklin, Joseph Furphy, Lorna Goodison, Jackie Kay, Bessie Head. Henry Kendall, Alex L Guma, Henry Lawson, Les A. Murray, Michael Ondaatje, Caryl Phillips, Katherine Susannah Pritchard, Michael Smith.

Guidelines for Evaluation (6B13ENG)

Internal Evaluation(Total Marks - 10)

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

End Semester Examination(Total Marks - 40)

Pattern of Question Paper

Time-- 3 Hours

Maximum Marks—40

- | | |
|--|-----------------|
| 1. One essay (200words) out of two from module -1 | (Marks- 1x8=8) |
| 2. One essay (200words) out of two from module -2&3(novel only) | (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) |

IVX. 6B14ENG Indian Writing in English

Aims:

- To introduce the student to the extraordinary range and complexity of contemporary Indian writing in English and to draw attention to issues such as nature, culture and representation.

Objectives:

- To help the learner to approach Indian Writing in English as a corollary of the momentous contact between India and the Indian ethos on the one hand, and England, the English language and Western culture on the other.
- To help the learner to identify the Indian idiom of Indian Writing in English and the Indian sensibility that animates it.
- To experience the quintessence of this writing, apart from the prevailing tendencies and motivating forces that foreground it.

Course Code	6B14NG
Title of the Course	Indian Writing in English
Semester Assigned	6
No. of Credits	4
Contact hours/week	5
Total No. of contact hours	90
Core Texts	1. A. K. Mehrotra (<i>Concise History of Indian Literature in English</i>) 2. Raveendran, P.P. <i>Texts, Histories, Geographies: Reading Indian Literature</i> . Hyderabad: Orient Black Swan, 2009). 3. GirishKarnad, <i>Hayavadana</i> 4.Anita Desai, <i>Voices in the city</i>

Course Outline

Module I (1 hour)

Critical Perspectives on Indian Writing in English

1. Introduction by A. K. Mehrotra (*Concise History of Indian Literature in English*)

2. Nationalism, Colonialism and Indian English Literature- P.P. Raveendran. (From Raveendran, P.P. *Texts, Histories, Geographies: Reading Indian Literature*. Hyderabad: Orient Black Swan, 2009).

Module II Drama (1 hour)

Hayavadana : GirishKarnad

Module III Fiction (2 hours)

Voices in the City : Anita Desai.

Short Stories

1. India- A Fable : Raja Rao (From *The Meaning of India*)
2. Liar : Mulk Raj Anand
3. Fellow Feeling : R. K. Narayanan
4. Unfaithful Servants : ManjulaPadmanabhan
5. Remains of the Feast : Gita Hariharan

Module IV Poetry (1 hour)

1. Stone Goddess : Aurobindo
2. Family Dinner : Dom Moraes
3. Railway Clerk : Nissim Ezekiel
4. TajMahal : R.Parthasarathy
5. The Abandoned British Cemetery at Balasore, India : JayantaMahapatra
6. Last of the Princes : A. K. Ramanujan
7. How to Tame a Pair of New Chappals : GopalHonnalgere

Suggested Reading:

1. Abidi, S.Z. H. *Studies in Indo-Anglian Poetry*. Bareilly:Prakash Book Depot, 1979.
2. Asnani, Shyam M. *Critical Reponse to Indian English Fiction*. New Delhi, Mittal, 1986.
3. Bhatta, Krishna S. *Indian English Drama: A Critical Study*. New Delhi: Sterling, 1987.
4. Bhatnagar, O.P. Ed. *Studies in Indian Poetry in English*. Jaipur: RachanaPrakashan, 1981.
5. Desai, S.R. and G.N. Devy. *Critical Thought: An Anthology of 20th Century Indian English Essays*. New Delhi: Sterling, 1986.
6. King, Bruce. *Modern Indian Poetry in English*. Delhi: OUP, 1987.
7. LAL, P. Ed. *Modern Indian Poetry in English: An Anthology and a Credo*. Calcutta: Writers' Workshop, 1969.2nd expanded edition 1971.
8. Lall, E.N. *The Poetry of Encounter: Dom Moraes, A. K. Ramanujan and Nissim Ezekiel*. New Delhi: Sterling, 1983.
9. Myles, Ashley, E. Ed. *An Anthology of Indo-Anglian Poetry*. New Delhi, Mittal, 1991.
10. Naik, M. K. Ed. *Perspectives on Indian Poetry in English*. New Delhi: Abhinav, 1984.
11. Narasimhaiah, C.D. Ed. *Makers of Indian English Literature*. New Delhi: Pencraft, 2000.
12. Peeradina, Saleem. Ed. *Contemporary Indian Poetry in English: An Assessment and Selection*. Mumbai:Macmillan 1972.
13. Prasad, Madhusudan, Ed. *Indian English Novelists: An Anthology of Critical Essays*. New Delhi: Sterling, 1982.

Writers/Topics for assignments/ seminars:

Henry Derozio, Greece ChunderDutt, Rabindranath Tagore, Toru Dutt, Sarojini Naidu, Nirad C. Chaudhuri, Vikram Seth, ChetanBhagat, ArvindAdiga, AdilJussawalla, K. N. Daruwallah, R. Parthasarathy, Kamala Das, A.K. Mehrotra, ArunKolatkarr, SaleemPeeradina, ManoharShetty, ArunKolatkarr, Shiv K. Kumar, G. S. Sharat Chandra, AnandThakore, DilipChitre, JeetThayyil, Eunice De Souza, Melanie Silgado, MamtaKalia, GauriDeshpande, Mamang Dai, Agha Shahid Ali, Alan Sealy, Kiran Desai, Sujata Bhatt, MeenaKandaswamy, TishaniDoshi, Bharati Mukherjee, ChitraDivakaruni, Gita Hariharan, ShashiDeshpande, Salman Rushdie, ImtiazDharkar, Srinivas Rayaprol.

The aesthetics of Indian Writing in English, Dalit poets, the Question of Modernity, Indianness, the Indian sensibility, Cultural pressures on the Indian writer in English, Diaspora writers, Postcolonialism and the Indian Writer.

Guidelines for Evaluation (6B14ENG)

Internal Evaluation(Total Marks - 10)

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

End Semester Examination(Total Marks - 40)

Pattern of Question Paper

Time-- 3 Hours

Maximum Marks—40

- | | |
|--|-----------------|
| 1. One essay (200words) out of two from module -1 | (Marks- 1x8=8) |
| 2. One essay (200words) out of two from module -2&3(novel only) | (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 will be provided later)

VX. 6B15ENG Film Studies

Aims:

- The course aims at enabling the undergraduate students to discuss film theories at a basic level and prepare them to a higher level of understanding and appreciation of contemporary films.

Objectives:

- To equip the undergraduate student with a historical perspective of world cinema.
- To accustom the student to a wide range of cinematic styles and techniques from canonical phases of cinematic history.
- To critically view the nature of representation on screen of class, race, gender, ethnicity and sexuality.
- To create a lively atmosphere of cinema debate in the classrooms with continuous use of audio-visual clippings from representative films based on the wide spectrum of film theories, styles and movements laid out in the four modules.

Course Code	6B15NG
Title of the Course	Film Studies
Semester Assigned	6
No. of Credits	4
Contact hours/week	5
Total No. of contact hours	90
Core Texts	1. Susan Heyward : <i>Key concepts in Film Studies</i> 2. Annie Villarejo: <i>Film , The Basics</i> 3. Andrew Dix: <i>Beginning Film</i>

Course Outline

Module I (1 hour)

Module I (for Essay Questions)

The Beginnings of Cinema—Early Cinema (The Silent Era)—Classical Hollywood Cinema, Contemporary Hollywood Cinema—Early Soviet Cinema—French New Wave Cinema—Italian Neo-realism—Latin American Cinema—Japanese, Iranian and Korean Cinema—Cinema in India (Hindi and Malayalam Cinema)

Introduction to the film theories of Sergei Eisenstein, Andre Bazin, Auteur theory, Christian Metz and Laura Mulvey.

Module 2 (Short Answer Questions)

Film Language: The Basic Building Blocks of Film

Mise-en-scene: Lighting, Costume, Setting

The Shot: The Scale of Shot, Establishing Shot, Shot-Reverse-Shot, Tracking Shot, Framing, Composition, Camera Angle—Tilt, Pans and Rolls—Focus.

Editing: Montage School, Chronological Editing, Parallel Editing, Continuity editing, Jump cuts, Match cuts, Fade out, Dissolve, Iris, Wipe

Sound: Diegetic, Extra-diegetic, Music, Speech.

Colour: Black and white, Eastman, Technicolor

Production, distribution and reception of films; Censorship.

Module 3 (Paragraph Questions)

The Major genres: Documentary, Narrative, Avant-garde, Feature films, Short Films, Thriller, Melodrama, Musical, Horror, Western, Fantasy, Animation, Film noir, Expressionist, Historical, Mythological, Road movies.

Module 4 (Essays on 1, 2 and 5)

Case Studies of Classic Cinema (Films to be screened)

- | | | |
|------------------------|---|-------------------------------------|
| 1. Battleship Potemkin | : | 1925 Silent Cinema, Montage (Essay) |
| 2. Bicycle Thieves | : | 1948 Italian Neo Realism (Essay) |
| 3. Breathless | : | 1960 French New Wave |
| 4. Citizen Kane | : | 1941 Hollywood Classic |
| 5. ShatranjKeKhilari | : | 1977 Indian Classic |
| 6. Kodyettam | : | 1977 Malayalam Classic (Essay) |

Following films may be used for Seminar Presentation/assignments:

- | | | |
|-----------------------|---|---|
| 1. The Godfather | : | Francis Ford Coppola (1972 American Crime Film) |
| 2. The Great Dictator | : | Charlie Chaplin (1940 American Comedy Drama) |
| 3. Sholay | : | Ramesh Sippy (1975 Hindi Action Adventure Film) |
| 4. Bandit Queen | : | SekharKapur (1994 Indian Film) |

5. Thelma and Louise : Ridley Scott (1994 American Road Movie)
6. Fire : Deepa Mehta (1996 Hindi movie)
7. Escape to Victory : John Huston (1981 Football Movie)
8. Psycho : Alfred Hitchcock (1940 Psychological Thriller)
9. Buddha Collapsed out of Shame : Hana Makhmalbaf (2007 Iranian Film)
10. The Bow : Kim Ki Duk (2005 Korean Movie)
11. The Cup : KhyentseNorbu (1999 film)
12. Nirmalyam : M.T. Vasudevan Nair (1973 Malayalam film)
13. Apocalypse Now : Francis Ford Coppola (1979 Epic War Film)
14. The Lion King : Roger Allers and Rob Minkoff (1994 Animation Movie)
15. What is that? : ConstantinPilavios (2007 Greek Short Film)
16. Fahrenheit 9/11 : Michael Moore (2004 Documentary Film)
17. Mahabharat : (2013 Animated Indian Mythological drama film)
18. Peeping Tom : Michael Powell (1960 American Voyeuristic Film)
19. Paruthiveeran : Ameer Sultan (2007 Tamil film)
20. Traffic : Rajesh Pillai (2011 New Generation Malayalam movie)

Reading List

1. Bazin, Andre: What is Cinema? Vol. 1 and Vol. 2
2. Hyward, Susan. Key concepts in Cinema Studies.
3. Laura Mulvey: Visual Pleasure and Narrative Cinema (1975) Originally Published - Screen 16.3 Autumn 1975 pp. 6-18
4. Metz, C. Film Language: A Semiotics of the Cinema.
5. Sergei Eisenstein: Film Form: Essays in Film Theory.
6. Andrew, J D. Inrtoduction to Major Film Theories.
7. Bill Nichols: Engaging Cinema: An Introduction to Film Studies.
8. Lapsley, R and Westlake, M. Film Theory: An Introduction.
9. Ravi S Vasudevan., ed. Making Meaning in Indian Cinema.
10. Jill Nelmes: Introduction to Film Studies (5the edn.)

FURTHER READING

1. R. Stam et al: New Vocabularies in Film Semiotics
2. David A. Cook: A History of Narrative Film.
3. Rajadhyaksha, Ashish and Paul Willemen. ed. Encyclopedia of Indian Cinema.
4. Hamid Dabashi: Close Up: Iranian Cinema, Past, Present, and Future
5. John King, Magical Reels: A History of Cinema in Latin America.

Readings from Within.

1. J. Monaco: How to Read a Film.
2. Leo Braudy& Marshall Cohen. (Eds.) Film Theory and Criticism.
3. David Sterrit: The Films of Alfred Hitchcock.
4. Geoffrey Nowell Smith: The Oxford History of World Cinema.
5. James Monaco. How to Read a Film: The Art, Technology, Language.
6. History and Theory of Film and Media. Oxford: OUP, 1981.
7. Mike Wayne: Political Film: The Dialectics of Third Cinema.
8. Pete Bondanella: Italian Cinema: From Neorealism to the Present.
9. Peter Graham (ed.): The French NewWave

CYBER RESOURCES

1. <http://www.afi.com>
2. <http://www.imdb.com>
3. <http://www.bfi.org.uk>
4. <http://www.film-philosophy.com>
5. <http://filmstudiesforfree.blogspot.in>
6. <http://www.nfaipune.gov.in>
7. <http://www.bollywoodvillage.com>
8. www.nfdcindia.com
9. <http://www.soas.ac.uk>

Guidelines for Evaluation (6B15ENG)

Internal Evaluation(Total Marks - 10)

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

End Semester Examination(Total Marks - 40)

Pattern of Question Paper

Time-- 3 Hours

Maximum Marks—40

- | | |
|---|-----------------|
| 1. One essay (200words) out of two from module -1 | (Marks- 1x8=8) |
| 2. One essay (200words) out of two from module -4 | (Marks- 1x8=8) |
| 3. Four out of six questions (80words) from module- 3 | (Marks- 4x4=16) |
| 4. Eight out of ten short answers from module- 2 | (Marks-8x1=8) |

(Model question paper will be provided later)

SYLLABI FOR ELECTIVES IN CORE COURSES IN ENGLISH LANGUAGE AND LITERATURE

(2014 ADMISSION ONWARDS)

Three Courses are offered in this segment. One of them may be chosen by the department

VIX. 6B16(1)ENG World Literature in Translation

Aims:

In an age of globalization, the category of world literature is increasingly important to academic teaching and research. The paper will persuade the student to comprehend the world as a whole, and think in terms of a universal cultural convergence by considering world literatures not as a canon of texts but as a mode of circulation and reading.

Objectives:

- To draw the attention of the learner to universally significant cultural moments of history.
- To learn to connect to literatures across the globe and engage in literary and cross-cultural inquiry, by reading non-canonical and less known literatures from across the globe.
- The student will learn to identify universal themes prevalent in literature of all cultures.
- The student will learn the significance of national literatures in an era of globalization, assess gender and cultural formations across time and engage in experimental approaches to literature and culture.

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
Core Texts	

Course Outline

Module I (1 hour)

1. Transference, Transliteration and Transcreation.
2. Translation and Comparative Literature.

Module II Drama (I hour)

1. *The Caucasian Chalk Circle* : Bertolt Brecht.
2. *The Inspector General* : Anton Chekhov (One act play)

Module III Novel (I hour)

Embers : Sandor Marai

Module IV Short Stories and Poetry (I hour)

1. The Last Lesson : Alphonse Daudet
2. Hill Bred : Aarreph El-Khoury
3. Children and Old Folk : Ivan Cankar
4. ZireBuzette : Maurice des Ombriaux
5. One of These Days : Gabriel Garcia Marquez

Poetry

1. Ithaca : Constantine Cavafy
2. You Who Never Arrived : Rainer Maria Rilke
3. Rocking : Gabriela Mistral
4. If I Wrote It was Because : Antonella Anedda
5. Gifts : Shu Ting
6. To My Mother : Mahmoud Darwish

Suggested Reading:

1. Arane, R. Victoria. *The Facts on File Companion to World Literature*. New York: Facts on File, 2008.
2. Bassnett, Susan and Andre Leffevere .Eds. *Translation, History and Culture*. London and New York: Pinter, 1990.
3. Bassnett, Susan and Andre Leffevere .Eds. *Constructing Cultures: Essays on Literary Translation*. Clevedon et al : Multilingual Matters, 1998.
4. Bassnett, Susan and Harish Trivedi. Eds. *Post-Colonial Translation: Theory and Practice*. London and New York: Routledge, 1999.
5. Behdad, Ali and Dominic Thomas. Ed. *A Companion to Comparative Literature*. Oxford: Blackwell, 2011.
6. *Comparative Literature and Culture*. 13.5(2011).
7. Damrosch, David. *How to Read World Literature*. Oxford: Blackwell, 2009.
8. D'Haen, Theo. *The Routledge Concise History of World Literature*. New York: Routledge, 2012.
9. D,Haen, Theo, David Damrosch and Djelal Kadir. Ed. *The Routledge Companion to World Literature*. New York: Routledge, 2012.
10. Marquez, Gabriel Garcia . *Collected Stories: Gabriel Garcia Marquez*. Trans. Gregory Rabassa and J. S. Bernstein. New Delhi: Penguin, 1996.
11. Mitra, Arpan. Ed. *Great Short Stories of the World*. New Delhi: Maple Press, 2013.
12. *Journal of Literature and Aesthetics: Special Issue on World Poetry Today*. Vol.1. No.1 July-December 2001.

VIX. 6B16(2)ENG Indian Writing in Translation

Aims:

- To introduce the student to the multiple literary communities operating in India today and the extraordinary profusion of literary talents working in many dialects and languages.

Objectives:

- To foreground the idea of an Indian literary canon that is made up of multiple cultural practices and temporalities.
- To extend cross-cultural understanding.
- To make possible the critical discussion of multilingual and multicultural phenomena.
- To understand the literary scene of India which is vital, diverse and evolving.

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
Core Texts	1. BadalSircar, <i>EvamIndrajit</i> 2. Ashokamitran, <i>Mole!</i> (Trans. N.Kalyan Raman), Hyderabad:Orient Longman, 2005.

Course Outline

Module I (1 hour)

Critical Perspectives on Indian Writing in Translation

1. Tribal Language and Literature: The Need for Recognition- Mahashweta Devi (From *Dust on the road: The Activist Writing of Mahashweta Devi*)
2. Decolonization and the Dynamics of Translation: An Essay in Historical Poetics- P.P. Raveendran.

Module II Drama (1 hour)

EvamIndrajit : BadalSircar

Module III Fiction (1 hour)

Mole! : Ashokamitran (Trans. N.Kalyan Raman).

Short Fiction

1. Aazhvar : Era Murugan
2. Returning Home : GulamMuhammed Sheikh
3. A Ten Day Fast : HarishankarParsai
4. The Most Beautiful Picture in the World : Sunil Gangopadhyaya
5. Maami : AjeetKaur

Module IV Poetry (1 hour)

1. If There are no Flowers : FiraqGorakhpuri
2. The Character I Created : ChandrashekharKambar.
3. Old Age : From Dhammapada c. 4C.E./5 C.E.
4. This Pain Has Driven me Mad : Mira Bai
5. What shall We Sell Next? : Vijayalakshmi
6. My Goa : R. V. Pandit
7. Flight : Robin Ngangom

Suggested Reading:

1. Brough, John. Ed. *Poems from the Sanskrit*. Harmondsworth:PUK, 1968.
2. Devi, G.N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Hyderabad: Orient Longman, 1995.
3. De Souza, Eunice and Melanie Silgado. Ed. *These My Words: The Penguin Book of Indian Poetry*. New Delhi: Penguin, 2012.
4. Dharwadker, Vinay and A.K.Ramanujan. Ed. *The Oxford Book of Modern Indian Poetry*. Delhi: OUP, 1994.
5. Mukherjee, Meenakshi and Nissim Ezekiel. Ed. *Another India*. Delhi:PBI, 1990.
6. Paniker, K.Ayyappa.Ed. *SahityaAkademi Medieval Indian Literature. Vols 3*. Delhi: SahityaAkademi, 1999.
7. Raveendran, P.P. *Texts, Histories, Geographies: Reading Indian Literature*. Hyderabad: Orient Black Swan, 2009.
8. Sharma, T.R. S. Ed. *Ancient Indian Literature*. Delhi: SahityaAkademi, 1999.
9. Tharakan, K.M. Ed. *Malayalam Poetry Today: An Anthology*. Thrissur: Kerala SahityaAkademi, 1984
10. *The Ancient Lyre*. Delhi: SahityaAkademi, 2005.

Writers/Topics for assignments/ seminars:

MaheJabeen(Oriya), J.P. Das(Oriya), BaladevRath (Oriya), Susmita Bhattacharya, (Bangla)
SitanshuYashashchandra (Gujarati) Shah MadhoLal Husain (Punjabi) HabbaKhatoon (Kashmiri)
KuttiRevathi (Tamil), Jayakanthan (Tamil) Ashokamitran (Tamil)Shah Abdul Latif (Sindhi), Vinod
Kumar Shukla (Hindi), Faiz Ahmed Faiz (Urdu),KunwarNarain (Hindi), LakhmiKhilani (Sindhi),
Nirala (Hindi), ChandrashekharaPatil (Kannada)G. S. Shivarudrappa (Kannada),NatwarlalPandya
Ushnas (Gujarati) SubramaniaBharati (Tamil), Akkamahadevi (Tamil), Basavanna (Kannada),
PravinGadhvi (Gujarati) MrinalPande (Hindi), Harindra Dave (Gujarati), JyotirmoyDutta
(Bangla)Sarala Das (Oriya), Markanda Das, (Oriya), BishnuDey(Bangla) , Indira Sant
(Marathi)Bullah Shah (Punjabi Sufi) ArunKamble (Marathi), UmaShankar Joshi
(Gujarati)GovindhadasJha (Maithili) AnuradhaMahapatra (Bangla) PratibhaNandakumar(Kannada),
Chandrakanti (Tamil), SurendraPrakash (Urdu) Gita Chattopadhyay (Bangla), Mahadevi Varma (Hindi),
Amrita Pritam (Punjabi), KanchanKuntala Mukherjee (Bangla) ,Ram Basu (Bangla),
SundraRamaswami (Tamil) SitakantaMahapatra (Oriya), Krishna Sobti (Hindi), RaghuvirSahay
(Hindi), PrayagShukla (Hindi), Ambai (Tamil), VihayChauhan (Hindi).

Poems, folksongs, Oral narratives, Sanskrit poetry, Bhakti poetry, Urdu poetry,Marathi poetry , Dalit
poetry, Nativism.

VIX. 6B16(3)ENG Writing for Media

Aims:

- To introduce students to the process of writing for media
- To enable students to understand the different requirements demanded by different mass media.
- To equip students with the required skills/ knowledge to write professionally for mass media.

Objectives:

- On completion the student will be able to write for the visual and print media.
- The student will also be equipped to see the differences in writing for different types of media.
- The student will be enabled to identify media as deeply involved in social construction.

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
Core Texts	

Course Outline

Module I – Print Media (2 hours)

- a) Introduction to Print Media – role in social construction - Audience for the News - Feature Writing and Article Writing - Angle – Structure – Organisation
- b) Newspaper Writing: Editorials, Letters to the Editor, Book and Film reviews, Interviews
Lead: datelines , Credit-line , Bylines, Nut-graph , Headlines, Oped Pieces, ads
- c) Editing: Grammar – Punctuation – Subbing – Proof-reading – Freelancing
- d) Writing for Magazines: Action – Angle – Anecdote

Module II – Electronic Media (1 hour)

- a) Radio: as a Mass Medium, 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.)
Practical – Planning a Newscast – Radio Jockeying
- b) Television : Television as a Mass Medium – Television Skills – Scripting for TV
Programmes for TV (Features, News, Interviews, Music Programmes, ads etc.) Practical – Anchoring, Interviewing
- c) Film; Fundamentals of Film Scripting, Screenplay and Production, Documentary Film, News Reel.
Practical:
Writing Short Screenplays, Film Reviews.

Module III – Digital Media (1hour)

- a) Kinds of Digital Media: E-book – E-magazine – E-journal – E-newspaper – Internet – World Wide Web
- b) Writing for Digital Media: Web Writing - Technical Writing – Blogging.
- c) Caption Writing – Copy Writing/Content Writing – Headline, Blurb, Lead - Digital
Correspondence – Digital Editing Assignments in Technical Writing, Web Writing,
Blogging, advertisement writing.

4. Reading List

1. Writing for the Mass Media (Sixth edition). James Glen Stovall Pearson Education, 2006
2. Basic News Writing Melvin Menchar William. C.Brown Co., 1983
3. Writing and Reporting News: A Coaching Method Carole Rich Wadsworth/ Thomson Learning, 2003
4. News Writing & Reporting James A Neal & Suzane S Brown Surjeeth Publications,
5. Broadcast News Writing, Reporting & Production Ted White Macmillan
6. An Introduction to Digital Media Tony Feldman (Blueprint Series) 1996
7. Advertising Ahuja & Chhabra Surjeeth Publications, 1989
8. The Screenwriter's Workbook Syd Field Dell Publishing, 1984
9. E-Writing Dianna Boother Macmillan, 2008
10. Mass Communication Theory Denis Mcquail Vistaar Publications, 2007
11. Writing and Producing News Eric Gormly Surjeet Publications, 2005
12. A Crash Course in Screenwriting David Griffith Scottish Screen, 2004

13. Digital Media: An Introduction Richard L Lewis Prentice Hall
14. The Art of Editing the News Robert.CMcGiffort Chilton Book Co., 1978
15. Digital Media Tools Dr.Chapman Nigel (Paperback - 26 Oct 2007)
16. News reporting and Editing K.M Srivastava Sterling Publications
17. The News Writer's Handbook: an Introduction to Journalism M.L Stein, , Paterno, Susan.FSurjeeth Publications, 2003
18. The Associated Press Style Book and Libel Manuel Norm The A.P, 1994
19. The TV Writer's Workbook : A Creative Approach to Television Ellen Sandler Delta, 2007
20. Understanding Journalism Lynette Sheridan Burns Vistaar Publications, 2004
21. Media and Society in the Digital Age Kevin Kawamoto Pearson Education, 2002
22. Media in the Digital Age J.V Pavlik (Paperback - 1 May 2008)
23. Creative Writing: A Beginner's Manual. Ed. AnjamnaNeiraDev et.al. Pearson Longman 2009
Pages 177-205

5. Web Resources

<http://www.learner.org/resources/series44.html>

<http://www.bedfordstmartins.com/catalog/static/bsm/mediawriting/>

<http://www.scottishscreen.com>

<http://www.subtle.net/empyre/>

<http://www.billseaman.com>

<http://www.inplaceofthepage.co.uk>

<http://www.desvirtual.com>

<http://www.brueckner-kuehner.de/block>



VIIX. 5D01ENG English for Competitive Examinations

Aims:

- To familiarise students with the language items required to take competitive examinations at various levels and to equip them with the methodology of approaching the said items. different mass media.

Objectives:

- 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 Code	5D01ENG
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
Core Texts	

Course Outline

Module 1 Basic Grammar

- a) Concord
- b) Articles
- c) Modals
- d) Tenses
- e) Prepositions
- f) Question Tags
- g) Punctuations

Module 2

- 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

Kannur University
Model Question Paper
5B07ENG : Modern Critical Theory

Time : 3 hours

Maximum Marks : 40

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

1. How did Women's writing attain its present status? Briefly describe the historical developments.
2. Define Postcolonialism and explain the features of Postcolonial criticism.

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

3. In the essay "From Columbus to Tendulkar", why does the author say that the grammar of games remains fairly secure and unassailable?
4. How does Chinua Achebe prove through his essay that the image of Africa projected in Conrad's Heart of Darkness is biased?

III. Answer any six in not more than 80 words : (6x 4 = 24 marks)

5. How does Anglo American feminism differ from French feminism?
6. What are the peculiarities of Eurocentrism?
7. What are the major differences between Structuralism and Poststructuralism?
8. Define Canon
9. Baudrillard's classification of four stages of signs.
10. What is 'Gaze'?
11. Analyse Edward Said's Postcolonial criticism of Jane Austen's *Mansfield Park*.
12. Attempt Deconstruction of Dylan Thomas' poem "A refusal to mourn the death, by fire, of a child in London".

Kannur University
Model Question Paper

5B08ENG: Drama: Theory and Literature

Time : 3 hours

Maximum Marks : 40

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

1. 'Macbeth' as a Shakespearean tragedy
2. The supernatural elements in the play 'Macbeth'

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

3. How does Cleopatra evolve from an impetuous child to a ruthless despot in Shaw's *Caesar and Cleopatra*?
4. Comment on *The Emperor Jones* as an Expressionist play.

III. Answer any two of the following in not more than 80 words : (2x 4 = 8 marks)

5. Restoration comedy.
6. Medieval drama
7. Plot

IV. Annotate any two of the following: (2x 4 = 8 marks)

8. "Fair is foul , and foul is fair:Hover through the fog and filthy air"
9. "Threescore and ten I can remember well : Within the volume of which time I have seen Hours dreadful and thing strange; but this sore nightHath trifled former knowings"
10. "Royalty, ftatateeta ,lies not in the barge but in the queen"

V. Answer eight of the following questions in one or two sentences. (8x 1 = 8 marks)

11. What is Duncan's gift to lady Macbeth?
12. How can a false heart be hidden , according to Macbeth ?
13. Why were Malcom and Donalbain suspected of having caused the murder of their father?
14. What is the one thing that Caesar is touchy about, and is being constantly reminded?
15. Who is Cleopatra referring to when she says, 'oh, you must not say common, earthly things about him, for I love him. He is a God'?
16. Who was Theodotos?
17. Who is the first character to appear on the stage in the play 'The Emperor Jones'?

18. What does Smithers talk to the old woman about in the first scene in the play *Emperor Jones*?
19. What are the two unnatural incidents Ross speaks of?
20. What is the difference between Caesar's and Brittanus' forms of expression?

Kannur University
Model Question Paper
5BO9ENG - Studies in Fiction

Time : 3 hours

Maximum Marks : 40

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

1. Write a critical evaluation of *The Rocking Horse Winner* bringing about its pathos.
2. Give a comparative assessment of the character of Peter Morton and Francis Morton in *The End of the Party*.

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

3. *Life of Pi* is an epic journey of survival and faith in God as told through the eyes of a teenager. Elucidate.
4. Examine *Wuthering Heights* as a story of love and revenge.

III. Answer any four of the following in not more than 80 words: (4x 4 = 16 marks)

5. The commotion following the entry of the cops into Thurber's house.
6. Humour in *The Invalid's Story*.
7. How are magic realist novels different from realistic novels?
8. Stream of Consciousness as a narrative technique
9. Utopian fiction and Science fiction
10. Theme of *Wasp's Nest*.

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

11. What is Madame Roubere's remark about her sister's romance?
12. What is Herriot's advice to Mrs. Pumphrey about dog diet?
13. What do the boys of Miguel Street retrieve from Miss Hilton's yard?
14. How did the narrator in *The Invalid's Story* lose his health?
15. What is mother's reply to Francis' complaint of his fear of darkness?
16. What do you mean by a reflexive novel? Give an example.
17. Name two epistolary novels of the eighteenth century.
18. What is a parable? Give an example.
19. What was the full name of Pi and why did he change it into Pi?
20. What was Heathcliff's intention behind the marriage of Linton and young Catherine?

Kannur University

Model Question Paper

5B1OENG – Women’s Writing

Time : 3 hours

Maximum Marks : 40

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

Simone de Beauvoir’s *The Second Sex* is an examination of the gender hierarchy within human society. Discuss.

The Art of Living is an enquiry into the condition of women in Indian society. Analyse.

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

Jason brings his own downfall in *Medea*. Illustrate.

The Colour Purple chronicles the struggles of several black women. Discuss

III. Answer any four of the following in not more than 80 words: (4x 4 = 16 marks)

How does the poet revalue the gesture of weeping in the poem *An Ancient Gesture*?

Comment on how the poet re-evaluate the nature and purpose of women’s household chores in the poem *Women’s Work*.

Analyse the theme of life vs art in the poem *Aunt Jennifer’s Tigers*.

Explain and justify the title “Thamasha”.

Analyse the re-visioning of the story of Shakuntala in Vaidehi’s “An Afternoon with Shakuntala”

Describe the past and present life of Aunt Georgiana.

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

What was the gift send by Medea to the new bride?

Who discovers the body of Mr. Wright?

Which characters represent the law in *Trifles*?

Who offered the help to Medea after being exiled?

Name the author of the Greek revenge drama *Medea*.

Who killed Minnie’s canary?

What is the real name of Squeak?

To whom does Celia write letters?

Give the names of two women characters who are presented in the poem *Dignity*.

Who is the stepfather of Shakuntala?

Guidelines for Evaluation(5D01ENG)

Internal Evaluation (Total marks 5)

1. Class test 2.5
2. Attendance 2.2

End Semester Examination (Total Marks 20)

Pattern of Question Paper

Time – 2 Hours

Maximum Marks --- 20

1. One out of two questions from Module 1 (Marks -1x5=5)
2. One out of two questions from Modules 1 and 2 (Marks -1x3=3)
3. 12 grammar questions from all Modules (Marks -12x1=12)

Model Question Paper

5D01 ENG : English for Competitive Examinations

Time : 2 hours

Maximum marks : 20

I. Answer any one of the following questions in not more 150 words. (1x5=5 marks)

1. Explain the present tense with their important uses.
2. Define Modal auxiliaries. Mention the important uses of two of them.

II. Answer any one of the following questions. (1x3=3 marks)

3. Comprehension passage, with questions.
4. Punctuate the following: The Shepherd finding his flock destroyed exclaimed I have been rightly served why did I trust my sheep to a wolf.

III. Answer the following questions according to the directions provided. (12x1=12 marks)

5. You are free, _____ (Add appropriate question tag)
6. Why don't you go _____ your brother? (Fill in the blanks with the suitable preposition)
7. Neither you nor he _____ to blame. (Use the correct form of the verb 'be')
8. _____ last Chapter of _____ book is very interesting (Apply correct articles, if necessary)
9. He have been ill since last week (Correct the sentence if necessary)
10. Give one word for the following phrases: a) One who is all powerful b) One who known several languages.

11. Give the meanings of the following idioms: a) a bolt from the blue b) be on cloud nine
12. Give the meanings of the following phrasal verbs: a) give up b) move on
13. Rearrange the following jumbled words to form a meaningful sentence: People
the through travelled local I meeting village the.
14. Choose the appropriate synonym of the italicized word: The judge's Verdict was *fair*.
(Pale, carnival, unbiased)
15. Did you listen to the whether report? (Make correction, if necessary)
16. Fill the blank with the correct collocation:
The doctor ordered him to take _____ exercise (daily, continuous, regular)