



KANNUR UNIVERSITY  
(Abstract)

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

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ACADEMIC BRANCH

No.Acad.C3/13219/2019

Dated: Civil Station P.O .26.06.2019

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

**ORDER**

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

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

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

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

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

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

7. The Scheme of Core & Generic Elective Courses and Syllabus and Pattern of Question Paper of the I<sup>st</sup> Semester of B.A English (Language and Literature) Programme, are uploaded in the University Website ([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in))

Orders are issued accordingly.

Sd/-  
DEPUTY REGISTRAR(ACADEMIC)  
For REGISTRAR

To

The Principals of Colleges offering B.A English Programme

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

**BOARD OF STUDIES IN ENGLISH (U.G.)**

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

**CHOICE BASED CREDIT AND SEMESTER SYSTEM**

**(2019 ADMISSION ONWARDS)**

## KANNUR UNIVERSITY

### VISION AND MISSION STATEMENTS

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

**Mission:**

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

## **Kannur University**

### **Programme Outcomes (PO)**

#### **PO 1.Critical Thinking:**

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

#### **PO 2.Effective Citizenship:**

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

#### **PO 3.Effective Communication:**

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

#### **PO 4.Interdisciplinarity:**

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

### **Programme Specific Outcomes for BA in English Language and Literature**

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

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

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

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

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

**KANNUR UNIVERSITY**

**B.A ENGLISH PROGRAMME**

**COURSE AND CREDIT DISTRIBUTION STATEMENT**

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

**KANNUR UNIVERSITY**

**B.A ENGLISH PROGRAMME**

**WORK AND CREDIT DISTRIBUTION STATEMENT**

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

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

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

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

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

**(2019 ADMISSION ONWARDS)****Core Courses in English Language and Literature**  
**Programme Specific Outcomes for BA in English Language and Literature**

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

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

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

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

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

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

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

**EVALUATION**

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

**CONTINUOUS INTERNAL ASSESSMENT**

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

## **Course Outcomes and Content Specifications for Core Courses**

### **CORE COURSE 1. Malayalam Literature in English Translation**

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

#### **Course Outcomes**

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

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

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

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

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

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

#### **Content Specifications**

##### **Module 01 (2Hrs/Week)**

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

**Module 02 (2 Hrs/Week)**

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

**Module 03 (2 Hrs/Week)**

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

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

## Model Question Paper

### Malayalam Literature in English Translation 1B01 ENG

Duration : 3hrs

Max. Marks: 40

#### Section -A

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

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

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

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

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

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

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

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

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

### Section B

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

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

21. Influence of Gandhian thoughts in “Mother”

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

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

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

### Section C

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

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

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

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

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

### **Part -I**

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

### **Part - II**

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

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

(1x3=3marks)

## **Malayalam Literature in English Translation 1B01 ENG**

### **Pattern of Question Paper**

#### **SECTION –A (Classroom Study)**

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

#### **SECTION B (Guided Self-Study)**

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

#### **SECTION C (Comprehension Passage)**

##### **V. Part –I**

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

##### **Part – II**

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

## **2. Academic Writing, Methodology and Research Project**

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

### **Course Outcomes**

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

### **Content Specifications**

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

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	80 %	40
INTERNAL	20%	10

**CONTINUOUS INTERNAL ASSESSMENT**

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

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

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

#### **Course Outcomes**

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

#### **Content Specifications**

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

#### **EVALUATION**

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

#### **CONTINUOUS INTERNAL ASSESSMENT**

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

#### 4. Renaissance and Restoration Literatures (1485-1780)

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

#### Course Outcomes

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

#### Content Specifications

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

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

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

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

#### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### **CONTINUOUS INTERNAL ASSESSMENT**

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

#### **5. The Romantic Period (1780-1832)**

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

#### **Course Outcomes**

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

#### **Content Specifications**

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

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

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	80 %	40
INTERNAL	20%	10

**CONTINUOUS INTERNAL ASSESSMENT**

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

## 6. The Victorian Period (1832-1901)

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

### Course Outcomes

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

### Content Specifications

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

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

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

**CONTINUOUS INTERNAL ASSESSMENT**

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

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

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

### Course Outcomes

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

### Content Specifications

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

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

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

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

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

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

#### Course Outcomes

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

#### Content Specifications

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

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

#### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

#### CONTINUOUS INTERNAL ASSESSMENT

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

## 9. Postcolonial Literatures in English

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

### Course Outcomes

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

### Content Specifications

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

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

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

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

## 10. Linguistics

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

### Course Outcomes

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

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

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

**11. Project**

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

**Course Outcomes**

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

**EVALUATION**

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	75%	20
INTERNAL	25%	5

## 12. Critical Theory

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

### Course Outcomes

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

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

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

### 13. Women's Writing

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

#### **Course Outcomes**

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

#### **EVALUATION**

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

#### **CONTINUOUS INTERNAL ASSESSMENT**

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

## 14. Indian Writing in English

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

### Course Outcomes

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

### EVALUATION

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### CONTINUOUS INTERNAL ASSESSMENT

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

## 15. Film Studies

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

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

### **EVALUATION**

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### **CONTINUOUS INTERNAL ASSESSMENT**

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

### **(DISCIPLINE SPECIFIC ELECTIVE COURSES)**

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

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

### **EVALUATION**

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10

### **CONTINUOUS INTERNAL ASSESSMENT**

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

### **PART– 3 (GENERIC ELECTIVE COURSES IN ENGLISH)**

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

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

### **EVALUATION**

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	75%	20
INTERNAL	25%	5

### **CONTINUOUS INTERNAL ASSESSMENT**

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

#### **TOTAL CREDITS =**

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

#### **TOTAL HOURS**

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

**(Abstract)**

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

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**ACADEMIC C SECTION**

Acad.C3/13219/2019

Dated: 20.11.2019

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

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

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

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

**ORDER**

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

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

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

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

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

6. The Syllabus and Model Question Paper of the II<sup>nd</sup> Semester of B.A English Language and Literature (Core Courses) Programme, are uploaded in the University Website ([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in))

Orders are issued accordingly.

*For more details log on to [www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)*

Sd/-

**BALACHANDRAN V K**

**DEPUTY REGISTRAR (ACAD)**

For REGISTRAR

To: The Principals of all Affiliated Colleges

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



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*[Signature]*  
SECTION OFFICER

*[Signature]*

# Kannur University

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

### 2B02 ENG Academic Writing, Methodology and Research Project

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

### Course Outcomes

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

### Contents

#### Module – I (2 hours/week)

##### What are the Humanities

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

#### Module – II (2 hours/week)

##### II Fundamentals of Language

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

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

### **Module – III (1 hour/week)**

#### **III Narration and Representation**

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

### **Module – IV (1 hour/week)**

#### **Academic Writing**

#### **IV What is “Academic” Writing?**

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

#### **V Writing a Research Paper in Literary Studies**

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

### **Pattern of Assessment**

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

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

**Time – 3 Hours**

**Maximum Marks --- 40**

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

**(Marks -1x8=8)**

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

**(Marks -1x8=8)**

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

**(Marks -5x4=20)**

**4. Format given content as per the latest MLA stylesheet**

**(Marks -1x4=4)**

## Model Question Paper

### Kannur University

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

Time: Three Hours

Maximum Marks: 40

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

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

(Marks -1x8=8)

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

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

(Marks -1x8=8)

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

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

(Marks -5x4=20)

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

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

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

**(Marks 4x1=4)**

**(Abstract)**

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

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**ACADEMIC C SECTION**

Acad.C3/13219/2019

Dated: 23.06.2020

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

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

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

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

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

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

**ORDER**

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

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

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

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

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

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

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

Orders are issued accordingly.

For more details log on to [www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)

Sd/-

**BALACHANDRAN V K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

To: The Principals of Affiliated Colleges

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



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*[Signature]*  
SECTION OFFICER

# **Kannur University**

## **BA English Language and Literature**

### **Core Courses**

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

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 3B03ENG

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

Semester Assigned:3

No. of Credits: 3

Contact hours/week:4

Total No. of contact hours:72

#### **Core Text**

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

## **Content Specifications**

### **Module I (1 hour)**

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

### **Module II (1 hour)**

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

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

### **Module III (2 hours)**

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

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

.

## **Guidelines for Evaluation (3B03ENG)**

### **Internal Evaluation: (Total Marks= 10)**

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

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

**Pattern of Question Paper**

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

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

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

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

Time: 3hours   Maximum Marks: 40

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

1. Feudalism and Social Status
2. Old English Epics

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

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

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

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

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

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

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# **Kannur University**

## **BA English Language and Literature**

### **Core Courses**

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

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 3B04ENG

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

Semester Assigned: 3

No. of Credits: 4

Contact hours/week: 5

Total No. of contact hours: 90

#### **Core Texts**

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

## **Content Specifications**

### **Module I (1 hour)**

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

### **Module II (1 hour)**

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

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

### **Module III (1 hour)**

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

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

### **Module IV (1 hour)**

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

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

### **Module V (1 hour)**

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

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

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

### **Guidelines for Evaluation (3B04ENG)**

#### **Internal Evaluation: (Total Marks= 10)**

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

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

### **Pattern of Question Paper**

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

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

### **Model Question Paper**

## **Kannur University**

### **Model Question Paper**

#### **BA English Language and Literature**

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

Time: 3hours Maximum Marks: 40

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

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

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

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

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

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

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

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

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**(Abstract)**

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

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**ACADEMIC C SECTION**

Acad.C3/13219/2019

Dated: 20.11.2020

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

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

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

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

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

**ORDER**

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

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

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

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

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

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

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

Orders are issued accordingly.

For more details log on to [www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)

Sd/-

**BALACHANDRAN V K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

To: The Principals of Affiliated Colleges

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

Forwarded / By Order

  
SECTION OFFICER



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

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

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

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS(EXCEPT 6B11ENG &amp; GEC)</b>
EXTERNAL	80 %	40
INTERNAL	20%	10

**(DISCIPLINE SPECIFIC ELECTIVE COURSES)**

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

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	80 %	40
INTERNAL	20%	10

**PART– 3 (GENERIC ELECTIVE COURSES IN ENGLISH)**

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

**EVALUATION**

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	75%	20
INTERNAL	25%	5

# **Kannur University**

## **BA English Language and Literature**

### **Core Courses**

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

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 4B05ENG

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

Semester Assigned: 4

No. of Credits: 4

Contact hours/week: 5

Total No. of contact hours: 90

#### **Core Texts**

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

#### **Content Specifications**

##### **Module I (1 hour)**

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

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

##### **Module II (1 hour)**

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

### **Module III (1 hour)**

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

### **Module IV (2 hours)**

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

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

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

#### **Internal Evaluation: (Total Marks= 10)**

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

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

### **Pattern of Question Paper**

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

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

**Model Question Paper**

**Kannur University**

Model Question Paper

BA English Language and Literature

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

Time: 3 hours

Maximum Marks: 40

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

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

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

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

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

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

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

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

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

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# Kannur University

## BA English Language and Literature

### Core Courses

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

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 4B06ENG

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

Semester Assigned: 4

No. of Credits: 3

Contact hours/week: 4

Total No. of contact hours: 72

#### **Core Texts**

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

#### **Content Specifications**

##### **Module I (1 hour)**

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

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

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

### **Module II (1 hour)**

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

### **Module III (1 hour)**

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

### **Module IV (1 hour)**

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

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

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

#### **Internal Evaluation: (Total Marks= 10)**

1. Model Examination = 5 Marks

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

3. Viva Voce/Seminar= 2.5 Marks

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

**Pattern of Question Paper**

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

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

**Model Question Paper**

**Kannur University**

**Model Question Paper**

**BA English Language and Literature**

**Course Code: 4B06ENG**

**Course Title: The Victorian Age (1832-1901)**

Time: 3hours

Maximum Marks: 40

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

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

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

3. Gender Roles and Relations during the Victorian Age.

4. *The Importance of Being Earnest*

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

5. Reform Acts
6. Religion during the Victorian Age

7. The Pre-Raphaelite Brotherhood

8. Victorian Ruralism

9. "The White Man's Burden"

10. Spiritual Autobiography

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

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

12. Who was Benjamin Disraeli?

13. What is the "New Poor Law?"

14. What is The Great Exhibition?

15. How did the term "Bowdlerize" originate?

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

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

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

19. Define Chartism.

20. What was the pseudonym adopted by Christina Rossetti?

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# Kannur University

## BA English Language and Literature

### Core Courses

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

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 5B07ENG

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

Semester Assigned: 5

No. of Credits: 4

Contact hours/week: 6

Total No. of contact hours: 108

#### **Core Texts**

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

#### **Content Specifications**

##### **Module I (1 hour)**

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

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

### Module II (2 hour)

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

### Module III (3 hours)

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

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

### Guidelines for Evaluation (5B07ENG)

#### Internal Evaluation: (Total Marks= 10)

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

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

#### Pattern of Question Paper

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

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

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

Time: 3 hours

Maximum Marks: 40

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

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

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

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

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

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

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

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

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

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# Kannur University

## BA English Language and Literature

### Core Courses

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

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 5B08ENG

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

Semester Assigned: 5

No. of Credits: 5

Contact hours/week: 6

Total No. of contact hours: 108

#### **Core Texts**

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

#### **Content Specifications**

##### **Module I (1 hour)**

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

### **Module II (2 hour)**

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

### **Module III (3 hours)**

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

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

### **Guidelines for Evaluation (5B08 ENG)**

#### **Internal Evaluation: (Total Marks= 10)**

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

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

### **Pattern of Question Paper**

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

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

### **Model Question Paper**

## **Kannur University**

### **Model Question Paper**

#### **BA English Language and Literature**

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

**Course Title: The Late Twentieth and Twenty-First**

Time: 3hours

Maximum Marks: 40

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

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

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

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

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

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

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

11. In which year was homosexuality decriminalised in England?

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

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# Kannur University

## BA English Language and Literature

### Core Courses

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

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 5B09ENG

Title of the Course: Postcolonial Literatures in English

Semester Assigned: 5

No. of Credits: 5

Contact hours/week: 6

Total No. of contact hours: 108

#### **Core Texts**

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

#### **Content Specifications**

##### **Module I (2 hour)**

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

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

### Module II (2 hour)

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

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

### Module III (2 hours)

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

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

### Guidelines for Evaluation (5B09ENG)

#### Internal Evaluation: (Total Marks= 10)

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

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

### Pattern of Question Paper

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

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

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

Time: 3hours

Maximum Marks: 40

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

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

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

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

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

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

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

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

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

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# Kannur University

## BA English Language and Literature Core Courses

### Curriculum, Syllabus and Scheme for 5B10 ENG: Linguistics

#### **COURSE OUTCOMES:**

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

#### **Course Details**

Course Code : 5B10 ENG

Title of the Course : Linguistics

Semester Assigned : 5

No. of Credits : 4

Contact hours/ week : 5

Total No. of contact hours : 90

#### **Content Specifications**

##### **Module 1 (1 hour)**

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

### **Module 2 ( 2 hours)**

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

### **Module 3 (2 hours)**

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

### **Guidelines For Evaluation (5B10 ENG)**

Internal Evaluation : (Total marks =10)

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

End Semester Examination (Total marks – 40 )

### **Pattern of Question Paper**

**Time = 3 Hours**

**Maximum Marks = 40**

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

## Model Question Paper

**Kannur University**

**Model Question Paper**

**BA English Language and Literature**

**5B10 ENG : Linguistics**

Maximum marks : 40

Time : 3hrs

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

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

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

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

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

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

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

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

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

# **Kannur University**

## **BA English Language and Literature**

### **Core Courses**

Curriculum, Syllabus and Scheme for  
6B11ENG: Project

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 6B11ENG

Title of the Course: Project

Semester Assigned: 6

No. of Credits: 2

Contact hours/week: 1

Total No. of contact hours: 18

#### **Core Texts**

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

2. MLA Handbook 8th Edition

#### **Specifications**

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

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

#### **Guidelines for Evaluation (6B11 ENG)**

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

#### **Internal Evaluation: (Total Marks= 5)**

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

**End Semester Examination (Total Marks - 20)**

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

# **Kannur University**

## **BA English Language and Literature**

### **Core Courses**

#### **Curriculum, Syllabus and Scheme for**

#### **6B12ENG: Literary Theory**

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 6B12ENG

Title of the Course: Literary Theory

Semester Assigned: 6

No. of Credits: 5

Contact hours/week: 6

Total No. of contact hours: 108

#### **Content Specifications:**

##### **MODULE I (1 hour)**

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

##### **MODULE II (1 hour)**

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

**MODULE III (2 hours)**

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

**MODULE IV (2 hours)**

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

**Reference:**

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

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

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

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

### **Pattern of Question Paper**

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

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

### **Model Question Paper**

**Kannur University**

Model Question Paper

BA English Language and Literature

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

Time: 3hours

Maximum Marks: 40

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

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

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

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

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

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

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

11. Canon

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

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# Kannur University

## BA English Language and Literature

### Core Courses

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

##### Course Outcomes

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

##### Course Details

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

##### Content Specifications

##### Module I-Essay (1 hour)

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

##### Module II-Drama (1hour)

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

##### Module III-Fiction (2 hours)

*Room* : EmmaDonoghue

##### Short Fiction

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

Katherine Mansfield

### Module IV Poetry (1hour)

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

### Suggested Reading:

1. Barrett, Michele. *Women's Oppression Today*. London: Verso, 1988.
2. Belsey, Catherine and Jane Moore. Eds. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. 2nd edition. Basingstoke, Palgrave, 1997.
3. Christian, Barbara. *Black Feminist Criticism: Perspectives on the Black Women Writer*. New York: Pegamon Press, 1985.
4. Fuss, Diana. Ed. *Inside/Out*. New York and London: Routledge, 1991.
5. Moi, Toril. *Sexual/Textual politics*. London: Methuen, 1985.
6. Jacobus, Mary. *Women Writing and Writing About Women*. London: Croomhelm, 1979.
7. Eagleton, Mary. Ed. *Feminist Literary Criticism*. London: Longman, 1991.
8. Showalter, Elaine. Ed. *Speaking of Gender*. London: Routledge, 1989.
9. Showalter, Elaine. *A Literature of their Own*. London: Virago, 1978.
10. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge, 1990.
11. Virginia Woolf, *A Room of One's Own*. New York: Harcourt, 1957.
12. Lewis, Reina and Sara Mills. (2003). ed. *Feminist Postcolonial Theory: A Reader*. New York and London: Routledge. - Chandra Talpade Mohanty, bell hooks, Adrienne Rich, Sara Mills.

### Guidelines for Evaluation (6B13ENG)

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

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

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

**Pattern of Question Paper**

Time--3Hours

Maximum Marks—40

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

**Kannur University**

Model Question Paper

BA English Language and Literature

Course Code 6B13ENG

Title of the Course:Women's Writing

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

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

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

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

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

## **BA English Language and Literature Core Courses**

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

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 6B14ENG

Title of the Course: Indian Writing in English

Semester Assigned: 6

No. of Credits: 3

Contact hours/week: 4

Total No. of contact hours: 72

#### **Content Specifications**

##### **Module I (1 hour)**

##### **Critical Perspectives on Indian Writing in English**

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

##### **Module II (1 hour)**

##### **Indian Writing in English: Fiction**

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

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

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

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

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

**Reference**

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

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

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

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

*Ten Twentieth Century Indian Poets*. Edited by R Parthasarathy,16<sup>th</sup> Impression, Oxford University Press,2002.

**Guidelines for Evaluation (6B14ENG)**

**Internal Evaluation: (Total Marks=10)**

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

**End Semester Examination**

(Total Marks=40)

**Pattern of Question Paper**

Time: 3 Hrs

Maximum Marks: 40

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

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

**Course Code: 6B14ENG**

**Course Title: Indian Writing in English**

Time: 3hours Maximum Marks: 40

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

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

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

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

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

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

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

6. Describe the confrontation between the frog and the nightingale

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

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

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

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

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

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

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

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

15. What was Kersi engaged in doing on Sundays?

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

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

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

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

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

# **Kannur University**

## **BA English Language and Literature**

### **Core Courses**

Curriculum, Syllabus and Scheme for  
6B15ENG: FILM STUDIES

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 6B15ENG

Title of the Course: FILM STUDIES

Semester Assigned:6

No. of Credits: 4

Contact hours/week: 5

Total No. of contact hours: 90

#### **Content Specifications**

**MODULE I (1 hour)**

## **INTRIDUCTION TO THE CINEMA**

### **HISTORY**

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

### **FILM MOVEMENTS**

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

### **FILM THEORIES**

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

## **MODULE II (2 hours)**

### **FILM GENRES**

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

### **FILM TERMS**

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

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

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

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

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

**Production:** Set Preparation, Camera, Sound and Shooting.

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

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

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

**This can be tested as part of the internal assessment**

### **MODULE III (1 hour)**

#### **SELECTED ESSAYS ON FILM**

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

### **MODULE IV (1 hour)**

#### **FILMS FOR ANALYSIS AND APPRECIATION:**

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

#### **FOR VIEWING AND ANALYSIS -INTERNAL ASSESSMENT**

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

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

#### Books for Reference

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

### **Guidelines for Evaluation (6B15ENG)**

#### **Internal Evaluation: (Total Marks= 10)**

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

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

### **Pattern of Question Paper**

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

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

### **Model Question Paper**

## **Kannur University**

### **Model Question Paper**

#### **BA English Language and Literature**

Course Code: 6B15ENG

FILM STUDIES

Time: 3hours

Maximum Marks: 40

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

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

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

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

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

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

5. Lumiere Brothers.

6. Auteur Theory

7. French New Wave

8. Road Movies

9. Mise-en-scene

10. Montage

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

11. Sergei Eisenstein

12. What is persistence of vision?

13. Kuleshov effect

14. Dialogue tracks

15. OTT platforms

16. Canted frame

17. 180 Degree rule

18. Diegetic and non diegetic sound effect

19. Manoj Kana

20. Akira Kurosawa

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**Kannur University**  
**BA English Language and Literature**  
**Discipline Specific Elective Courses**  
Curriculum, Syllabus and Scheme for  
**6B16(1) ENG: World Literature in Translation**

**Course Outcomes:**

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

**Course Details**

Course Code: 6B16(1) ENG

Title of the Course : World Literature in Translation

Semester Assigned : 6

No. of Credits : 4

Contact hours/week : 4

Total no. of contact hours : 72

**Content Specifications:**

**Module 1 (1 hour) :**

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

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

Euripides – Aristophanes – Nikos Kazantzakis

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

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

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

**French :** Sartre – Emile Zola – Marcel Proust

### **Module2( 1 Hour )**

#### **Poetry**

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

### **Module 3( 1 Hour )**

#### **Drama :**

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

### **Module 4Fiction( 1 Hour )**

#### **Short Story &Novel :**

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

Albert Camus :*The Plague* ( Penguin edition )

**Online Sourcesfor Core Texts :**

**Poetry**

1. [https://en.wikisource.org/wiki/Divine\\_Comedy\\_\(Longfellow\\_1867\)/Volume\\_1/Canto\\_4](https://en.wikisource.org/wiki/Divine_Comedy_(Longfellow_1867)/Volume_1/Canto_4)
2. <https://www.prosperosisle.org/spip.php?article903>
3. [http://www.famouspoetsandpoems.com/poets/rainer\\_maria\\_rilke/poems/16410](http://www.famouspoetsandpoems.com/poets/rainer_maria_rilke/poems/16410)
4. <https://allpoetry.com/i-loved-you>
5. <https://www.poetryfoundation.org/poems/55036/the-drunken-boat>
6. <http://poemsintranslation.blogspot.com/2014/05/goethe-prometheus-from-german.html>

**Short Stories :**

1. [https://en.wikisource.org/wiki/Twentythree\\_Tales/The\\_Repentant\\_Sinner](https://en.wikisource.org/wiki/Twentythree_Tales/The_Repentant_Sinner)
2. <https://www.ibiblio.org/eldritch/ac/vanka.html>
3. <https://www.uky.edu/~eushe2/Pajares/calvino/calteresa.html>
4. <http://www.eastoftheweb.com/short-stories/UBooks/PiecStri.shtml>

**Recommended Reading :**

1. Arane, R. Victoria. *The Facts on File Companion to World Literature*. New York: Facts on File, 2008.
2. Damrosch, David. *How to Read World Literature*. Oxford: Blackwell, 2009.
3. D'Haen, Theo. *The Routledge Concise History of World Literature*. New York: Routledge, 2012.
4. D,Haen, Theo, David Damrosch and DjelalKadir. Ed. *The Routledge Companion to WorldLiterature*. New York: Routledge, 2012.

5. Nicoll, Allardyce. *World Drama from Aeschylus to Anouilh*. New York: Harcourt Brace, 1950.
6. Hadas, Moses. *Greek Drama*. Bantam Classics, 1983.
7. Cuddon J. A. *The Penguin Dictionary of Literary Terms and Literary Theory* .London : Penguin , 2013.

### **Guidelines for Evaluation**

Internal Evaluation: (Total Marks= 10)

1. Model Examination = 5 Marks
2. Students shall be given assignments based on the authors and their works in Module 1. The assignment will carry a maximum of 2.5 Marks.
3. Seminar / Viva based on the texts in Modules 2,3, and 4 = 2.5 Marks

End Semester Examination (Total Marks : 40)

Pattern of Question Paper

Time – 3 Hours

Maximum Marks – 40

1. One essay (250 words) out of two from Module- 2 (Marks : 1x8=8)
2. One essay (250 words) out of two from Module–3&4 (Marks :1x8=8)
3. Four out of eight questions(100words) from Modules 1and 4 : (Marks : 4x4=16)
4. Eight short answer questions out of ten from Modules2, 3 and 4  
(Marks 8x1=8)

## Model Question Paper

**Kannur University**

**Model Question Paper**

BA English Language and Literature

**Course Code:6B16(1)ENG World Literature in Translation  
(2019 ADMISSION ONWARDS)**

I.        1.

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

- I.        Write an essay of about 250 words on one of the following:
1. Bring out the thematic / humanistic concerns in Dante's *Divine Comedy* .
  2. How effective is the use of myth in Goethe's poem *Prometheus*

(1x8= 8 marks)

II.        Write an essay of about 250 words on one of the following:

1. Consider the elements of classical tragedy found in Sophocles's *Oedipus Rex*.
  3. Discuss *The Plague* as a novel that symbolically represents a sick society that suffers in several ways in post-war Europe.
- ( 1 X 8 = 8)

III.        Attempt any four out of the following eight questions in about 100 words each.  
It is compulsory that you attempt two questions from each section :

### Section A

1. Boccaccio's *Decameron*
2. Nikos Kazantzakis as a modern novelist
3. Gunther Grass as a post-war novelist
4. Aristophanes as a pioneer of classical comedy

### Section B

5. The theme of sin and repentance in Tolstoy's story "The Repentant Sinner"
6. Vanka's loneliness as portrayed by Chekov
7. Attempt a character sketch of Dr. Rieu in *The Plague*

8. The allegoric elements of a sick society in *The Plague*  
( 4 X 4 = 16)

IV. Eight short answer questions out of ten from Modules 2, 3 and 4

1. Fear and regret in Rubaiyat
2. Adam in Rilke's poem
3. Theme of lost love in Pushkin's "I Loved You"
4. Oedipus's tragic flaw
5. One Act Play as a dramatic medium
6. Blindness of belief in "The Man Who Shouted Teresa"
7. The theme of separation in *The Plague*
8. Library as a symbol in "The Library of Babel"
9. The victimized child in "Vanka"
10. Imagery in Rimbaud's "The Drunken Boat"

(Marks 8x1=8)

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**Kannur University**  
**BA English Language and Literature**  
**Discipline Specific Elective Courses**  
Curriculum, Syllabus and Scheme for  
**6B16(2)ENG: Indian Writing in Translation**

**Course Outcomes**

- To introduce the student to the polyphony of modern Indian writing in translation.
- To understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
- To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
- To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.

**Course Details**

Course Code: 6B16(2) ENG

Title of the Course: Indian Writing in Translation

Semester Assigned:6

No. of Credits: 4

Contact hours/week: 4

Total No. of contact hours: 72

**Content Specifications**

**Module 1** (one hour)

Critical perspectives on Indian writing in Translation

1. Decolonizing the Indian Mind -Namvar Singh

2. A Link literature for India –Sujit Mukherjee

Module II Drama (One Hour)

One Day in Ashada

Mohan Rakesh

Module III Fiction (One Hour)

The Fakir

Sunil Gangopadhyay (Monabi Mitra Tr.)

Short Fiction

- |                            |                       |
|----------------------------|-----------------------|
| 1. Shroud                  | Premchand             |
| 2. Rebati                  | Fakir Mohan Senapathi |
| 3. A Woman at Kadayanallur | T Padmanabhan         |
| 4. A Season of No Return   | Gurdial Singh         |
| 5. The Quilt               | Ismat Chughtai        |

Module IV Poetry (1 hour)

- |                                |                       |
|--------------------------------|-----------------------|
| 1. The Creative Process        | Amrita Preetam        |
| 2. Negro My Brother            | Ali Sardar Jafri      |
| 3. Ice Cubes, Cakes & Rotti    | Souvik Bandopadhyaya  |
| 4. My Sister's Bible           | S. Joseph             |
| 5. On Bismillah Khan's Shehnai | Chennavira Kanavi     |
| 6. Tibet                       | Uday Prakash          |
| 7. What Frenzy is This         | Zareef Ahammed Zareef |
| 8. Girl in the Kitchen         | Vaidehi               |

Suggested Reading

1. Dhananjay Kapse Ed. Modern Indian Writing in English Translation: A Multilingual Anthology, World View Publications, Delhi 2016
2. Vinay Darwadkar and A.K Ramanujan Ed. The Oxford Anthology of Modern Indian Poetry 1996
3. Abhay K Ed. The Bloomsbury Anthology of 100 More Great Indian Poets, Bloomsbury India 2019
4. C P Deshpande Ed. Indian Drama an Anthology
5. Fifteen Stories, Padma Jaya Kumar, Tarjuma Calicut 2008

Time – 3 Hours, Maximum Marks - 40

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

### Model Question Paper

Kannur University  
Model Question Paper  
BA English Language and Literature  
Course Code: 6B16(2) ENG- Indian Writing in Translation

Time: 3hours

Maximum Marks: 40

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

1. Critically evaluate the decolonizing perspectives presented by Namwar Singh?
2. How do English translations function as a Link literature for India, according to Sujit Mukherjee?

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

3. Examine the Artistic liberty and the slavery of authority in *One Day in Ashada*?
4. The Fakir is a fictionalised biography of Lalal Fakir- Substantiate?

III. Answer **four** of the following in about 80 words: (4x4= 16 marks)

5. Ingenuity of subaltern resistance in the story, *Shroud*?
6. comment on the psycho geographical journey in *A Season of No Return*
7. What is the theme of the story, *The Quilt*?
8. Comment on the Imagery in the poem *Negro My Brother*
9. What is the inconvenient question raised by the terms 'tradition' and 'atmatatwa' according to Namwar Singh?
10. What is curious about the sister's Bible?

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

11. Which resistance is more urgent for a woman like Budhiya?
12. What is special about the woman in *Kudayanallur*?
13. Who is the protagonist of the play *One Day in Ashada* and how he is connected with nature?
14. What are the dominant themes in *Rebati* ?
15. What was Kauri's internal conflict?

16. This B.C girl in the kitchen  
Blows foo foo in the kitchen –Explain?
17. Why did the poet smear the glass with blood?
18. What are mixed up with ice cubes and sipped luxuriously?
19. Who makes the place green with one breath?
20. Silent, puzzled, Drained  
She stands and looks- Explain?

# **Kannur University**

## **BA English Language and Literature**

### **Discipline Specific Elective Courses**

Curriculum, Syllabus and Scheme for  
6B16(3) ENG: Writing for Media

#### **Course Outcomes**

1. To understand and analyze the media evolution and critically evaluate the media content.
2. To understand the relationship between society and media and how it operates in the social circles
3. To understand the art of media production through theoretical and practical activities

#### **Course Details**

Course Code: 6B16 (3)ENG-

Title of the Course: Writing for Media

Semester Assigned:6

No. of Credits: 4

Contact hours/week: 4

Total No. of contact hours: 72

#### **Content Specifications**

##### **Module I (1 hour)**

**Introduction to Mass Communication:**

Evolution of communication - Definitions of Communication- Types of communication –  
Characteristics of mass communication\_ Effects of mass communication\_ Barriers to  
communication\_ Brief history of mass media communication in India

## **Module II (2 hours)**

### **Mass Media:**

Nature and characteristics of mass media - the rise of modern  
mass media -print, radio, film, TV and internet - Functions of media - Media effects - Media  
Culture-Media in transition-Cyber culture -Folk and traditional media-

### **Print Media**

**Introduction to Print Media:** Definitions of News – Classification of News: Regional,  
National, International - Pamphlets—Magazines--Newspapers

**News Reporting:** Idea generation- Gathering background information- Building contacts-News  
Sources- News Agencies

**Forms of reporting:** Features- Profiles- Interviews- In depth analysis-  
Investigative Reporting- Curtain raisers- Running stories- Citizen Reporting. Editorial-  
Columns-

### **Electronic Media**

**Radio:** Radio Skills, Broadcast Writing, Broadcast Terms, Scripting  
for Radio, Story Structure, Lead, Body, Ending, Writing, Radio News and Features,  
Programmes for Radio (Features, News, Interviews, Skits, Music Programmes, etc.)

**Television :** Television Skills – Scripting for TVProgrammes for TV (Features, News,  
Interviews, Music Programmes, ads etc.)

### **Digital Media**

Basic concepts of digital media

Finding and Using Online Information, news gathering via digital media tools: mobile  
phones, internet etc, -digital media platforms. Social media networks-

Web Writing - Technical Writing – Blogging-Online Classes

## **Module III (1 hour)**

### **Media Writing and Editing**

Writing for print and electronic media – Various types of leads- News story structure (Inverted pyramid style, Hour glass style, Nut graph style)- editing process - correcting language – condensing stories - style sheet - headlines -sub heads - writing captions and outlines – editing in the electronic media

**Students should understand the key concepts of Media writing and production as part of the media learning experience by visiting printing presses, recording studios, program production locations, TV and radio stations etc.**

**Students should produce a digital/short/mobile film or a TV News program or a Radio production of 5 to 10 minutes as part of their internal assessment where their duties must be divided and assigned as Director, Script writer, Cinematographer, Editor, Actor etc. It should be a group activity of 6 to 10 students and a screening festival may be conducted in the college level or intercollegiate level.**

**This can be tested as part of the internal assessment**

**Books for Reference:**

1. Marshall McLuhan, *Understanding Media: The Extensions of Man*.
2. James Carey, "Mass Communication and Cultural Studies," in *Communication as Culture: Essays on Media and Society*
3. William J. Mitchell, "How to Do Things with Pictures," in *The Reconfigured Eye: Visual Truth in the Post-Photographic Era*.
4. John Fiske and John Hartley, "Bardic Television," in *Reading Television*.
5. De Fluer & Dennis. *Understanding Mass Communication*. Delhi: GoyalSaab Publishers
6. Keval J Kumar. *Mass Communication in India*
7. J V Vilanilam. *Mass Communication in India: A Sociological Perspective*. Delhi, Sage Books
8. Shaju P P. *Principles and Practice of Journalism*. Calicut Uty.Co Op Store, 2007.
9. John C Merrilett al. *Modern Mass Media*. Harper Collins
10. James Watson. *Media Communication*. Palgrave
11. John Fiske. *Introduction to Communication Studies*. Routledge
12. Harry Henderson. *Communication and Broadcasting*. Hyderabad: Orient Longman, 1997.
13. Klaus Bruhn Jensen, *A handbook of Media and Communication Research*, Routledge, 2003.

**Guidelines for Evaluation (6B16 ENG-C)**

**Internal Evaluation: (Total Marks= 10)**

1. Model Examination = 5 Marks

2. Produce a digital/short/mobile film or a TV News program or a Radio production = 2.5 Marks

3. Publish a Class Magazine or a Daily News Paper= 2.5 Marks

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

**Pattern of Question Paper**

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

1. One essay (250 words) out of two from Module- 2 (Marks -1x8=8)
2. Six out of eight questions(100words) from all Modules (Marks -6x4=16)
3. Eight short answer questions out of ten from all Modules (Marks -8x1=8)

**Model Question Paper**

**Kannur University**

**Model Question Paper**

**BA English Language and Literature**

**Course Code: 6B16 ENG-C Writing for Media**

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

- I. Write an essay in 250 words on one of the following: (1x8= 8 marks)
  1. Explain the scope and challenges of newspaper in the digital era
  2. Briefly comment on the scope and features of electronic media.
- II. Answer 6 of the following in about 100 words: (6x4= 24marks)
  3. What are the effects of mass communication
  4. Give a brief history of mass media communication in India

5. The rise of modern mass media
6. Explain Cyber culture
7. What is stylebook? Why is this meticulously maintained in every newsroom?.
8. News gathering via digital media tools
9. News story structure
- 10 Editing process in Print Media

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

11. Interpersonal communication
12. Doordarshan
13. Citizen reporter
14. Pamphlets
15. Profiles
16. Running stories
17. Lead
18. Blogger
19. Google classroom
20. Moodle

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# **Kannur University**

## **BA English Language and Literature**

### **Generic Elective Courses**

Curriculum, Syllabus and Scheme for  
5D01 (1)ENG:English for Competitive Examinations

#### **Course Outcomes**

- To familiarise students with the language items required to take competitive examinations at various levels
- To acquaint the students with the basics of English grammar
- To enable the students to enrich their vocabulary
- To provide opportunities for the students to improve their listening and reading comprehension skills
- To familiarise the students with the questions that are commonly asked in various interviews and to help them frame the desirable responses

#### **Course Details**

Course Code: 5D01 (1)ENG

Title of the Course: English for Competitive Examinations

Semester Assigned:5

No. of Credits: 2

Contact hours/week: 2

Total No. of contact hours: 36

#### **Content Specifications**

##### **Module I (1 hour)**

##### **Basic Grammar**

- a) Concord
- b) Articles
- c) Modals
- d) Tenses

- e) Prepositions
- f) Question Tags
- g) Punctuations

### **Module II (1 hour)**

#### **Vocabulary and Writing**

- a) Error Correction
- b) Vocabulary Test
- c) Rearrangement of words to form meaningful sentences
- d) Idiomatic Expressions
- e) Comprehension Passages
- f) Phrasal Verbs
- g) Collocation

#### **Guidelines for Evaluation (5D01 (1) ENG**

##### **Internal Evaluation: (Total Marks=5)**

1. Model Examination =2.5 Marks
2. Assignment/Viva Voce/Seminar = 2.5 Marks

##### **End Semester Examination (Total Marks - 20)**

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

Time – **2 Hours** Maximum Marks - **20**

1. One short essay (150 words) out of two from Module- 1&2 (Marks -1x5=5)
2. Comprehension/Punctuation/Error Correction/ any other task(Marks =3)
3. Twelve short answer questions (Marks- 12x1 =12)

# Kannur University

## BA English Language and Literature

### Generic Elective Courses

Curriculum, Syllabus and Scheme for  
5D01(2) ENG:FILM STUDIES

#### **Course Outcomes**

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

#### **Course Details**

Course Code: 5D01(2) ENG

Title of the Course: FILM STUDIES

Semester Assigned: 5

No. of Credits: 2

Contact hours/week: 2

Total No. of contact hours: 36

#### **Content Specifications**

#### **MODULE I**

#### **INTRODUCTION TO THE CINEMA**

#### **HISTORY**

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

#### **FILM MOVEMENTS**

German Expressionism-Soviet Montage-Italian Neo-realism- French New Wave-Hollywood Cinema-Japanese Cinema-Korean Cinema-Iranian Cinema -Indian Cinema-Malayalam Cinema

## MODULE II

### FILM GENRES

Documentary -Road Movies-Animations-Biopic- War movies-Sports movies-Feature films- - Short films-Digital films

### FILM TERMS

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

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

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

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

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

**Production:** Set Preparation, Camera, Sound and Shooting.

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

**Students should understand the key concepts of pre-production, production and post-production of film making by visiting film shooting locations and recording studios. Students should produce a digital/short/mobile film of 3 to 5 minutes as part of their internal assessment where their duties must be divided and assigned as Director, Script writer, Cinematographer, Editor, Actor etc.**

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

**This can be tested as part of the internal assessment**

## MODULE III

### FILMS FOR ANALYSIS AND APPRECIATION:

1. *The Bow* : Kim Ki-duk.

2 **Viras** :Aashiq Abu

### FOR VIEWING AND ANALYSIS -INTERNAL ASSESSMENT

1. Vittorio de Sica: *The Bicycle Thieves*
2. Akira Kurosawa: *Rashomon*
3. *PatherPanchali* : Satyajit Ray
4. *Elipathayam* :Adoor Gopalakrishnan.
5. *Salam Bombay* : Mira Nair
6. *Modern Times* : Charlie Chaplin
7. *The Motorcycle Diaries* : Walter Salles
8. *Thoovanathumbikal* : P Padmarajan.
9. *Kammatipaadam* :RajeevRavi
10. *Chayilyam* : Manoj Kana
11. *A Pestering Journey* : K.R. Manoj
12. *22 Female Kottayam* :Aashiq Abu

### Books for Reference

1. Amy Villarejo. *Film Studies : The Basics*. London & New York: Routledge, 2015. Print
2. Balakrishnan C.V. *CinemayudeIdangal* ,Mathrubhoomi Books,2013. Print
3. Berger, John. *Ways of Seeing*. London: Penguin, 1972. Print.
4. Deshpande, Anirudh. *Class, Power and Consciousness in Indian Cinema and Television*. Delhi: Primus Books, 2009. Print.
5. Geiger, Jeffrey and R.L. Rutsky, eds. *Film Analysis : A Norton Reader*. New York: W.W.Norton&Company,2013.Print
6. Gopinathan, K. ed. *Film and Philosophy*. Calicut University: Publication Division, 2003.
7. James Monaco, *How to Read a Film*, Oxford University Press, 2000.
8. J Dudley Andrew, *The Major Film Theories: An Introduction* New Delhi Oxford
9. Louis Giannetti, *Understanding Movies*, Simon and Schuster Company, USA
10. Mirzoeff, Nicholas. *Visual Culture Reader*. Routledge: London, 1998. Print.

11. Monaco, James. *How to Read a Film: The Art, Technology, Language, History and Theory of Film and Media*. Oxford: OUP, 1981, 195. Print.
12. Nick Lacey. *Introduction to Film*, Palgrave Macmillan, 2005.
13. Pillai, Meena T, ed. *Women in Malayalam Cinema: Naturalizing Gender Hierarchies*. Hyderabad: Orient Blackswan, 2010. Print.
14. Rajadhyaksha, Ashish and Paul Willemen, eds. *Encyclopedia of Indian Cinema*. New Delhi: OUP, 1999. Print.
15. Shohini Chaudhuri, *Contemporary World Cinema*, Edinburgh University Press, 2005.
16. Shohini Chaudhuri, *Feminist Film Theorists : Laura Mulvey, Kaja Silverman, Teresa de Lauretis, Barbara Creed*. New York: Routledge, 2006. Print.
17. Susan Hayward, *Key concept in Cinema studies*, Routledge, 2004. Print.
18. Yves Thoraval, *The Cinemas of India*, Macmillan, 2000. Print.

# Kannur University

## BA English Language and Literature

### Generic Elective Courses

#### Curriculum, Syllabus and Scheme for 5D01(3) ENG: Theatre Studies

#### **Aims:**

1. To make the students aware of the various aspects of Theatre.
2. To familiarise the students to representative movements/works.
3. To equip the students to attempt at acting, script writing.
4. To familiarize the process of acting.

#### **Objectives:**

1. To identify different acting ways.
2. To analyse performances from the perspectives of viewers.
3. To read books and review plays.
4. To read literary works to rewrite plays.

**Course Code: 5D01ENG**

**Title of the Course: THEATRE STUDIES**

**Semester Assigned: 5**

**No. of Credits: 2**

**Contact hours/week: 2 hours**

**Total No. of contact hours: 36**

#### **Course Outline:**

##### **Module 1**

Play as a medium of expression.  
 Drama as a collective experience.  
 Introducing the elements of Drama.  
 Choice of Styles – From imaginations to reality.  
 Mapping theme, making plots and characters.  
 Significance of Space and Treatment of Time.

##### **Module II**

Acting and performance  
 Kinds of acting  
 Basic skills of acting  
 Role of improvisation in acting

Actors' relationship with text, director, music, set, light, costume and make-up and properties

### **Module III**

Street Plays

Campus Theater

Solo Performances

The Folk Theater traditions

The birth of Malayalam dramatic literature

Emergence of Sangeet Natakam and the public sphere

### **Books for general reference:**

Biju, C.S. *Natyasiddhantam*. [Performance Theory] D.C Books, 2002.

Parameswaran, Ameet. *Performance and the Political: Power and Pleasure in Contemporary Kerala*. Orient Blackswan, 2017.

- Practical sessions should be arranged within classrooms or online to enable the students to try their hands at the various categories mentioned within each module.
- Individual texts/authors mentioned are only for general comprehension: Multiple examples may also be mentioned in the class. Questions are not to be asked from any prescribed ones but from these.

# Kannur University

## BA English Language and Literature

### Generic Elective Courses

#### Curriculum, Syllabus and Scheme for

#### 5D01(4) ENG: Visual Arts

##### Aims:

1. To give an awareness of different visual art disciplines: painting, sculpture, advertising and design
2. To provide an art-historical knowledge about these disciplines
3. To inspire and equip the students to try their hands on these visual art fields
4. To demystify the process of art-production.

##### Objectives:

1. To identify artistic languages
2. To analyse art works from plural perspectives of art writing
3. To read books and write art reviews.
4. To look at art works to re-imagine them

**Course Code: 5D01 ENG**

**Title of the Course: VISUAL ARTS**

**Semester Assigned: 5**

**No. of Credits: 2**

**Contact hours/week: 2 hours**

**Total No. of contact hours: 36**

##### Course Outline:

##### Module 1

**Drawing & Painting - Introduction:** Origins of picture-making and sculpture-making. Art histories of India, Europe, America and Asia through (a) – Forms of civilisational and imperial art, paintings and drawings (b) Traditions and the continuity of tribal visual culture across world (c) Revival of Greco-Roman antiquity in Renaissance Europe. (d) Tools and methods of artistic techniques of Europe and India (e) Modern Art histories, anti-

representational languages of art (f) Critical theories - ‘modern art’ running ahead of critical theories in 20<sup>th</sup> century.

[This introductory part of the history of painting and drawing will deal with possible concerns of theme, two-dimensional structure of space & time, illusion and reality of a painted surface. It will also equip the students to identify and read painted images of various cultures of the world]

**Practice sessions:** critical appreciation of the given works of art - emphasis on the site in which this work stands, theme, structure, style, symbols, images, rhythm and composition of pictorial narratives

- Paintings of Raja Ravi Varma showing private lives and interiors
- Pictorial narratives that are functioning in Mughal miniature paintings (selections from Baburnama, Akbarnama, Hamsanama, Razmnama, Jehangir portraits) as chronicles, allegories or cultural translations

**‘Make a Painting’ session:** based on everyday and ordinary themes in various forms – to initiate students into making a painting or drawing.

## MODULE 2

**Sculpture - introduction:** An image rich exposure to the history of sculpting and modeling. Clay, bronze and stone sculptures in various sizes. Sculpting everyday objects like utensils, toys, ornaments. Sculpture in temples - Sculpture in public places - Sculpture as a portable and aesthetic object. The idea of ‘installation’. Social life of ‘things’.

Characteristic features of sculpture in general – Materiality, spatial (architectonic) presence, three dimensions, dialogue with non-material concepts, interactive nature.

**Sculpture appreciation:** Critical appreciation of the given sculptural works and their historic context.

Constantin Brancusi – ‘Endless Column’

**‘Make a Sculpture’ sessions:** based on topics/themes - to be given in the class - from everyday life and locally available materials.

## MODULE 3

**Applied Arts - Introduction:** The course offers introduction to the history of printed pictures found in newspapers and magazines, in advertisements, in press photographs and in literary as well as instructional materials. Discussions on ‘image and text’. Once given a grounding in the conceptual way images communicate in the society, students will also be exposed to the digital tools (like picture-editing tools, page design tools etc) that make both their mind-work and handwork easier.

**Studying a visual:** critical appreciation of the given instance of literary illustration employed in a periodical magazine - emphasis on literary theme, pictorial structure and visual language.

- Illustrations by artists of different generations in weeklies in Malayalam.

**‘Make an illustration’ sessions:** based on a literary work -fiction / poem / article - to be given in the class, students attempt to make four to five illustrations and paste them within the lay-out of the given text. This is to be considered as ‘hands on’ experiment in page design, rather than simply a skill to paint and draw a picture.

## MODULE 4

**Design – Introduction:** Design is a blanket term used for conceiving an idea, imaging the concept and executing the image within a context that works in a society. History of designing the objects of everyday use, the lived spaces, the signage systems, print media advertisements, and even the cities and buildings. Techniques of conceiving identities in visual form for objects, people, places and their behaviors.

Studying the visual language of

- Roy Anderson Commercials
- Edward Steichen’s advertising photography

**‘Design a product’ sessions:** based on situations/themes - to be given in the class - from everyday life and local situations, create a packaging design and the body of a product. This develops the skills in product design and packaging

### Books for general reference:

Berger John., *Ways of Seeing*, Penguin, 2008.

Grove, J., Doyle, S., Sherman W, (Ed.) *History of Illustration*, Fairchild Books, 2019.

Johnston, Patricia. *Real Fantasies: Edward Steichen's Advertising Photography*, University of California Press, 1997.

Munari, Bruno. *Design as Art*, Penguin, 2019.

- Practical sessions should be arranged within classrooms or online to enable the students to try their hands at the various categories mentioned within each module.
- Individual texts/authors mentioned are only for general comprehension: Multiple examples may also be mentioned in the class. Questions are not to be asked from any prescribed ones but from these.

# Kannur University

## BA English Language and Literature

### Generic Elective Courses

#### Curriculum, Syllabus and Scheme for 5D01(5) ENG: Gender Studies

#### Course Outcomes

- Understand and engage with central debates in the field of Women's and Gender Studies.
- Apply a variety of methods of analyzing gender in society, drawing upon both primary and secondary sources.
- Apply concepts and theories of Women's and Gender Studies to life experiences and historical events and processes.
- Communicate effectively about gender issues in both writing and speech, drawing upon Women's and Gender Studies scholarship and addressing a public audience.

#### Course Details

Course Code	5D01(5)ENG
Title of the Course	Gender Studies
Semester Assigned	5
No. of Credits	2
Contact hours/week	2
Total No. of contact hours	36

#### Content Specifications

##### Module I

- **Key terms**  
Sex, gender, gender dysphoria, masculinity, femininity, patriarchy, other, stereotypes, identity, transgender

##### Module II

1. Speech on Gender Equality : Emma Watson
2. Mein Maa Hoon; Journey of Transgender Mother (interview) : Gauri Sawant

##### Module III

1. Tara (play) : Mahesh Dattani
2. The Day I Became a Woman (film) : Marzich Mishkini
3. My Life in Pink (film) : Alain Berliner

##### Short fiction

1. Boys and Girls : Alice Munro

2.Lihaaf

:IsmatChughtai

3.Hijra

:Kamala Das

**Suggested Reading:**

1. Barrett, Michele. *Women's Oppression Today*. London: Verso, 1988.
2. Belsey, Catherine and Jane Moore. Eds. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. 2nd edition. Basingstoke, Palgrave, 1997.
3. Christian, Barbara. *Black Feminist Criticism: Perspectives on the Black Women Writer*. New York: Pegamon Press, 1985.
4. Fuss, Diana. Ed. *Inside/Out*. New York and London: Routledge, 1991.
5. Moi, Toril. *Sexual/Textual politics*. London: Methuen, 1985.
6. Jacobus, Mary. *Women Writing and Writing About Women*. London: Croomhelm, 1979.
7. Eagleton, Mary . Ed. *Feminist Literary Criticism*. London: Longman, 1991.
8. Showalter ,Elaine. Ed. *Speaking of Gender*. London: Routledge, 1989.
9. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge, 1990.
10. Lewis. Reina and Sara Mills. (2003). ed. *Feminist Postcolonial Theory: A Reader*. New York and London: Routledge. - Chandra Talpade Mohanty, bell hooks, Adrienne Rich, Sara Mills.

**Guidelines for Evaluation****Internal Evaluation(Total Marks -5)**

1. Model Examination- 2.5marks
2. Assignment- 2.5marks

**End Semester Examination(Total Marks - 20)****Pattern of Question Paper**

Time--2Hours	Maximum Marks—20
1. One out of two questions from Module 3 (drama&films) 1x6=6)	(Marks -
2. Three out of four questions from Module 1 &2 3x3=9)	(Marks -
3. Five out of seven questions from Module 3 5x1=5)	(Marks -

**Kannur University**

Model Question Paper  
BA English Language and Literature  
Open Course  
Course Code 5D01(5)ENG

Title of the Course: Gender Studies

Time : 2 hours

Maximum Marks : 20

**I. Write an essay** of about 200 words on any one of the following: (1x6=6 marks)

1. Examine the theme of identity in Mahesh Dattani's *Tara*.
2. The influence of social forces in our lives as seen in *The Day I Became a Woman*.

**II. Answer any three** of the following in not more than 80 words: (3x 3 = 9 marks)

1. What does Emma Watson say about Gender Equality ?
2. Sex and Gender
3. Gender dysphoria
4. Explain how Gauri Sawant redefined the term 'motherhood'.

**III. Answer any five** of the following in one or two sentences : (5x 1 = 5 marks) 1.

1. What does the name 'Tara' signify in play by Mahesh Dattani?
2. Name the female character in the second part of the film *The Day I Became a Woman*
3. Where and when does the story *Boys and Girls take place*?
4. Describe the appearance of Ludovic.
5. Describe Tara's relationship with Chandan.
6. Significance of the title 'Lihaf'.
7. Name the director of the film *The Day I Became a Woman*.

# Kannur University

## BA English Language and Literature

### Generic Elective Courses

#### Curriculum, Syllabus and Scheme for

#### 5D01(6) ENG: Creative Writing

#### **Aims:**

1. To make the students aware of the various aspects of Creative Writing.
2. To familiarise the students to representative writers and their works.
3. To equip the students to attempt at creative writing.
4. To demystify the process of writing.

#### **Objectives:**

1. To identify different writing forms.
2. To analyse writings from the perspectives of writing.
3. To read books and write literature reviews.
4. To read literary works to rewrite.

**Course Code: 5D01ENG**

**Title of the Course: CREATIVE WRITING**

**Semester Assigned: 5**

**No. of Credits: 2**

**Contact hours/week: 2 hours**

**Total No. of contact hours: 36**

#### **Course Outline:**

#### **Module 1**

**Poetry - Introduction:** What is Creative Writing (Creativity, Imagination, Agency, Teaching, Importance) and prerequisites like reading. Chief elements: theme, structure, imagery and symbols, rhythm – reference to major poetic forms [with representative/select examples] like lyric, sonnet, ode, ballad, epic, dramatic monologue, and free verse.

**Practice sessions:** critical appreciation of the given poems - emphasis on theme, structure, style, symbols, images, rhythm and diction.

- Rabindranath Tagore – “Where the Mind is Without Fear”
- AyyappaPaniker – “Where the Mind.”

**Poetry writing sessions:** based on everyday and ordinary themes in various forms – to initiate students into poetry writing.

## MODULE 2

**Short Fiction - introduction:** Characteristic features of short fiction in general – Plot construction, characterization, narration, word order, devices, genre-mixing, locality and title.

**Short fiction appreciation:** Critical appreciation of the given stories and their authors - emphasis on theme, structure, style, images and dialogue.

- Ambikasuthan Mangad – “Indulekha: The Second Night”

**Short fiction writing sessions:** based on topics/themes - to be given in the class - from everyday life and local situations.

## MODULE 3

**Screenplay - Introduction:** Characteristic features of screenplay in general – Scene divisions, locations, camera angles, characterization, narration and sub-title.

**Screenplay appreciation:** critical appreciation of the given screenplays and auteur - emphasis on theme, structure, style and visuals language.

- Select scenes from classics and popular films in English and Malayalam.  
[Satyajit Ray. *Pather Panchali* – a scene from the HSE English textbook, 2006]

**Script writing sessions:** based on topics/themes - to be given in the class - from everyday life and local situations –both documentary and feature films of maximum 10 - 20 minutes duration.

## MODULE 4

**Film Lyrics – Introduction:** Characteristic features of screenplay in general – Writing in tune with the notations and situations.

- Select songs from classics and popular films/albums from English and Malayalam.  
[Bob Dylan: “How many roads must a man walk down,” P. Bhaskaran: “Kayalarikath...”]

**Song composition sessions:** based on situations/themes - to be given in the class - from everyday life and local situations having 2-3 minutes duration.

### Books for general reference:

Eagleton, Terry. *How to Read a Poem*. New Delhi: Blackwell Publishing, 2007.  
Vasudevan Nair, M.T. *Hemingway Oru Mukhavura*. Thrissur: H&C Publishers, 2013.  
Ray, Satyajit. *Pather Panchali* (Screenplay)

Ajithkumar A.S. *KelkkaathaSabdangal*. Other Books, of no year.

- Practical sessions should be arranged within classrooms or online to enable the students to try their hands at the various categories mentioned within each module.
- Individual texts/authors mentioned are only for general comprehension: Multiple examples may also be mentioned in the class. Questions are not to be asked from any prescribed ones but from these.