

**(Abstract)**

B.A.English Language and Literature Programme ( CBCSS -OBE) - Under Private Registration (2020 ) -Scheme, Syllabus and Pattern of Question Paper for Core Courses, Complementary Elective Courses and Generic Elective Courses - Implemented - Orders Issued.

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**ACADEMIC C SECTION**

Acad.C5/1007/PR/B.A.English/2020

Dated: 27.10.2021

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- Read:-
1. Minutes of the meeting of Syndicate held on 21.12.2020 vide item No. 2020.605
  2. Minutes of the meeting of CRLP held on 27.01.2021
  3. Minutes of the meeting held on 15.02.2021
  4. Minutes of the meeting of Expert Committee and CRLP members held on 03.03.2021
  5. Minutes of the meeting of Expert Committee and CRLP members held on,12.03.2021 and 23.03.2021
  6. U. O No. Acad C5/1912/2019 dated 31.05.2021
  7. E-mail from the former Chairperson of BoS English (PG) forwarding the Scheme, Syllabus, Pattern of Question Paper of B.A. English Language and Literature Programme ( CBCSS -OBE) - Under Private Registration (2020 )

**ORDER**

1. As per paper read (1) above, the meeting of the Syndicate, vide item No. 2020.605 resolved to apply the Regular Scheme & Syllabus for the UG, PG Programmes under Private Registration also.
2. As per recommendation in the paper read (2) above, meeting of the Director, SDE, with former Chairpersons of the Boards of Studies (both UG & PG), and also the Heads of the Departments [of the subjects in which UG, PG Programmes are offered under Private Registration], was convened on 15.02.2021 and a five member committee was constituted to assist the Standing Committee on CRLP for the preparation of Syllabus as per paper read (3).
3. Considering that the Board of Studies was not in existence at that time, it was resolved vide item No.(vi) of the Minutes concerned, to entrust the matter of preparation of the Syllabus of UG and PG Programmes under Private Registration with the former Chairpersons of the respective subjects, incorporating all approved recommendations regarding Elective Papers, Internal assessment, Project Evaluation etc. as per paper read (4) and also in tune with the Regulations of UG Programmes under Private Registration.
4. Subsequently, the meeting of the Expert Committee and CRLP members finalized the Elective Papers, mode of Internal assessment and Project valuation for UG and PG Programmes under Private Registration as per paper read (5).
5. The Regulations of the UG Programmes (CBCSS-OBE\*) under Private Registration (2020) was implemented as per the paper read (6) above.
6. The former Chairperson, Board of Studies in English (PG), who was entrusted with the preparation of the Syllabus as per paper read (4), submitted the draft Scheme, Syllabus and

Pattern of Question paper for Core Courses, Complementary Elective Courses, and Generic Elective Courses of B.A.English Language and Literature Programme ( CBCSS - OBE) - Under Private Registration (2020), prepared in tune with the Regulation of U G Programmes under Private Registration (2020),as per paper read (7), for approval.

7. The Vice Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of the Kannur university Act 1996, has accorded sanction to implement the Scheme, Syllabus and Pattern of Question paper for Core Courses, Complementary Elective Courses, and Generic Elective Courses of the **B.A.English Language and Literature Programme ( CBCSS -OBE) - Under Private Registration (2020 )**, subject to reporting to the Academic Council.
8. The Implemented Scheme, Syllabus and Pattern of Question paper for Core Courses, Complementary Elective Courses, and Generic Elective Courses of **B.A. English Language and Literature Programme(CBCSS-OBE)under Private Registration (2020)** are uploaded on the University web site([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)).

Orders are issued accordingly.



Sd/-

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

To: The Director, School of Distance Education

- Copy To: 1. Examination Branch ( Through PA to CE )  
2. PS to VC/PA to PVC/R/ AR(SDE)  
3. DR/AR I (Acad)  
4. Web Manger (To upload in website)  
5. SF /DF/FC

Forwarded / By Order

  
SECTION OFFICER

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**KANNUR UNIVERSITY**

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

**SYLLABUS OF B.A.ENGLISH LANGUAGE AND  
LITERATURE PROGRAMME**

**CHOICE BASED CREDIT AND SEMESTER SYSTEM**

**(2020 ADMISSION -UNDER PRIVATE REGISTRATION)**

**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

**Mission:**

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

## **Kannur University**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# KANNUR UNIVERSITY

## B.A ENGLISH PROGRAMME

### COURSE AND CREDIT DISTRIBUTION STATEMENT

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

## KANNUR UNIVERSITY

### B.A ENGLISH PROGRAMME

### CREDIT DISTRIBUTION STATEMENT

| Semester | Course Title   | Credits | Marks |     |       |
|----------|--|---------|-------|-----|-------|
|          |  |         | CE    | ESE | TOTAL |
| I        | English Common Course-I  | 4       | 10    | 40  | 50    |
|          | English Common Course-II   | 3       | 10    | 40  | 50    |
|          | Additional Common Course-I   | 4       | 10    | 40  | 50    |
|          | <b>Complementary Elective Course-1</b><br><b>History of England I: Earliest Times to c.1600 CE</b> | 4       | 10    | 40  | 50    |
|          | Core Course-I- Malayalam Literature in English Translation   | 5       | 10    | 40  | 50    |
| II       | English Common Course-III  | 4       | 10    | 40  | 50    |
|          | English Common Course-IV   | 3       | 10    | 40  | 50    |
|          | Additional Common Course-II  | 4       | 10    | 40  | 50    |
|          | <b>Complementary Elective Course-II</b>  | 4       | 10    | 40  | 50    |

|            |   |   |    |    |    |
|------------|---|---|----|----|----|
|            | <b>History of England II:<br/>From 1600 to 2000 CE</b>                            |   |    |    |    |
|            | Core Course-II- Academic Writing, Methodology and Research Project                | 5 | 10 | 40 | 50 |
| <b>III</b> | English Common Course-IV  | 4 | 10 | 40 | 50 |
|            | Additional Common Course-III  | 4 | 10 | 40 | 50 |
|            | <b>Complementary Elective Course-III<br/>INTRODUCTION TO BROADCAST JOURNALISM</b> | 4 | 10 | 40 | 50 |
|            | Core Course III- Old English to Medieval English Literature (500-1500)            | 3 | 10 | 40 | 50 |
|            | Core Course-IV- Renaissance and Restoration Literatures (1485-1780)               | 4 | 10 | 40 | 50 |
| <b>IV</b>  | English Common Course VI  | 4 | 10 | 40 | 50 |
|            | Additional Common Course-IV   | 4 | 10 | 40 | 50 |
|            | <b>Complementary Elective Course-IV<br/>Film Studies</b>                          | 4 | 10 | 40 | 50 |
|            | Core Course-V- The Romantic Period (1780-1832)                                    | 4 | 10 | 40 | 50 |
|            | Core Course VI- The Victorian Age (1832-1901)                                     | 3 | 10 | 40 | 50 |
| <b>V</b>   | Core Course VII- The Early Twentieth Century ((1901-1939)                         | 4 | 10 | 40 | 50 |
|            | Core Course VIII- The Late Twentieth and Twenty-First Centuries(1939-2018)        | 5 | 10 | 40 | 50 |
|            | Core Course IX- Postcolonial Literatures in English                               | 5 | 10 | 40 | 50 |
|            | Core Course X- Linguistics  | 4 | 10 | 40 | 50 |
|            | Core Course XI- Project   | 2 | 5  | 20 | 25 |
|            | <b>Generic Elective Course<br/>SDO1 HIS Social Reform</b>                         | 2 | 5  | 20 | 25 |



|              |   |            |    |    |             |
|--------------|---|------------|----|----|-------------|
|              | <b>Movements in Kerala.</b>   |            |    |    |             |
| <b>VI</b>    | Core Course XII - <b>Literary Theory</b>  | 5          | 10 | 40 | 50          |
|              | Core Course XIII-<br>Women's Writing  | 4          | 10 | 40 | 50          |
|              | Core Course XIV- Indian<br>Writing in English   | 3          | 10 | 40 | 50          |
|              | Core Course XV- Film<br>Studies   | 4          | 10 | 40 | 50          |
|              | Core Course XVI-<br>Discipline Specific<br>Elective<br><b>6B16ENG-A<br/>World Literature in<br/>Translation</b> | 4          | 10 | 40 | 50          |
| <b>TOTAL</b> |   | <b>120</b> | -  | -  | <b>1500</b> |

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

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

Complementary Elective Courses are **History** and **Journalism**  
Generic Elective Course offered is **History**

**(2020 ADMISSION -UNDER PRIVATE REGISTRATION)**

**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**  
**CREDIT DISTRIBUTION**  
**PART -1 (CORE COURSES)**

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

## **EVALUATION**

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

### **INTERNAL ASSESSMENT**

Internal evaluation of the candidate shall be based on the submission of assignment for each paper (10 marks/20%).

## Core Courses

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

| Course Code | Course Title                                | Semester | Credit |
|-------------|---|----------|--------|
| 1B01 ENG    | Malayalam Literature in English Translation | I        | 5      |

#### 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

## 1. Malayalam Literature in English Translation

### Module 01

Unit 1 (Classroom Teaching)

What is Literature? by Swapna Gopinath

Unit 2 (Classroom Teaching)

“In the Flood” by ThakazhiSivasankaraPillai

Unit3 (Self Study)

“Mother” by Vaikom Muhammad Basheer

Unit 4 (Classroom Teaching)

“The Girl who spreads light” by T. Padmanabhan

Unit5 (Self Study)

“Puranavam” by Chandramathi

Unit6 (ClassroomTeaching) “Bhagavatha” by Vijayalakshmi

Unit 7 (Self Study)

“Writing” by AnithaThampi

Unit 8 (Classroom Teaching)

“The Last Leaf” by Veeran Kutty

Unit 9 (Self Study)

“Write, Write, Write, Write” by P Raman

### Module 02

Unit 10 (Classroom Teaching)

Approaches to Literature by Sreerag P. K.

Unit 11 (Classroom Teaching)

“After the Hanging” by O V Vijayan

Unit 12 (Self Study)

“The Scent of a Bird” by Madhavikkutty

Unit 13 (Classroom Teaching) “Madness” by C.Ayyappan

Unit 14 (Self Study)

“Cucumber Town” by N Prabhakaran

Unit 15 (Classroom Teaching)

“Right in Front of Our Eyes” by P.P.Ramachandran

Unit 16 (Self Study)

“After the War” by Sachidanandan

Unit 17 (Classroom Teaching)

“Antony Terrikan” by P N Gopikrishnan

Unit 18 (Self Study)

“Lion Hunters” by D. Vinayachandran

### **Module 03**

Unit 19 (Classroom Teaching)

Translations: Crossing Borders by E.V. Fathima

Unit 20 (Classroom Teaching)

“Amphibious Life” by SanthoshEchikkanam

Unit 21 (Self Study)

“Scooter” by Sarah Joseph

Unit 21 (Classroom Teaching)Sreehari “My Sister’s Bible” by S Joseph

Unit 22 (Self Study)Sreehari “Etc. by M R Renukumar

Unit 23 (Classroom Teaching)

“The Enchantress of Fried Fish” by Paul Zacharia

Unit 24 (Self Study)

“The Days of Honour and Humiliation” by Nithya ChaithanyaYathi

**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)

## CORE COURSE 2. Academic Writing, Methodology and Research Project

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

### Course Outcomes

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

### Content Specifications

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

### EVALUATION

| ASSESSMENT | WEIGHTAGE | MARKS |
|------------|-----------|-------|
| EXTERNAL   | 80 %      | 40    |
| INTERNAL   | 20%       | 10    |

## **INTERNAL ASSESSMENT**

Internal evaluation of the candidate shall be based on the submission of assignment for each paper (10 marks/20%).

### **Module 1 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**

#### **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**

#### **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**

#### **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

**Prescribed text book: Methodology of Humanities and Academic Writing by Mainspring Publishers**

## **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 style sheet**  
**(Marks -1x4=4)**

**Model Question Paper  
Kannur University**

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

**2B02 ENG - Academic Writing, Methodology and Research Project**

Time: Three Hours

Maximum Marks: 40

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

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

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

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

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

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

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

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

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

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

1. Akbar S Ahmad wrote a book, in 2010 titled- journey into America: the challenges of islam-which was published by penguin in New York.

2. Akbar S Ahmad had written another book titled postmodernity and islam: predicament and promise published by Brookings in Washington in 1992.

2. Gawat Bhagath wrote a book titled American oil diplomacy In the Persian gulf and the Caspian sea. It was published in 2003 by university press of Florida in Gainesville.

3. The book named -From Cannibals To Radicals: Figures And Limits of Exoticism- was written by Roger Celestin and was published by university of Minnesota press in Minneapolis Minneapolis in 1996.

**(Marks 4x1=4)**

**Complementary course for BA English**  
**I & II Semester : History**

**COMPLEMENTARY ELECTIVE 01**

**History of England I: Earliest Times to c.1600 CE**

| Semester            | Course Code | Credit   | Exam. Hours |
|---------------------|-------------|----------|-------------|
| <b>I</b><br>English | 1C01 HIS    | <b>4</b> | <b>3</b>    |

**Course Outcomes:** students should be able to:

- CO.1 Identify geographical features and early settlements
- CO.2 Understand the evolution of social and political life in England
- CO.3 Describe the origin and growth of English language and literature
- CO.4 Analyze and explain historical background of social and cultural transitions

**UNIT I: Early History**

Geographic Features - Early Settlers – Roman conquest - Anglo-Saxons and Vikings in England - Language and Literature –Christianity in England

**UNIT –II: Medieval England**

The Norman Conquest – Feudalism - Manorial system – England under the Angevins - Henry II- Quarrel between Church and State - The Crusades and its results – The Magna Carta - Simon De Montfort – Edward I –The Hundred Years War and the results – The Black Death - Peasant revolts

**UNIT III: Medieval Life and Society**

Wars of the Roses and Results – Chivalry and Romance –Medieval church – Monastic orders – the Lollard Movement – Towns and Guilds – Medieval Universities – Medieval English Literature –Chaucer

**UNIT IV: Transition to Modern Period**

Voyages and Discoveries – Renaissance in England – Reformation in England and Scotland – Rise of middle classes –Society in Elizabethan England - Elizabethan theatre and literature - Marlowe, Ben Johnson, and William Shakespeare – Development of prose literature – Sydney and Bacon

**Essential Readings:**

G.M. Trevelyan, *English Social History*  
 E.H. Carter, Mears, *et.al*, *A History of Britain*  
 Simon Jenkins, *A Short History of England*  
 Kenneth O Morgan (Ed), *The Oxford History of Britain*  
 Winston Churchill, *A History of English-Speaking Peoples.*  
 Robert Bucholz and Newton Key, *Early Modern England, 1485-1714*  
 Emilie Amt, (Ed.), *Medieval England, 1000-1500: A Reader*  
 R.E. Pritchard, *Shakespeare's England: Life in Elizabethan and Jacobean Times*  
 A.L. Rowse, *The Elizabethan Renaissance: The Life of the Society*  
 Richard Bailey, *Images of English: A Cultural History of the Language*  
 Eric Brown, *English History, A Concise Overview of the History of England from Start to End*

**Marks including choice: 60**

**Maximum marks: 40**

| UNIT | Marks |
|------|-------|
| I    | 10    |
| II   | 15    |
| III  | 15    |
| IV   | 20    |

## COMPLEMENTARY ELECTIVE 02

### History of England II: From 1600 to 2000 CE

| Semester             | Course Code | Credit   | Exam. Hours |
|----------------------|-------------|----------|-------------|
| <b>II</b><br>English | 2C02 HIS    | <b>4</b> | <b>3</b>    |

**Course Outcomes:** students should be able to:

- CO.1 Understand the growth of English literature in different stages
- CO.2 Explain the political and social history of modern England
- CO.3 Analyze how history of England and English literature are intertwined
- CO.4 Assess new features of new literary trends in English

## **UNIT I: Stuart England**

The Struggle between the Crown and the Parliament - The Civil War - Commonwealth Government - Puritan England - Puritanism and Literature - Restoration – Glorious Revolution - Literature of the age of Dryden and Pope

## **UNIT II: Neo-Classical Trends**

Neo classicism – Romantic revival – Wordsworth, Coleridge, Shelly and Keats – novels of Sir Walter Scott and Jane Austen – Impact of French revolution – Burke and Carlyle.

## **UNIT III: Victorian England**

Industrial and agrarian revolutions - Factory System – Rise of Working Class – Catholic Emancipation – Oxford movement- Growth of Empire – Gladstone and Disraeli – Fiction – Charles Dickens – Thackeray - Hardy – New Criticism and prose

## **UNIT IV: Twentieth Century England**

Socialist movement - Fabian philosophy and Labor Party – Enfranchisement of women – British Commonwealth – Decline of Colonialism – Colonial literature in English language – Russell, Huxley, Churchill, Toynbee, Yeats, Eliot and others - New trends in literature

### **Essential Readings:**

G.M. Trevelyan, *English Social History*

E.H. Carter, Mears, *et.al*, *A History of Britain*

Simon Jenkins, *A Short History of England*

Kenneth O Morgan (Ed), *The Oxford History of Britain*

Winston Churchill, *A History of English-Speaking Peoples*.

Robert Bucholz and Newton Key, *Early Modern England, 1485-1714*

Richard Bailey, *Images of English: A Cultural History of the Language*

Davod Thomson, Jeffrey Warner, *England in the Twentieth Century*

Eric Hobsbawm, *Industry and Empire: the Birth of the Industrial Revolution*

E.P.Thompson, *The Making of the English Working Class*

Eric Brown, *English History, A Concise Overview of the History of England from Start to End*

Andrew Sanders, *The Short Oxford History of English Literature*

Ronald Carter, John McRae, *et.al.*, *The Rutledge History of Literature in English*

**Marks including choice: 60**

**Maximum marks: 40**

| UNIT | Marks |
|------|-------|
| I    | 15    |
| II   | 15    |
| III  | 15    |
| IV   | 15    |

## Pattern of Question Paper for Complementary Elective Course

---- Semester BA Degree (CBCSS ) Examination, Month,Year  
(2020 Admission )

### COMPLEMENTARY ELECTIVE COURSE IN HISTORY

Corse Code ---: Title ---

Time:3Hours

Max. Marks:40

*Answers may be written either in English or in Malayalam*

#### **PART A: Short Notes**

Write short notes on the following ten topics in around 30 words.  
Each question carries 1 mark

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

(10x1=10)

#### **PART B: Short Essay**

Answer **any six** out of nine questions in around 200 words. Each question carries 3 marks

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

(6x3=18)

#### **PART C: Essay**

Answer **any two** out of four questions in around 400 words. Each question carries 6 marks

- 20.
- 21.
- 22.
- 23.

(2x6=12)



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

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

### 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    |

### INTERNAL ASSESSMENT

Internal evaluation of the candidate shall be based on the submission of assignment for each paper (10 marks/20%).

### **Module I**

**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**

**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**

Representative Texts from the Period: The Battle of Maldon, AncreneWisse, 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)

### **Core Text**

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

### **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. *AncreneWisse*

**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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**CORE COURSE 4. Renaissance and Restoration Literatures (1485-1780)**

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

**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.

**Module I**

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**

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**

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**

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**

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

### **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.

### **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 in 250 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 in 250 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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**CORE COURSE 5. The Romantic Period (1780-1832)**

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

**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

### **Module I**

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**

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**

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**

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

### **Core Text**

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

### **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: 3hours

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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**CORE COURSE 6. The Victorian Age (1832-1901)**

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

**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.

### **Module I**

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**

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**

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**

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

### **Core Texts**

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

### **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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**Complementary course for BA English in III & IV Semester:  
Journalism**

**COMPLEMENTARY ELECTIVE COURSE:**

**3C03 JNL INTRODUCTION TO BROADCAST JOURNALISM**

| SEMESTER | COURSE CODE | CREDIT | EXAM HRS |
|----------|-------------|--------|----------|
| III      | 3C 03 JNL   | 4      | 3        |

## COURSE OUTCOMES

CO 1: Ability to distinguish, appreciate and realise radio and TV news elements.

CO 2: Understanding the nuances of radio and TV news gathering and news processing.

CO 3: Introducing the best practices of news anchoring and interviewing.

CO 4: Create awareness on the legal and ethical considerations while dealing with broadcast journalism in public domain.

### Unit I

Brief History of Radio: Samuel Morse, Nicolas Tesla, J.C. Bose, Gulielmo Marconi; Brief evolution Indian radio broadcasting – Akashvani, Vividh Bharati, Prasar bharati. Role, Scope and challenges of radio in India, Role of radio in disaster management.

### Unit II

Radio Programme Formats- Radio Drama, Music, Radio Talks, Radio Discussions, Radio Features, Interviews, Live Commentaries, Radio News; Qualities of a news reader, Radio jockey. FM broadcasting, FM stations in Kerala, Community radio, mojo, radio broadcasting in the digital era.

### Unit III

Elements of Television news: News Values, Anchor Links(Intro)- Visuals, Sound Bytes, Natural Sound, Graphics, Piece to camera, Storytelling methods of TV: Headlines, Teaser, Packages, SOT, VO, Live Chats, Donuts, Walk through, Info graphics: News gathering process.

### Unit IV

Anchoring: Knowledge on subject, Background information- On screen presence, Modulation etc.; TV; Interviewing skills- Adlib, Back anno. Organisational structure of TV news channel: Input, Output and Planning divisions- Functional roles- Rundown and the panel production.

### Unit V

Legal and ethical aspects of Television journalism- NBSA, Right to privacy- TV journalism in the digital era.

### Books for Study

1 Broadcast Journalism, Techniques of Radio and Television News: Andrew Boyd

2 Television News: Ivor Yorke.

3 Writing and Producing Television News: Erik K. Gormly

## **Books for Reference**

- 1 Radio-TV News Writing, A Workbook : K.Tim Wulfemeyer 2 Beginning Radio-TV News Writing: K.Tim Wulfemeyer
- 3 Essentials of Practical Journalism: Vir Bala aggarwal
- 4 Writing For Broadcast Journalism: Rick Thompson

## **Kannur University Model Question Paper**

### **B A Degree Examination**

### **3C03 JNL:INTRODUCTION TO BROADCAST JOURNALISM**

**Time: 3 Hours.**

**Maximum Marks: 40**

#### **Part A**

Answer ALL questions. Each question carries 1 mark

- 1 RJ
2. Jingle
3. Piece-to-camera
4. Teleprompter
5. Prime time
6. Lionel Fielden

#### **PART-B**

Answer any six questions not exceeding 75 words each. Each question carries 2 marks.

7. Teaser
8. Sound bite
9. Piece to Camera
10. OB van
11. Community radio
12. Nicolas Tesla
13. Private FM stations in India 14. NBSA

(6 X2= 12 marks)

#### **PART-C**

Answer any 4 questions not exceeding 150 words each. Each question carries 3 marks.

15. What are the important news reading mechanics?
16. Write different forms of television interviews.
17. Difference between writing for print media and visual media
18. Briefly trace the evolution of radio broadcasting in India.
19. Explain the input and out section of a TV news channel.
20. Prepare a radio talk in English on dress codes in college campus.

(4X3=12 marks)

#### **PART D**

**Answer any 2 questions not exceeding 300 words each. Each question carries 5 marks.**

21. Discuss the scope of 'mojo' in radio and television journalism.
22. Examine the ethical dimensions in the television news reporting.
23. Explain the essential qualities of a television news anchor.

24. Assess the role of radio during disasters. Illustrate your answer with examples from 2018 Kerala Floods.

(2X5=10 marks)

**COMPLEMENTARY ELECTIVE COURSE :**  
**4C 04 JNL FILM STUDIES**

| SEMESTER | COURSE CODE | CREDIT | EXAM HRS |
|----------|-------------|--------|----------|
| IV       | 4C 04 JNL   | 4      | 3        |

**Unit 1**

A brief history of Cinema – Familiarizing Edward Muybridge, Thomas Edison, Lumiere Brothers, Jules Marey, George Eastman, Major cinema movements – German Expressionism, Soviet Montage, Italian Neo Realism, French New Wave, History of Hollywood Cinema. An overview of Indian cinema.

**Unit 2**

Film Genres- Narrative Films, Romantic Comedies, Slapstick Comedy, War and Cow boy Movies, Science Fiction, Star wars, Thrillers, Musical, and Feel Good Movies. Types of film: short films, feature films, and documentary.

**Unit 3**

Film Language – Shot, Scene, Sequence, Cuts and Transitions, Zoom, Fade in and Out, Close up, Mise-en-scene, Montage.

**Unit 4**

A) Pre-Production – Idea, Script, Storyboard, Schedule, Budget, Crew, Location, Art Direction, Casting.

B) Production - Set Preparation, Camera, Sound and Shooting.

C) Post Production – Visual and Sound Editing, Mixing, Graphics / Animation, Marketing and Distribution.

**Unit 5**

Film Analysis and Appreciation: Suggested for Analysis and Appreciation:

Swayamvaram (Adoor Gopalakrishnan), Charulata (Satyajit Ray), Psycho (Alfred Hitchcock).

**Books for Study**

1. David K. Irving and Peter W.Rea: Producing and directing the Short Film and Video 2.

Nathan Abrams, Ian Bell and Jan Udris: Studying Film

3. Frederick Levy: Short Films 101, How to make a Short Film and Launch Your Filmmaking Career.

**Books for Reference**

- 1 J.Dudley Andrew : Major Film Theories: An Introduction
- 2 James Monaco : How to Read a Film,3rd Edition
- 3 Amy Villarejo : Film Studies, The Basics
- 4 Tom Holden : Film Making
- 5 Blain Brown : Cinematography, Theory and Practice.
- 6 Michael Rabiger : Directing, Film Techniques and Aesthetics,4th Edition-.

**Kannur University Model Question Paper**  
**B A Degree Examination**  
**FILM STUDIES**

**Time: 3 Hours**

**Maximum Marks: 40**

**PART-A**

**Answer ALL questions. Each question carries 1 mark**

- 1 Pather Panjali
2. Anand Patwardhan
3. Montage
4. Mise-en-scene
5. Casting Director
6. ECU

(6X1= 6 marks)

**PART-B**

**Answer any six questions not exceeding 75 words each. Each question carries 2 marks.**

7. Sync sound
8. Short film.
9. Protagonist
10. Box office
11. Feel good movies
12. The Great Train Robbery
13. Fade in and out
14. CBFC

(6 X2= 12 marks)

**PART-C**

**Answer any 4 questions not exceeding 150 words each. Each question carries 3 marks.**

15. What is the difference between a screenplay and a shooting script?
16. Explain story board.
17. What is meant by script breakdown?
18. What do you mean by a new- generation film?
19. Examine the key concepts of film language.
20. Describe the importance of marketing and distribution of films.

(4X3=12 marks)

**PART-D**

**Answer any 2 questions not exceeding 300 words each. Each question carries 5 marks.**

21. Write an analysis of the film Psycho.
22. Do you think that cinema is a vibrant medium for communication? Substantiate your arguments with suitable examples.

23. Explain the preproduction stage of a film.
24. What is Italian Neo-realism? Describe the important characteristics of this genre and also an account of the important films and directors of this movement.

(2X5=10 marks)

### Core Courses

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

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

#### **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.

#### **Module I**

##### **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**

##### **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**

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 .

#### **Core Texts**

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

### **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: 3hours

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. 12
  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*?

**CORE COURSE 8. The Late Twentieth and Twenty-First Centuries (1939-2018)**

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

### **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 eriod
3. Read specimens of major works belonging to the period.

### **Content Specifications**

#### **Module I**

**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**

**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**

**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

#### **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.

#### **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**

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

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? 16

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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**CORE COURSE 9. Postcolonial Literatures in English**

| Course Code | Course Title                        | Semester | Credit |
|-------------|-------------------------------------|----------|--------|
| 5B09ENG     | Postcolonial Literatures in English | V        | 5      |

**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**

**Module I**

## **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**

### **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**

**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

## **Core Texts**

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

## **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: 3 hours

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? 20
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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## CORE COURSE 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 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.

### Content Specifications

#### **Module 1**

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**

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**

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.

## **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**

Time : 3hrs

Maximum marks : 40

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? 24
- 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 -----

## CORE COURSE **11. Project**

| Course Code | Course Title | Semester | Credit |
|-------------|--------------|----------|--------|
| 6B11ENG     | Project      | VI       | 2      |

### **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.

### **Core Texts**

1. Klarer, Mario. Introduction to Literary Studies.
2. MLA Handbook 8th Edition

### **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

# GENERIC ELECTIVE COURSE 01

## HISTORY GENERIC ELECTIVE COURSE

### CREDIT DISTRIBUTION

#### OFFERED TO STUDENTS OF OTHER PROGRAMMES

| COURSE CODE | COURSE TITLE                      | SEMESTER | CREDIT | EXAM HRS |
|-------------|-----------------------------------|----------|--------|----------|
| 5D01 HIS    | Social Reform Movements in Kerala | V        | 2      | 2        |

### EVALUATION

| ASSESSMENT | WEIGHTAGE | MARKS |
|------------|-----------|-------|
| EXTERNAL   | 4         | 20    |
| INTERNAL   | 1         | 5     |

### INTERNAL ASSESSMENT

| COMPONENT  | WEIGHTAGE | MARKS | REMARKS                                     |
|------------|-----------|-------|---|
| ASSIGNMENT | 1         | 5     | ONE ASSIGNMENT FOR EACH COURSE <sup>#</sup> |

# PROCEDURE FOR SUBMISSION OF ASSIGNMENT AS PER THE REGULATION

# Social Reform Movements in Kerala

| Semester | Course Code | Credit | Exam. Hours |
|----------|-------------|--------|-------------|
| V        | 5D01        | 2      | 2           |

**Course Outcomes:** students should be able to:

1. Understand the role of Western education, missionary activities and indigenous reform movements in the making of modern Kerala
2. Evaluate the ideas, programmes and tactics of social reformers
3. Promote critical thinking about various social and religious issues in Kerala
4. Analyze and explain secular foundations of Kerala society

## UNIT I: Reflections of Westernization

Concept of Colonial Modernity - Introduction of English education – Missionary Contributions -

## UNIT II: Kerala Renaissance

Sree Narayana Guru - Chattampi Swamikal- Ayyankali - Vakkom Abdul Khader Moulavi- Vagbhadanandan- Brahmananda Sivayogi - Ananda Teerthan - V.T.Bhatathirpad - Sahodaran Ayyapan - C. Krishnan- Growth of caste organizations: SNDP, NSS, Yogashema Sabha

## UNIT III: Reform Movements and their Impact

Agitations against untouchability: Vaikom and Guruvayoor Stayagrahas - Temple entry proclamation - Impact of the reform movements - New trends in literature - Vallathol- Uloor- Kumaran Asan-

## Essential Readings:

A Sreedhara Menon, *Survey of Kerala History*  
-----, *Kerala History and its Makers*  
P. Govinda Pillai, *Keralathile Samuhya Navodhana Prasthanam*  
M.K.Sanoo, *Sree Narayana guru*  
P.K.Velayudhan, *SNDP YOGAM charitam*  
T.K.Ravindran , *Asan and social revolutions in Kerala*  
-----, *Vaikom Satyagraha and Gandhi*  
P.J. Cherian, *Perspectives on Kerala History*  
P.Govinda Pillai, *Keralathile samuhya Navodhana Prasthanam*  
P K. Gopalakrishnan, *Keralathinte samskarika Charithram*  
EMS Namboothiripad, *Keralacharithram Marxist Veekshanathil*  
PK Balakrishnan, *Jathiyavasthayum Keralacharithravum*

**Marks including choice: 30**

**Maximum marks: 20**

| Unit | Marks |
|------|-------|
| I    | 6     |
| II   | 12    |
| III  | 12    |

**Pattern of Question Paper for Generic Elective Course**  
**---- Semester BA Degree (CBCSS) Examination, Month, Year**  
**(2020 Admission )**

**GENERIC ELECTIVE COURSE IN HISTORY**

**Corse Code ---: Title ---**

Time: 2 Hours

Max. Marks: 20

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on **any five** out of six topics in around 30 words.

Each question carries 1 mark

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

(5x1=5)

**PART B: Short Essay**

Answer **any three** out of four questions in around 200 words.

Each question carries 3 marks

- 7.
- 8.
- 9.
- 10.

(3x3=9)

**PART C: Essay**

Answer **any one** out of two questions in around 400 words. Each question carries 6 marks

- 11.
- 12.

(1x6=6)



## CORE COURSE **12. Literary Theory**

| Course Code | Course Title    | Semester | Credit |
|-------------|-----------------|----------|--------|
| 6B12ENG     | Critical Theory | VI       | 5      |

### **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.

### **Content Specifications**

#### **MODULE I**

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

#### **MODULE II**

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

#### **MODULE III**

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

#### **MODULE IV**

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.

### **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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## CORE COURSE 13. Women's Writing

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

### 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.

### Module I-Essay

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

### Module II-Drama

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

### Module III-Fiction

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

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.

### **Pattern of Question Paper**

Time--3Hours. Maximum Marks—40

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

### **Model Question Paper**

**Kannur University**  
**Model Question Paper**  
**BA English Language and Literature**  
**Course Code 6B13ENG**  
 Title of the Course: Women's Writing

**Time : 3 hours**

**Maximum Marks : 40**

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) 35

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 ?

## CORE COURSE **14. Indian Writing in English**

| Course Code | Course Title              | Semester | Credit |
|-------------|---------------------------|----------|--------|
| 6B14ENG     | Indian Writing in English | VI       | 3      |

### 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

### Content Specifications

#### **Module I**

#### **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**

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

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

#### **Module III**

#### **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 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 (Through 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, edited by Aravind Krishna Mehrotra, Permanent Black,2003 (p- 5-11)

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

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

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

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

#### **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: 3 hours

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. 39
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 Alaxander'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"?

#### **CORE COURSE 15. Film Studies**

| Course Code | Course Title | Semester | Credit |
|-------------|--------------|----------|--------|
| 6B15ENG     | Film Studies | VI       | 4      |

#### **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.

#### **EVALUATION**

| ASSESSMENT | WEIGHTAGE | MARKS |
|------------|-----------|-------|
| EXTERNAL   | 80 %      | 40    |
| INTERNAL   | 20%       | 10    |

#### **Content Specifications**

#### **MODULE I**

#### **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**

### **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. 42

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

**Students should understand the key concepts of pre-production, production and postproduction 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**

### **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**

### **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. 43
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* : Rajeev Ravi
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. *Cinematography 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. 44

#### **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 in250 words on one of the following: (1x8= 8 marks)**

1. Write an essay on Arundhathy 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. 45

**II. Write an essay in250 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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**Discipline Specific Elective Courses**

**6B16(1) ENG -World Literature in Translation**

| Sem. | Course Code  | Title of the Course             | Credits |
|------|--------------|---------------------------------|---------|
| 6    | 6B16 (1) ENG | World Literature in Translation | 4       |

**Module 1 :**

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

## **Module 2**

### **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**

### **Drama :**

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

## **Module 4 Fiction**

### **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 Sources for Core Texts : Poetry**

1. [https://en.wikisource.org/wiki/Divine\\_Comegy\\_\(Longfellow\\_1867\)/Volume\\_1/Canto\\_4](https://en.wikisource.org/wiki/Divine_Comegy_(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\\_2](https://en.wikisource.org/wiki/Twentythree_Tales/The_Repentant_Sinner_2).
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.
- 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.

#### **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 1 and 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**

**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*
2. 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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