

KANNUR UNIVERSITY



NEW CURRICULUM FOR UG PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

CHOICE-BASED CREDIT, SEMESTER AND GRADING SYSTEM

(2009 ADMISSION ONWARDS)

UG BOARD OF STUDIES IN ENGLISH

KANNUR UNIVERSITY

BOARD OF STUDIES IN ENGLISH, UG

NEW CURRICULUM

COMMON COURSES 1-6, CORE COURSES, ELECTIVES & OPEN COURSES

PREAMBLE

Kannur University is the first university in Kerala State to successfully implement the Grading system of evaluation for the undergraduate programmes. It was done in 2008. This academic year, 2009-'10, is a very significant one to the academic community in the University on account of the implementation of the Choice-Based Credit Semester System. It involves a radical restructuring of Curriculum of the Undergraduate Programmes as suggested by the Government of Kerala and the Kerala State Higher Education Council. The UG Board of Studies in English organized a workshop for designing the curriculum and drafting the syllabus. The thrust of the whole academic endeavour has been to bring in flexibility and interdisciplinarity on one hand and to rationalize the study of language and literature on the other. Another remarkable outcome of this academic venture is the possibility of grater classroom interaction of English language and literary studies with other languages. Added emphasis on the practical uses of the English language in the Indian and global context of late capitalism is still another factor that guided the process of curriculum design and it was done to address the material and cultural needs of the aspiring student community.

1. General Outline

The Undergraduate Programme is structured to offer **Ten Common Courses**, a greater number of Core Courses of which Methodology of Humanities, Methodology of Literature, Informatics, Women Studies, Film Studies and Translation oriented courses demand special mention. Complementary Courses and an Open Course are also there to supplement and enrich the programme.

2. COMMON COURSES (IN ENGLISH) 1-6:

The Common Courses are designed to meet the objectives stated below:

Students on completion of these courses are expected to:

- have mastery in all modes of communication in English.
- develop the ability to analyze, understand and challenge if needed the symbolic expressions of reality in literary and other discourses.
- possess academic presentation skills
- have a commendable awareness of Indian constitution, secular spirit and plural traditions which may enable him to be a better citizen.
- take a responsible attitude to environment and development with a human face.

- acquire a Realize that science is a human endeavor based on facts and proven results, without taking recourse to any supernatural power or influence and discern the kind of socio-political environment which encourages scientific enquiry and that which stifles it.

3. CORE COURSES

The Board of Studies, as mentioned above, organized a five-day workshop exclusively for curriculum designing and, for the first time in the history of Higher Education in Kerala, college teachers of English spent five days on academic matters in a very creative way and the draft of BA English Language and Literature Programme presented here is the outcome of a combined and integrated effort. The Board prefers to leave the right to judge the course content and other details to the student community and higher education experts.

4. COMPLEMENTARY COURSES

Subsidiary papers of former dispensation are labeled as Complementary courses in the restructured curriculum. It is hardly a renaming since these courses are situated more prominently and in creative conjunction with the core courses as the new name signifies. A total of eight two-credit courses in two complementary areas of study in the first four semesters are visualized.

5. OPEN COURSES

A striking aspect of the curriculum is the Open Course in the Fifth and Sixth Semesters. This course enhances the interdisciplinary character and promotes meaningful academic transaction and dialogue among various disciplines and community of learners.

6. ELECTIVES

The new curriculum retains the facility of the Electives and places it in the Sixth Semester.

7. USE OF ICT

The restructured curriculum envisages a multimedia classroom and ICT aided teaching and learning. A radical shift from the one-sided classroom functioning is expected. The lecture method has to be supplemented effectively by all the modern means of curricular transaction which may include powerpoint presentation, screening of films, audio and video sessions and other study aids.

8. CONTACT HOURS

The total number of contact hours for a course is 18 (weeks) x 4 hours/week = 72 hrs or 18 x 5 h/w = 90 hrs. A studious student can extend this by at least 2 hours a day.

9. EXAMINATIONS

a) CONTINUOUS EVALUATION (25%)

Module	%	Weightage
1. Attendance	5%	1
2. Assignment	5%	1
3. Seminar	5%	1
4. Test Papers (average of 2)	10%	2
Total	25%	5

Components of CE

Component	Weightage	Grading
a. Attendance	1	Below 75%: <u>E</u> , 75-79%: <u>D</u> , 80-84%: <u>C</u> , 85-89%: <u>B</u> , >90%: <u>A</u>
b. Test Paper (minimum 2)	2	To be graded as A, B,C,D, E
c. Assignment*	1	Depending on quality (A,B,C,D,E)
d. Seminar	1	Based on Assignment – to be graded based on the merits of presentation (A,B,C,D,E)

* Separate guidelines are given wherever required.

b) END SEMESTER EXAMINATION (75%)

Sl No	Type of Question	Weightage	No. of Qns	Total Weightage
1	Objective Type 5 bunches of 4 questions each	1	5	5
2	Short Answer questions	1	6 out of 9 Qs	6
3	Short Essays (100 words)	2	3 out of 6 Qs	6
4	Long Essays (300 words)	4	2 out of 4 Qs	8
	Total			25

GUIDELINES FOR EXAMINATION:

- Equal importance is to be given to all Modules/Core Texts.
- Questions will include a judicious mix of tasks to assess (i) the knowledge acquired (ii) standard application of knowledge, (iii) application of knowledge in new situations, (iv) critical evaluation of knowledge, and (v) the ability to synthesize knowledge drawn from various sources.

10. DIRECT GRADING SYSTEM

Direct Grading system based on a 5- point scale is used to evaluate the performance (External and Internal) of students.

Direct Grading System

Letter Grade	Performance	Grade Point	Grade Range
A	Excellent	4	3.50 to 4.00
B	Very Good	3	2.50 to 3.49
C	Good	2	1.50 to 2.49
D (Lowest passing grade)	Average	1	0.50 to 1.49
E	Poor	0	0 to 0.49

- 1) Separate minimum of D grade is required in external examination for passing a course.
- 2) An aggregate of C grade (when external and internal put together) is required in each course for awarding a degree.
- 3) A student who secures E grade in a course (for want of the minimum grade/or attendance) is permitted to repeat the course when the course is offered to the next batch. The student registered for repeat course need not attend the classes if he/she has already satisfied the requirements regarding attendance.

11. Distribution of Courses for UG Programme in English & Common Courses in English

There are 6 semesters, the first 4 semesters have 5 courses each, the last 2 have 6 each, making a total 32 courses which includes a project.

Common Courses: 1-10 (Total 10 courses)

Core Courses: 11 – 20 & 22 – 25 (total 14 courses)

Project: 21

Elective: 26 (One to be selected from the three given)

Open Course: 27 & 28 (2 courses)

Complementary Courses: 29 – 32 (Details can be had from notification of the syllabi of Complementary Subjects)

12. TABLE OF COMMON COURSES

No	Course Code	Title of Course	Contact Hours/Week	Credits	Semester
1	1 A 01 ENG*	Critical Reasoning & Academic Presentation Skills	5	4	1
2	1 A 02 ENG*	Communication Skills In English	4	3	1
3	2 A 03 ENG*	Readings on Indian Constitution, Secularism & Environment	5	4	2
4	2 A 04 ENG*	Reading Literatures in English	4	3	2
5	3A05 ENG	Literature and Contemporary Issues	5	4	3
6	4 A06 ENG	History and Philosophy of Science	5	4	4
7	1 A 07**	Course in Additional Language	4	4	1
8	2 A 08**	Course in Additional Language	4	4	2
9	3 A 09**	Course in Additional Language	5	4	3
10	4 A 10**	Course in Additional Language	5	4	4

*For B Com and all other LRP

**Additional Language: MAL/HIN/SAN etc, for details of distribution of courses for differently patterned courses and LRPs consult syllabi notifications of Additional Languages.

13. TABLE OF CORE COURSES

N0	Course Code	Title of Course	Contact Hours/Week	Credits	Semester
11	1 B 01 ENG	Methodology of Humanities	6	4	1
12	2 B 02 ENG	Methodology of Literature	6	4	2
13	3 B 03 ENG	Informatics for English Language and Literature	4	4	3
14	3 B 04 ENG	Studies in Prose	5	4	3
15	4 B 05 ENG	Reading Poetry	5	4	4
16	4 B 06 ENG	History of English Language and Literature	4	4	4
17	5 B 07 ENG	Drama: Theory and Literature	5	4	5
18	5 B 08 ENG	Language and Linguistics	5	4	5
19	5 B 09 ENG	Literary Criticism and Theory	5	4	5
20	5 B10 ENG	Studies in Fiction	4	4	5
21	5 B11ENG	Project	4	4	5
22	6 B12 ENG	Women's Writing	5	4	6
23	6 B13ENG	New Literatures in English	5	4	6
24	6 B14 ENG	Indian Writing in English	5	4	6
25	6 B15 ENG	Translation Studies	5	4	6
26	6 B 16 (01/02/03) ENG	Elective (See table in 14 below)	3	2	6

14. ELECTIVES

26. ELECTIVES				
Course Code	Title of Course	Contact Hours/Week	Credits	Semester
6 B 16 (01)ENG	Film Studies	3	2	6
6 B 16 (02)ENG	Indian Literatures in Translation	3	2	6
6 B 16 (03)ENG	Writing for Media	3	2	6

15. OPEN COURSES

OPEN COURSES FOR STUDENTS OF OTHER PROGRAMMES					
No	Course Code	Title of Course	Contact Hours/Week	Credits	Semester assigned
27	5 D 01 ENG	English for Competitive Examinations	2	2	5
28	6 D 02 ENG	English for Business Purposes	2	2	6

16. COMPLEMENTARY COURSES (SL NO.28 TO 32) (Details are available in the curriculum documents released by the respective Boards of Studies)

17. BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE

COURSES (SEMESTER-WISE)

(CREDITS: COMMON: 22+16= 38; CORE: 62; COMPLEMENTARY: 16; OPEN: 4; TOTAL CREDITS:120)

SEMESTER 1

Course Code	Title of Course	Contact Hours/Week	Credits
1 A 01 ENG	Critical Reasoning and Academic Presentation Skills	5	4
1 A 02 ENG	Communication Skills in English	4	3
1 A 07*	Additional language	4	4
1 B 01 ENG	Methodology of Humanities	6	4
1 C **	Complementary	6	4
Total		25	19

SEMESTER 2

Course Code	Title of Course	Contact Hours/Week	Credits
2 A 03 ENG	Readings on Indian Constitution, Secularism & Environment	5	4
2 A 04 ENG	Reading Literatures in English	4	3
2 A 08*	Additional language	4	4
2 B 02 ENG	Methodology of Literature	6	4
2 C **	Complementary	6	4
Total		25	19

SEMESTER 3

Course Code	Title of Course	Contact Hours/Week	Credits
3 A 05 ENG	Literature and Contemporary Issues	5	4
3 A 09*	Additional language	5	4
3 B 03 ENG	Informatics for English Language and Literature	4	4
3 B 04 ENG	Studies in Prose	5	4
3 C **	Complementary	6	4
Total		25	20

SEMESTER 4

Course Code	Title of Course	Contact Hours/Week	Credits
4 A06 ENG	History and Philosophy of Science	5	4
4 A10*	Additional language	5	4
4 B 05 ENG	Reading Poetry	5	4
4 B 06 ENG	History of English Language and Literature	4	4
4 C **	Complementary	6	4
Total		25	20

*Additional Language: MAL/HIN/SAN etc

**Consult the syllabi notification of complementary subjects for details

SEMESTER 5

Course Code	Title of Course	Contact Hours/Week	Credits
5 B 07 ENG	Drama: Theory and Literature	5	4
5 B 08 ENG	Language and Linguistics	5	4
5 B 09 ENG	Literary Criticism and Theory	5	4
5 B 10 ENG	Studies in Fiction	4	4
5 B 11 ENG	Project	4	4
5 D 01 ENG	Open Course 1	2	2
Total		25	22

SEMESTER 6

Course Code	Title of Course	Contact Hours/Week	Credits
6 B 12 ENG	Women's Writing	5	4
6 B 13 ENG	New Literatures in English	5	4
6 B 14 ENG	Indian Writing in English	5	4
6 B 15 ENG	Translation Studies	5	4
6 B 16 (01/02/03) ENG	Elective	3	2
6 D 02 ENG	Open Course 2	2	2
Total		25	20

ACKNOWLEDGEMENT

The Board of Studies places on record its deep gratitude to all the teachers who put in their intellectual efforts to formulate the curriculum in the five-day workshop. Thanks are due to the University authorities and the Kerala State Higher Education Council.

Chairman,
Board of Studies in English UG
Kannur University

KANNUR UNIVERSITY

NEW CURRICULUM FOR UNDERGRADUATE PROGRAMMES

SYLLABI FOR COMMON COURSES: 2009 ADMISSION ONWARDS

CRITICAL REASONING AND ACADEMIC PRESENTATION SKILLS

COURSE CODE	1 A 01 ENG
TITLE OF THE COURSE	CRITICAL REASONING AND ACADEMIC PRESENTATION SKILLS
SEMESTER ASSIGNED FOR THE COURSE	1
NO. OF CREDITS	4
NO OF CONTACT HOURS PER WEEK	5
TOTAL NO. OF CONTACT HOURS	90
CORE TEXT	Critical Reasoning & Academic Presentation Skills by Marilyn Anderson, Pramod K Nayar et al, Pearson 2009

1. AIM OF THE COURSE

- To develop analytical and critical thinking skills in students in order to prepare them to logically analyze and critically evaluate a variety of texts and to speak and write and make presentations effectively

2. OBJECTIVES OF THE COURSE

On completion of this course, student will be able:

- To differentiate between facts and opinions in arguments
- To recognize and construct inductive and deductive arguments
- To identify fallacies in day to day arguments
- To appreciate the value of looking at an issue from various points of view
- To develop the habit of questioning one's own views and possible biases
- To successfully manage academic writing and presentation.

3. COURSE OUTLINE

MODULE – 1 (15 HOURS): INTRODUCTION TO CRITICAL THINKING

- A. Introduction to Critical Thinking: Benefits of Critical Thinking - Barriers to Critical Thinking
- B. Arguments: What is and what is not of argument - Recognizing Argument – Evaluation of Arguments - Deductive and Inductive argument -
- C. What are fallacies: Fallacies of relevance – appeal to emotion – the appeal to pity – the appeal to force – the argument against the person – irrelevant conclusion
- D. Critical thinking and evaluation of sources – social influence and critical thinking – Persuasion, conformity and Critical Thinking – Critical thinking and Prejudices.

MODULE – 2 (15 HOURS): THINKING AND WRITING CRITICALLY

Characteristics of Critical and Analytical Thinking – language of critical thinking – strategies and steps for critical thinking – Sense of audience – Precision and Clarity, Selection of Relevance – Sequencing of arguments - Sign posting, Conventions in Critical Thinking - Evaluating Critical Writing

Note: Lectures should be complemented by appropriate activities mentioned in the core text.

MODULE - III (20 HOURS): THE PROCESS OF WRITING:

- A. Researching Resources for writing: collection of Data – Print resources - Library, Net sources, Individuals
- B. Reading for writing: Strategies for active writing – Dictionary use – Annotate
- C. Mechanics of Writing: Develop a plan from title – Evaluating a text - note-making and Note taking, paraphrasing, summary-writing – Planning a text: organizing paragraphs, main body, introduction, conclusion, rewriting, proof reading – Elements of writing: cause and effect, cohesion, comparison, definition, discussion, examples, generalization, statistical data, references, quotations, style-synonyms, visual information: Charts, tables etc
- D. Accuracy in writing: Abbreviation, Articles: singular and Plural, determiners and nouns, Irregular plurals - propositions – phrasal verbs – Modal verbs – Conveying ability, necessity, advisability, possibility, probability etc - Tenses – Voice – adverbs and adjectives, conjunctions, formality in verbs, - nationality-language, time words nouns and adjectives, prefixes, suffixes.

MODULE IV: (15 HOURS) Writing models: formal letters, Curriculum Vitae, Job application, Reports - Designing and Reporting Surveys, Seminar Reports - Project reports, Documentation

MODULE – V: Presentation Skills (25 HOURS)

- A. Soft Skills for Academic Presentations: Theory - The audience - primary and secondary and their knowledge and expectations - the objective of the presentation - choosing the appropriate medium for presentation - techniques of effective presentation - Structuring the presentation - visual presentation aids, handouts, Power point presentation, L.C.D - Clarity and persuasion - Non verbal communication - Opening and Closing – Time Management.
- B. Practice in presenting Seminar Papers: Group work is recommended – in a class with 60 students, a seminar paper may be prepared and presented by a group of three students in one class, leaving 30 minutes for presentation

and 30 minutes for discussion. Each group gets one occasion for presentation. The topic for the seminar should be discussed at the beginning of the course, ensuring coverage of a wide variety of issues of contemporary relevance; thereby helping to supplement areas covered in Common Courses 3 & 4.

Note: Course work should focus on the practice of the four skills: listening, speaking, reading and writing.

4. READING LIST: A. CORE READING: ***CRITICAL REASONING & Academic Presentation Skills*** by Marilyn Anderson, Pramod K Nayar et al. Pearson Longman, 2009.

B. CORE AND REFERENCE TEXTS

Sl.No	Title	Author	Publisher & Year
1	<i>Critical Reasoning & Academic Presentation Skills (CORE TEXT)</i>	Marilyn Anderson, Pramod K Nayar et al.	Pearson Longman, 2009
2	<i>Critical Thinking: A Student's Introduction, 2nd Edition</i>	Gregory Bassham, William Irwin, Henry Nardone, James M. Wallace	McGraw-Hill, 2006
3	<i>Critical Thinking Skills</i>	Stella Cottrell	Palgrave Macmillan, 2005
4	<i>Critical Thinking: Learn the Tools the Best Thinkers Use</i>	Richard Paul and Linda Elder	Pearson Education, 2006
5	<i>Thinking Skills</i>	John Butterworth & Geoff Thwaites	Cambridge University Press, 2006
6	<i>Keys to Successful Writing</i>	Marilyn Anderson	Pearson Longman
7	<i>Guide to Presentations</i>	Mary and Russell Lynn.	Pearson education Ltd., London, 2007)
8	<i>Study Writing: A Course in Writing Skills for Academic Purposes</i>	Liz-Hamp-Lyons & Ben Heasley	Cambridge University Press, 2007
9	<i>Presentation Skills for Students</i>	Joan Van Emden & Lucinda Becker	Palgrave Macmillan, 2004
10	<i>Academic Writing</i>	Stephen Bailey	Routledge, London, 2004.

5. WEB RESOURCES

- www.criticalthinking.org
- <http://www.ou.edu/ouphil/faculty/chris/crmscreen.pdf>
- www.thinkersway.com
- http://en.wikipedia.org/wiki/Critical_thinking
- <http://www.lc.unsw.edu.au/olib.html>
- <http://www.utoronto.ca/writing/advise.html>
- http://en.wikipedia.org/wiki/Academic_writing
- http://www.uni-magdeburg.de/sprz/migalk/academic_writing.htm
- <http://elc.polyu.edu.hk/CiLL/eap/>

6. PATTERN & MODEL QUESTION PAPER TO BE PREPARED.

KANNUR UNIVERSITY

NEW CURRICULUM FOR UNDERGRADUATE PROGRAMMES

SYLLABI FOR COMMON COURSES: 2009 ADMISSION ONWARDS

COMMUNICATION SKILLS IN ENGLISH

COURSE CODE	1 A 02 ENG
TITLE OF THE COURSE	COMMUNICATION SKILLS IN ENGLISH
SEMESTER ASSIGNED FOR THE COURSE	1
NO. OF CREDITS	3
NO OF CONTACT HOURS PER WEEK	4
TOTAL NO. OF CONTACT HOURS	72
CORE TEXT	<i>COMMUNICATION SKILLS IN ENGLISH</i> , Sasikumar V., Kiranmai Dutt and Geetha Rajeevan, Cambridge University Press. New Delhi. 2009 (Text with CD)

1. **AIM OF THE COURSE:** General improvement of the student's ability in vocal and written modes of expression and reading.

2. **OBJECTIVES OF THE COURSE:** On successful completion the student will be

- Familiar with the sounds, symbols, stress and intonation in English.
- Able to communicate better vocally as well in writing in formal, semi-formal and informal situations.
- Able to develop her/his listening capacity
- Equipped with the skill for extensive and intensive reading.

3. **COURSE OUTLINE: FOUR MODULES:**

MODULE – I: Pronunciation and Naturalization of Language (22 hours):

Phonemic Notations: Vowels, Diphthongs, Triphthongs – Consonants - Stress: Syllables – Word Stress: in Monosyllables, Polysyllables, Stress in words used as both nouns and verbs - Stress in compound words – Sentence Stress - Strong, Weak and Contracted forms - Intonation: Falling and Rising Intonation – Different accents – influence of Mother Tongue .

MODULE – II: Listening Skills (15 hours):

Barriers to Listening: Listening and hearing, active listening, barriers – Academic Listening: Listening and note-taking – Listening to announcements – Listening to News on the Radio and Television: Listening for specific information, overall information.

MODULE- III: Speaking Skills: Theory and Practice (20 hours):

Recall the foundational phonetic insights provided Module 1.1 – Rules of word stress, stress and rhythm, pauses and sense groups – falling and rising tones – fluency and pace of delivery – Small talk – Conversations – Formal speech – Descriptions – Group Discussions – Telephone Communication – Appointments.

MODULE- IV: Reading Skills (15 hours): Reading with a purpose – Scanning – Surveying a text with index – Making predictions in reading – Text Structure – Inferences – Reading Graphics – Reading Critically - Reading for Research.

NOTE: STUDENTS SHOULD BE PROVIDED SPEAKING AND LISTENING SKILL PRACTICES USING THE CD OFFERED WITH THE TEXT

4. **CORE READING LIST:** A) CORE TEXT: *COMMUNICATION SKILLS IN ENGLISH*, Sasikumar V.,Kiranmai Dutt and Geetha Rajeevan, Cambridge University Press. New Delhi. 2009.

B) TEXTS FOR CORE READING AND REFERENCE:

Sl. No	Title	Author	Publication details
1	<i>COMMUNICATION SKILLS IN ENGLISH</i>	Sasikumar V.,Kiranmai Dutt and Geetha Rajeevan	Cambridge University Press. New Delhi. 2009
2	<i>Study Listening: A Course in Listening to Lectures and Note-taking</i>	Tony Lynch	Cambridge University Press (2008)
3	<i>Study Speaking: A Course in Spoken English for Academic Purposes</i>	Anderson, Kenneth, Joan Maclean and Tony Lynch	Cambridge University Press, 2008
4	<i>Study Reading: A Course in Reading Skills for Academic Purposes</i>	Glendinning, Eric H. and Beverly Holmstrom	Cambridge University Press. 2008
5	<i>Spoken English Part I & II: A Foundation Course for Speakers of Malayalam</i>	Kamlesh Sadanand, & Susheela Punitha	Orient Longman Pvt Ltd (2008)
6	<i>Oxford Guide to Effective Writing and Speaking</i>	John Sealy	OUP, New Delhi, 2007
7	<i>Communication Studies</i>	Sky Massan	Palgrave, Macmillan
8	<i>Effective Communication for Arts & Humanities Students</i>	Joan Van Emden and Lucinda Becker	Palgrave, Macmillan

5. **WEB RESOURCES:** A LOT OF SITES ON THE NET, SEARCH WITH KEYWORDS: *READING SKILL, WRITING SKILL, SPEAKING SKILL AND COMMUNICATION SKILL.*

6. PATTERN & MODEL QUESTION PAPER TO BE PREPARED.

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SYLLABI FOR COMMON COURSES: 2009 ADMISSION ONWARDS

READINGS ON INDIAN CONSTITUTION, SECULARISM & ENVIRONMENT

COURSE CODE	2 A 03 ENG
TITLE OF THE COURSE	READINGS ON INDIAN CONSTITUTION, SECULARISM & ENVIRONMENT
SEMESTER ASSIGNED FOR THE COURSE	2
NO. OF CREDITS	4
CONTACT HOURS PER WEEK	5
TOTAL CONTACT HOURS	90
CORE TEXT	<i>READINGS ON INDIAN CONSTITUTION, SECULARISM & ENVIRONMENT</i> , ED. DR.K.C.MURALEEDHARAN, ANE BOOKS INDIA LTD, DELHI

1. AIM OF THE COURSE

- To inspire in students a secular, democratic and environment- friendly attitude

2. OBJECTIVES OF THE COURSE

ON SUCCESSFUL COMPLETION, STUDENTS WILL ACQUIRE

- the spirit and essentials of the secular Indian constitution
- a commendable awareness of the plural traditions of India
- a healthy sense of nationalism
- a deep commitment to life forms, existence, environment and the universe

3. COURSE OUTLINE

MODULE I – INDIAN CONSTITUTION:

General introduction: Context of its drafting: Anti-colonial struggles in the world and in India: Concepts of Liberty, Equality and Fraternity - detailed discussion of Fundamental Rights: Right to Equality, Right to Particular freedom, Cultural and Educational Rights, Right to Freedom of Religion, Right against Exploitation and Right to Constitutional Remedies

Racial Encounters:

- Wole Soyinka: Telephone Conversation (Poem)
- Kamala Das: The Humiliation of a Brown Child in a European School (From *My Story*)

Caste Issue:

- RAJU SOLANKI: A MONOLOGUE (POEM)
- KUMUD PAWDE: THE STORY OF MY SANSKRIT (AUTOBIOGRAPHY)

Class conflicts:

- Basavanna: The Rich will Make Temples for Siva (From *Vachanas*)
- Meena Alexander: The Orange Sellers' Protest (from *Nampally Road*)

Gender question:

1. Rabindranath Tagore: The Exercise Book (Story)
2. Marge Piercy: Barbie Doll (Poem)

MODULE II – FEDERALISM: Federal character of Indian Polity: Union and State Governments-Centre State Relations- Executive-Legislature-Judiciary.

1. Nani A. Palkhivala: Centre-State Relations: Union Government, not Central Government (From *We, The People*)
2. Sitakant Mahapatra: The Election (Poem)

MODULE III – SECULARISM

Secularism: Concept and Practice: Meaning and definition-Secular State and Society-Challenges to secularism: Casteism and Communalism.

1. Kottarathil Sankunni (Translated by T.C.Narayanan): A Hindu Princess and Her Islamic Dynasty (*Aithiyamala/Lore & Legends of Kerala*)

MODULE IV – SUSTAINABLE ENVIRONMENT:

ENVIRONMENTAL ISSUES: DEFORESTATION, POLLUTION, WRECKLESS EXPLOITATION OF NATURE, CONSEQUENCES: GREEN HOUSE EFFECT, TSUNAMI, FAMINE, EARTHQUAKES AND OTHER DISASTERS.

1. Arundhati Roy : The Greater Common Good (*Essay*)
2. Medha Patkar : A Different Kind of Development (*Essay*)
3. Krishna Kumar : Green Schools in a Greying World (*Essay*)
4. P.Raja Gopalan : The Global Environmental Crisis (*Essay*)
5. A.K.Ramanujan : Ecology (Poem)

4. CORE TEXT: *READINGS ON INDIAN CONSTITUTION, SECULARISM & ENVIRONMENT*, ED. DR.K.C.MURALEEDHARAN, ANE BOOKS INDIA LTD, DELHI

5. Reference:

The Constituent Assembly Debates (Proceedings) 9th December 1946 to 24th January 1950, Lok Sabha Secretariat, New Delhi(Extracts of speeches made by Munshi K.M. & Dr. B.R. Ambedkar)

Jha, Shefali, *Rights versus Representation: Defending Minority Interests in the Constituent Assembly*, Economic and Political Weekly, vol.38, No.16, Apr 19-25, 2003, pp.1579-1583.

Chiriyankandeth, James, *Creating a secular state in a religious country: The debate in the Indian Constituent Assembly*, Commonwealth and Comparative Politics, vol.38, Issue 2, July 2000, pp.1-24

Narang, A S, *Indian Government and Politics*, Geethanjali Publishing House, New Delhi, 2000, pp.99-238

S R Bommai Vs Union of India, AIR 1994, SC 1918

Nandy, Ashis, "The Politics of Secularism and the Recovery of Religious Tolerance", in Veena Das (ed) *Mirrors of Violence: Communities, Riots and Survivors in South Asia*, Oxford University Press, Delhi, 1990

Thapar, Romila, "Secularism, History and Contemporary Politics in India", in Anuradha Needham and Rajeswari Sunder Rajan (eds), *The Crisis of Secularism in India*, Duke University Press, 2007

Basu, Durga Das, *Introduction to the Constitution of India*, Prentice Hall of India, New Delhi.

Sharma, K.L., *Social Stratification in India: Issues and Themes*, Sage Publications, New Delhi, 1997.

Bhargava, Rajeev, *Secularism and its Critiques*, Oxford University Press, New Delhi 2001.

Khan, Rasheeduddin, *Federal India: A Design for change*, Vikas, New Delhi, 1992 Smith, Donald

Eugene, *India as a Secular State*, Princeton University Press, Princeton, 1963.

Fisher, William F(ed.), *Towards Sustainable Development? Struggling Over India's Narmada River*, M.E.Sharp, New York, 1995

Sufrin, Sydney C, *Bhopal: Its Setting, Responsibility and Challenge*, Ajanta Publishers, New Delhi, 1985

6. PATTERN & MODEL QUESTION PAPER TO BE PREPARED.

KANNUR UNIVERSITY

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SYLLABI FOR COMMON COURSES: 2009 ADMISSION ONWARDS

READING LITERATURES IN ENGLISH

COURSE CODE	2 A 04 ENG
TITLE OF THE COURSE	READING LITERATURES IN ENGLISH
SEMESTER ASSIGNED FOR THE COURSE	2
NO. OF CREDITS	3
NO OF CONTACT HOURS PER WEEK	4
TOTAL NO. OF CONTACT HOURS	72
CORE TEXT	<i>READING LITERATURES IN ENGLISH, ED. DR.K.C MURALEEDHARAN, CAMBRIDGE UNIVERSITY PRESS, 2009</i>

1. AIM OF THE COURSE

1. To provide a general awareness about the scope and significance of literature as a cultural form through readings of selected literary works in English produced across cultures.
2. To inspire reading, appreciation and critical interpretation of literary works.
3. To provide opportunities for the application of critical thinking, academic writing and presentation skills acquired through other common courses.

2. OBJECTIVES OF THE COURSE

On completion of this course, student will be able:

1. To read, appreciate, analyze and interpret a literary work using reading strategies
2. To comprehend the different uses of language
3. To perceive the process of transmission of cultural values through works of art.

3. COURSE OUTLINE

MODULE 1: PROSE (32 HOURS)

1. Jawaharlal Nehru : At School and College (From *An Autobiography*)
2. E.V.Lucas : The School for Sympathy
3. Bertrand Russell : As Others See Us (From *Mortals and Others*)
4. Lakshmi Viswanathan: On a Spiritual Journey: Kishori Amonkar (The Hindu, Folio: Music Dec 3 2000, J:\Interviews Hindu\Kishori.htm)
5. K.K.Gopalakrishnan : Lifelong Endeavour: Conversation with Kalamandalam Gopi (The Hindu, Date:07/03/2004 URL: <http://www.thehindu.com/thehindu/mag/2004/03/07/stories/2004030700100500.htm>)
6. Judy Brady : Why I want a Wife

MODULE 2: POETRY (18)

- | | |
|----------------------|------------------------------------|
| 1. Shakespeare | : Shall I Compare Thee |
| 2. Blake | : London |
| 3. John Keats | La Belle Dame Sans Merci |
| 4. P.B. Shelley | : Ozymandias |
| 5. W.B. Yeats | : On Being Asked for a War
Poem |
| 6. Kamala Das | : Fancy Dress |
| 7. Gabriel Okara | : Once Upon a Time |
| 8. Emily Dickinson | : I'm a Nobody! Who are You! |
| 9. Robert Frost | : The Pasture |
| 10. Maya Angelou | : Women Work |
| 11. Yeshwant Vaghela | : Identity |
| 12. R. Viswanathan | : Grandfather |

MODULE 3: FICTION: SHORT STORY (8 HOURS)

- | | |
|------------------|---------------|
| 1. Anton Chekhov | : The Avenger |
|------------------|---------------|

MODULE 4: DRAMA (14)

- | | |
|----------------------------------|--------------------------------------|
| 1. Shakespeare | : The Forum |
| a. Dorothy Calhoun
Pittsburgh | : When Lincoln Came to
Pittsburgh |

4. CORE TEXT: *READING LITERATURES IN ENGLISH*, ED. DR. K. C. MURALEEDHARAN, CAMBRIDGE UNIVERSITY PRESS, 2009

5. PATTERN & MODEL QUESTION PAPER TO BE PREPARED.

KANNUR UNIVERSITY

NEW CURRICULUM FOR BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

SYLLABI FOR CORE COURSES: 2009 ADMISSION ONWARDS

METHODOLOGY OF HUMANITIES

COURSE CODE	1 B 01 ENG
TITLE OF THE COURSE	METHODOLOGY OF HUMANITIES
SEMESTER ASSIGNED TO THE COURSE	I
NO. OF CREDITS	4
NO OF CONTACT HOURS PER WEEK	6
TOTAL NO. OF CONTACT HOURS	108
CORE TEXT	<i>Methodology and Perspectives of Humanities</i> , Pramod Nayar, Abhijit Kundu & Shweta Mehra, Pearson Longman, 2009.

1. AIM OF THE COURSE:

To introduce the students to the methodological issues which are specific to the disciplines referred to as the Humanities and to inculcate in them critical perspectives that would enable them to understand the discursive practices labeled as Humanities.

2. OBJECTIVES OF THE COURSE:

On completion of the course, the student will be able:

- To know the distinction between the methodologies of natural, social and human sciences
- To understand the questions concerning the relation between language and subjectivity as well as those pertaining to structure and agency in language
- Aware of the theories of textuality and reading both western and Indian

3. COURSE OUTLINE:

MODULE I (27 HOURS)

Introduction - difference between the natural, social and the human sciences – facts and interpretation - history and fiction - study of the natural world compared to the study of the subjective world - study of tastes, values and belief system - the question of ideology

MODULE II (27 HOURS)

Language, Culture and Identity – the relation between language, culture and subjectivity – the question of agency in language – the social construction of reality – language in history - language in relation to class, caste, race and

gender – language and colonialism – non-essential view of subjectivity and identity.

MODULE III (27 HOURS)

Narration and representation - reality and/as representation – narrative modes of thinking – narration in literature, philosophy and history - textuality and reading: Text and work - reader

MODULE IV (27 HOURS)

Indian theories of knowledge – Methodologies of Indian knowledge systems – what is knowledge – concepts of knowledge in the Indian tradition - origin and development of Indian philosophical systems

4. CORE TEXT: *Methodology and Perspectives of Humanities*, Pramod Nayar, Abhijit Kundu & Shweta Mehra, Pearson Longman, 2009.

Sl.No	Title	Author	Publication details
1	<i>Methodology and Perspectives of Humanities</i>	Pramod Nayar, Abhijit Kundu & Shweta Mehra	Pearson Longman, 2009
2	<i>What is History?</i>	EH Carr.	Ed 2. London, Macmillan. 1986.
3	<i>Literary Theory: An Introduction.</i>	Terry Eagleton	Oxford: Blackwell, 1983
4	<i>Literature</i>	Peter Widdowson	London, Routledge, 1999
5	<i>The Social Construction of Reality: A Treatise in the Sociology of Knowledge</i>	Peter L Berger and Thomas Luckmann	Harmondsworth: Penguin, 1966.
6	<i>From Prague to Paris.</i> London	J.G. Merquior	London: Verso, 1986
7	<i>Language and Materialism</i>	Rosalind Coward and John Ellis	London: Routledge, 1977.
8	<i>Narrative Fiction: Contemporary Poetics</i>	Shlomith Rimmon Kenan	London: Methuen, 1981.
9	<i>“The Syntax of Secularism in Hindi Cinema,” in Composite Culture in a Multi-cultural Society</i>	ed. Bipan Chandra and Sucheta Mahajan	New Delhi: NBT and Pierson, 2007
10	<i>Telling Stories</i>	Linda M Shires and Steven Cohen	London: Methuen, 1985
11	<i>Outlines of Indian Philosophy</i>	M. Hiriyanna	London, 1956
12	<i>Indian Philosophy. : A popular Introduction. Chapters 4, 8 & 24. 2 vols</i>	Debiprasad Chattopadhyaya	New Delhi, Peoples Publishing House, 1982.
13	<i>Indian Philosophy, 2 vol</i>	S.Radhakrishnan	London, 1943

5. PATTERN & MODEL QUESTION PAPER TO BE PREPARED

KANNUR UNIVERSITY

NEW CURRICULUM FOR BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

SYLLABI FOR CORE COURSES: 2009 ADMISSION ONWARDS

METHODOLOGY OF LITERATURE

COURSE CODE	2 B 02 ENG
TITLE OF THE COURSE	METHODOLOGY OF LITERATURE
SEMESTER ASSIGNED FOR THE COURSE	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS PER WEEK	6
TOTAL NO. OF CONTACT HOURS	108

1. AIM OF THE COURSE

- To familiarize the student with the critical tools used in the reading of literature
- To instill a broader and holistic sensibility in the student with the aim of eventually equipping him to approach, analyze and assess literary discourses through a host of complementary as well as conflictingly different theoretical frameworks.
- To form an idea of the complex nature of literary studies and how they are entangled with other aspects of the social body.
- To unveil the constitutive elements and cultural specificity of literature along with the intricate process of canon formation.
- To help the student gain perceptive insights into the socio-political dynamics, the structuring points of view, the dominant ideology, hegemony, the prevailing common sense and communal underpinnings that mediate the writing, production, reception and survival of a work.
- To familiarize the student with other media, popular literature and emerging trends

2. OBJECTIVES OF THE COURSE: ON COMPLETION OF THE COURSE, THE STUDENT WILL HAVE

- an awareness of the political operation of literature
- the capacity to appreciate and critically understand the constitution and discursive aspects of literature
- commendable understanding of literary theories and reading strategies
- the skill for applying these in reading all kinds of texts and cultural formations

3. COURSE OUTLINE

MODULE I: Literature: Constitutive elements and traits – literature as discourse - difference from other discourses – The Politics of the Unconscious - Canon Formation: Determination of taste – marginalization of works and authors – various national literatures: English literatures: British, American, African, Indian, Canadian, Australian etc.

MODULE II: Textual approaches: New criticism, Formalism, Close Reading, Deconstruction, Reader response – Psychoanalytic: Freud, Lacan – Archetypal: Unconscious and universal patterns of repetition

MODULE III : Writing and reading: mediations by Gender, Class, Ideology etc. Marginalization: of gender, working class, the dalits, aboriginals, sexual minorities. The identity and assertion of the marginalized communities: Women, the Subaltern, the colonized etc

MODULE IV: Post colonial: Colonialism, Nationalism and literatures in the case of India and Africa – Writing back, Rereadings and Rewritings - Cultural studies: Cultural Materialism, New Historicism, Marxism, Postmodernism – Eco-critical: Awareness of nature and environment, eco-feminism

4. READING LIST

A) **CORE TEXT:** MATERIALS FROM DIFFERENT TEXTS ARE TO BE USED IN RELATION TO THE TOPICS GIVEN:

B) CORE AND REFERENCE READING

SI No	Title	Author	Publisher/Year
1	<i>A Handbook of Critical Approaches to Literature (Core text)</i>	Wilfred L. Guerin, Earle Labor, et al	Delhi, OUP, 2006
2	<i>Contemporary Criticism: An Anthology</i>	V.S.Sethuraman (ed)	Chennai, Macmillan, 1989
3	<i>Principles of Literary Criticism</i>	S.Ravindranathan.	Chennai, Emerald, 1993
4	<i>Introduction to Literature, Criticism and Theory</i>	Andrew Bennett and Nicholas Royle	New Delhi: Pearson Education, 2008
5	<i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>	Peter Barry	New York: Manchester. 1995. 11-38
6	<i>An Introduction to Literary Studies</i>	Mario Klarer	London: Routledge, 1999
7	<i>A Glossary of Literary Terms (Core text)</i>	M.H.Abrams	Thomson Heinle, India, 1999

5.PATTERN &MODEL QUESTION PAPER TO BE PREPARED.