

SCHEME AND SYLLABUS FOR THE FIRST DEGREE PROGRAMME

UNDER CREDIT AND SEMESTER SYSTEM IN SDE 2017

ADMISSION ONWARDS

ENGLISH

SEM	Course Code	Course Title	Number of Credits	CE (Marks)	CE (Marks)	Total
I	END1111.1	Language Course I Listening Speaking and Reading	4	20	80	100
		Language Course II (Addl. Language) Hind / Malayalam	3	20	80	100
	EN 1121	Foundation Course I Writings on Contemporary Issues	2	20	80	100
	EN 1141	Core- I- Reading Poetry	4	20	80	100
	EN 1131	Complementary I - History of English Literature 1	3	20	80	10
	HY1131.2	Complementary II -History of Modern World (1789 to 1900)	2	20	80	100
		TOTAL	18	120	480	600
	EN 1211.1	Language Course III Environmental Studies	4	20	80	100
	EN 1212.1	Language Course IV Modern English Grammar & Usage	3	20	80	100
		Language Course V (Addl. Language II) Hindi / Malayalam	3	20	80	100
	EN 1241	Core II- Reading Drama	4	20	80	100
	EN 1231	Complementary III - History of English Literature 2	3	20	80	100
	HY1231.2	Complementary IV- History of Modern World (1901-1920)	3	20	80	100
		TOTAL	20	120	480	600

III	EN 1311.1	Language Course VI Writing and Presentation Skills	4	20	80	100
		Language Course VII Addl. Language III	4	20	80	100
	EN 1341	Core III – Reading Fiction	3	20	80	100
	EN 1341	Core Course IV - 20 th Century Malayalam Literature in English Translation	4	20	80	100
	EN 1342	Complementary V History of English Literature 3	3	20	80	100
	HY 1331.2	Complementary V History of Modern World 1921-1945	3	20	80	100
		TOTAL	21	120	480	600
IV	EN 1411.1	Language Course VIII Readings in Literature	4	20	80	100
		Language Course IX Addl. Language IV	4	20	80	100
	EN 1441	Core V- Reading Prose	4	20	80	100

	END 1421	Foundation Course: Informatics	3	20	80	100
	EN 1431	Complementary VII- History of English Language	2	20	80	100
	HY1431.2	Complementary VIII- History History of Modern World After 1945	3	20	80	100
		TOTAL	20	120	480	600
V	EN 1541	Core VI- Literary Criticism	4	20	80	100
	EN 1542	Core VII - Indian Literature in English	4	20	80	100
	EN 1543	Core VIII – Film Studies	2	20	80	100

	EN 1544	Core IX– Linguistics and Phonetics	4	20	80	100
	EN 1545	Core X- Post Colonial Literatures in English	4	20	80	100
	EN 1551	Open I- Communicative Applications in English	2	20	80	100
			-	-	-	-
		TOTAL	20	120	480	600
VI	EN 1641	Core XI – World Classics	4	20	80	100
	EN 1642	Core XII– Methodology & Perspectives of Humanities	4	20	80	100
	EN 1643	Core XIII- English for the Media	4	20	80	100

	EN 1644	Core -14 Women’s Writing	3	20	80	100
	EN 1661.1	Elective 1- Translation Studies	2	20	80	100
	EN 1671	Essay Paper	4	-	100	100
		TOTAL	21	100	500	600
		GRAND TOTAL	120	700	2900	3600

Semester I**Common for B.A/BSc [EN 1111.1]****Language Course 1: Listening, Speaking and Reading****General Objectives**

The general objective of the course is to make the students proficient communicators in English. It aims to develop in the learners the ability to understand English in a wide range of contexts. The main thrust is on understanding the nuances of listening, speaking and reading English. The course is a step towards preparing the learners to face situations with confidence and to seek employment in the modern globalized world. As knowledge of English phonetics will help the students to listen and to speak English better, they would be given rudimentary training in English phonetics. It also enhances the student's general standard of spoken English. The knowledge of the phonetic alphabets/symbols will help the students to refer the dictionary for correct pronunciation.

Module I Listening

Introduction, definition of listening, listening Vs hearing, process of listening, problems students face in listening, sub-skills of listening, what is good listening? strategies of listening, barriers to listening, listening in the workplace, activities that help you to become better listeners.

Module II Speaking

English, the lingua franca, varieties of English; Indian English, Received Pronunciation, Why phonetics?

Organs of speech and speech mechanism; Classification of English sounds- vowels; consonants; IPA symbols, transcription, the syllable, syllable structure, stress and intonation, some rules of pronunciation, Indian English and deviations from RP, Speaking as a skill; speaking on formal and informal occasions; how to perform a wide range of language functions such as greeting, thanking, complaining, apologizing.

Module III Reading

Introduction, The Reading Process, Reading and Meaning, Methods to Improve Reading, Strengthening Your Vocabulary, Understanding Graphics and Visual Aids, Previewing, Reading in Thought Groups, Avoiding the re-reading of the Same Phrases, Barriers to Reading, Skills for Speed Reading, Sub-skills of Reading, Skimming, Scanning, Extensive Reading, Intensive Reading, Reading E-mail, E-books, Blogs and Web pages

(Students should be given ample practice in dialogue, using core and supplementary materials.)

COURSE MATERIAL**Modules 1-3**

Core Reading: *English Language Skills for Communication I* Published by Oxford University Press

Module 4

Core Reading: ***Four One-Act Plays*** Published by Mainspring Publishers, Chennai

The following one act plays are prescribed

1. *The Pie and the Tart* : Hugh Chesterman
2. *Under Fire* : Laurence Housman
3. *The Brink of Silence* : Esther E. Galbraith
4. *The Dear Departed* : Stanley Houghton

Further reading:

1. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
2. Lynch, Tony. *Study Listening*. New Delhi: CUP, 2008.
3. Kenneth, Anderson, Tony Lynch, Joan MacLean. *Study Speaking*. New Delhi: CUP, 2008.

Reference:

Jones, Daniel. *English Pronouncing Dictionary* 17th Edition. New Delhi: CUP, 2009.

SEMESTER I

Foundation Course 1 for BA/B Sc

WRITINGS ON CONTEMPORARY ISSUES: EN 1121

No. of credits: 2

AIMS

1. To sensitize students to the major issues in the society and the world.
2. To encourage them to read literary pieces critically.

OBJECTIVES

On completion of the course, the students should be able to

1. have an overall understanding of some of the major issues in the contemporary world.
2. respond empathetically to the issues of the society.
3. read literary texts critically.

COURSE OUTLINE

Module I:

Human Rights

- (1) “Grim Realities, Hopeful Hues” – V.R. Krishna Iyer.
- (2) “Poverty is the Greatest Threat” – N.R. Madhava Menon.

- (3) “The Little Black Boy” – William Blake

Module II:

The Gender Question

- (4) “Violence against Women” – Gail Omvedt
 (5) “The Goddess of Revenge” – Lalithambika Antharjanam
 (6) “Nani” – Kamala Das

Module III:

Globalisation

- (7) “Lessons for Sustainable and Beneficial Coexistence” – Christabell P.J
 (8) “Going Local” – Helena Norberg-Hodge
 (9) “Freedom” – Balachandran Chullikkad

Module IV:

Alcohol and Drug Abuse

- (10) “The Bane of Alcoholism” – Adithi .N
 (11) “Substance Use Disorders in Children and Adolescents”- Ajeesh P.R
 (12) “The Alcoholic at Dawn” – Jeet Thayil

COURSE MATERIAL

Modules 1 - 4

Core reading : *Perspectives on Contemporary Issues*. ed. Vinita Sinha. Emerald Publishers 2016.

SEMESTER II

Language Course (B.A/B Sc English III): ENVIRONMENTAL STUDIES: EN 1211.1

No. of Credits: 4

Module 1

Environmental studies: Definition, Need, Scope and Importance, Need for public awareness. Natural resources- Forest resources, water resources, mineral resources, food resources, energy resources, land resources- over exploitation, case studies.

Module 2

Eco-system- structure and function, producers, consumers and decomposers energy flow in the ecosystem, ecological succession, forest ecosystem, grassland ecosystem, desert ecosystem and aquatic ecosystem. Biodiversity and its value and conservation, hot spots of biodiversity, India as a mega-diversity

nation, endangered and endemic species of India, conservation of bio-diversity. In-situ and Ex-situ conservation of bio-diversity. Sustainable use of forest – water- land -resources –Human population and its impact on environment.

Module 3

Pollution: air, water, soil and marine, noise, thermal and nuclear hazards. Solid waste management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management. Social issues and the Environment: from unsustainable to sustainable development, water conservation-rain water harvesting; global warming; consumerism and waste products: various acts to protect the environment; Environment protection Act; Air (Prevention and

Control of Pollution) Act; Water (Prevention and Control of pollution) Act; Wild Life Protection Act; Forest Conservation Act:

Module 4

Human population and Environment: Population explosion, Family Welfare Programmes, Environment and human health; human rights, HIV/AIDS, Women and Child Welfare, Role of Information Technology in Environment and Human health.

Field work and Project- Visit to ecologically polluted spots: Study of nature: study of forest, insects, animals, birds and plants. Project Report on the basis of field work about 15 pages.

Total Marks: 100

Written Exam: 85 Marks;

Internal Assessment: 15 Marks (Attendance- 5 marks + 10 test paper);

Core Text: *Greening the Earth* Published by Scientific International, New Delhi.

Books for Reference:

Adams, W.M. Future Nature: A Vision for Conservation. London: Earthscan, 2003.

Arnold, David and Ramachandra Guha, ed. Nature, Culture and Imperialism: Essays on the Environmental History of South Asia. New Delhi: Oxford UPM 2001.

Bahuguna, Sunderlal. "Environment and Education". The Cultural Dimension of Ecology. Ed. Kapila Vatsyayan. New Delhi: D.K. Printworld. 1998.

Crson, Rachel. Silent Spring. Boston: Houghton Mifflin, 1962.

Guha, Ramachandra- Environmentalism: A Global History, New Delhi: Oxford UP, 2000.

Hayward, Tim. Ecological Thought: An Introduction: Cambridge; polity, 1994.

Merchant, Crolyn. The Death of Nature. New York: Harper, 1990.

Gleick H.P. 1993. Water in Crisis, Pacific Institute for Studies in development Environment and security. Stockholm Env Institute. OUP 473 p.

Heywood V and Watson R.E. 1995. Global biodiversity Assessment. CUP 1140p

Odum FP. 1971. Fundamentals of Ecology. W.B Saunders Co. USA 574p

Rao. M. N and Dutta A.K. 1987. Waste Water Treatmentt. Oxford and IBH Publ Co Pvt.

Wagner K.D. 1998. Environmental Management. WB Saunders Co. Philadelphia, USA. 499p.

SEMESTER II

Language Course 4: MODERN ENGLISH GRAMMAR AND USAGE

(BA/B Sc English IV) EN 1212.1.

BA/B Sc No. of credits: 3

- AIMS:**
1. To help students have a good understanding of modern English grammar.
 2. To enable them produce grammatically and idiomatically correct language.
 3. To help them improve their verbal communication skills.
 4. To help them minimise mother tongue influence.

OBJECTIVES:

On completion of the course, the students should be able to

1. have an appreciable understanding of English grammar.
2. produce grammatically and idiomatically correct spoken and written discourse.
3. spot language errors and correct them.

COURSE CONTENTS

Module 1:

- Modern English grammar - what and why and how of grammar - grammar of spoken and written language
- Sentence as a self-contained unit – various types of sentence – simple – compound – complex – declaratives – interrogatives – imperatives – exclamatives.
- Basic sentence patterns in English - constituents of sentences – subject – verb - object - complement -adverbials.
- Clauses - main and subordinate clauses - noun clauses - relative clauses - adverbial clauses - finite and non-finite clauses - analysis and conversion of sentences – Active to Passive and vice versa – Direct to Indirect and vice versa – Degrees of Comparison, one form to the other.
- Phrases - various types of phrases - noun, verb, adjectival and prepositional phrases.
- Words - parts of speech – nouns – pronouns - adjectives verbs - adverbs – prepositions – conjunctions- determinatives.

Module 2:

- Nouns - different types - count and uncount – collective - mass - case - number – gender.

- Pronoun - different types - personal, reflexive - infinite-emphatic – reciprocal.
- Adjectives - predicative - attributive - pre- and post-modification of nouns.
- Verbs - tense-aspect - voice -mood - Concord - types of verbs – transitive - intransitive-finite - non-finite.
- Helping verbs and modal auxiliaries - function and use.

Module 3:

- Adverbs - different types - various functions - modifying and connective.
- Prepositions - different types - syntactic occurrences - prepositional phrases - adverbial function.
- Conjunctions - subordinating and coordinating Determinatives articles - possessives - quantifiers

Module 4:

- Remedial grammar - error spotting - errors in terms of specific grammatical concepts like constituentsof sentences - parts of speech - concord – collocation - sequences of tense - errors due to mother tongue influence.
- Written Composition – precis writing – outline story – expansion of proverb – short essay.

COURSE MATERIAL

Modules 1 - 4

Core Reading: *Concise English Grammar* by Prof. V. K. Moothathu. Oxford University Press, 2012.

Further Reading:

1. Leech, Geoffrey et al. *English Grammar for Today: A New Introduction*. 2nd Edition. Palgrave, 2008.
2. Carter, Ronald and Michael McCarthy. *Cambridge Grammar of English*. CUP, 2006.
3. Greenbaum, Sidney. *Oxford English Grammar*. Indian Edition. Oxford University Press, 2005.
4. Sinclair, John ed. *Collins Cobuild English Grammar*. Harper Collins publishers, 2000.
5. Driscoll, Liz. *Common Mistakes at Intermediate and How to Avoid Them*.CUP, 2008.
6. Tayfoor, Susanne. *Common Mistakes at Upper-intermediate and How to Avoid Them*. CUP, 2008.
7. Powell, Debra. *Common Mistakes at Advanced and How to Avoid Them*.CUP, 2008.
8. Burt, Angela. *Quick Solutions to Common Errors in English*. Macmillan India Limited,2008.
9. Turton. *ABC of Common Grammatical Errors*. Macmillan India Limited, 2008.
10. Leech, Geoffrey, Jan Svartvik. *A Communicative Grammar of English*. Third Edition. New Delhi: Pearson Education, 2009.

Direction to Teachers:

The items in the modules should be taught at application level with only necessary details of concepts. The emphasis should be on how grammar works rather than on what it is. The aim is the correct usage based on Standard English and not conceptual excellence.

SEMESTER III**Language Course 6: WRITING AND PRESENTATION SKILLS****(BA/ BSc English IV) EN 1311.1****No. of credits: 4****AIMS**

1. To familiarize students with different modes of general and academic writing.
2. To help them master writing techniques to meet academic and professional needs.
3. To introduce them to the basics of academic presentation
4. To sharpen their accuracy in writing.

OBJECTIVES

On completion of the course, the students should be able to

1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

COURSE OUTLINE

Module 1 Writing as a skill – its importance - mechanism of writing – words and sentences - paragraph as a unit of structuring a whole text - combining different sources – functional use of writing – personal, academic and business writing – creative use of writing.

Module 2

Writing process - planning a text - finding materials – drafting – revising – editing -finalizing the draft - computer as an aid - key board skills.

Module 3

Writing models – essay - précis - expansion of ideas – letter writing - personal letters - formal letters - CV – surveys – questionnaire - e-mail – fax - job application - report writing.

Module 4

Presentation as a skill - elements of presentation strategies – audience – objectives – medium - key ideas - structuring the material - organizing content - audio-visual aids - hand-outs - seminar paper presentation and discussion.

COURSE MATERIAL**Modules 1 – 4**

Core reading: *Writing today*: Orient Blackswan

Further reading

1. Robert, Barraas. *Students Must Write*. London: Routledge, 2006.
2. Bailey, Stephen. *Academic Writing*. Routledge, 2006.
3. Hamp-Lyons, Liz, Ben Heasley. *Study Writing*. 2nd Edition. Cambridge University Press, 2008.
4. Ilona, Leki. *Academic Writing*. CUP, 1998.
5. McCarter, Sam, Norman Whitby. *Writing Skills*. Macmillan India, 2009.
6. Jay. *Effective Presentation*. New Delhi: Pearson, 2009.

Reference:

Mayor, Michael, et al, Ed. Longman Dictionary of Contemporary English. 5th Edition. London: Pearson Longman Ltd, 2009.

SEMESTER: IV**Language Course 8: READINGS IN LITERATURE****(BA/B Sc English V) EN1411.1****No. of credits: 4****AIMS**

1. To sensitize students to the aesthetic, cultural and social aspects of literature.
2. To help them analyze and appreciate literary texts.

OBJECTIVES

On completion of the course, the students should be able to:

1. understand and appreciate literary discourse.
2. look at the best pieces of literary writing critically.
3. analyze literature as a cultural and interactive phenomenon.

Module 1

What is literature – literature and context – genres – literature and human values – creative use of language – inculcation of aesthetic sense.

Poetry – what is poetry – different types of poetry – poetic diction – figurative language – themes – stanza – rhyme.

Module 2 Drama.

Scope and definition – different types – one act plays - structure – dialogue – characters – action.

Module 3 Prose

What is prose – different types – personal – impersonal – technical.

Module 4: Fiction.

What is fiction – different types – plot – characters – setting – point of view – short story – its characteristics.

COURSE MATERIAL**Module 1 Poetry**

1.	William Shakespeare	All the World is a Stage
2.	William Wordsworth	Leech Gatherer or Resolution and Independence
3.	John Keats	La Belle Dame Sans Merci
4.	Matthew Arnold	Dover Beach
5.	Alfred Tennyson	Ulysses
6.	W B Yeats	A Prayer for My Daughter
7.	Wilfred Owen	Insensibility
8.	Seamus Heaney	A Constable Calls
9.	Sarojini Naidu	A Challenge to Fate
10.	Kamala Das	An Introduction
11.	Robert Frost	Mending Wall
12.	Sachithananthan	Stammer

Module 2 Essays

1.	E M Forster	Tolerance
2.	J B Priestley	On Doing Nothing
3.	Albert Einstein	Religion and Science
4.	Jawaharlal Nehru	Independence and After
5.	Nelson Mandela	An Ideal for which I am Prepared to Die

Module 3 Core reading: A Bouquet of Stories, Edited by Kishore Ram**Stories prescribed:**

1.	R K Narayan	Doctor's Word
2.	K R Meera	Yellow is the Colour of Longing
3.	Saki	Open Window
4.	Somerset Maugham	The Bet
5.	M T Vasudevan Nair	Sherlock

Further reading

1. A Concise Companion to Literary Forms. Emerald, 2013.
2. Abrams, M. H. A Glossary of Literary Terms.
3. Klarer, Mario. An Introduction to Literary Studies. Second edition. Routledge, 2009

Direction to Teachers

The introduction to various genres is intended for providing basic information and no conceptual analysis is intended.

SEMESTER IV**ENGLISH LANGUAGE AND LITERATURE****Foundation Course II – (BA/BSc) INFORMATICS: EN 1442****No. of credits: 3****AIMS**

1. To update and expand basic informatics skill and attitudes relevant to the emerging knowledge society
2. To equip students to utilize the digital knowledge resources effectively for their chosen fields of study

OBJECTIVES

On completion of the course, the students should be able to

1. update and expand their knowledge in the field of informatics
2. understand the nature of the emerging digital knowledge society
3. use digital knowledge resources effectively for their studies

COURSE OUTLINE**Module 1 Informatics: an introduction.**

History and development of computers – Types of computers – Personal Computers (PC) – Workstations – Laptops – Palmtops – Mobile devices – Notebooks – Mainframe computers – Super computers – IT and the Internet - Cyber ethics and cyber crimes like hacking and morphing.

Module 2 Basic Hardware and Software.

Monitor – CRT and LCD – CPU – Mouse – Keyboard – Ports – USB – Input/output devices – Printers – Scanners – Pen drives - Modems – Microphones – Speakers – Bluetooth devices.

Module 3 Operating Systems:

Microsoft Word – Excel – PowerPoint – Linux – Computer virus – Antivirus tools – File formats – jpg – jpeg – mp3 – zip – RAR.

Module 4 Net working and Internet:

What is networking? – LAN – WAN – Search engines – Social Net working.

COURSE MATERIAL

Modules 1 – 4: Ravindran Asari - *The Basics of Informatics*. Scientific International Pvt. Ltd, 2013.

Reading list:

1. Alexis and Mathew Leon. Fundamentals of Information Technology. Leon Vikas
2. Beekman, George and Eugene Rathswohl. Computer Confluence. Pearson Education.

3. Norton, Peter. Introduction to Computers. Indian Ed.2. Evans, Alan, Kendal Martin et al Technology in Action. Pearson Prentice Hall, 2009.
4. Norton, Peter. Introduction to Computers. Indian Ed
5. Rajaraman, V. Introduction to Information Technology. Prentice Hall.

COURSE- HINDI (FOR B A/ B.Sc.)

Semester	Course Code	Course Title	Credits	CE Marks	ESE Marks	Total
I	HN 1111.1	Language Course-Common (Addl. Language I)	3	20	80	100
II	HN 1211.1	Language Course-Common (Addl. Language II)	3	20	80	100
III	HN 1311.1	Language Course-Common (Addl. Language III)	4	20	80	100
IV	HN 1411.1	Language Course-Common (Addl. Language IV)	4	20	80	100

Semester-1

HN 1111.1 Language Course-Common (Addl. Language I) - Prose and Grammar

Aim of the Course/Objectives

The aim of the course is to sensitize the student to the aesthetic and cultural aspect of literary appreciation and analysis. To introduce modern Hindi prose to the students and to understand the cultural, social and moral values of modern Hindi Prose. To understand the theory and Practice of Hindi Grammar.

Module 1

Prose

Module 2 Grammar

Parts of speech – Varna – Noun – Ling, Vachan , Karak – Pronoun – Adjective – Verb – Tense, Voice
Grammar Practice – Sentence Correction- Change of Tense – ‘Ne’ rule

Semester 2

HN 1211.1 Language Course -Common (Addl. Language II)

Fiction, Creative Writing and Communication Skills

Aim of the Course/Objectives

The aim of the course is to guide the students to the world of Hindi fiction (Novel & Short Story). To develop the capacity of creative process and communication skills.

Module 1 Short Story

Module 2 Novel**Module 3 Creative Writing**

Power of Hindi Language introduction – General principles of writing literary and non-literary –plotting and characterization – observation – investigation, innovation, stylization, Techniques of genre- Appreciation and Critical analysis of poetry, short story, film etc.

Review all other stories except the stories prescribed for study (from Kahani Gulshan). Review recent films(Malayalam, Tamil and Hindi only). An article on your favorite actor or writer.

Module 4

Hindi for academic communication Literary communication, Journalism, Columns, Multimedia as a mode of communication – Important Newspapers and Journals in Hindi – Hindi Journals published from Kerala (Sangrathan, Keral Jyothi etc.)

From the text Kathanjali, edited by A. Meera Sahib. Omit the lesson Dukh by Yashpal.

Semester 3**HN 1311.1 Language Course -Common (Addl. Language III)****Fiction, Creative Writing and Communication Skills****Aim of the Course/Objectives**

The aim of the course is to appreciate the literary and stylistic elements of Hindi Drama and One Act Plays. To understand the distinct features of Hindi Drama. To expand translation.

Module 1 Drama**Module 2 One Act Plays****Module 3**

Translation Translation definition – importance of translation-field of translation

Types of Translation –Literacy, Non literary and Media Translation- Translation and Technology and Computer- Translation of English passage to Hindi.

Semester 4**HN 1411.1 Language Course -Common (Addl. Language IV)****Poetry, Long Poems and Culture****Aim of the Course/Objectives**

The aim of the course is to introduce the student to the world of Hindi poetry Ancient and Modern. To sensitize the student to the aesthetic aspects of literary appreciation and analysis. To introduce the specialties of Indian Culture and Kerala Culture.

Module 1 Poetry**Module 2 Long poems****Module 3 Culture- general introduction**

- A. Indian Culture - Ancient period, Mughal period and culture - English power and its cultural impact - Socio religion reform movements - freedom movement – Gandhiji and Non Violence - Nehru and unity in diversity - post independence and post modern culture - specialties of Indian culture.
- B. Kerala culture - An introduction to Kerala - Kerala Culture ancient period - protest against caste and colour - Sree Narayana Guru – Chattambiswamikal - Ayyankali - Gandhian movement - Festivals like Onam - Folk Arts – Kathakali - post independence and post modern culture - specialties of Kerala culture.

**Course Structure of Additional Language - Malayalam for BA/B. Sc.
Degree Programmes**

	Course Code	Course title	Credits	C.E	ESE	Total
Semester I	ML 1111. 1	Lang. Course II (AdI. Lang. II) - മലയാള കവിത	3	20	80	100
Semester II	ML 1211. 1	Lang. Course V (AdI. Lang. II) - ഗദ്യസാഹിത്യം	3	20	80	100
Semester III	ML 1311. 1	Lang. Course VII (Addl. Lang. III) - ദൃശ്യകലാസാഹിത്യം	4	20	80	100
Semester IV	ML 1411. 1	Lang. Course IX (Addl. Lang. IV)-വിനിമയം, സർഗ്ഗാത്മകരചന, ഭാഷാവബോധം.	4	20	80	100

സെമസ്റ്റർ	:	I
കോഴ്സ് കോഡ്	:	ML. 1111. 1
ലാംഗ്വേജ് കോഴ്സ്	:	II (അഡീഷണൽ ലാംഗ്വേജ് : 1)
ക്രെഡിറ്റ്	:	3

മലയാള കവിത
പുസ്തകം : കവിതാപഥം
(കേരളയൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം)

പാനോരേഴ്സും

മലയാള കവിതയെ സംബന്ധിച്ച സാമാന്യജ്ഞാനം വിദ്യാർത്ഥികൾക്കു നൽകുകയാണ് ലക്ഷ്യം. പഠിതാക്കളിൽ കാവ്യാഭിരുചി വളർത്തുകയും കാവ്യാസ്വാദനത്തിനും വിശകലനത്തിനും അവരെ സജ്ജരാക്കുകയും വേണം. സെമിനാർ , അസൈൻമെന്റ് തുടങ്ങിയ ഈ ലക്ഷ്യം മുന്നിൽ കണ്ടുകൊണ്ടായിരിക്കണം നൽകേണ്ടത്.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ: ഒന്ന്

കവിത - ആധുനിക കവിത്രയം വരെ

- | | | |
|-----------------|---|--|
| 1. എഴുത്തച്ഛൻ | - | പാർത്ഥസാരഥീവർണ്ണനം
'നിറന്നപീലികൾ' മുതൽ 'ഇളകാതെ നിന്നു കുറഞ്ഞൊരു നേരം' വരെ - 35 വരി) |
| 2. വടക്കൻപാട്ട് | - | ഉണ്ണിയാർച്ചയുടെ അപേക്ഷ
('ഉണ്യാർച്ച തന്നെ വിളിക്കുന്നുണ്ടെ' മുതൽ 'ശേഷം പകരവും മിണ്ടിയില്ലാ' വരം - 97 വരി) |
| 3. കുമാരനാശാൻ | - | കരുണ (ഒന്നാം ഭാഗം)
('അനുപമകൃപാനിധി' മുതൽ 'നൃത്തഗീതാദികളിലെ നൈപുണി പോലും' വരെ - 100 വരി) |

മൊഡ്യൂൾ: രണ്ട്

കവിത്രയാനന്തരകവിത

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| 4. ചങ്ങമ്പുഴ | - | കാവ്യനർത്തകി |
| 5. വൈലോപ്പിള്ളി | - | ഊഞ്ഞാലിൽ |
| 6. ഇടശ്ശേരി | - | കറുത്ത ചെട്ടിച്ചികൾ |
| 7. അക്കിത്തം | - | നിത്യമേഘം |

മൊഡ്യൂൾ : മൂന്ന്

ആധുനിക പൂർവ്വാലട്ടം

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| 8. വയലാർ | - | എന്റെ ദന്തഗോപുരത്തിലേക്ക് ഒരു ക്ഷണക്കത്ത് |
| 9. ഒ. എൻ. വി. കുറുപ്പ് | - | അഗ്നിശലഭങ്ങൾ |

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| 10. സുഗതകുമാരി | - അഭിസാരിക |
| 11. അയ്യപ്പപ്പണിക്കർ | - പുരുരവസ് |

മൊഡ്യൂൾ : നാല്
ആധുനിക - ആധുനികാനന്തര ഘട്ടം

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| 12. കടമ്മനിട്ട | - കിരാതവൃത്തം |
| 13. ബാലചന്ദ്രൻ ചുള്ളിക്കാട് | - സന്ദർശനം |
| 14. പി. പി. രാമചന്ദ്രൻ | - രണ്ടു ശില്പങ്ങൾ |
| 15. റഫീക്ക് അഹമ്മദ് | - അമ്മത്തൊട്ടിൽ |

സഹായകഗ്രന്ഥങ്ങൾ

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| 1. കൈരളിയുടെ കഥ | - പ്രൊഫ. എൻ. കൃഷ്ണപിള്ള |
| 2. മലയാള കവിതാസാഹിത്യചരിത്രം | - ഡോ. എം. ലീലാവതി |
| 3. വർണ്ണരാജി | - ഡോ. എം. ലീലാവതി |
| 4. കടലിൽ തങ്ങിയ കാന്തഭൂമി | - ഡോ. ബി. വി. ശശികുമാർ |
| 5. മുഹൂർത്തങ്ങൾ | - സച്ചിദാനന്ദൻ |
| 6. ആളൊഴിഞ്ഞ അരങ്ങ് | - വി. രാജകൃഷ്ണൻ |
| 7. വൈലോപ്പിള്ളി : എഴുത്തുംജീവിതവും | ഡോ ഇ. ബാനർജി (എഡി:) |
| 8. ഭാവഗീതത്തിന്റെ അടയാളങ്ങൾ | |
| മലയാള കവിതയിൽ | - ആർ. എസ്. രാജീവ് |
| 9. പ്രതിബിംബങ്ങൾ പറയാതിരിക്കുന്നത് | - ആർ. ശ്രീലതാവർമ്മ |
| 10. ഹരിതദർശനം ആധുനികാനന്തര | |
| മലയാളകവിതയിൽ | - ഡോ. സി. ആർ. പ്രസാദ് |
| 11. പ്രകടനഗാനങ്ങളുടെ ആഖ്യാന | |
| സൗന്ദര്യശാസ്ത്രം | - ഡോ. എൻ. അനീൽകുമാർ |
| കേരളസാഹിത്യ അക്കാദമി). | |
| 12. കടമ്മനിട്ടയിലെ കവി | - (എഡി.) കെ. എസ്. രവീകുമാർ. |
| 13. ഹരിതനിരൂപണം മലയാളത്തിൽ | - (എഡി.) ജി. മധുസൂദനൻ, കറന്റ് ബുക്സ്. |
| 14. പരിസ്ഥിതിക്കവിതയ്ക്കൊരാമുഖം | - പി. പി. കെ. പൊതുവാൾ, ഡി. സി. ബുക്സ്. |
| 15. കീഴാളന്റെ പ്രതിരോധതന്ത്രം | - ഡോ. ഷീബ എം. കുര്യൻ. |
| 16. കാവ്യഭാവനയുടെ സ്ത്രീപഠനങ്ങൾ | - ഡോ. എ. ഷീലാകുമാരി. |

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| സെമസ്റ്റർ | : II |
| കോഴ്സ് കോഡ് | : ML. 1211. 1 |
| ലാംഗ്വേജ് കോഴ്സ് | : V (അഡീഷണൽ ലാംഗ്വേജ് : II) |
| ക്രെഡിറ്റ് | : 3 |

ഗദ്യസാഹിത്യം

പുസ്തകം : ഗദ്യപഥം (കേരളയൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം)

പാനോദേശ്യം

മലയാളഗദ്യസാഹിത്യത്തിന്റെ വിവിധമാതൃകകളുമായി വിദ്യാർത്ഥികളെ പരിചയപ്പെടുത്തുകയാണ് ലക്ഷ്യം.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ : ഒന്ന്

നോവൽ

മലയാള നോവൽ പ്രസ്ഥാനത്തിന്റെ ഉത്ഭവ-വികാസ-പരിണാമങ്ങളെപ്പറ്റി സാമാന്യമായി മനസ്സിലാക്കുകയും ഒരു നോവൽ വിശദമായി പഠിക്കുകയും വേണം.

വിശദപഠനത്തിന്

ഒരു ദളിത് യുവതിയുടെ കദനകഥ - എം. മുകുന്ദൻ

മൊഡ്യൂൾ : രണ്ട്

ചെറുകഥ

പാനോദേശ്യം

മലയാള ചെറുകഥയുടെ വികാസപരിണാമങ്ങളെപ്പറ്റി സാമാന്യജ്ഞാനം നേടുക, ആഖ്യാനതന്ത്രങ്ങളുടെ വൈചിത്ര്യം മനസ്സിലാക്കുക, പ്രമേയത്തിലും രൂപശില്പത്തിലും സംഭവിച്ച മാറ്റങ്ങൾ അറിയുക.

വിശദപഠനത്തിന്

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| 1. എന്റെ ഗന്ധർവസ്നേഹിതൻ | - ഈ വി. കൃഷ്ണപിള്ള |
| 2. മനുഷ്യപുത്രി | - ലളിതാംബിക അന്തർജനം |
| 3. കടനല്ലൂരിലെ ഒരു സ്ത്രീ | - ടി. പത്മനാഭൻ |
| 4. ഇതാ ഇവിടെവരെയുടെ പരസ്യവണ്ടി പുറപ്പെടുന്നു - | സക്കറിയ |
| 5. ലോല | - പത്മരാജൻ |
| 6. അച്യുതമ്മാമ | - കെ. പി. രാമനുണ്ണി |
| 7. ആറാം കാലം | - അക്ബർ കക്കട്ടിൽ |
| 8. 52 X 32 | - സന്തോഷ് ഏച്ചിക്കാനം |

മൊഡ്യൂൾ : മൂന്ന്

ഉപന്യാസം, പഠനം, അനുഭവം

സാഹിത്യവും സാഹിത്യേതരവുമായ വിഷയങ്ങളെ സംബന്ധിക്കുന്ന അഞ്ചു രചനകൾ പഠിക്കണം. മലയാള ഗദ്യസാഹിത്യത്തിന്റെ വികാസത്തിൽ ഉപന്യാസങ്ങൾക്കുള്ള പങ്ക് പഠിതാക്കൾക്കു ബോധ്യപ്പെടണം.

വിശദപഠനത്തിന്

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| 1. മാമ്പഴം | - എം. എൻ. വിജയൻ |
| 2. ചങ്ങമ്പുഴയുടെ ക്ഷയരോഗം 'കളിത്തോഴി' പ്രവചിച്ചിരിക്കുന്നു | - കെ. പി. അപ്പൻ |

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| 3. കവിതയുടെ മൂലഘടകങ്ങൾ | - സുകുമാർ അഴീക്കോട് |
| 4. ഗുരുസ്തമരണ | - കലാമണ്ഡലം കൃഷ്ണൻനായർ |
| 5. മഹാനടൻ | - ബാലചന്ദ്രൻ ചുള്ളിക്കാട് |

സഹായകഗ്രന്ഥങ്ങൾ

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| 1. കൈരളിയുടെ കഥ | - പ്രൊഫ. എൻ. കൃഷ്ണപിള്ള |
| 2. ആധുനിക മലയാളസാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ | - ഡോ. കെ. എം. ജോർജ്ജ് (ജന: എഡിറ്റർ). |
| 3. മലയാളനോവൽ സാഹിത്യചരിത്രം | - ഡോ. കെ. എം. തരകൻ. |
| 4. മലയാള ചെറുകഥാസാഹിത്യചരിത്രം | - ഡോ. എം. എം. ബഷീർ. |
| 5. ചെറുകഥ ഇന്നലെ ഇന്ന് | - എം. അച്യുതൻ |
| 6. ചെറുകഥയുടെ ചരന്തസ്സ് | - വി. രാജകൃഷ്ണൻ |
| 7. കവിതയും മനുഷ്യാത്മവും | - എം. എൻ. വിജയൻ. |
| 8. രോഗവും സാഹിത്യഭാവനയും | - കെ. പി. അപ്പൻ. |
| 9. പത്മരാജൻ : ദുരന്തകാലനകളിലെ ഗന്ധർവൻ | - ഡോ. സജിത് ഏവുരേത്ത് |
| 10. ശീർഷാസനം | - എം. എൻ. വിജയൻ |

സെമസ്റ്റർ : III

കോഴ്സ് കോഡ് : ML. 1311.1

ലാംഗ്വേജ് കോഴ്സ് : VII (അഡീഷണൽ ലാംഗ്വേജ് : III

ക്രെഡിറ്റ് : 4

ദൃശ്യകലാസാഹിത്യം

(പാഠപുസ്തകം : ദൃശ്യസാഹിത്യം - കേരളയൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം)

പഠനോദ്ദേശ്യം

നമ്മുടെ ദൃശ്യകലാസംസ്കാരത്തിന്റെ സമ്പന്നതയെക്കുറിച്ചുള്ള സാമാന്യമായ അറിവ് വിദ്യാർത്ഥികൾ നേടേണ്ടതുണ്ട്. കഥകളി, തുള്ളൽ, നാടകം, സിനിമ എന്നീ ദൃശ്യകലകളെയും അവയ്ക്ക് ആധാരമായ സാഹിത്യപാഠങ്ങളെയും വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുകയാണ് ലക്ഷ്യം.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ : ഒന്ന്

ആട്ടക്കഥ, തുള്ളൽസാഹിത്യം

കഥകളിയുടെ ഉത്ഭവവികാസപരിണാമം - പ്രധാന ആട്ടക്കഥാകൃത്തുക്കൾ- തുള്ളൽ പ്രസ്ഥാനം - സാമാന്യപരിചയം.

വിശദപഠനത്തിന്

1. നളചരിതം ആട്ടക്കഥ (രണ്ടാം ദിവസം) - ഉണ്ണായിവാര്യാർ (ചുതിൽ തോറ്റ നളനെ പുഷ്കരൻ കാട്ടി ലേക്കു പറഞ്ഞയക്കുന്നതുവരെ) ('ചൊന്നതാചരിപ്പോരിലുന്നതാമ പ്രീതി' വരെ)
2. കല്യാണസൗഗന്ധികം തുള്ളൽ - കുഞ്ചൻ നമ്പ്യാർ
'ഉദ്ധതനാകുന്ന ഭീമസേനൻ തന്റെ പദ്ധതി തന്നിൽ
മുടക്കിക്കിടക്കുന്ന' മുതൽ
'കണ്ടനേരം തന്നെ നിന്റെ പരമാർത്ഥം-
മുണ്ടായ് നമുക്കെന്നരിക വൃകോദരാ' വരെ (106 വരി)

മൊഡ്യൂൾ : രണ്ട്

നാടകസാഹിത്യം

മലയാളനാടകപ്രസ്ഥാനം - സാമാന്യാവലോകനം

വിശദപഠനത്തിന്

1. കേരളശാകുന്തളം (നാലാം അങ്കം) - വി.വ. ആറ്റൂർ കൃഷ്ണപ്പിഷാരടി
(മറ്റ് അങ്കങ്ങൾ സാമാന്യമായി പരിചയപ്പെടുകയും നാലാം അങ്കം വിശദമായി പഠിക്കുകയും വേണം).
2. ഗുഡ്നൈറ്റ് (ഏകാങ്കനാടകം) - എൻ. എൻ. പിള്ള
3. കറുത്ത ദൈവത്തെത്തേടി - ജി. ശങ്കരപ്പിള്ള

മൊഡ്യൂൾ : മൂന്ന്

തിരക്കഥാപഠനം

ചലച്ചിത്രനിർമ്മിതിയിൽ തിരക്കഥയ്ക്കുള്ള പ്രാധാന്യത്തെക്കുറിച്ച് സാമാന്യജ്ഞാനം നേടണം.

വിശദപഠനത്തിന്

വൈശാലി - എം. ടി വാസുദേവൻ നായർ

സഹായഗ്രന്ഥങ്ങൾ

1. കൈരളിയുടെ കഥ - പ്രൊഫ. എൻ. കൃഷ്ണപിള്ള
2. ആധുനിക സാഹിത്യചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ - കെ. എം. ജോർജ്ജ് (എഡി:)
3. നളചരിതം ആട്ടക്കഥ-കൈരളീവ്യാഖ്യാനം - പ്രൊഫ. പത്മന രാമചന്ദ്രൻനായർ
4. ഉയരുന്ന യവനിക - സി. ജെ. തോമസ്.
5. മലയാള നാടകസാഹിത്യചരിത്രം - ജി. ശങ്കരപ്പിള്ള
6. മലയാളനാടകസാഹിത്യചരിത്രം - ഡോ: വയലാ വാസുദേവൻപിള്ള
7. സിനിമയുടെ വ്യാകരണം - ഡോ. ജിതേഷ്
8. തിരക്കഥാരചന : കലയും സിദ്ധാന്തവും - ജോസ് കെ. മാനുവൽ
9. കഥയും തിരക്കഥയും - ആർ. വി. എം. ദിവാകരൻ
10. തോപ്പിൽ ഭാസിയുടെ നാടകങ്ങൾ : ഒരു പഠനം - ഡോ. എ. ഷീലാകുമാരി.

സെമസ്റ്റർ	:	IV
കോഴ്സ് കോഡ്	:	ML. 1411.1
ലാംഗ്വേജ് കോഴ്സ്	:	IX (അഡീഷണൽ ലാംഗ്വേജ് IV)
ക്രെഡിറ്റ്	:	4

വിനിമയം, സർഗ്ഗാത്മകരചന, ഭാഷാവബോധം

പാനോദേശ്യം

(i) ആശയവിനിമയത്തിന്റെ വിവിധ ഘടകങ്ങളും പ്രക്രിയകളും വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുക. ആശയവിനിമയ സിദ്ധാന്തങ്ങളെക്കുറിച്ചും ആശയവിനിമയ മാതൃകകളെക്കുറിച്ചും അവബോധമുണ്ടാക്കുക (ii) ഭരണകാര്യങ്ങൾമാതൃഭാഷയിലൂടെ നിർവ്വഹിക്കപ്പെടണം എന്ന കാര്യം ഇന്ന് പൊതുവെ അംഗീകരിക്കപ്പെട്ടിട്ടുണ്ട്. മലയാളം ഭരണഭാഷയാകുമ്പോൾ ഉണ്ടാകാവുന്ന പ്രശ്നങ്ങളെക്കുറിച്ച് വിദ്യാർത്ഥികളെ ബോധവൽക്കരിക്കുക. ഭരണഭാഷാമലയാളത്തിന്റെ വ്യാപനത്തിന് അവരെ സജ്ജരാക്കുക. (iii) എഴുത്തുകാരുടെ രചനാനുഭവങ്ങൾ വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുക. സർഗ്ഗാത്മകരചനയ്ക്ക് വിദ്യാർത്ഥികളെ പ്രാപ്തരാക്കുക. (iv) പദം, വാക്യം, ചിഹ്നം എന്നിവ തെറ്റുകൂടാതെ പ്രയോഗിക്കുന്നതിലൂടെ ഭാഷാശുദ്ധി നിലനിർത്തുക. വിവർത്തനത്തിൽ പ്രയോഗിക പരിശീലനം നൽകുക.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ : ഒന്ന് വിനിമയവും മാധ്യമങ്ങളും

വിനിമയം - നിർവ്വചനം - ആശയവിനിമയ പ്രക്രിയ - വ്യവസ്ഥാപനം (Encoding), നിർവ്വ്യവസ്ഥാപനം (Decoding) ആശയവിനിമയ പ്രക്രിയയുടെ ഘടകങ്ങൾ, ആശയവിനിമയ മാതൃകകൾ- വിവിധതരം ആശയവിനിമയങ്ങൾ - ആത്മഗത, വ്യക്ത്യന്തര, സംഘാത്മക, ബഹുജന ആശയവിനിമയങ്ങൾ - വിവിധതരം മാധ്യമങ്ങൾ അച്ചടി, റേഡിയോ, ടെലിവിഷൻ, സിനിമ, ഇന്റർനെറ്റ് തുടങ്ങിയ നവമാധ്യമങ്ങൾ - ഇവയുടെ സവിശേഷതകൾ - മാധ്യമങ്ങളും സമൂഹവും.

വിശദപഠനത്തിന്

‘മാധ്യമം : മൗലികതയും നിരാകരണവും’ - ഡോ. എ. എം. ശ്രീധരൻ, നാഷണൽ ബുക്ക് സ്റ്റാൾ.
(താഴെപ്പറയുന്ന രണ്ടു ലേഖനങ്ങൾ മാത്രം).

1. മാനവ ആശയവിനിമയം- തത്ത്വവും പ്രയോഗവും.
2. ആശയവിനിമയം : സിദ്ധാന്തവും പ്രയോഗവും.

മൊഡ്യൂൾ : രണ്ട് ഭരണഭാഷാമലയാളം

ഭരണഭാഷ - നിർവ്വചനം - ഭരണനിർവ്വഹണം മാതൃഭാഷയിലൂടെ ആകേണ്ടതിന്റെ ആവശ്യകത - മലയാളം ഭരണഭാഷയാക്കുമ്പോൾ സ്വീകരിക്കേണ്ട മുന്നൊരുക്കങ്ങൾ ഭരണഭാഷയ്ക്കുണ്ടായിരിക്കേണ്ട ഗുണങ്ങൾ - നിയന്താർത്ഥബോധം, ആർജ്ജവം, സുതാര്യത സരളം, ലഘുവാക്യങ്ങൾ, ആശയത്തെക്കുറിച്ചുള്ള അസന്നിഗ്ദ്ധത മുതലായവ - വിവിധ സർക്കാർ വകുപ്പുകളുടെ സാങ്കേതിക പദാവലികൾ.

പഠനപ്രവർത്തനം

ഇംഗ്ലീഷിലുള്ള സർക്കാർ ഉത്തരവുകളും നടപടിക്രമങ്ങളും മലയാളത്തിലേക്കു മാറ്റാനുള്ള പരിശീലനം.

മൊഡ്യൂൾ : മൂന്ന്

സർഗ്ഗാത്മകരചന

സർഗ്ഗാത്മകത - നിർവചനം - സർഗ്ഗാത്മകതയുടെ ഉറവിടം - വിവിധ കാഴ്ചപ്പാടുകൾ - കാവ്യപ്രചോദനത്തെക്കുറിച്ചുള്ള ഭാരതീയ സങ്കല്പം - പ്രതിഭയെക്കുറിച്ചുള്ള രാജശേഖരന്റെ അഭിപ്രായം - ഭാവയിത്രി, കാരയിത്രി - ഭാവനയെപ്പറ്റി കോളറിഡേജ് - പ്രഥമഭാവനയും ദ്വിതീയ ഭാവനയും - ഫാന്റസിയും ഇമാജിനേഷനും തമ്മിലുള്ള വ്യത്യാസം - വേർഡ്സ്വർത്തിന്റെ കാവ്യനിർവ്വചനം - സർഗ്ഗാത്മകരചനയിലേക്കു നയിക്കുന്ന സാഹചര്യങ്ങൾ- ജന്മവാസനയും അനുഭവവും - രചനയുടെ വിവിധ ഘട്ടങ്ങൾ.

കവിത, കഥ, ലഘുനാടകം, ഹ്രസ്വചിത്രങ്ങൾക്കുള്ള തിരക്കഥ, ഫീച്ചർ തുടങ്ങിയവയുടെ രചനാപരിശീലനം വിദ്യാർത്ഥികൾക്ക് നൽകേണ്ടതാണ്.

ആവശ്യമെങ്കിൽ വിദ്യാർത്ഥികളെ ഗ്രൂപ്പുകളായി തിരിക്കാവുന്നതാണ്.

വിശദപഠനത്തിന്

1. സർഗ്ഗാത്മകത - ഡോ. കെ. എം. കോശി (സാഹിത്യവിജ്ഞാനപ്രവേശിക).
 2. വാക്കുകളുടെ ശില്പം - എം. കെ. സാനു (കാവ്യതത്ത്വപ്രവേശിക).
 3. എന്റെ കവിതയെപ്പറ്റി ('ഇരുൾചിറകുക'യുടെ ആമുഖം) - സുഗതകുമാരി
 4. കാഥികന്റെ പണിപ്പുര - എം. ടി. വാസുദേവൻ നായർ.
- ഒരു കഥ ജനിക്കുന്നു എന്ന അനുഭവക്കുറുപ്പ് മാത്രം)

മൊഡ്യൂൾ : നാല്

ഭാഷാവബോധം

തെറ്റായ രൂപത്തിൽ എഴുതപ്പെടുന്ന വാക്കുകളും അവയുടെ ശരിയായ രൂപങ്ങളും - വാക്യരചനയിൽ സാധാരണ വരുന്ന പിവവുകളും അവ തിരുത്തുന്നതിനുള്ള മാർഗ്ഗനിർദ്ദേശങ്ങളും - പ്രധാനപ്പെട്ട ചിഹ്നങ്ങളും അവയുടെ പ്രയോഗസാഹചര്യങ്ങളും.

പ്രായോഗിക പരിശീലനം

ഇംഗ്ലീഷിൽനിന്ന് മലയാളത്തിലേക്കും മലയാളത്തിൽനിന്ന് ഇംഗ്ലീഷിലേക്കുമുള്ള വിവർത്തനം- ഗദ്യം - പദ്യം, ശൈലികൾ, പഴഞ്ചൊല്ലുകൾ, സാങ്കേതിക പദങ്ങൾ മുതലായവയുടെ വിവർത്തനം.

സഹായകഗ്രന്ഥങ്ങൾ, വെബ്സൈറ്റുകൾ

1. മാധ്യമം : മൗലികതയും നിരാകരണവും - ഡോ. എ. എം. ശ്രീധരൻ, നാഷണൽബുക്ക് സ്റ്റാൾ.
2. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - എം. വി. തോമസ്, കേരള സാംസ്കാരിക പ്രസിദ്ധീകരണവകുപ്പ്.

3. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - പലർ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്.
4. മാധ്യമവിചിന്തനം - ഡോ. കെ. വി. തോമസ്, ഡോ. മാത്യു ജെ. മുട്ടത്ത്, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്.
5. മലയാളവും ഇന്റർനെറ്റും - സുനീത ടി. വി., ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്.
6. സൈബർ മലയാളം - (എഡി.) സുനീത ടി. വി., കറന്റ് ബുക്സ്, തൃശ്ശൂർ
7. ഭാഷയും ഭരണഭാഷയും - ഡോ. എഴുമറ്റൂർ രാജരാജവർമ്മ, ഇൻഫർമേഷൻ ആന്റ് പബ്ലിക്കേഷൻ വകുപ്പ്, കേരള സർക്കാർ.
8. ഭരണ ശബ്ദാവലി - കേരളഭാഷാഇൻസ്റ്റിറ്റ്യൂട്ട്.
9. വൃത്താന്തപത്രപ്രവർത്തനം - സ്വദേശാഭിമാനി രാമകൃഷ്ണപിള്ള മാളുബെൻ പബ്ലിക്കേഷൻസ്.
10. ലിറിക്കൽ ബാലഡ്സിന്റെ ആമുഖം - വിലും വേർഡ്സ്വർത്ത്, വിവ: ഡോ. തോന്നയ്ക്കൽ വാസുദേവൻ, എം. എൻ. വിജയൻ സാംസ്കാരിക വേദി.
11. സാഹിത്യവിദ്യ - കുട്ടികൃഷ്ണമാരാർ, മാരാർ സാഹിത്യപ്രകാശം, കോഴിക്കോട്.
12. കാമികന്റെ പണിപ്പുര - എം. ടി. വാസുദേവൻ നായർ, ഡി. സി. ബുക്സ്.
13. ഉയരുന്ന യവനിക - സി. ജെ. തോമസ്, മാളുബെൻ പബ്ലിക്കേഷൻസ്, തിരുവനന്തപുരം.
14. കാവ്യസ്വരൂപം - എസ്. ഗുപ്തൻനായർ, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്.
15. കഥയുടെ ന്യൂക്ലിയസ്സ് - ഡോ. വത്സലൻ വാതുശ്ശേരി, ഒലിവ് പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്.
16. ഇരുൾചിറകുകൾ - സുഗതകുമാരി.
17. ഗദ്യശില്പം - സി. വി. വാസുദേവഭട്ടതിരി, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്.
18. തെറ്റും ശരിയും - പ്രൊഫ. പത്മന രാമചന്ദ്രൻ നായർ, കറന്റ് ബുക്സ്, കോട്ടയം.
19. തെറ്റില്ലാത്ത മലയാളം - പ്രൊഫ. പത്മന രാമചന്ദ്രൻ നായർ, കറന്റ് ബുക്സ്, കോട്ടയം
20. ഭാഷാശുദ്ധി-സംശയപരിഹാരങ്ങൾ - പ്രൊഫ. പത്മന രാമചന്ദ്രൻ നായർ, കറന്റ് ബുക്സ്, കോട്ടയം
21. ഭാഷാശുദ്ധിയും ഭരണഭാഷയും - ഡോ. വിളക്കുടി, രാജേന്ദ്രൻ, പ്രിയദർശിനി പബ്ലിക്കേഷൻസ്.
22. മലയാളഗൈലി - കുട്ടികൃഷ്ണമാരാർ, മാരാർ സാഹിത്യപ്രകാശം, കോഴിക്കോട്.

- | | |
|-----------------------|---|
| 23. തായ്മൊഴി | - എം. എൻ. കാരശ്ശേരി, ഡി. സി. ബുക്സ്. |
| 24. ഭരണഭാഷാപ്രശ്നങ്ങൾ | - എം. വി. തോമസ്, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്. |
| 25. വിവർത്തനവിചാരം | - ഡോ. എൻ. ഇ. വിശ്വനാഥയ്യർ,
കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്. |
| 26. തർജമയുടെ താക്കോൽ | - സി. വി. വാസുദേവ ഭട്ടതിരി, സ്കൈ ബുക്സ്
പബ്ലിഷേഴ്സ്. |
| 27. നല്ല മലയാളം | - സി. വി. വാസുദേവഭട്ടതിരി, ലിപി പബ്ലിക്കേഷൻസ്,
കോഴിക്കോട്. |

Semester-1

Complementary Course – II

History of Modern World (1789-1900) HY – 1131.2

Credit -2

Aims and objectives

- * To highlight the importance of French Revolution this marked the beginning of far-reaching changes in the history of mankind
- * To trace the significance of the unification movements in Italy and Germany that paved the way for the beginning of a new epoch
- * To make an awareness among the students about the genesis and growth of liberal ideas

Module I French Revolution of 1789

Background – Rousseau – Voltaire and Montesquieu – Results and impacts of the Revolution-

Module II Napoleon Bonaparte and Revolutions of 1830 and 1848

Rise of Napoleon Bonaparte – Wars – Domestic Reforms - Congress of Vienna – Revolutions of 1830 and 1848 – results.

Module III Unification Movements

Unification of Italy – Joseph Mazzini – Victor Emmanuel II – Count Cavour – Garibaldi – Unification of Germany – Bismarck.

Module IV Latin American Revolutions

Miranda– Simon Bolivar – San Martin –Signification of the Revolutions

Essential Readings

1. Eric J. Hobsbawn, *Age of Revolution*, Abacus, 1998.

2. C.A. Bailey, *The Birth of the Modern World*, Blackwell, California, 2004.
3. R.R. Palmer, *A History of the Modern World*, Mc Graw Hill Companies, 2004.
4. Martin Collier, *Italian Unification 1820-71*, Heinemann, 2003.
5. Prabhat Patnaik, *Whatever happened to Imperialism and other Essays*, Thulika Publications, Madras, 1937.
6. J.M. Roberts, *The Penguin History of Europe*, Penguin Books, New Delhi, 1998.
7. Norman Lawe, *Mastering Modern World History*, MacMillan, New Delhi, 2003.

Semester- II

Complementary Course – IV

History of Modern World (1901-1920) HY – 1231.4

Credits – 2

Aims and objectives

- To familiarize the students about the hidden agenda of the imperialistic powers in Asia and Africa
- To review the factors that led to the confrontation among European powers
- To highlight the triumph of the working class movements
- To assess the merits and demerits of the League of Nations as the First International Organization

Module I **Imperialism in Asia and Africa**

Colonial Expansion – French in Africa – French in Asia - Boer Wars – British in Africa - British in Asia.

Module II **First World War**

Background and Causes – Results – Significance

Module III **Russian Revolution of 1917**

Background and Causes – Lenin – Significance of the Revolution

Module IV **Formation of the League of Nations**

Fourteen Points of Wilson - Formation of the League of Nations – Aims and Objectives - Organs of the League – achievements and failures.

Essential Readings

1. Eric J. Hobsbawm, *Age of Revolution*, Abacus, 1998.
2. Prabhat Patnaik, *Whatever happened to Imperialism and other Essays*, Thulika Publications, Madras, 1937.

3. R.R. Palmer, *A History of the Modern World*, Mc Graw Hill Companies, 2004.
4. John Reed, *Ten days that shook the World*, Penguin Books, New Delhi, 1998.
5. J.M. Roberts, *The Penguin History of Europe*, Penguin Books, New Delhi, 1998.
6. Norman Lawe, *Mastering Modern World History*, MacMillan, New Delhi, 2003.
7. Leon Trotsky, *History of the Russian Revolution*, Haymarket Books, 2008.
8. Sheila Fitzpatrick, *The Russian Revolution*, Oxford University Press, 2008.
9. Rex A Wade, *The Russian Revolution 1917*, Cambridge University Press, 2005.
10. Steve Phillips, *Lenin and the Russian Revolution*, Heinemann, 2000.

Semester- III

Complementary Course – VI

History of Modern World (1921-1955) HY – 1231.6

Credits – 2

Aims and objectives

- To familiarize the students with the history of modern world from 1921 to 1955
- To analyze causes that led to the rise of dictatorship during the inter-war period
- To review the causes, course and results of the Second World War
- To assess the cold war alliances and developments

Module I Rise of Dictatorship

Turkey under Mustapha Kamal Pasha, Fascism in Italy – Nazism in Germany.

Module II Second World War and UNO

Second World War - Causes and Results - Significance - United Nations Organization – Aims and Objectives – Organs and important Agencies – Achievements.

Module III Post War Developments

Emergence of Capitalist and Socialist blocs – Cold War – Truman Doctrine – Marshall Plan – NATO – CENTO – SEATO - Warsaw Pact.

Essential Readings

1. Timothy W. Mason, *Nazism, Fascism and the Working Class*, Cambridge University Press, 1995.
2. Ditlef Muhlberger, *The Social Bases of Nazism 1919-1933*, Cambridge University Press, 2003.

3. Eugene Davidson, *The Making of Adolf Hitler– The Birth and Rise of Nazism*, University of Missouri Press, 1997.
4. J.M. Roberts, *The Penguin History of Europe*, Penguin Books, New Delhi, 1998.
5. Stanley Maisler, *United Nations – A History*, Grove Press, 2011.
6. John Morris Roberts, *A Short History of the World*, Oxford University Press, 1993.
7. Andrew Langley, *World War II*, Raintree, 2013.
8. Stanley Maisler, *United Nations – A History*, Grove Press, 2011.
9. Andreas Wenger and Doron Zimmermann, *International Relations: From the Cold War to the Globalized World*, Viva Books Private Limited, New Delhi, 2004.

Semester- IV

Complementary Course – VIII

History of Modern World (After 1955) HY – 1231.8

Credit-2

Aims and objectives

- To highlight the nature, scope and relevance of NAM
- To assess the current problems of the world with special reference to the Unipolar and Bipolar coupled with the emerging nations
- To analyze the nature and circumstances that led to the rise of regional and international alliances

Module I Non-Alignment

Non-Alignment – Origin – Objectives – Growth – Criticism – Role of Jawaharlal Nehru – Significance of NAM.

Module II Neo- Colonialism

Definition – Methods of NeoColonialism – Impacts – Globalization

Module III Emergence of Third World Countries

Nature – Concepts - Growth and Role – Impact of Third World on International Relations.

Module IV Towards World Co-operation

SAARC – ASEAN – Organization of African Unity (OAU) – European Unity (EU) – Asia Pacific for Economic Co-operation (APEC) – Disarmament and Arms Control – Need for Disarmament.

Essential Readings

1. Eric J. Hobsbawm, *Age of Revolution*, Abacus, 1998.
2. C.A. Bailey, *The Birth of the Modern World*, Blackwell, California, 2004.
3. R.R. Palmer, *A History of the Modern World*, Mc Graw Hill Companies, 2004.
4. J.M. Roberts, *The Penguin History of Europe*, Penguin Books, New Delhi, 1998.
5. Norman Lawe, *Mastering Modern World*, MacMillan, New Delhi, 2003.
6. Andreas Wenger and Doron Zimmermann, *International Relations: From the Cold War to the Globalized World*, Viva Books Private Limited, New Delhi, 2004.
7. J.A. Naik, *A Text Book of International Relations*, MacMillan, New Delhi, 2003.
8. Vinay Kumar Malhotra, *International Relations*, Anmol Publications, New Delhi, 2008.
9. Colin Mason, *A Short History of Asia*, Palgrave MacMillan, New Delhi, 2005.
10. John Ralston Saul, *The Collapse of Globalism of the World*, Penguin Books, New Delhi, 2005.

SEMESTER I

Core Course I – READING POETRY: EN 1141

No. of credits: 4

AIMS

1. To sensitize students to the language, forms and types of poetry.
2. To make them aware of the diverse poetic devices and strategies.
3. To help them read, analyse and appreciate poetry.
4. To enhance the level of literary and aesthetic experience and to help them respond creatively.

OBJECTIVES

On completion of the course, the students should be able to

1. identify the various forms and types of poetry
2. explain the diverse poetic devices and strategies employed by poets.
3. read, analyse and appreciate poetry critically.
4. respond critically and creatively to the world around.

COURSE OUTLINE

Module 1:

- Subjective and Objective Poetry

- Types of Poetry: Lyric, Ode, Sonnet, Elegy, Ballad, Epic, Mock Epic, Dramatic Monologue, Haiku.
- Stanza – couplet, tercet, terza rima, ottava rima, quatrain, spensarian stanza, rime royal.
- Poetic devices: alliteration, assonance, simile, metaphor, image, symbol, rhythm, rhyme.
- Meter: Heroic Couplet, Free Verse and Blank Verse.

Module 2:

Representative poetry from British literature.

Module 3:

Representative poetry from American, Irish, German, Russian, Australian and Indian literatures.

Module 4:

Practical criticism – intensive reading of poems at phonological, structural and semantic levels. Critical analysis and appreciation of unseen poem.

COURSE MATERIAL

Module 1:

Core reading: Chapter 1 from *A Concise Companion to Literary Forms*. Emerald, 2013.

Reference

1. Abrams, M.H. *A Glossary of Literary Terms* (Rev. ed.)
2. Hobsbaum, Philip. *Metre, Rhyme and Verse Form*. New Critical Idiom. Indian Reprint .Routledge, 2007.

Reading List

1. Wainwright, Jeffrey. *The Basics: Poetry*. Indian Reprint. Routledge, 2009.
2. Hudson, W.H.: *An Introduction to the Study of English Literature* (Chapter 3, The Study of Poetry)

Modules 2:

- | | | | |
|----|-------------------------|---|--|
| 1. | William Shakespeare | – | Sonnet 18 (Shall I compare Thee to a Summer's Day) |
| 2. | John Donne | – | A Valediction Forbidding Mourning |
| 3. | Thomas Gray | – | Elegy Written in a Country Churchyard |
| 4. | Samuel Taylor Coleridge | – | Kubla Khan |
| 5. | Lord Byron | – | Darkness |
| 6. | Robert Browning | – | Porphyria's Lover |
| 7. | Siegfried Sassoon | – | A Subaltern |
| 8. | T.S. Eliot | – | Macavity: The Mystery Cat |
| 9. | U. A. Fanthorpe | – | Not my Best Side |

Core reading: *Aeolian Harp: An Anthology of Poetry in English*. Scientific International Pvt. Ltd, 2013.

Module 3:

- | | | | |
|----|----------------|---|-------------------------------|
| 1. | W.B. Yeats | – | The Circus Animals' Desertion |
| 2. | Robert Frost | – | The Road Not Taken |
| 3. | Bertolt Brecht | – | General, Your Tank |
| 4. | Louis MacNeice | – | Prayer Before Birth |
| 5. | Peter Porter | – | Consumer's Report |
| 6. | Kamala Das | – | An Introduction |

Core reading: *Aeolian Harp: An Anthology of Poetry in English*. Scientific International Pvt. Ltd, 2013.

Module 4:

Practical criticism – intensive reading of poems at phonological, structural and semantic levels.

Core reading: *Aeolian Harp: An Anthology of Poetry in English*. Scientific International Pvt. Ltd, 2013.

References:

A Concise Companion to Literary Forms. Emerald, 2013.

Seturaman, V.S, Ed. *Practical Criticism*. Chennai: Macmillan, 2007.

Bernard Blackstone. *Practical English Prosody: a handbook for students*. Longman, 2009.

SEMESTER I**Complementary Course – HISTORY OF ENGLISH LITERATURE- 1: EN 1131**

No. of credits: 3

COURSE DESCRIPTION**Module 1:**

The Early history of England - Roman Britain - The coming and settlement of the Germanic tribes - The arrival of Christianity - The Anglo Saxon Heptarchy - The Viking invasions - The reassertion of British control - Old English literature – Bede, *Beowulf*, King Alfred.

Module 2:

The Norman invasion – Feudalism - Middle English literature – Langland - *Sir Gawain and the Green Knight* - Medieval romances, alliterative verse – Chaucer – *The Canterbury Tales* - The beginnings of English drama - Miracle, morality and mystery plays, and Interludes.

Module 3:

The Renaissance - The Tudors - The English Reformation and Counter-reformation - Trade and colonialism - The Stuart Age - Elizabethan poetry – Spenser - Renaissance drama - Ben Jonson - The University Wits – Shakespeare – Bacon - Thomas More - Authorised (King James) Version of the Bible.

Core texts:

- (1) *A Concise History of English Literature and Language*, Primus Books, Delhi 2013.

Books recommended:

- Peck, John and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.
- Poplawski, Paul Ed. *English Literature in Context*. CUP, 2008.
- Thornley G C and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

SEMESTER II**Core Course II – READING DRAMA: EN 1241****No. of credits: 4****AIMS**

1. To enable the students to read, analyse and appreciate drama
2. To sensitize them to the verbal and visual language of drama
3. To help them watch, write about, and perform plays

OBJECTIVES

On completion of the Course, the students should be able to

1. Identify the various forms and schools of drama
2. analyse and appreciate drama
3. write critically about and engage actively in producing / performing drama

COURSE OUTLINE**Module 1:**

- Drama – Origins and early forms: Greek Drama, Mystery plays, Miracle Plays, Morality Plays and Interludes.
- The Major Dramatic Genres: Tragedy, Comedy, and Tragi-Comedy.
- Types of comedy – Romantic Comedy, Comedy of Humours, Comedy of Manners/ Restoration Comedy, Sentimental Comedy, farce, burlesque, black comedy.
- Types of Tragedy: Revenge Tragedy, Domestic Tragedy, Heroic Drama.
- Other forms: melodrama, masque, One-Act Plays, epic drama, absurdist drama, kitchen- sink drama
- Dramatic Devices – irony, soliloquy, aside, chorus.

Module 2: Shakespeare

Module 3: Modern drama (British / European)

Module 4: One-Act plays.

COURSE MATERIAL

Module 1 Core reading: Chapter 2 from *A Concise Companion to Literary Forms*. Emerald, 2013.

Module 2 Core reading: Shakespeare: *Julius Caesar* (Cambridge University Press)

Module 3 Core reading: Shaw: *Arms and the Man* (Edited by AC Ward, Orient Blackswan)

Module 4 Core reading

1. J.M. Synge : *Riders to the Sea* (Orient Blackswan)
2. Chekhov : *The Swan Song*
3. Eugene O'Neill : *Thirst*.
4. M.Sajith : *Matsyagandhi*.

Core text: One Act plays 2 – 4 from *Golden Threshold: An Anthology of One Act Plays and Stories*. Orient Blackswan, 2013

SEMESTER II

Complementary Course – HISTORY OF ENGLISH LITERATURE – II: EN 1231

No. of credits: 3

COURSE DESCRIPTION

Module 1:

The rise of Puritanism - The Civil War, Colonial Expansion, the Commonwealth and the Restoration in England, the impact of these on literature and social life - Donne and the metaphysical – Milton – John Bunyan - Restoration theatre.

Module 2:

The Eighteenth Century - Enclosures, urbanisation and the rise of the middle class – general literary ambience of the period.

Module 3:

The Enlightenment - the rise of modern science and the rise of capitalism - Coffee Houses in London as centres of social and political discussions - Essay and Novel - Neo-classical verse - Pope, Dryden, Swift, Dr Johnson and Daniel Defoe – periodicals – Addison, Steele.

Module 4:

The Romantic Age - Basic tenets of the Romanticism – French Revolution – Gothic writings -The precursors : Blake and Burns - Wordsworth and the Lake Poets – Coleridge - Keats, Shelley, Byron – Charles Lamb – Imperialism - Orientalism and slavery - The fiction of Jane Austen and Mary Shelley. **Core texts:**

(1) *A Concise History of English Literature and Language*, Primus Books, Delhi 2013.

Books recommended:

Peck, John and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.

Poplawski, Paul Ed. *English Literature in Context*. CUP, 2008.

Thornley G C and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

SEMESTER III**ENGLISH LANGUAGE AND LITERATURE****Core Course III: READING FICTION: EN 1321****No. of credits: 3****AIMS:**

1. To make students aware of the diverse fictional forms in prose.
2. To enable them to analyse and appreciate various fictional writings.
3. To give them an insight into other cultures.
4. To help them think and write imaginatively.

OBJECTIVES

On completion of the course, the students should be able to

1. identify different fictional forms
2. analyse and appreciate fictional writings.
3. write imaginatively.

COURSE OUTLINE**Module 1 Prose fiction - fable, short story, novel.**

Elements of fiction - plot, theme, characterization (flat and round characters), setting, point of view. Types of Novel – romance, picaresque novel, sentimental novel, epistolary novel, historical novel, gothic novel, science fiction, detective fiction, utopian, dystopian fiction, Bildungsroman - Creative- non-fiction Narrative strategies - stream of consciousness, Meta fiction.

Module 2 Modern British fiction

Module 3 Modern European fiction

Module 4 Short Stories

COURSE MATERIAL

Module 1 Core reading: Chapter 3 from A Concise Companion to Literary Forms. Emerald, 2013.

Module 2 Core reading George Orwell: *Animal Farm* (Penguin Edition)

Module 3 **Core reading:** Voltaire: *Candide* (Penguin Classics)

Module 4 Core reading: Golden Threshold: An Anthology of One Act Plays and Stories, Orient Blackswan, 2013.

The following short stories:

O’Henry	:	“Romance of a Busy Broker”
Katherine Mansfield	:	“The Little Girl”
A.C. Doyle	:	“The Red-headed League”
Norah Burke	:	“The Family Man”
R.K.Narayan	:	“Lawley Road”

Further reading

1. Klarer, Mario. An Introduction to Literary Studies. Sec. Ed. Indian Reprint. Routledge, 2009. (Section: Fiction)
2. Hudson W. H. An Introduction to the Study of English Literature. (Chapter IV: The Study of Prose Fiction)

SEMESTER III

Core Course IV: 20th CENTURY MALAYALAM LITERATURE IN

ENGLISH TRANSLATION: EN 1342

No. of Credits: 4 Aims:

1. To introduce the students to the richness of twentieth century Malayalam writing
2. To provide the students a basic understanding of twentieth century Malayalam Writing
3. To introduce to them some of the major twentieth century Malayalam writers
4. To help them analyse and appreciate twentieth century Malayalam literature.

Objective:

On completion of the course, the students should be able to

1. Discern the richness of twentieth century Malayalam writing
2. Discern the distinctiveness of twentieth century Malayalam writing
3. Discuss the salient features of the works of major twentieth century Malayalam writers
4. Analyse and appreciate twentieth century Malayalam writing

COURSE OUTLINE

Module 1: Introduction to Malayalam Literature in the twentieth century

Module 2: Malayalam Poetry in the twentieth century

Module 3: Malayalam Fiction in the twentieth century

Module 4: Malayalam Drama in the twentieth century **COURSE MATERIAL**

Module 1: Introduction to Malayalam Literature in the twentieth century.

Malayalam Literature ‘After Independence’ - The modern age – characteristics – rise of the Malayalam novel – the Romantics in Malayalam poetry – major poets – rise of drama – novel and the short story in the 20th century – Malayalam literature after independence – poetry – fiction – drama.

Reference Text:

A Short History of Malayalam Literature - K. Ayyappa Paniker - Information & Public

Relations Department, Kerala State, April 2006. [ebook available on: www.suvarnakeralam.kerala.gov.in/book.pdf]

Module 2: Malayalam Poetry in the twentieth century.

The modern age – characteristics – the Romantics in Malayalam poetry – second generation of romantics and the early 20th century – modernist phase in malayalam poetry – O.N.V. Kurup, Vyloppilli Sreedhara Menon, Ayyappa Paniker, Sugathakumari, Kadammanitta Ramakrishnan, Balamani Amma, Vishnu Narayanan Namboodiri, D. Vinayachandran, Sachidanandan, Balachandran Chullikad, etc.

Detailed study of the following poems:

1. ONV Kurup – “A Requiem to Mother Earth”
2. Balachandran Chullikkad – “Where is John?”
3. Vishnu Narayanan Namboodiri – “The Autograph Tree”
4. Sugatha Kumari – “The Temple Bell”
5. Nalapat Balamani Amma - “The Story of the Axe”
6. Vyloppilli Sreedhara Menon - “The Son of Sahyan”
7. K. Ayyappa Paniker - “Lay of the Anklet”
8. D. Vinayachandran: “Advent”

Core reading:

In the Shade of the Sahyadri: Selections from Malayalam Poetry and Short Fiction. OUP, 2012.

Module 3: Malayalam Fiction in the twentieth century.

Malayalam fiction in translation – socio-educational influences – conditions favouring birth of Malayalam novel – Appu Nedungadi and Chandu Menon – translation of Indulekha - modernity in Malayalam fiction - late forties: works of M.T. Vasudevan Nair, Malayattoor Ramakrishnan – development into the present - O.V.Vijayan, M. Mukundan, etc - characteristics of their fiction. Malayalam short story in English translation – representative masters of the craft - Thakazhi, Basheer, Lalithambika Antharjanam, Paul Zacharia, etc. – new generation writers - modern women short story writers.

Non-detailed study:**(a) Novels:**

1. Malayattoor Ramakrishnan, *Roots* (Novel), Tr. V. Abdulla, Orient Blackswan, 2009.
2. M. T. Vasudevan Nair, *Mist*. Orient Longman.

(b) Short stories:

- | | | | |
|-----|-----------------------------|---|--|
| 1. | Thakazhy Sivasankara Pillai | – | “In the Flood” |
| 2. | Vaikom Muhammed Basheer | – | “The World Renowned Nose” |
| 3. | T.Padmanabhan | – | “The Girl Who Spreads Light” |
| 4. | Paul Zacharia | – | “The Last Show” |
| 5. | Lalithambika Antharjanam | – | “Wooden Cradles” |
| 6. | C. Ayyappan | – | “Spectral Speech” |
| 7. | Gracy | – | “Orotha and the Ghosts” |
| 8. | Ashita | – | “In the Moonlit Land” |
| 9. | Chandramati | – | “The (Postmodern) Story of Jyoti Vishwanath” |
| 10. | K.R. Meera | – | “The Vein of Memory” |

Core reading: *In the Shade of the Sahyadri: Selections from Malayalam Poetry and Short Fiction.* OUP, 2012.

Recommended reading:

Introduction to Ten Women Writers of Kerala. Sreedevi K. Nair (ed) pages x – xx. [for ‘Modern women short story writers’]

Module 4: Malayalam Drama in the twentieth century.

Malayalam drama - post Independence period – influence of N. Krishna Pillai - N.N. Pillai, K.T. Mohamed - Kavalam Narayana Panikker, G. Sankara Pillai - C.N Sreekantan Nair’s *Kanchanasita* - experimental works of Narendra Prasad - P.K. Venukuttan Nair.

Core reading: [Detailed study]: C.N. Sreekantan Nair. Kanchana Sita. In the Shade of the Sahyadri: Selections from Malayalam Poetry and Short Fiction. OUP, 2012.

Instruction to Teachers [Modules 1- 4]:

- Students may be given sufficient background information about the authors/genre included in Modules 2-4. Questions are to be asked only from the prescribed poems, fiction and drama in Modules 2 to 4.
- The work of each writer mentioned in modules 2 – 4 has to be placed against the literary backdrop of the age. The text referred to in Module 1 is to be used for the purpose.
- The literary significance of the work prescribed is to be briefly discussed in the classroom. However the student is expected to have only a general awareness of the respective author.
- The major works of the writers mentioned in module 1 have to be made familiar to the students.
- Questions are not to be asked from Module 1 at the examination.

SEMESTER III

Complementary Course –

HISTORY OF ENGLISH LITERATURE - III : EN 1331

No. of credits: 3

COURSE DESCRIPTION

Module 1:

The Victorian Age - The Reform Acts - Changes in social life - Industrialisation and its impact on the society - Rise of Oxford and Cambridge Universities - Spread of science and technology and its impact – Marx, Darwin, J.S. Mill, Freud - India and the Empire – The Victorian novel - Charles Dickens, George Eliot and Thomas Hardy - Victorian poetry - Arnold, Browning and Tennyson – Pre-Raphaelites – Oscar Wilde and the aestheticians.

Module 2:

Early 20th century - Influences on the social milieu - The First World War - The war poets – Modernism - T S Eliot, Yeats, Auden, Joyce, D.H. Lawrence, Virginia Woolf, Joseph Conrad, G B Shaw and the realists.

Module 3:

The mid-twentieth century and after - World War II - Life between the two World Wars - Effects of the Wars on society and literature - The dissolution of the British empire - The welfare state – Modern to the Post-modernism - Feminism and environmentalism.

Module 4:

Poetry, fiction and drama of the period - Life in the 60s, 70s and 80s - Larkin and the Movement - Ted Hughes, Carol Ann Duffy - George Orwell, Kingsley Amis, Graham Green, Salman Rushdie - Samuel Beckett, Harold Pinter and Tom Stoppard – new trends in English theatre – Literature and New Media in Contemporary England - Contemporary life in England.

Core texts:

- (1) A Concise History of English Literature and Language, Primus Books, Delhi 2013. .

Books recommended:

Peck, John and Martin Coyle. A Brief History of English Literature. Palgrave, 2012.

Poplawski, Paul Ed. English Literature in Context. CUP, 2008.

Thornley G C and Gwyneth Roberts. An Outline of English Literature. Pearson, 2011.

SEMESTER IV**Core Course V – READING PROSE: EN 1441**

No. of credits: 4

AIMS

1. To help students understand and appreciate different types of prose writing.
2. To introduce to them the basics concepts of style and literary devices in prose.
3. To acquaint them with cultural diversity and divergence in perspectives.
4. To enable them to write creatively and critically.

OBJECTIVES

On completion of the course, the students should be able to:

1. recognize various types of prose writings.
2. analyse, understand and appreciate prose writings
3. write creatively and critically in an expository or argumentative way

COURSE OUTLINE**Module 1**

Essay – formal/impersonal essay and informal/personal essay

Types of essays: periodical essay, critical essay

Life Writing: biography, autobiography, memoir and diaries.

Module 2 Prose up to the 18th Century.

Module 3 19th Century Prose

Module 4 Modern Prose

COURSE MATERIAL

Module 1: Core reading: Chapter 4 from *A Concise Companion to Literary Forms*. Emerald, 2013.

Module 2: Core reading: *Reflections* (A Collection of Essays published by Pearson Education)

Essays:

1. Bacon: Of Studies
2. Samuel Pepys: (An extract from Pepys' Diaries) 1660 Jan - Feb.
3. Addison: Sir Roger at the Assizes
4. James Boswell: (An extract from Life of Samuel Johnson)

Module 3: Core reading: *Reflections*

Essays:

1. Lamb: Dream Children
2. Hazlitt: On Familiar Style
3. Ruskin: On Reading

Module 4: Core reading: *Reflections*

Essays:

1. Robert Lynd: Indifference
2. Camus: Nobel Prize Acceptance Speech
3. Anne Frank: The Diary of a Young Girl (an extract)

Further reading

Hudson, W.H. *An Introduction to the Study of English Literature*. Chapter: The Study of the Essay.

Instruction to Teachers:

- The work of each author has to be placed against the literary backdrop of the age.
- The literary significance of the work is to be briefly discussed in the classroom and hence
- the student is expected to have an awareness of the respective works.
- Students should be made to listen to and read speeches and prose passages.
- Questions are not to be asked from such details at the examination

SEMESTER IV

Complementary Course 7

HISTORY OF ENGLISH LANGUAGE: EN 1431

No. of credits: 2

AIMS

1. To familiarize students with the origin and development of the English Language
2. To make them aware of the changes in different areas of the language.

OBJECTIVES

On completion of the course, the students should be able to

1. identify the various language families
2. trace the evolution of the English language
3. list the changes in the different areas of the language

COURSE OUTLINE

Module 1

Nature of language – human languages and animal communication systems – flux in language – language families – Indo-European family – Germanic group – the descent of English – broad characteristics.

Module 2

Periods in the history of English language - Old English - Celtic, Latin and Scandinavian influences – effect on grammar and syntax – Norman conquest – French influence – growth of national feeling – adoption of English – Middle English – decay of inflection – loss of grammatical gender – French Influence on the vocabulary – dialectal diversity – the rise of standard English – contribution of major writers to the English language – Chaucer, Spenser, Shakespeare, Milton – the impact of Bible Translations on the English language.

Module 3

Modern English – Renaissance and after – general characteristics of English – changes in pronunciation and grammar – attempts to reform English – Spelling through the ages – problems and prospects of spelling reform – Development of Dictionaries – Dr. Johnson's dictionary – slang and standard speech – English dialects – evolution of English as a global language.

Module 4

Word formation and growth of vocabulary – makers of English – Semantics – changes of meaning – widening, restriction, amelioration, radiation, concatenation, synaesthesia, metonymy, synecdoche, faded metaphors, euphemism, divergence of meaning – some present-day trends in the English language – slang and jargon – varieties of dialects – various 'Englishes' – influence of the colonies.

Core text:

A Concise History of English Literature and Language, Primus Books, Delhi 2013.

Reading list

Modules 1 to 4

1. Baugh A.C. A History of the English Language. Chennai: Allied Published, 1978.
2. Barber C.L. The Story of Language. Penguin, 1982.
3. Wood F.T. An Outline History of the English Language. Macmillan, 2008.
4. Crystal, David. English as a Global Language. London: Cambridge University Press, 1997.
5. Mugglestone. Oxford History of English, Indian Edition: Oxford University Press, 2009.

SEMESTER V**Core Course VI - LITERARY CRITICISM: EN 1541****No. of credits: 4****AIMS**

1. To give the students a historical overview of the critical practices from classical period to the present.
2. To introduce to them some of the significant concepts that had a seminal influence on the development of critical thought.
3. To develop in them a critical perspective and capacity to relate and compare various critical practices and schools.
4. To help them read and analyse literary texts from different perspectives.

OBJECTIVES

On completion of the course, the students should be able to

1. trace the development of critical practices from ancient times to the present.
2. explain the critical concepts that emerged in different periods
3. analyse and appreciate texts critically, from different perspectives.

COURSE OUTLINE**Module I****A. Classical Criticism**

Nature and function of criticism – contributions of Plato - concept of mimesis and inferiority of art - Aristotle - major concepts - mimesis, katharsis, hamartia - definition of tragedy - parts of tragedy - Horace and the concept of decorum - Longinus - the sublime.

B. Indian Aesthetics: Theory of Rasa, Vyanjana and Alankara

[The relation between Unit A and Unit B to be discussed. For e.g. the concept of Rasa and purgation, Alankara and figures of speech etc.]

Core Reading [for Unit B]

Sethuraman V.S ed. *Indian Aesthetics: An Introduction*. Macmillan India: 1992.

- Das Gupta S.N “The Theory of Rasa” (pp. 191-196),
- Kuppaswamy Sastri “The Highways of Literary Criticism in Sanskrit” (pp.173-190),
- Raghavan V. “The Use and Abuse of Alamkara” (pp. 235-244).

Module 2 Renaissance and Neo-Classical Criticism

Sir Philip Sydney - his defence of poetry - definition of poetry - neo-classicism - Dryden - estimate of authors - Johnson - lives of poets - Shakespeare criticism - moral judgement of literature.

Module 3 Romantic and Victorian Criticism

Romanticism - Wordsworth - Preface to Lyrical Ballads - definition of poetry - concept of poetic diction and language – Coleridge - definition of poetry - Fancy and Imagination.

The Victorian Period - Arnold - concept of culture - the function of poetry - touchstone - disinterestedness and high seriousness - moralistic criticism.

Module 4 Twentieth Century Criticism

Eliot and Modernism - Tradition and Individual Talent - historic sense - impersonality – poetic emotion - objective correlative - dissociation of sensibility - Richards and Practical Criticism - poetry and synaesthesia - scientific and emotive uses of language - four kinds of meaning – New Criticism - principles and practitioners - Eliot, Richards, Ransom, Cleanth Brooks – Russian Formalism - literariness - defamiliarization - Archetypal Criticism - Frye - Structuralism - Poststructuralism - Deconstruction.

COURSE MATERIAL

Modules 1 to 4

Core reading

Nagarajan, M.S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.

Further reading

1. Abrams, M.H. *A Glossary of Literary Terms*. Seventh Edition. Singapore: Thomson & Heinle, 1999.
2. Wimsatt Jr., William K. and Cleanth Brooks. *Literary Criticism: A Short History*. Calcutta: Oxford and IBH, 1957.
3. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. New Delhi: OUP, 2009.
4. Seldon, Raman et al, *A Reader's Guide to Contemporary Literary Theory*. New Delhi: Pearson Education, 2005.
5. Bennet Andrews, Nicholas Royale, *Introduction to Literature, Criticism and edition*. New Delhi: Pearson Education, 2009.
6. Harmon, William, Hugh Holman, *A Handbook to Literature*. 10th Edition. New Delhi: Pearson Education, 2009.

SEMESTER V**Core Course VII - INDIAN LITERATURE IN ENGLISH: EN 1542****No. of credits: 4****AIMS**

1. To introduce students to Indian writing in English.
2. To broaden and sharpen their aesthetic and analytical skills.

OBJECTIVES

On completion of the course, the students should be able to

1. trace the development of Indian writing in English.
2. explain the Indianness in Indian literature in English.
3. read and appreciate Indian literature.
4. analyse the strength and constraints of Indian English as a literary medium.

COURSE OUTLINE**Module 1:** Poetry**Module 2:** Prose - Essays**Module 3:** Prose - Fiction**Module 4:** Drama:**COURSE MATERIAL****Module 1:** Poetry

- 1) Henry Derozio: The Harp of India
- 2) Sarojini Naidu: Love and Death
- 3) Aurobindo: Life and Death
- 4) Nissim Ezekiel: Entertainment
- 5) Jayanta Mahapatra: Evening Landscape by the River
- 6) Rabindranath Tagore: Where the Mind is Without fear
- 7) Harindranath Chattopadhyaya: Shaper Shaped

Core reading: *Indian Voices: An Anthology of Indian Writing in English*. Cambridge University Press, 2013.

Module 2: Prose - Essays:

- 1) Jawaharlal Nehru: "A Tryst with Destiny"
- 2) Sashi Tharoor: "Ajanta and Ellora in the Monsoon".

Core reading: *Indian Voices: An Anthology of Indian Writing in English*. Cambridge University Press, 2013.

Module 3: Prose - Fiction:

(a) Short Story:

- 1) Mulk Raj Anand: A Pair of Mustachios
- 2) R.K.Narayan: Out of Business
- 3) Rabindranath Tagore: The Auspicious Vision
- 4) Kamala Das: Darjeeling
- 5) Ruskin Bond: The Thief

Core reading: *Indian Voices: An Anthology of Indian Writing in English*. Cambridge University Press, 2013.

(b) Novel: Jayashree Mishra: *Ancient Promises*

Module 4: Drama: Core reading: Girish Karnad: *Hayavadana* (OUP)

Instruction to Teachers:

The work of each author has to be placed against the literary backdrop of the age. The literary significance of the work is to be briefly discussed in the classroom and hence the student is expected to have an awareness of the respective works. Questions are not to be asked from such details at the examination.

SEMESTER V

Core Course VIII - FILM STUDIES: EN 1543

No. of credits: 2

AIMS

1. To give the students basic knowledge in the history, art and culture of motion picture.
2. To introduce to them the key concepts in film studies.
3. To help them analyze and appreciate films.
4. To enable them pursue higher studies and careers in film.

OBJECTIVES

On completion of the course, the students should be able to

1. discover the language of cinema

2. explain the key concepts in film studies.
3. analyse films as texts.
4. write critically about films.

COURSE OUTLINE

Module 1: Understanding film.

What is film – its hybrid nature – the language of cinema – authorship - a brief history – film movements – Montage theory and Soviet cinema of the 20s – German expressionism and experiments with mise-en-scene – French poetic realism – classical Hollywood cinema and genre – Italian neo-realism – French New wave - contemporary international trends.

Module 2: Indian Cinema.

Phalke and the desi enterprise – Indian cinema 30s to the 60s – The golden 50s – Indian art cinema and the Indian New wave – History of Malayalam Cinema – New wave in Malayalam cinema – Contemporary trends in Malayalam cinema

Module 3: Literature and Film.

Literary language and Film language- adaptation and notions of fidelity- Narrative structure and strategies in film and fiction - time, space, character and setting - dialogue – music – sound effects.

Module 4: Film analysis.

Films for close viewing:

Rashomon

My Fair Lady

Chemmeen

COURSE MATERIAL

Reading list:

1. Villarejo, Amy. *Film Studies: the Basics*. Routledge, Indian Reprint, 2009.
2. Hayward, Susan. *Key Concepts in Cinema Studies*. London: Routledge, 1997.
3. Bywater, Tim and Thomas Sobchack. *Introduction to Film Criticism*. Pearson India, 2009.
4. Corrigan, Timothy, J. *A Short Guide to Writing about Film*. Pearson India, 2009.
5. Kupsc, Jarek. *The History of Cinema for Beginners*. Chennai: Orient Blackswan, 2006.
6. Dix, Andrew. *Beginning Film Studies*. New Delhi: Viva Books, 2010.
7. Stam, Robert and Alessandra Raengo. *Literature and Film: A Guide to Theory and Adaptation*. Oxford: Blackwell, 2003.

Suggested viewing list:

Michael Radford's *Il Postino*
 Robert Wiene's *The Cabinet of Dr. Caligari*
 Sergei Eisenstein's *Battleship Potemkin*
 Victorio De Sica's *Bicycle Thief*
 John Ford's *Stagecoach*
 Alfred Hitchcock's *Psycho*
 Mehboob's *Mother India*
 Satyajit Ray's *Pather Panchali*
 Abbas Kiarostami *Ten*

Note to the Teacher:

The objective of this course is to enable literature students to understand the language of cinema as also the ways in which that language is different from a literary language. Simultaneously they could also be taught the specificities of medium, narrative and the history of cinema. The lectures should use a lot of clips from different films to illustrate the points. It is strongly recommended that films or film clips should be screened as far as possible for every topic of this course. Any film of the teacher's choice other than the ones suggested may also be screened to illustrate the specific topics. The three films selected for close analysis help in understanding the narrative techniques of cinema, its engagements with sound, music and songs as also modes of adaptation from genres such as short story, play and novel.

SEMESTER V**Core Course IX - LINGUISTICS AND PHONETICS: EN 1544****No. of credits: 4****AIMS**

1. To equip students with a thorough knowledge of the various aspects of the English language
2. To sensitize them to the nuances of spoken and written forms of English
3. To help them overcome specific problems resulting from mother tongue interference

OBJECTIVES

On completion of the course, the students should be able to

1. explain the key concepts in linguistics
2. develop a neutral accent and improve their general standard of pronunciation
3. speak globally intelligible English

COURSE OUTLINE

Module 1

Linguistics – branches of linguistics – approaches to the study of language – diachronic – synchronic – prescriptive – descriptive – traditional – modern – key concepts – langue – parole – competence – performance – grammaticality – acceptability – traditional and structural grammars – IC analysis – PS Grammar – TG Grammar

Module 2

Varieties of Language – regional/class – discourse – individual – national varieties – British – American – General Indian – Australian – spoken and written – RP and BBC English

Module 3

Phonetics – articulatory phonetics – speech mechanism – organs of speech classification of speech sounds – vowels – consonants – phonology – phonemes – classification – distribution – syllable structure – transcription – allophones – suprasegmentals – stress – word stress and sentence-stress – rhythm – juncture – intonation – assimilation – elision.

Module 4

Morphology – morphemes – classification – allomorphs – word classes – form class – function class – formal features.

COURSE MATERIAL

Modules 1-4

Reading list

1. Aslam, Mohammed and Aadil Amion Kak. *Introduction to English Phonetics and Phonology*, Foundation Books, 2007.
2. Lyons, John. *Language and Linguistics: An Introduction*, CUP, 1981.
3. Gimson, A.C. and Edward Arnold. *An Introduction to the Pronunciation of English* CUP, 1980.
4. Roach, Peter. *English Phonetics and Phonology*. CUP, 2009.
5. Yule, George. *The Study of Language*, CUP, 2006.
6. Collins, Beverley and Inger Mees, *Practical Phonetics and Phonology: A Resource Book for Students*, Routledge, 2005.
7. Rani, D Sudha. *A Manual for English Language Laboratories*. New Delhi: Pearson, 2010.

Reference

1. Jones, Daniel. *English Pronouncing Dictionary*. 17th Edn. CUP.
2. Marks, Jonathan. *English Pronunciation in Use: Elementary*. CUP, 2008.

Direction to Teachers

IC analysis, PS Grammar and TG Grammar should be discussed only at introductory level.

SEMESTER V**Core Course X - POST COLONIAL LITERATURES IN ENGLISH – EN 1545**

No. of credits: 4

AIMS

1. To introduce students to Post Colonial literature, life and culture
2. To broaden their aesthetic and intellectual faculties

OBJECTIVES

On completion of the course, the students should be able to

1. identify what is distinctly Post Colonial literature
2. read and appreciate Post Colonial literature with insight
3. understand Post Colonial culture and its varying modes of literary expression

Module 1: Poetry**Module 2: Drama****Module 3: Fiction****COURSE MATERIAL****Module 1: Poems:**

- | | |
|--------------------|--|
| Walt Whitman | – “Beat! Beat! Drums!” - 1819 |
| Emily Dickinson | – “Hope” is the thing with feathers (314) - 1830 |
| Robert Frost | – A Prayer in Spring - 1874 |
| Pablo Neruda | – A Dog has Died - 1904 |
| A.D. Hope | – The Death of the Bird - 1907 |
| Elizabeth Bishop | – The Fish - 1911 |
| Judith Wright | – Train Journey - 1915 |
| Wisława Szymborska | – Possibilities -1923 |
| Nissim Ezekiel | – Enterprise - 1924 |
| Derek Walcott | – Ruins of a Great House - 1930 |
| John Pepper Clark | – Casualties - 1935 |

- Yasmine Gooneratne – This Language, This Woman - 1935
 Margaret Atwood – Notes Towards a Poem That Can Never be Written. [1939]

Core reading: *After the Sunset: An Anthology of Post Colonial Literatures in English*. Oxford University Press, 2013.

Module 2: Drama

Wole Soyinka - *The Strong Breed*. Oxford University Press.

Core reading: *After the Sunset: An Anthology of Post Colonial Literatures in English*. Oxford University Press, 2013.

Module 3: Fiction

- (a) F.Scott Fitzgerald - *The Great Gatsby*. Cambridge University Press.
 (b) Gabriel Marquez - *Chronicle of a Death Foretold*. Penguin.

Instruction to Teachers:

The work of each author has to be placed against the literary backdrop of the age. The literary significance of the work is to be briefly discussed in the classroom and hence the student is expected to have an awareness of the respective works. Questions are not to be asked from such details at the examination.

SEMESTER V

Open Course - COMMUNICATIVE APPLICATIONS IN ENGLISH: EN 1551.1

No. of credits: 2

AIM

1. To help the students attain high level proficiency in all the four language skills.
2. To equip them for competitive examinations and various International English Language Tests.
3. To enhance their career prospects and employability.
4. To help them develop their personality by fine tuning their communication and presentation skills.

OBJECTIVES

On completion of the course, the students should be able to

1. use English for international communication.
2. engage in all kinds of communication activities – informal, formal/business related and academic.
3. perform well in language tests and competitive examinations.

COURSE OUTLINE

Module 1

Listening and Speaking: varieties of modern English – British, American, Indian – basic sounds – deviations in American and other varieties – syllable structure – stress – word – stress and sentence stress – intonation.

Verbal Communication: conversation – basic techniques – how to begin, interrupt, hesitate and end – how to express time, age, feelings and emotions – how to respond – using language in various contexts/situations – talking about oneself, others – describing persons, places, incidents, events and objects – attending an interview – addressing an audience – using audio-visual aids – making short speeches – compering – group discussion.

Non-verbal Communication: body language : postures – orientation – eye contact – facial expression – dress – posture – self concept – self image – self-esteem – attitudes – values and perception.

Module 2 Reading and Writing

Skimming and scanning – fast reading – writing short messages – e mails – preparing notes and reports based on visuals, graphs and diagrams – letters – informal, formal/official/business related – preparing agenda, minutes – CV – Describing persons, places, incidents and events – writing ads – short argumentative essays

Words often confused and misused – synonyms – antonyms – idioms commonly used – corresponding American expressions.

Module 3 Writing for Specific Purposes

Scientific writing – business writing – preparation of project proposals – writing of summaries and reviews of movies and books in English/regional languages.

Module 4

Practical Sessions

Language Skills Test (Written)

Teachers could encourage the students at the following tasks:

1. Translation of short and simple passages – from Malayalam to English
2. Providing captions for photos and pictures
3. Symposium – presenting different aspects of a debatable topic.

COURSE MATERIAL

Reading list

1. Mukhopadhyay, Lina et al. *Polyskills: A Course in Communication Skills and Life Skills*. Foundation, 2012.

2. O’Conner, J. D. *Better English Pronunciation*. CUP.
3. Swan, Michael. *Practical English Usage*. OUP.
4. Driscoll, Liz. *Cambridge: Common Mistakes at Intermediate*. CUP.

Reference

1. Jones, Daniel. *English Pronouncing Dictionary*, 17th Edn. CUP.

SEMESTER VI

Core Course XI - WORLD CLASSICS: EN 1641

No. of Credits: 4

AIMS:

1. To introduce students to the world of the classics in literature.
2. To broaden their outlook and sensibility.

OBJECTIVES:

On completion of the Course, the students should be able to

1. read and appreciate classical works.
2. evaluate classical texts critically.
3. place and assess their own culture and classics.

COURSE OUTLINE

Module 1:

Classics – literary classics – definition – critical concepts – the emergence of classics – a brief survey of the classics

Greek and Roman: Homer – Virgil – Aeschylus – Sophocles – Euripides – Aristophanes – Nikos Kazantzakis. *Italian:* Dante – Boccaccio – Tasso – Ariosto – Machiavelli – Alberto Moravia.

Sanskrit: Vyasa – Valmiki – Kalidasa – Sudraka – Bhasa – Shri Harsa – Jayadeva.

German: Goethe – Hesse –

Russian: Pushkin – Gogol – Dostoevsky – Tolstoy – Chekhov – Gorky – Pasternak – Solzhenitsyn – genres and sub genres of classical works – neo and pseudo classics – rewritings of classics – fictional classics – modern Classics.

Module 2: Poetry

Module 3: Drama

Module 4: Fiction

COURSE MATERIAL

Module 1

Reading List

1. Beard, Mary, and John Henderson. *Classics; A Very Short Introduction*. Indian Edition, OUP, 2006.
2. Highet, G. *The Classical Tradition*. Oxford University Press, 1949.
3. Eliot, T.S. 'What is a Classic?'
4. Nicoll, Allardyce. *World Drama from Aeschylus to Anouilh*. New York: Harcourt Brace, 1950.
5. Hadas, Moses. *Greek Drama*. Bantam Classics, 1983.
6. Abrams, M.H. *A Glossary of Literary Terms*.

Module 2

Core Reading:

1. Kalidasa: *Ritusamhara*. Canto One. Summer (From KALIDASA: THE LOOM OF TIME translated by Chandra Rajan, Penguin Books).

Module 3

Core Reading:

1. Sophocles: *Antigone* (Cambridge University)

Module 4 Core Reading:

1. Tolstoy: *The Death of Ivan Ilyich* (Penguin Classics)
2. Kazantzakis: *Zorba the Greek* (Penguin Classics)

Instruction to Teachers [Modules 1 to 4]:

- The work of each author in Module 1 has to be placed against the literary backdrop of the age.
- Only the major works of the writers mentioned in Module 1 are to be made familiar to the students.
- Only short answer-type questions [Qn. II] and Short Essay-type questions [Qn. III] are to be asked from Module 1 at the examination.
- The literary significance of the works prescribed for study in Modules 2 – 4 are also to be discussed in the classroom. However the student is expected to have only a general awareness of the respective author/work.

SEMESTER VI**Core Course XII :****METHODOLOGY AND PERSPECTIVES OF HUMANITIES: EN 1642****No. of credits: 4****AIMS**

1. To introduce students to the methodological issues specific to the humanities
2. To develop in them a critical perspective in pursuing literary studies

OBJECTIVES

On completion of the course, the students should be able to

1. explain the key concepts in literary theory and criticism
2. make sense of literature
3. read literature critically from a theoretical perspective.

COURSE OUTLINE**Module 1** Key Concepts:

Humanities – Differences between natural, social and human sciences – facts and interpretation – history and fiction – objectivity versus subjectivity.

Module 2 A critical overview of literature from the perspective of the Humanities.

Impact of society on literature – text types – genres – literary canon – literary interpretation and evaluation.

Module 3 Literary terms – Text oriented approaches – philology – rhetoric – stylistics – new criticism – semiotics – ambiguity.

COURSE MATERIAL**Modules 1 - 3****Reading list:**

1. Kundu, Abhijit. "Understanding the Humanities." The Humanities: Methodology and Perspectives. New Delhi: Pearson Education, 2009.
2. Eagleton, Terry. "What is Literature?"
3. Klarer, Mario. An Introduction to Literary Studies. Special Indian Edition: Routledge, 2009.
4. Guerin, Wilfred L, et al. A Handbook of Critical Approaches to Literature. New Delhi: OUP, 2009.
5. Nagarajan, M.S. English Literary Criticism and Theory. Hyderabad: Orient Longman, 2007.

6. Holghman, William, Hugh Holman. A Handbook to Literature. New Delhi: Pearson Education, 2009.
7. Seldon, Ramon, et al. A Reader's Guide to Contemporary Literary Theory. ND: Pearson Education, 2005.
8. Bennet, Andrews, Nicholas Royale. Introduction to Literature, Criticism and Theory, 3rd Edn. ND: Pearson Education, 2009.
9. Barnet, Sylvan, William Cain. A Short Guide to Writing about Literature, 9th Edition. ND: Pearson, 2008

Direction to Teachers

The various approaches to literature should be discussed with illustrations, where ever necessary.

SEMESTER VI

Core Course XIII - ENGLISH FOR THE MEDIA: EN 1643

No. of Credits: 4

AIMS

1. To sensitize students to the English language used in the media
2. To make them professionally skilled and employable in the media.

OBJECTIVES

On completion of the Course, the students should be able to

1. explain the nature and scope of the communication media
2. write headlines and articles for newspapers and magazines and design their content
3. produce and present scripts and programmes for Radio and TV
4. design and write webs, blogs and advertisements

COURSE OUTLINE

Module 1

Main-stream media: nature, characteristics, purpose - Print – broadcast - visual media – new/digital media – power and vulnerability of each – media convergence

Newspapers: News stories, features – Headlines, subheads, captions, reviews.

Vocabulary that can affect the slant, emotive words and neutral words. Cohesion techniques, use of passive structures.

- Writing to answer the five Ws and H
- The inverted pyramid style

- Writing an editorial
- Editing: Cutting dead wood

Planning and Writing features – Editorials – Op-Ed pieces – Interviews: skills needed – Language used - The phrases that are used for the interview for Introductions - Interrupting - Markers for buying time, to elicit more clarity - how to use linguistic ploys – use of connectives to help progression and continuity - use of the right pace, punctuating explanations using the right words - the art of questioning and its overall philosophy.

Analysing news stories and features – political ideologies and language of newspapers – style - House styles of leading newspapers – emphasis given to use of desi words and foreign words. Magazines: Writing for specific audience - magazine covers – layout - planning content – writing a true-life story - The Magazine Cover lines – The use of imperatives, use of questions in Cover lines - use of rhyming and alliteration - The use of specific verb forms used to express future - importance of photographs.

Module 2

Radio: Role of presenters – importance of voice, diction, delivery and language - introducing the guests/features/news/Introducing different genres of music, Pre-teach - Vocabulary, relevance of the topic sentence, language used in debriefing, contextual use of phrasal verbs of a DJ or a presenter.

Format of the Radio script- Radio Programming- Writing for different Radio programmes: interviews, talk shows, reviews, music programmes, phone-in or on demand programmes - Translating creative works from other medium: delivering plays and classics, Radio news – news value – news script

TV: Scripts for TV- The pre-production process - Required vocabulary to understand process - The phrases used in conversation, Script writing - Editing a T.V. Documentary - roles of an editor and output editor, – selection of news – language of news writing/reporting.

TV programming: – use of formal/conversational language - abbreviations used in the filming schedule and its relevance - collocations used in T.V. as a medium - the technical vocabulary

Film:

Writing a screenplay – films as a social commentary – language in film: mirroring in-vogue vocabulary, changes with genre - The features of spoken dialogues, how language helps to pitch successfully - The relevance of log line. Vocabulary for Pre-production – Language used in explaining potential problems, presenting solutions

Writing Film Reviews: Pre – Teach Vocabulary, Structure of the Content, Mapping the different stages of how a film is born, Language devices used, Use of Contrasting Information & Additional Information, Vocabulary used.

Module 3

Digital/New Media: E- writing – rules – writing news for the web – House Style of popular news-based websites - blogs - planning and writing a blog - technical writing – search engine optimization –

writing for the social media. Use of Noun phrases, the use of pronouns, contractions, comparatives and clauses, the language used for informing and language used in a good blog.

Module 4

Advertising: elements of an advertisement – headlines, subheads, body, slogans etc– writing for advertisements / language of advertisements – creating a print ad –TV ad – radio ad – presenting a finished ad. Language used in print advert, the language of old advertisements and new advertisements, The language of International Brand advertisements and National Advertisements, the multimodalities.

The variety of language devices used in slogans, use of adjectives and verbs, Language of advertising campaigns, Vocabulary of pre-production, Preparing and presenting a finished advertisements, Art in advertising - Importance of photography – Use of minimalism in language – Writing shadowed by Visual effect - use of Music.

COURSE MATERIAL

Modules 1 - 4

Core reading: *English for the Media*, Cambridge University Press, 2013. Further reading

1. Ceramella, Nick and Elizabeth Lee. Cambridge English for the Media, CUP, 2008.
2. Kaushik, Sharda, Script to Screen: An Introduction to TV Journalism. Macmillan, 2003.
3. Booher, Dianna. E- Writing: 21st Century Tools for Effective Communication. Macmillan, 2008.

SEMESTER VI

Core Course XIV: WOMEN'S WRITING EN 1644

No. of Credits : 3

Aims:

1. To introduce students to the development of women's writing in various countries.
2. To familiarize them with the diverse concerns addressed by feminism.
3. To motivate them to critically analyse literary works from a feminist perspective.

Objectives: On completion of the course, the students should be able to

1. The students will have an awareness of class, race and gender as social constructs and about how they influence women's lives.
2. The students will have acquired the skill to understand feminism as a social movement and a critical tool.
3. They will be able to explore the plurality of female experiences.

4. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.

COURSE OUTLINE

Module 1: Essays

Module 2: Poetry

Module 3: Short Fiction

Module 4: Drama

COURSE MATERIAL

Module 1: Essays [Detailed study]

1. Virginia Woolf: "Shakespeare and his Sister" (Excerpt from *A Room of One's Own*)
2. Alice Walker: "In Search of our Mothers' Gardens" (From *In Search of Our Mother's Gardens*)
3. Jasbir Jain: "Indian Feminisms: The Nature of Questioning and the Search for Space in Indian Women's writing". (From *Writing Women Across Cultures*)

Module 2: Poetry. [Detailed study]

- | | | | |
|----|----------------------------|---|--------------------------|
| 1. | Elizabeth Barrett Browning | : | "A Musical Instrument" |
| 2. | Marianne Moore | : | "Poetry" |
| 3. | Adrienne Rich | : | "Aunt Jennifer's Tigers" |
| 4. | Sylvia Plath | : | "Lady Lazarus" |
| 5. | Margaret Atwood | : | "Spelling" |
| 6. | Kishwar Naheed | : | "I am not That Woman" |
| 7. | Suniti NamJoshi | : | "The Grass Blade" |
| 8. | Nikki Giovanni | : | "Woman" |

Module 3: Short Fiction [Non-detailed study]

- | | | | |
|----|---------------------|---|-----------------------------|
| 1. | Katherine Mansfield | : | "The Fly" |
| 2. | Shashi Deshpande | : | "A Wall is Safer" |
| 3. | Sara Joseph | : | "Inside Every Woman Writer" |
| 4. | Amy Tan | : | "Rules of the Game" |

Module 4: Drama [Non-detailed study]

- | | | | |
|----|---------------|---|-----------------------|
| 1. | Sheila Walsh | : | "Molly and James" |
| 2. | Mamta G Sagar | : | "The Swing of Desire" |

Core text:

Modules 1 – 4: Dr Sobhana Kurien, ed. *Breaking the Silence: An Anthology of Women's Literature*. ANE Books.

Books for reference:

- Beauvoir, Simone de. *The Second Sex*. UK: Hammond Worth, 1972.
- Davis, Angela. *Women, Race and Class*. New York: Random, 1981.
- Devi, Mahasweta. *Breast Stories*. Calcutta: Seagull, 1998.
- Gilbert, Sandra and Susan Gubar. *The Mad Woman in the Attic: The Woman Writer*. Yale UP, 1978.
- Goodman, Lisbeth ed. *Literature and Gender*. New York: Routeledge, 1996.
- Green, Gayle and Copelia Kahn. *Making a Difference: Feminist Literary Criticism*. New York: Routeledge.
- Humm, Maggie ed. *Feminisms: A Reader*. New York: Wheat Sheaf, 1992.
- Jain, Jasbir ed. *Women in Patriarchy: Cross Cultural Readings*. New Delhi: Rawat, 2005
- Millett, Kate. *Sexual Politics*. New York: Equinox-Avon, 1971.
- Rich, Adrienne. *Of Woman Born*. New York: Norton.
- Roudiex, Leos S. ed. *Desire in Language*. New York: Columbia UP, 1975.
- Showalter, Elaine. *A Literature of their Own*.
- Spacks, Patricia Mayor. *The Female Imagination*. New York: Avon, 1976.
- Tharu, Susie and K Lalitha. *Women Writing in India Vol I & II*. New Delhi: OUP, 1991.
- Walker, Alice. *In Search of our Mothers' Gardens*. New York: Harcourt Brace Jovanovich, 1983.
- Woolf, Virginia. *A Room of One's Own*. London: Hogarth, 1929.

Instruction to Teachers [Modules 1- 4]:

- The work of each writer mentioned in Modules 1 – 4 has to be placed against the literary backdrop of the age.

SEMESTER VI**Elective Course – TRANSLATION STUDIES: EN 1661****No. of credits: 2****AIMS**

1. To familiarize students with the concepts and theories of translation.
2. To introduce to them the art of translation.
3. To help them pursue translation as a profession.

OBJECTIVES

On completion of the course, the students should be able to

1. explain the concepts and theories of translation.
2. undertake various translation works.
3. find employment as translators.

COURSE OUTLINE

Module 1: Fundamentals of translation

Definitions – a brief history of translation in Malayalam – Theories of translation – linguistic – literary – cultural – communicative – Types of translation – Literary – Non-Literary – Technology aided translation.

Module 2: Key Concepts

Source language – Target language – Afterlife – Linguistic and cultural systems – faithfulness – confusions – equivalence

Module 3: Case Studies

1. Analysis of a translated Text:
 - a. From Malayalam to English
 - i. A story
 - ii. A poem
 - b. From English to Malayalam
 1. A story
 2. Problems of translations

COURSE MATERIAL

Modules 1 - 4 Core reading

Word Worlds (Oxford University Press)

Further reading

1. Hatim, Basil and Jeremy Munday. Translation: An Advanced Resource Book. London: Routledge, 2004.
2. Palumbo, Giuseppe. Key Terms in Translation Studies. Continuum, 2009.
3. Vasudevan Nair, M.T. Kuttiedathi and Other Stories. Abdulla, V. tr. Hyderabad: Orient Black Swan, 2009.
4. Ramakrishnan, Malayattoor. Roots. Abdulla, V. tr. Hyderabad: Orient Black Swan, 2009.
5. Basheer, Vaikom Muhammed. Poovan Banana and Other Stories. Abdulla, V. tr. Hyderabad: Orient Black Swan, 2009.

6. Abdulla, V. and R.E. Asher, Ed. Wind Flowers. New Delhi: Penguin, 2004.
7. O. Hendriyude Therañjedutha Kathakal tr. by C N Ashly. Papion, Kozhikodu.
8. 'Vanampadiyodu' by Vyloppilly Sreedhara Menon. (Translation of Keats' Ode to a Nightingale)

Semester VI

In place of Project the students should take a Comprehensive Paper of three hours duration, for 80 marks. There shall be 16 questions of a general nature based on Core Papers I to XIV from Semesters I to VI and the students should answer any ten, each in about 1 1/2 pages or 150 words. They should also attend a Viva for 20 marks. The Comprehensive Paper shall carry 4 Credits (3 for Written Paper and 1 for Viva).

Evaluation and Grading

Evaluation of each Course will consist of two parts:

1. **Continuous Evaluation (CE) (Internal)** : 20 Marks
2. **End Semester Evaluation (ESE) (External)** : 80 Marks

The components of CE will be as follows:

1. One Test Paper for 10 Marks for each Course
2. One Assignment for 10 Marks for each Course

Pass Requirements and Grading

Pass requirements and Grading will be the same as those of the BA First degree Regular Programme

Question Pattern:

The Question pattern, except that of the Comprehensive Paper, will be the same as that of the BA First Degree Regular Programme.





SCHOOL OF DISTANCE EDUCATION

UNIVERSITY OF KERALA

**Scheme and Syllabus for the
First Degree Programme under the
Credit and Semester System (CSS)**

B. A. English

2017 Admission onwards

School of Distance Education
University of Kerala,
Palayam
Thiruvananthapuram - 695 034

Scheme and Syllabus for the
First Degree Programme under the
Credit and Semester System (CSS)

B. A. English

2017 Admission onwards

Copies : (kup./2017-'18)

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Director SDE University of Kerala

Printed at: Kerala University Press

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Dear learner,

You have decided to do a BA in English Language and Literature in the Distance Learning mode. Wise decision!

Welcome to a fascinating new world of words!

What is a First Degree Programme in English Language and Literature all about?

It is mostly reading and experiencing literature that has been written in the United Kingdom. That is what 'English' literally means, 'having origins in England'. But in the last sixty years or so, the world has changed so much, and there is a lot of literature being produced in so many other countries. A lot of this has been in the English language.

There are the literatures produced in the United States of America, Canada, Australia, African countries, India, Sri Lanka – the list can be rather long! A literature student cannot ignore this vast fund of creative output being produced globally, and our courses have samples of literature from outside the United Kingdom too, mostly written in English, and a few in translation.

Doing this programme also involves learning about different forms of literature; like poetry, novel, or drama – which are called the different 'genres' of literature. We will also be looking at how literature can be understood and appreciated better, how to look deep into works of art beyond the literal meanings, and learn to blend appreciation with criticism.

The programme also has language components; the history of English language, on how the language evolved and developed, advanced information about how words are pronounced, how they are put together in sentences, how sentences come to have meanings, how these meanings help us perform different functions, and the ways in which English language is evolving in modern times.

Preparing for the course

BUT WAIT. I forgot to ask you something. Did you know that these courses assume that you already have a good knowledge of the English language? I mean enough language to read, understand and appreciate the works listed in the syllabus? Do you think or even feel that the answer is 'NO'?

DO NOT PANIC. It is ok. You can still do it. You do know a lot of English. You have been learning it for a long time now, have you not? Well what we need is some immediate and focused practice.

Try doing these. [In fact, you **MUST** do these!]

For the next few months, find time to 'immerse' yourself in English language by:

Reading a lot of English. Read things you can enjoy – the books meant for younger people will be good to begin with. They are easy to read, and you can do a lot of reading in a short time. Try also interesting articles, reports and stories in English news papers and magazines. Do not worry about understanding everything you read. Nobody ever understands everything they read! Do not stop to look up every difficult word in the dictionary either! Just read on. The dictionary must be your constant companion, but while reading practice you need to not check up every new word you come across.

Listen to English programmes in the radio, TV and the internet. Do not worry about understanding every line, just listen and listen. Have fun! The You Tube is a good source. Also try BBC and VOA sites.

Writing in English. Write a page of English every day. It is easy. You can write about something you read or listened to each day! Do not worry about the mistakes. Just write on.

All this will take care of your English language skills. Now, what more needs to be done?

Look at these tips.

You are now a student of literature and language! That is an honour. Now it is important to be elegant in the way you write! Avoid short forms like 'k' for 'ok' and 'asap' for 'as soon as possible'. Do it while sending text messages from your mobile phone, if you must, but in no other context. Be careful about your punctuation when writing letters and emails. Writing an email is like writing a letter. You must remember all the punctuation marks, using the upper case and lower case [capital and small letters] suitably, and using words like 'please' and 'thank you' where they are needed. Remember to sound polite and friendly too. Finally, remember that while writing essays on topics of study you should use a more academic kind of English. You have plenty of samples of this academic English in your study material, which I am sure you will be using a lot over the next three years.

Learning in the Distance Mode

Now you are all set to be a literature student, and you have chosen the Distance Learning mode. The main advantage of distance learning is that you can fit your learning around your work and home life. You can usually also set your own pace of study as it is your decision as to when and where you study. For the same reason, you may find this a little challenging also. Be prepared to work methodically and regularly, and you will find this a most effective and rewarding mode of learning.

The broad objectives of the Programme are to develop the following capabilities:

1. Reading

- read texts with careful attention and appreciate them
- recognize key ideas in texts and rhetorical strategies used to develop them
- respond to aesthetic, rhetorical, and cultural qualities in texts

2. Writing

- write clearly and fluently in multiple genres
- organize coherently and logically
- edit writing so that it conforms to standard usage
- develop convincing, well-supported essays

3. Understanding Literature

- understand the relationship of literature to history and culture

- understand the history of literature in English in terms of major periods and authors
- recognize and define major genres of literature
- recognize and define formal features in literature

4. Understanding English Language

- learn the history and evolution of English language
- understand English phonology
- understand further the structure of English

5. Understanding Theory and Criticism

- understand and implement several literary and rhetorical theories
- relate the study of discourse in English to other disciplines
- understand the general nature, purpose, and methods of English studies

6. Doing Research

- understand and use basic research tools
- develop questions and topics worth researching
- incorporate research into writing

The **Self Learning Materials** you are provided with will guide you through the various courses. Following this introduction you will find the detailed scheme and syllabus of your Programme. Do go through it thoroughly and become very familiar with it. This is because preparing for the examinations is important, and you need to begin early.

Do remember that these learning materials are not substitutes for the prescribed text books. It is most essential for you to access the different books prescribed for the different courses, and study them. The materials we provide are meant to help you understand the prescribed texts better.

In addition to the material, we will be offering you adequate contact classes, in which all the major aspects of the curriculum will be discussed. You are also advised to use on-line material and lectures in YouTube to enrich your learning further. Also explore short on-line courses of interest in Coursera and Edex in the internet. These are called massive open on-line courses, which are free. There are also similar courses offered by Universities in India and by the UGC. They will be useful for you.

Dr. Lal C. A.

Coordinator, BA English
Associate Professor of English
School of Distance Education

Dr. P.P. Ajayakumar

Professor of English
School of Distance Education