

# Core Courses

## SYLLABI FOR CORE COURSES - UG

### PROGRAMMES

### 2016 ADMISSIONS ONWARDS

### COURSE 1 - Methodology of Literary Studies

Course Code	<b>EN1711101</b>
Title of the course	<b>Methodology of Literary Studies</b>
Semester in which the course is to be taught	<b>1</b>
No. of credits	<b>4</b>
No. of contact hours	<b>108</b>

### AIM OF THE COURSE

The course seeks to introduce the student to the major signposts in the historical evolution of literary studies from its inception to the current postcolonial realm.

### OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to discern the following:

1. The emergence of literature as a specific discipline within the humanities.
2. The tenets of what is now known as ‘traditional’ approaches and also that of ‘formalism.’
3. The shift towards contextual-political critiques of literary studies.
4. The questions raised by Cultural Studies and Feminism(s)
5. The issues of sublaternity and regionality in the literary domain.

### COURSE OUTLINE

#### Module 1

**(18 hours)**

**Part A:** W. H. Hudson: -Some Ways of Studying Literature from *An Introduction to the Study of Literature*.

**Part B:** William Shakespeare: Sonnet 116 – -Let Me Not to the Marriage of True Minds

#### Module 2

**(18 hours)**

**Part A:** Cleanth Brookes: —The Formalist Critics from the *My Credo* series: *The Kenyon Review*

**Part B:** Emily Dickinson: —Because I could not stop for Death (poem 479)

### **Module 3**

**(18 hours)**

**Part A:** Terry Eagleton: –What is Literature?|| from *Literary Theory: An Introduction*.

**Part B:** Mahasweta Devi: –Kunti and the Nishadin||

### **Module 4**

**(18 hours)**

**Part A:** Lois Tyson: –Feminist Criticism||

**Part B:** Sara Joseph: –Inside Every Woman Writer||

### **Module 5**

**(18 hours)**

**Part A:** Peter Barry: Postcolonial Criticism

**Part B:** 2 Poems in tandem: Mahmoud Darwish: –Identity Card|| and S. Joseph: –Identity Card||

### **Module 6**

**(18 hours)**

**Part A:** Pradeepan Pampirikunnu: –What did Literary Histories Say to You?||

**Part B:** Poikayil Appachan: –No Alphabet in Sight||

#### **Approaching the Course:**

Ideally this paper should have a consistent linearity from Module 1 to 6; such a step-by-step progression will help trace the following trajectory effectively: **Traditional** to **Formalist** to **Political-Contextual** to **Feminist** to **Postcolonial** to **Regional-Subaltern** methodologies.

**Core Text:** *Nuances: Methodology of Literary Studies*. Macmillan and Mahatma Gandhi University

## **SYLLABI FOR CORE COURSES - UG PROGRAMMES**

### **2016 ADMISSIONS ONWARDS**

#### **COURSE 2 – Introducing Language and Literature**

Course Code	<b>EN1712102</b>
Title of the course	<b>Introducing Language and Literature</b>
Semester in which the course is to be taught	<b>2</b>
No. of credits	<b>4</b>
No. of contact hours	<b>108</b>

#### **AIM OF THE COURSE**

The course seeks to introduce the student to the basics of English language and literature.

#### **OBJECTIVES OF THE COURSE**

On completion of the course, the student should be able to discern the following:

1. The evolution and the differential traits of the English language till the present time.
2. The evolution of literature from antiquity to postmodern times.
3. The diversity of genres and techniques of representation and narration
4. The links between literature and film as narrative expressions.
5. The emergence of British and American Literature through diverse periods

#### **COURSE OUTLINE**

##### **Module 1**

**(18 hours)**

Language families - Indo European family of languages: Branches of Indo European - Home of the Indo Europeans - Main characteristics of Indo European languages

Germanic family of Languages: Characteristics - Grimm's Law - Verner's Law. - The position of English in Indo European family

Periods in the history of English language:

Old English period - Old English Dialects - Old English vocabulary

Middle English period - Norman Conquest - Middle English Vocabulary - Middle English dialects - French influence

Modern English period: Early modern English - The Great Vowel Shift - Renaissance and Reformation - The invention of printing - Authors and Books: The Bible - Shakespeare - Milton - Dictionaries - Loan words: Celtic, Scandinavian, Latin, French

**Module 2****(18 hours)**

Language Varieties

Dialect - Sociolect - Idiolect - Register - Pidgin - Creole -

English Today: Evolution of Standard English - Standard British English - Received

Pronunciation - English as Global language - American English - Australian English -

General Indian English - African English - Caribbean English - Second language acquisition

Word Formation: Compounding - Derivation - Abbreviation - Onomatopoeic words -

Clipping - Acronyms - Portmanteau words

Historical Semantics - Semantic change: Generalisation - Specialisation - Association of Ideas - Euphemism - Popular misunderstanding

**Module 3****(36 hours)**

Classical Genres: Epic - Drama - Poetry

Modern Genres: Novel - Short Story - Novella

Genre Types:

Poetry - Narrative poetry and lyrical poetry - Elegy - Ode - Sonnet - Ballad - Dramatic

Monologue

Drama - Tragedy - Comedy - Closet Drama – Epic Theatre - Theatre of the Absurd

Ambience:

Plot - Character - Point of View - Setting

**Module 4****(18 hours)**

Film and Literature - Dimensions of Film: Visual, Auditory and Spatial - Film Language:

Montage and Mise-en-scene - Cut and the Shot - Styles of acting – Auteur theory -

Adaptation

**Module 5****(18 hours)**

Periods of Literature: British and American

Old English - Middle English - Renaissance - Restoration - Neo-classical - Romantic -

Victorian - Modern - Postmodern - American Crossover - American Transcendentalism

**Core text for Modules 1 and 2:**

V. Shyamala: *A Short History of English Language*.

**Core Texts for Modules 3, 4 and 5:**

Mario Klarer: *An Introduction to Literary Studies* [excluding the 4th chapter on 'Theoretical approaches to literature.']

## **SYLLABI FOR CORE COURSES - UG PROGRAMMES**

### **2016 ADMISSIONS ONWARDS**

#### **COURSE 3 – Harmony of Prose**

Course Code	<b>EN1713103</b>
Title of the course	<b>Harmony of Prose</b>
Semester in which the course is to be taught	<b>3</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

#### **AIM OF THE COURSE**

The student is given space to mature in the presence of glorious essays, both Western and Non-Western.

#### **OBJECTIVES OF THE COURSE**

On completion of the course, the student shall be:

1. familiar with varied prose styles of expression.
2. aware of eloquent expressions, brevity and aptness of voicing ideas in stylish language.

#### **COURSE OUTLINE**

##### **Module 1**

**(18 hours)**

Francis Bacon: Of Friendship

Jonathan Swift: The Spider and the Bee

Joseph Addison: Meditations in Westminster Abbey

##### **Module 2**

**(18 hours)**

Samuel Johnson: Death of Dryden

Charles Lamb: Dream Children; a reverie

William Hazlitt: The Fight

**Module 3****(18 hours)**

Robert Lynd: Forgetting

Virginia Woolf: A Room of One's Own (an extract)

Aldous Huxley: The Beauty Industry

**Module 4****(18 hours)**

Nirad C. Choudhari: Indian Crowds (extract from *The Autobiography of an Unknown Indian*)

Amartya Sen: Sharing the World

A. K. Ramanujan: A Flowery Tree: A Woman's Tale

**Module 5****(18 hours)**

Kamau Brathwaite: Nation Language

Pico Iyer: In Praise of the Humble Coma

William Dalrymple: The Dancer of Kannur (extract from *Nine Lives*)

**Core Text:** *Harmony of Prose*

## **SYLLABI FOR CORE COURSES - UG PROGRAMMES**

### **2016 ADMISSIONS ONWARDS**

#### **COURSE 4 – Symphony of Verse**

Course Code	<b>EN1713104</b>
Title of the course	<b>Symphony of Verse</b>
Semester in which the course is to be taught	<b>3</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

#### **AIM OF THE COURSE**

To acquaint the student with the rich texture of poetry in English.

#### **OBJECTIVES OF THE COURSE**

On completion of the course the students shall have:

1. an understanding of the representation of poetry in various periods of the English tradition.
2. an awareness of the emerging cultural and aesthetic expressions that poetry makes possible.

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#### **COURSE OUTLINE**

##### **Module 1 (Renaissance and Restoration)**

**(18 hours)**

Edmund Spenser: One Day I Wrote Her Name

William Shakespeare: Sonnet 130

John Donne: Canonization

John Milton: Lycidas

John Dryden: A Song for St. Cecilia's Day

##### **Module 2 (Romantic Revival)**

**(18 hours)**

William Wordsworth: Lucy Gray

Samuel Taylor Coleridge: Christabel (Part I)

Percy Bysshe Shelley: Ode to the West Wind

John Keats: To Autumn

**Module 3 (Victorian)****(18 hours)**

Alfred, Lord Tennyson: Ulysses  
Robert Browning: Porphyria's Lover  
Matthew Arnold: Dover Beach  
Christina Rossetti: A Hope Carol

**Module 4 (Twentieth Century)****(18 hours)**

W. B. Yeats: Easter 1916  
T S Eliot: The Love Song of J Alfred Prufrock  
Philip Larkin: The Whitsun Weddings  
Sylvia Plath: Lady Lazarus

**Module 5 (Contemporary)****(18 hours)**

A. D. Hope: Australia  
Maya Angelou: Phenomenal Woman  
Seamus Heaney: Digging  
Carol Ann Duffy: Stealing

**Core Text:** *Symphony of Verse*



## **SYLLABI FOR CORE COURSES - UG PROGRAMMES**

### **2016 ADMISSIONS ONWARDS**

#### **COURSE 5 – Modes of Fiction**

Course Code	<b>EN1714105</b>
Title of the course	<b>Modes of Fiction</b>
Semester in which the course is to be taught	<b>4</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

#### **AIM OF THE COURSE**

To acquaint students with various modes of fiction.

#### **OBJECTIVES OF THE COURSE**

On completion of the course, the student will have comprehended the categories of British and non- British short fiction, and also the novel as a form of literary expression.

#### **COURSE OUTLINE**

##### **Module 1 [Short Fiction: British]**

**(36 hours)**

Mary Shelley: The Mortal Immortal  
Jerome K. Jerome: The Dancing Partner  
H. G. Wells: The Stolen Body  
Somerset Maugham: Rain  
G. K. Chesterton: The Blue Cross  
James Joyce: Araby  
Muriel Spark: The Executor  
A. S. Byatt: On the Day E. M. Forster Died

##### **Module 2 [Short Fiction: Non British]**

**(36 hours)**

Henry Lawson: The Drover's Wife  
Maxim Gorky: Mother of a Traitor  
Stephen Crane: A Dark Brown Dog  
Katherine Mansfield: A Cup of Tea  
Pearl S Buck: Once upon a Christmas  
Gabriel Garcia Marquez: A Very Old Man with Enormous Wings

Mary Lerner: *Little Selves*  
Nadine Gordimer: *Once Upon a Time*

**Module 3 [Fiction]**

**(18 hours)**

Charles Dickens: *Great Expectations*

**Core Text for Modules 1 and 2: *Modes of Fiction***

## **SYLLABI FOR CORE COURSES - UG PROGRAMMES**

### **2016 ADMISSIONS ONWARDS**

#### **COURSE 6 – Language and Linguistics**

Course Code	<b>EN1714106</b>
Title of the course	<b>Language and Linguistics</b>
Semester in which the course is to be taught	<b>4</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

#### **AIM OF THE COURSE**

This course is an introduction to the science of linguistics. It seeks to give an overview of the basic concepts of linguistics and linguistic analysis to the students.

#### **OBJECTIVES OF THE COURSE**

This course seeks to achieve the following:

1. To show the various organs and processes involved in the production of speech, the types and typology of speech sounds, segmental & suprasegmental features of the English language, and transcription using IPA.
2. To describe and explain morphological processes and phenomena.
3. To show the various processes involved in the generation of meaning.
4. To enhance students' awareness that natural language is structure dependent and generative and to develop their ability to observe, describe and explain grammatical processes and phenomena.

#### **COURSE OUTLINE**

##### **Module 1 [Introduction to Language, Linguistics and Phonetics] (36 hours)**

What is Language? - What is Linguistics? Arbitrariness - Duality -Displacement - Cultural transmission

Basic Notions - Phonetics and Phonology - Branches of Phonetics – Articulatory, Acoustic, Auditory

Organs of Speech - Air Stream Mechanism – Pulmonic, Glottal, Velaric

Respiratory System - Phonatory System –Voiced and Voiceless Sounds

Articulatory System - Oral, nasal & nasalised sounds

Classification of Speech Sounds: Consonants and Vowels -

Criteria for Classification of Consonants - The Consonants of English RP

Place of Articulation - Bilabial, Labio-Dental, Dental, Alveolar, Post-Alveolar, Palato-Alveolar, Palatal & Velar Sounds  
Manner of Articulation – Plosives, Fricatives, Affricates, Nasals, Lateral, Frictionless Continuants, Semi-Vowels, Trills & Taps  
Criteria for Classification of Vowels - The Vowels of English RP  
Tongue height: Close Vowels, Open Vowels, Half-Close Vowels, Half-Open Vowels  
Part of the Tongue Raised: Front Vowels, Back Vowels, and Central Vowels  
Position of Lips: Rounded Vowels, Unrounded Vowels  
Diphthongs: Monophthongs and Diphthongs, Falling and Rising Diphthongs, Centring and Closing Diphthongs, Fronting and Retracting Diphthongs  
Cardinal Vowels  
Vowel Diagram – Diphthongs - Tense and lax Vowels  
Phonemes and Allophones  
Phone, Phoneme, Minimal pairs - Allophone, Aspiration, Dark and Clear / l /  
Contrastive Distribution and Complementary Distribution  
Syllable  
What is a syllable? - Syllabic Structure – Onset, Nucleus, Coda - Syllabic Consonants  
Consonant Clusters, Abutting Consonants  
Suprasegmentals  
Segmentals and Suprasegmentals - Suprasegmental Phonemes  
Word Stress - Sentence Stress - Weak forms and Strong Forms  
Rhythm – Intonation - Tone, Tonic Syllable, Tonicity - Intonation patterns  
Intonation – Functions  
Juncture  
Liasion  
Assimilation  
Elision  
Linking / r / and Intrusive / r /  
Transcription  
The incongruity between spelling and pronunciation in English  
IPA  
Broad and narrow Transcription  
Transcription Practice

## **Module 2 [Morphology]**

**(36 hours)**

Basic Notions  
What is morphology?  
Morph, Morpheme  
Morpheme Types and Typology  
Free and bound morphemes  
Root, Base, Stem  
Different types of affixes: Prefix, Suffix, Infix  
Inflection  
Inflectional and derivational affixes  
Class-changing and class- maintaining affixes  
Allomorphy  
Allomorph  
Zero Morph  
Conditioning of allomorphs: Phonological & Morphological

## Word

Why is a word a difficult concept to define in absolute terms?

Lexeme

Form class and Function Class words

## Morphological Operations/Processes

Affixation

Reduplication

Ablaut

Suppletion

## Structure of Words

Simple Words

Complex Words

Compound Words

## SEMANTICS

### Basic Notions

What is semantics?

Lexical and grammatical meaning

Sense, reference, referent

### Sense Relations

Synonymy – Antonymy – Hyponymy – Homonymy – Homography – Polysemy – Metonymy  
– Ambiguity – Tautology - Collocation

## Module 3 [Syntax & Branches of Linguistics]

(18 hours)

### Basic Notions

What is syntax?

Grammar

Grammaticality and Acceptability

Descriptive and Prescriptive Grammar

Synchronic and Diachronic Grammar

Syntagmatic and Paradigmatic Relationships

Sign, Signified and Signifier

Langue and Parole

Competence and Performance

### Introduction to theories on Grammar

Traditional Grammar

Problems with traditional Grammar

Structural grammars

Phrase Structure Grammars

Transformational Generative Grammars

Kernel Sentences

Deep and Surface Structures

**One question from the essay section will be compulsory and shall deal with transcribing a passage of five lines of conversation and a set of five words using IPA symbols.**

## READING LIST

S. K. Verma and N. Krishnaswamy: *Modern Linguistics: An Introduction*. New Delhi: OUP, 1989.

H. A. Gleason: *Linguistics and English Grammar*. New York: Holt, Rinehart & Winston, Inc., 1965.

Radford A, Atkinson M, Britain D, Clahsen H and Spencer A: *Linguistics - An Introduction*. Cambridge University Press, Cambridge, 1999

Robins R H: *General Linguistics: An Introductory Survey*, Longman Group Limited, London: 1971

Fasold R. W. and Connor-Linton J (ed.): *An Introduction to Language and Linguistics*, Cambridge University Press, Cambridge, 2006

Daniel Jones: *The Pronunciation of English*. New Delhi: Blackie and Sons, 1976

A. C. Gimson. *An Introduction to the Pronunciation of English*. London: Methuen, 1980.

J. D. O'Conner. *Better English Pronunciation*. New Delhi: CUP, 2008.

T. Balasubramanian. *A Textbook of English Phonetics for Indian Students*. New Delhi: Macmillan, 1981.

T. Balasubramanian. *English Phonetics for Indian Students: A Workbook*. New Delhi: Macmillan, 1992.

## SYLLABI FOR CORE COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 7 – Acts on the Stage

Course Code	EN1715107
Title of the course	Acts on the Stage
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	108

#### AIM OF THE COURSE

The course seeks to introduce the student to select theatre texts that form the canon of English drama.

#### OBJECTIVES OF THE COURSE

On completion of the course, the student shall be:

1. familiar with the works of the playwrights included in the course.
2. informed about the broad genre-based nuances in the realm of drama.
3. able to appreciate and critique drama as an art form.

#### COURSE OUTLINE

##### Module 1 (72 Hours)

William Shakespeare: *King Lear*

##### Module 2 (36 Hours)

##### One Act Plays

George Bernard Shaw: *The Dark Lady of the Sonnets*

Anton Chekov: *The Boor*

Maurice Maeterlinck: *The Intruder*

John Galsworthy: *Strife*

**Core Text:** *Acts on the Stage*

## SYLLABI FOR CORE COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 8 – Literary Criticism and Theory

Course Code	EN1715108
Title of the course	Literary Criticism and Theory
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	90

#### AIM OF THE COURSE

The course seeks to introduce students to the major signposts in Literary Criticism, Literary Theory and Indian Aesthetics.

#### OBJECTIVES OF THE COURSE

On completion of the course, the student:

1. will have awareness about the major developments in literary criticism from the ancient times to the twentieth century.
2. will be initiated to the realm of literary theory and major theoretical schools.
3. will have awareness about the chief strains of Indian literary criticism.
4. will be able to analyse short poetical pieces critically.

#### COURSE OUTLINE

##### Module 1 [Literary Criticism]

(36 hours)

##### A. Classical Criticism

Plato - Aristotle

##### B. Neoclassical Criticism

Neoclassicism in England - Dryden, Pope, Aphra Behn, Samuel Johnson

##### C. Romantic criticism

German Idealism - British Romantic criticism: Wordsworth, Coleridge

##### D. Victorian Criticism

Matthew Arnold

##### E. From Liberal Humanism to Formalism

The poetics of Modernism: Yeats, Pound, Eliot

Formalism - Russian Formalism: Boris Eichenbaum, Mikhail Bakhtin, Roman

Jakobson- New Criticism: John Crowe Ransom, Wimsatt and Beardsley



**F. Early 20<sup>th</sup> Century Criticism**

F. R. Leavis - Marxist and Left Wing critics - Early feminist critics: Virginia Woolf, Simone de Beauvoir

**From** M. A. R Habib: *Literary Criticism from Plato to the Present: An Introduction*. Oxford: Wiley Blackwell, 2011

**Module 2 [Literary Theory]**

**(36 hours)**

**A.** Structuralism - Poststructuralism - Deconstruction - Psychoanalysis

**B.** Ideology and Discourse

**C.** Postmodernism

**From** Mary Klages: *Literary Theory: A Guide for the Perplexed*. London: Continuum, 2008.

**Module 3 [Indian Aesthetics & Practical Criticism]**

**(18 hours)**

**A.** Indian Aesthetics

Rasa - Dhvani - Vakrokti

**From** G. Balamohan Thampi: *Essays on Eastern Aesthetics*

**B.** Practical Criticism

Critical analysis of poetry

**Based on** Neil McCaw: Close Reading (Chapter 3 of *How to Read Texts: A Student Guide to Critical Approaches and Skills*. London: Viva-Continuum, 2008.)

**Note:** A compulsory question on practical criticism to be included in Section B (5 Marks) of the Question Paper

**Core Text:** *Literary Criticism and Theory*

## SYLLABI FOR CORE COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 9 – Indian Writing in English

Course Code	EN1715109
Title of the course	Indian Writing in English
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	90

#### AIM OF THE COURSE

The course is intended to sensitise students to the various ways in which literature written in English, in the Indian sub-continent serves as a platform for forming, consolidating, critiquing and re-working the issue of national ‘identity’ at various levels.

#### OBJECTIVES OF THE COURSE

On completion of the course, the student should be aware of the following:

1. The subtle flavours that distinguish the ‘Indian’ quotient in English writings from India.
2. The different concerns that Indian English writers share, cutting across sub-nationalities and regionalities.
3. The *locus standi* of diasporic ‘Indian’ writers.

#### COURSE OUTLINE

##### Module 1 (Poetry)

(18 Hours)

Henry Derozio: The Harp of India  
Nissim Ezekiel: The Patriot  
Jayanta Mahapatra: Freedom  
Kamala Das: Introduction  
Dom Moraes: Absences

##### Module 2 (Fiction)

(18 Hours)

Anita Nair: *Ladies Coupe*

**Module 3 (Drama)****(18 Hours)**

Girish Karnad: *Tughlaq*

**Module 4 (Short Fiction)****(18 Hours)**

R. K. Narayan: The Antidote

Salman Rushdie: The Free Radio

Jhumpa Lahiri: The Interpreter of Maladies

Chitra Banerjee Divakaruni: Mrs Dutta Writes a Letter

**Module 5 (Prose)****(18 Hours)**

Rabindranath Tagore: Nationalism in India

B. R. Ambedkar: Back from the West and Unable to Find Lodging in Baroda

Satyajit Ray: Odds Against Us

Amitav Ghosh: The Imam and the Indian

**Core Text: *Indian Writing in English***

## **SYLLABI FOR CORE COURSES - UG PROGRAMMES**

### **2016 ADMISSIONS ONWARDS**

#### **COURSE – Environmental Science and Human Rights**

Course Code	<b>EN1715110</b>
Title of the course	<b>Environmental Science and Human Rights</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

#### **Core module syllabus for Environmental Studies & Human Rights for under-graduate courses of all branches of higher education**

##### **VISION**

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues.

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution has been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a

six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

## **OBJECTIVES**

Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.

Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develops positive attitudes and values.

To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.

To help the students in acquiring the basic knowledge about environment and the social norms that provides unity with environmental characteristics and create positive attitude about the environment.

## **Module I**

**(18 hours)**

**Unit 1:** Multidisciplinary nature of environmental studies - Definition, scope and importance  
Need for public awareness.

**Unit 2:** Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

- a) Forest resources: Use and over-exploitation, deforestation: case studies - Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources: case studies.
- d) Food resources: World food problems - changes caused by agriculture and overgrazing - effects of modern agriculture – fertilizer & pesticide problems – water logging – salinity: case studies.
- e) Energy resources: Growing energy needs - renewable and non renewable energy sources - use of alternate energy sources: case studies.
- f) Land resources: Land as a resource - land degradation - man induced landslides – soil

erosion and desertification.

Role of individual in conservation of natural resources - Equitable use of resources for sustainable life styles.

### **Unit 3: Ecosystems**

Concept of an ecosystem - Structure and function of an ecosystem - Producers, consumers and decomposers - Energy flow in the ecosystem.

Ecological succession - Food chains, food webs and ecological pyramids.

Introduction, types, characteristic features, structure and function of the given ecosystem - Forest ecosystem

## **Module II**

**(26 hours)**

### **Unit 1: Biodiversity and its conservation**

Introduction - Bio-geographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.

India as a mega-diversity nation.

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts -

Endangered and endemic species of India

### **Unit 2: Environmental Pollution**

Definition - Causes, effects and control measures of: Air pollution - Water pollution - Soil pollution - Marine pollution - Noise pollution - Thermal pollution - 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: floods, earthquake, cyclone and landslides

### **Unit 3: Social Issues and the Environment**

Urban problems related to energy - Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people: its problems and concerns: case studies

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust: case studies - Consumerism and waste products

Environment Protection Act - Air (Prevention and Control of Pollution) Act – Water

(Prevention and control of Pollution) Act - Wildlife Protection Act - Forest Conservation Act

Issues involved in enforcement of environmental legislation - Public awareness

## **Module III**

**(10 hours)**

Jean Giono: *The Man Who Planted Trees*

K. Satchitanandan: Hiroshima Remembered

#### **Module IV**

**(10 hours)**

Bessie Head: Heaven is not Closed

Safdar Hashmi: Machine

#### **Module V**

**(26 hours)**

##### **Unit 1: Human Rights**

An Introduction to Human Rights: Meaning, concept and development - Three Generations of Human Rights (Civil and Political Rights, Economic, Social and Cultural Rights).

##### **Unit 2: Human Rights and United Nations**

Contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

##### **Unit 3: Environment and Human Rights**

Right to Clean Environment and Public Safety

Issues of Industrial Pollution - Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies - Issues of Waste Disposal - Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation.

Conservation issues of Western Ghats: Mention Gadgil committee report, Kasthuri Rangan report.

Over-exploitation of ground water resources, marine fisheries, sand mining, etc.

#### **Internal: Field study**

Visit to a local area to document environmental grassland/ hill /mountain

Visit a local polluted site: Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds, etc

Study of simple ecosystem: pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

#### **REFERENCES**

Bharucha, Erach. *Text Book of Environmental Studies for Undergraduate Courses*. University Press, 2nd Edition 2013 (TB)

Clark, R. S. *Marine Pollution*, Oxford: Clarendon (Ref)

- Cunningham, W. P., Cooper, T. H., Gorhani, E & Hepworth, M. T. 2001 *Environmental Encyclopaedia*, Mumbai: Jaico. (Ref)
- Dc A. K. *Environmental Chemistry*, Wiley Eastern. (Ref)
- Down to Earth*, Centre for Science and Environment (Ref)
- Heywood, V. H & Watson, R. T. 1995. *Global Biodiversity Assessment*, Cambridge UP (Ref)
- Jadhav, H & Bhosale, V. M. 1995. *Environmental Protection and Laws*. Delhi: Himalaya (Ref)
- McKinney, M. L & Schock, R. M. 1996. *Environmental Science Systems & Solutions*. Web enhanced edition (Ref)
- Miller T.G. Jr., *Environmental Science*, Wadsworth (TB)
- Odum, E. P 1971. *Fundamentals of Ecology*. W. B. Saunders (Ref)
- Rao, M. N. & Datta, A. K. 1987. *Waste Water Treatment* Oxford & IBII (Ref)
- Rajagopalan, R. *Environmental Studies from Crisis and Cure*, Oxford UP, 2016 (TB)
- Sharma B.K., 2001. *Environmental Chemistry*. Meerut: Geol. (Ref)
- Townsend C. Harper J, and Michael Begon, *Essentials of Ecology*, Blackwell Science (Ref)
- Trivedi R. K. *Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards*, Vol I and II, Enviro Media (Ref)
- Trivedi, R. K. and P. K. Goel. *Introduction to Air Pollution*. Techno-Science (Ref)
- Wanger, K. D. 1998. *Environmental Management*. Philadelphia: W.B. Saunders (Ref)
- (M) Magazine (R) Reference (TB) Textbook

## Human Rights

- Amartya Sen. *The Idea Justice*. New Delhi: Penguin, 2009.
- Chatrath, K. J. S. Ed. *Education for Human Rights and Democracy*. Shimla: Indian Institute of Advanced Studies, 1998.
- Law Relating to Human Rights*. Asia Law House, 2001.
- Shireesh Pal Singh, *Human Rights Education in 21<sup>st</sup> Century*. New Delhi: Discovery
- S. K. Khanna. *Children and the Human Rights*. Common Wealth, 2011.
- Sudhir Kapoor. *Human Rights in 21<sup>st</sup> Century*. Jaipur: Mangal Deep, 2001.



United Nations Development Programme. *Human Development Report 2004: Cultural Liberty in Today's Diverse World*. New Delhi: Oxford UP, 2004.

### **Six months compulsory core module course in Environmental Studies & Human Rights for undergraduates**

#### **Teaching Methodologies**

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five modules covering 72 lectures. The first two modules will cover 44 lectures which are class room based to enhance knowledge skills and attitude to environment. The third and fourth is based on subject related environmental studies which will be covered in 20 lecture hours and would provide student a multidisciplinary knowledge on environmental issues in relation with the core subject. Human rights is also included in the fifth module and 8 lectures are set apart for that. Field study is one of the most effective learning tools for environmental concerns and is purely for internal evaluation. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

Course material provided by UGC for class room teaching and field activities be utilized.

The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose.

Environmental Core Module shall be integrated into the teaching programmes of all undergraduate courses.

#### **Core Text for Module 3 & 4: *Greening Knowledge***

## SYLLABI FOR CORE COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 10 – Postcolonial Literatures

Course Code	EN1716111
Title of the course	Postcolonial Literatures
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

#### AIM OF THE COURSE

To familiarize the students the varied dimension s of postcolonial subjectivity through theory and literature.

#### OBJECTIVES OF THE COURSE

On completion of the course, the student will:

1. be aware of the social, political, cultural aspects of postcolonial societies.
2. realise the impact of colonialism and imperialism on native cultural identities.
3. get an insight into the links between language, history and culture.

#### COURSE OUTLINE

##### Module 1 [The Domain]

(36 hours)

Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Introduction of *The Empire Writes Back*  
Edward Said: Orientalism [an excerpt]  
Frantz Fanon: The Fact of Blackness

##### Module 2 [Poetry]

(18 hours)

Faiz Ahmed Faiz: A Prison Evening  
A. K. Ramanujan: Small Scale Reflections on a Great House  
David Malouf: Revolving Days  
Wole Soyinka: Civilian and Soldier  
Margaret Atwood: Journey to the Interior

**Module 3 [Fiction]**

**(18 hours)**

Peter Carey: *Jack Maggs*

**Module 4 [Drama]**

**(18 hours)**

Ngugi wa Thiong'o: *The Trial of Dedan Kimathi*

**Core Text: *Postcolonial Literatures***

## SYLLABI FOR CORE COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 11 – Women Writing

Course Code	EN1716112
Title of the course	Women Writing
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

#### AIM OF THE COURSE

To introduce the theoretical and literary responses by women and the concerns that govern feminist literature.

#### OBJECTIVES OF THE COURSE

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

1. critically respond to literature from a feminist perspective.
2. realize how the patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions.
3. identify how stereotypical representations of women were constructed and how these are subverted by feminist writing

#### COURSE OUTLINE

##### Module 1 [Essays]

(36 hours)

Betty Friedan: The Problem that has No Name (Chapter 1 of *The Feminine Mystique*)

Elaine Showalter: Towards a Feminist Poetics

Patricia Hill Collins: Mammies, Matriarchs and Other Controlling Images (Chapter 4 of *Black Feminist Thought* pp. 79-84)

##### Module 2 [Poetry]

(18 hours)

Anna Akhmatova: Lot's Wife

Mamta Kalia: After Eight Years of Marriage  
Julia Alvarez: Women's Work  
Meena Alexander: House of a Thousand Doors  
Sutapa Bhattacharya: Draupadi  
Kristine Batey: Lot's Wife  
Vijayalakshmi: Bhagavatha

**Module 3 [Short Fiction]**

**(18 hours)**

Charlotte Perkins Gilman: The Yellow Wallpaper  
Willa Cather: A Wagner Matinee  
Isabel Allende: And of the Clay We Created  
Sara Joseph: The Passion of Mary

**Module 4 [Fiction]**

**(18 hours)**

Alice Walker: *The Color Purple*

**Core Text: *Women Writing***

## SYLLABI FOR CORE COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 12 – American Literature

Course Code	EN1716113
Title of the course	American Literature
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

#### AIM OF THE COURSE

To enable the students to have a holistic understanding of the heterogeneity of American culture and to study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts.

#### OBJECTIVES OF THE COURSE

At the end of the course, the student shall be:

1. familiar with the evolution of various literary movements in American literature.
2. acquainted with the major authors in American Literary History.

#### COURSE OUTLINE

##### Module 1 [Prose]

(18 hours)

M. H Abrams: Periods of American Literature in *A Glossary of Literary Terms*  
Robert E. Spiller: The Last Frontier in *The Cycle of American Literature*  
Ralph Waldo Emerson: Gifts  
James Baldwin: If Black English isn't Language, then Tell me, What is?

##### Module 2 [Poetry]

(18 hours)

Walt Whitman: I Hear America Singing  
Emily Dickinson: I dwell in Possibility  
Robert Frost: Love and a Question  
e. e. cummings: Let's Live Suddenly without Thinking  
Langston Hughes: Let America be America Again  
Allen Ginsberg: A Supermarket in California  
Adrienne Rich: In a Classroom

Marianne Moore: Poetry

**Module 3 [Short Story]**

**(18 hours)**

Nathaniel Hawthorne: My Kinsman, Major Molineux

Edgar Allan Poe: The Purloined Letter

Mark Twain: How I Edited an Agricultural Paper

Leslie Marmon Silko: Lullaby

Kate Chopin: A Respectable Woman

**Module 4 [Drama]**

**(18 hours)**

Arthur Miller: *The Crucible*

**Module 5 [Novel]**

**(18 hours)**

Harper Lee: *To Kill a Mocking Bird*

**Core Text: *American Literature***

## SYLLABI FOR CORE COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 13 – Modern World Literature

Course Code	EN1716114
Title of the course	Modern World Literature
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

#### AIM OF THE COURSE

To make the students aware of the stupendous variety that resides in Literatures the world over.

#### OBJECTIVES OF THE COURSE

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

1. That literatures the world over engage in very deep ways with the vicissitudes of life.
2. World literatures often defy genres/regionalities and canonical assumptions to emerge as a platform where poetics and politics fuse.
3. The notion of Major and Minor, Central and Peripheral literatures is a myth.

#### COURSE OUTLINE

##### Module 1 [Poetry]

(18 hours)

Marina Tsvetaeva: Meeting  
Federico Garcia Lorca: New Heart  
Pablo Neruda: Ars Poetica  
Leopold Sedar Senghor: Black Woman  
Wizlawa Szymborska: The Terrorist, He's Watching  
Adonis: Nothing but madness remains  
Bei Dao: The Answer  
Ko Un: A Poet's Heart

##### Module 2 [Short Stories: European]

(18 hours)

Leo Tolstoy: God Sees the Truth, but Waits  
Bjornstjerne Bjornson: The Father  
Franz Kafka: Before the Law



Bertolt Brecht: The Monster  
Albert Camus: The Guest  
Javier Marias: The Life and Death of Marcelino Iturriaga

**Module 3 [Short Stories: Non-European] (18 hours)**

Ryunosuke Akutagawa: In a Grove  
Jorge Luis Borges: The Garden of Forking Paths  
Naguib Mahfouz: Half of a Day  
Julio Cortazar: Continuity of Parks  
Danilo Kis: The Encyclopaedia of the Dead  
Juan Gabriel Vasquez: The Dogs of War

**Module 4 [Novel] (18 hours)**

Italo Calvino: *The Cloven Viscount*

**Module 5 [Drama] (18 hours)**

Eugene Ionesco: *Chairs*

**Core Text: *Modern World Literature***

# Complementary Courses

## SYLLABI FOR COMPLEMENTARY COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS SEMESTER 3 (BA English Model 1)

#### COURSE 3: The Evolution of Literary Movements: The Shapers of Destiny

Course Code	EN1713201
Title of the course	<b>The Evolution of Literary Movements: The Shapers of Destiny</b>
Semester in which the course is to be taught	<b>3</b>
No. of credits	<b>4</b>
No. of contact hours	<b>108</b>

#### 1. AIM OF THE COURSE

To make the learner aware of the way in which history shapes the life and literature of a people

#### 2. OBJECTIVES OF THE COURSE

- To give the learner a comprehensive overview of the history of Britain and its impact upon the rest of the world
- To enable him to understand English literature in the light of historical events
- To analyse the manner in which a person is moulded by the historical events of his personal and communal life

#### 3. COURSE OUTLINE

##### Module 1: Moulding and Being Moulded

**18 hours**

Early settlers and invaders- the Iberians, the Celts and Romans, the Angles, Saxons, Jutes. The Anglo Saxon heptarchy- The coming of Christianity- Theodore of Tarsus and the organization of the church- Alfred the Great – St. Dunstan and Edgar – Canute the Danish king- Edward the Confessor, Harold Godwin- Society and literature of the time-the

Witangemot -the Anglo Saxon Chronicle, Beowulf, Caedmon, Cynewulf, Venerable Bede and others-

## **Module 2: The True Briton**

**36 hours**

Normans: the last invaders –William the Conqueror –the reforms of Henry I- Feudalism- the Angevin kings - the struggle between the church and the state, St. Thomas Becket – the universities of Oxford and Cambridge–the Guilds - Richard the Lionheart and the Crusades- the Magna Carta- Henry III – Simon de Montfort, and the Parliament- Edward I, annexation of Wales, Scotland and Ireland – Edward II and Edward III – The Black Death, The Hundred Years War, The Peasants Revolt – the effects of these on society and literature- The Wars of the Roses – Chaucer and the growth of the East Midland dialect into standard English – Growth of drama and stage performances- Chaucer’s contemporaries- John Wycliffe and the Lollards..

## **Module Three : Britannia Rules the Waves**

**36 hours**

The Tudor Dynasty- benevolent despots – Renaissance – maritime discoveries – the scientific temper and scientific inventions- flamboyant Henry VIII, Reformation- religious persecution- Thomas More, Erasmus, Thomas Cromwell-The Book of Common Prayer- Elizabeth I- Shakespeare – nest of singing birds- Francis Drake- peace and prosperity- The Stuarts and the Divine Right Theory- The Authorised Version- The Civil War- Oliver Cromwell and the Protectorate – John Milton- the Jacobean playwrights – Restoration- Caroline writers- The Whigs and Tories- Queen Anne and the expansion of colonialism – The Glorious Revolution

## **Module Four : A Precious Stone Set in the Silver Sea**

**18 hours**

The United Kingdom today- Physical features of the British Isles, geography, demography – Customs and practices – myths and legends –the growth and development of the English language –the position held by the UK in today’s world

## **Reading List**

1. Trevelyan, G. M. Illustrated English Social History (Vol 1-6). England: Penguin, 1968.
2. Churchill, Winston. A History of the English Speaking Peoples (Vol 1-12). London: Cassel and Co., 1966.
3. Nehru, Jawaharlal. Glimpses of World History. New Delhi: Penguin, 2004.
4. Alexander, Michael (ed.) A History of English Literature. New York: Palgrave-Macmillan, 2007.
5. Sampson, George (ed.) A History of English Literature. Delhi: Foundation, 2004.
6. Thorndike, Lynn. Encyclopedia of World Civilization (Vol 2). Delhi: Shubi Publications, 1990.
7. Yeats, W. B. Writings on Irish Folklore Legend and Myth. London: Penguin, 1999.
8. Warner, Marina. From the Beast to the Blond. London: Vintage, 1995.

**4. Core Text:** Susan Varghese. *Evolution of Literary Movements: The Shapers of Destiny*. Current Books.

## **SYLLABI FOR COMPLEMENTARY COURSES - UG PROGRAMMES**

### **2016 ADMISSIONS ONWARDS SEMESTER 4 (BA English Model 1)**

#### **COURSE 4: The Evolution of Literary Movements: The Cross Currents of Change**

Course Code	<b>EN1714202</b>
Title of the course	<b>The Evolution of Literary Movements: The Cross Currents of Change</b>
Semester in which the course is to be taught	<b>4</b>
No. of credits	<b>4</b>
No. of contact hours	<b>108</b>

#### **AIM OF THE COURSE**

To enable students to have a notion of the evolution of literature and to help them perceive the interplay of social processes and literature

#### **OBJECTIVES OF THE COURSE**

By the end of the course it is hoped that:

1. students will be competent to understand literature against the backdrop of history.
2. students will be inspired to contribute dynamically to historical and literary processes.

#### **COURSE OUTLINE**

##### **Module 1 [Literature and Revolution] (36 hours)**

- a. The interaction between the French Revolution and the literature of the age
- b. Literature in the context of the Russian Revolution

##### **Module 2 [Literature and Renaissance] (18 hours)**

- a. The social context of the burgeoning of literature in Latin America
- b. Kerala at the dawn of awakening

##### **Module 3 [Literature and Liberation] (36 hours)**

- a. Literature and feminism
- b. Dalit writing

**Module 4 [Literature and the Third World]**

**(18 hours)**

- a. Articulating the Postcolonial Experience
- b. An overview of New Literatures

**Core Text:** Dr B Keralavarma. *Evolution of Literary Movements: The Cross-currents of Change*.

# Open Courses

## SYLLABI FOR OPEN COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 1 – Appreciating Films

Course Code	<b>EN1715401</b>
Title of the course	<b>Appreciating Films</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>4</b>
No. of contact hours	<b>72</b>

#### AIM OF THE COURSE

The course seeks to introduce the student to the major elements that constitute cinema. Also the attempt will be to equip the student to academically discuss cinema in terms of critiques and close analyses.

#### OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to discern the following:

1. The broad contours of the history and aesthetics of films.
2. The overarching film genres and the basic terminology of film studies.
3. The distinction between mere appreciation of films and sustained ideological film analysis.
4. The questions raised by Cultural Studies and Feminism(s) in their encounter with films.
5. The issues raised by cinematic adaptations of literature.

#### COURSE OUTLINE

##### Module 1 (Broad Film Genres)

**(18 hours)**

Lumiere vs. Melies [*Arrival of a Train* vs. *An Impossible Voyage*]

Narrative Cinema vs. Documentary Cinema

Hollywood Style as Norm - Roland Emmerich's *Independence Day* (1996)

German Expressionism - F.W. Murnau's *Nosferatu* (1922)

Neo-realism - Vittorio De Sica's *Bicycle Thieves* (1948)

##### Module 2 (Film Languages)

**(18 hours)**

Montage Theory: [Clippings from Eisenstein's *Battleship Potemkin* and Chaplin's *Modern*

*Times*]

Mise-en-scene: [The opening sequence from Werner Herzog's *Aguirre, Wrath of God* (1972) and the infamous 'horse head' scene from Francis Ford Coppola's *The Godfather* (1972)]

Deep Focus, the Long Take and psychological representation: [Select scenes from Orson Welles' *The Magnificent Ambersons* (1942)]

Jump Cut (anti-seamless-dissolve) [Examples from Godard's *Breathless* (1960)]

### **Module 3 (Reading Films)**

**(18 hours)**

Cinema and Ideology/Identity Politics

[Kamal Haasan's *Hey Ram* (2000) and Shaji Kailas's] *Aaraam Thampuran* (1997)]

Cinema and Feminism

[Rajkumar Hirani's *PK* (2014) and K. G. George's *Aadaminte Variyellu* (1983)]

### **Module 4 (Film Adaptations)**

**(18 hours)**

Shakespeare/Hamlet: Vishal Bhardwaj's *Haider* (2014)

Basheer/Mathilukal: Adoor Gopalakrishnan's *Mathilukal* (1990)

### **Films Recommended for Background Viewing**

George Melies: *An Impossible Voyage*

Lumiere brothers: *Arrival of a Train*

Sergei Eisenstein: *Battleship Potemkin*

Charlie Chaplin: *Modern Times*

Werner Herzog: *Aguirre, Wrath of God*

Francis Ford Coppola: *The Godfather*

Orson Welles: *The Magnificent Ambersons*

Jean Luc-Godard: *Breathless*

V. K. Prakash: *Karmayogi* [Malayalam]

**Core Text: *Appreciating Films***

## SYLLABI FOR OPEN COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 2 – Theatre Studies

Course Code	<b>EN5CROP02</b>
Title of the course	<b>Theatre Studies</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>4</b>
No. of contact hours	<b>72</b>

#### AIM OF THE COURSE

The students will be introduced to a selection of plays from the West and the East, ranging from the tragic and the comic, the folk and the street, so as to generate interest in theatre and make them aware of the new trends in modern theatre.

#### OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to imbibe the following:

1. An understanding of a selection of well-discussed plays across the world.
2. The classical and modern theatre in the West and the East.
3. The form and content of various kinds of theatre.
4. Colonial and subversive postcolonial aspects in Indian theatre.
5. Issues of gender, identity, caste, tradition, morality, etc dealt with by modern theatre.

#### COURSE OUTLINE

##### **Module 1 (Classics) (18 hours)**

Kalidasa: *Abhijnanasakunthalam* – Act I

William Shakespeare: *Othello* – Act I, Scene III, 1-295

##### **Module 2 (Tragic Vision) (18 hours)**

Eugene O'Neil: *Before Breakfast*

Langston Hughes: *Soul Gone Home*



**Module 3 (Comic Vision)**

**(18 hours)**

Bernard Shaw: How He Lied to Her Husband

Anton Chekov: The Proposal

**Module 4 (Folk/Street)**

**(18 hours)**

Kavalam Narayana Panicker: Maraattom

Malini Bhattacharya: Giving Away the Girl

**Core Text: *Theatre Studies***

## **SYLLABI FOR OPEN COURSES - UG PROGRAMMES**

### **2016 ADMISSIONS ONWARDS**

#### **COURSE 3 – English for Careers**

Course Code	<b>EN5CROP03</b>
Title of the course	<b>English for Careers</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>4</b>
No. of contact hours	<b>72</b>

#### **AIM OF THE COURSE**

To make the students competent in their job-seeking, job-getting, and job-holding needs. The course shall cater to equipping the students in Comprehensive Language Enhancement.

#### **OBJECTIVES OF THE COURSE**

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

1. To develop communicative skills, which will enable them to prepare for a career and function effectively in it.
2. To equip themselves in oral and written communication to enhance their academic and professional use of language.
3. To train themselves in making effective presentations.

#### **COURSE OUTLINE**

##### **Module 1[Oral and Written Skills for Jobs and Careers] (18 hours)**

- a. Applying for jobs—Preparing Resumes—Writing Cover letters.
- b. Preparing for interviews—Taking Interviews—Post-Interview follow-up-Promotion
- c. Interviews—Group Discussions

##### **Module 2[Correctness of Language Usage] (18 hours)**

- a. Common errors in communication and how to avoid them.
- b. Some Notions—Conventional and idiomatic expressions.
- c. Today's Vocabulary
- d. Grammar for Grown-ups

### **Module 3 [Facing People]**

**(18 hours)**

- a. Structuring and delivering a presentation.
- b. Communication in the Management context.
- c. Importance of Words/Language.
- d. Horizontal and Democratic Communication.

### **Module 4 [Keeping the Job]**

**(18 hours)**

- a. Human relationships in academic and professional life.
- b. Front Office Management and Keeping public relations (Telephone Skills)
- c. Soft Skills for Team Building.
- d. Keeping the Job—Professional Ethics
- e. Managing Multiple Roles- Healthy Balancing of family and career.

### **Reading List**

1. Samson et al. *English for Life - 4*. New Delhi: Cambridge UP.
2. Vasudev, Murthy. *Effective Proposal Writing*. New Delhi: Response, 2006.
3. *Towards Academic English: Developing Effective Writing Skills*. New Delhi: Cambridge UP, 2007.
4. *Oxford Guide to Effective Writing and Speaking*. OUP, 2007.
5. Bhatnagar, R. P. *English for Competitive Examinations*. New Delhi: Macmillan, 2009.
6. *English for Careers*. Pearson.
7. *ABC of Common Grammatical Errors*. Macmillan, 2009
8. Kaul, Asha. *The Effective Presentation*. New Delhi: Response
9. Shepherd, Kerry. *Presentations at Conferences, Seminars and Meetings*. New Delhi: Response.
10. Vilanilam, J. V. *More Effective Communication: a Manual for Professionals*. Response 2008
11. *English for Career Development*. Orient Longman, 2006.

**Core Text: *English for Careers***

# Choice Based Courses

## SYLLABI FOR CHOICE BASED COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 1 – Comparative Literature

Course Code	EN6CB01
Title of the course	Comparative Literature
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	72

#### AIM OF THE COURSE

To introduce the student to the various concepts relating to comparative study of literature and to promote an international approach to the study of literature.

#### OBJECTIVES OF THE COURSE

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

1. Develop strategies and methodologies in the study of literatures in comparison.
2. Undertake a methodological investigation of problems involving more than one literature so that she/he may acquire a broader sense of literary history and tradition.
3. Critically analyze literary texts in a broader perspective of World Literature.

#### COURSE OUTLINE

##### Module 1 [Themes and Contexts] (18 hours)

K. M. Krishnan: 'Introduction' in the anthology *Between the Lines*

Susan Bassnett: 'What is Comparative Literature Today' from *Comparative Literature: An Introduction*

##### Module 2 [Envisioning] (18 hours)

##### Part A: Writing

Ted Hughes: The Thought Fox

Seamus Heaney: Personal Helicon

**Part B: Death Wish**

Sylvia Plath: Tulips

Dorothy Parker: Resume

**Part C: Hamlets**

Anna Akhmatova: Reading Hamlet

C. P. Cavafy: King Claudius

Salman Rushdie: Yorick

**Module 3 [Nuance]****(18 hours)****Part A: Myth**

Rabindranath Tagore: Karna Kunti Samvad

G. Sankarapilla: Wings Flapping, Somewhere

**Part B: Sleuthing**

Arthur Conan Doyle: The Adventure of the Blue Carbuncle

V. K. N.: Sherlock Holmes

**Module 4 [Motif]****(18 Hours)**

Carlo Collodi: The Adventures of Pinocchio

Nikolai Gogol : The Nose

Vaikom Muhammad Basheer : The World Renowned Nose

**Core Text:** *Comparative Literature*

## SYLLABI FOR CHOICE BASED COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 2 – Modern Malayalam Literature in Translation

Course Code	EN1716301
Title of the course	Modern Malayalam Literature in Translation
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	72

#### AIM OF THE COURSE

The students will be introduced to a selection of literature translated from Malayalam into English. The student will be able to establish an endearing rapport with the cultural aspects of the living environs.

#### OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to comprehend the following:

1. An understanding of a selection of much discussed writers/literary pieces in Malayalam.
2. The various genres in Malayalam.
3. The modern trends in Malayalam literature.
4. Experiments with form in Malayalam poems and prose.

#### COURSE OUTLINE

##### Module 1 (Poetry)

(18 hours)

Balamani Amma: The Pen

Ayyappa Paniker: Theft

Kadamanitta: Feline Fancies

Satchidanandan: The Mad

Balachandran Chulikkad: Possessed

V. M. Girija: A Tree I Was Long Back

S. Joseph: Group Photo

Anitha Thampi: Sweeping the Front Yard

Bindu Krishnan: Certain Days, Like This

**Module 2 (Short Fiction)****(18 hours)**

M. T. Vasudevan Nair: For You  
Madhavikutti: Neypayasam  
M. Mukundan: The Eyesight of the Mirror  
Paul Zacharia: Last Show  
N. S. Madhavan: Afterword  
Santhosh Echikkanam: The Hunters in a Picture Story  
Subhash Chandran: Bloody Mary  
Anvar Abdulla: Sea-Roar

**Module 3 (Novel)****(18 hours)**

O. V. Vijayan: *The Legends of Khasak*

**Module 4 (Novella/Memoir/Prison Narrative)****(18 hours)**

Vaikom Muhammad Basheer: Walls

**Background Reading**

1. Sujit Mukherjee, 'Translation as Discovery' (139-150 in *Translation as Discovery*)
2. A K Ramanujan, 'Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation.' (131 – 160 in *The Collected Essays of A K Ramanujan*)
3. Gayatri Chakravorty Spivak, 'The Politics of Translation.' (397- 416 in *The Translation Studies Reader*)
4. G N Devy, 'Translation and Literary History: An Indian View (pp 182 – 88 in *Postcolonial Translation: Theory and Practice*)
5. Walter Benjamin, 'The Task of the Translator.' (15 - 25 in *The Translation Studies Reader*)

**Core Text: *Modern Malayalam Literature in Translation***

## SYLLABI FOR CHOICE BASED COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 3 – Regional Literatures in Translation

Course Code	EN6CB03
Title of the course	Regional Literatures in Translation
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	72

#### AIM OF THE COURSE

The students will be introduced to a selection of regional literatures translated into English.

#### OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to comprehend the following:

1. An understanding of much discussed writers/literary pieces in the vernaculars.
2. The modern trends in regional literatures.

#### COURSE OUTLINE

##### Module 1 [Prose]

(18 hours)

Susan Bassnett: Introduction to *Translation Studies*

Keya Majumdar: Appropriating the Other - Some Challenges of Translation and its Theories

Romila Thapar: 'The Abhijnana-Sakuntalam of Kalidasa' from *Shakuntala: Texts, Readings and History*

##### Module 2 [Poetry]

(18 hours)

Jibanananda Das: Banalata Sen

Kedarnath Agarwal: Freedom of the Writer

Amin Kamil: Naked Thoughts

P Lankesh: Mother (Avva)

P. P. Ramachandran: Iruppu

S Joseph: Fish Monger

##### Module 3 [Drama]

(18 hours)

C. J. Thomas: *Crime 27 in 1128*



Vijay Tendulkar: *Kanyadaan*

**Module 4 [Short Story]**

**(18 hours)**

Saadat Hasan Manto: Toba Tek Singh

Amrita Pritam: The Weed

Annabhau Sathe: Gold from the Grave

Sujatha: Washing Machine

Devanuru Mahadeva: Tar Arrives

**Core Text: *Regional Literatures in Translation***

## SYLLABI FOR CHOICE BASED COURSES - UG PROGRAMMES

### 2016 ADMISSIONS ONWARDS

#### COURSE 4 – Voices from the Margin

Course Code	EN6CB04
Title of the course	Voices from the Margins
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	72

#### AIM OF THE COURSE

To introduce –voices from the margins to the students, as an attempt to understand suppressed histories and discourses.

#### OBJECTIVES OF THE COURSE

On completion of the course, the student will have critically encountered subaltern voices, Dalitness and indigeneity.

#### COURSE OUTLINE

##### Module 1

(36 Hours)

‘Subaltern’ - Entry in *Routledge Dictionary of Literary Terms* by Peter Childs and Roger Fowler

Poikayil Appachan. –Remembering the Travails. In *Writing in the Dark: A Collection of Malayalam Dalit Poetry*. Eds. M. B. Manoj and George K. Alex. Mumbai: VAK. 2008. 21-25.

Sharankumar Limbale. –Dalit Literature: Form and Purpose. In *Towards an Aesthetics of Dalit Literature*. Hyderabad: Orient Longman. 2004. 23-39.

Kallen Pokkudan. *My Life* (Excerpts). *The Oxford India Anthology of Malayalam Dalit Writing*. New Delhi: OUP. 2012. 185-195.

Hira Bansode. –Yashodhara. In *Posioned Bread*. Ed. Arjun Dangle. Hyderabad: Orient Blackswan. 2009. 36-37.

M. B. Manoj. —Anonymous. || *No Alphabet in Sight: New Dalit Writing from South India: Dossier 1: Tamil and Malayalam*. Eds. K. Satyannarayana and Susie Tharu. New Delhi: Penguin. 532-533.

Bama. *Sangati*. New Delhi: OUP. 2005.

## Module 2

(36 Hours)

Ramanika Gupta. –Adivasi Literature: An Emerging Consciousness. || *Indigeneity: Culture and Representation*. Hyderabad: Orient Blackswan. 2009. 191-202.

G. N. Devy. –Aphasia: The Fate of the Indigenous Languages || Introduction to *The Language Loss of the Indigenous*. Eds. G. N. Devy, Geoffrey V. Davis and K. K. Chakravarty. New Delhi: New York: Routledge. 2016. 1-6.

Dakxin Bajrange. –Budhan || in. *Painted Words: An Anthology of Tribal Literature*. Ed. G. N. Devy. Vadodara: Purva Prakash. 2012. 245-272.

Narayan/Catherine Thankamma. –We want to be understood . . . and allowed to live with dignity. || Interview. *Kocharethi: The Araya Woman*. New Delhi: OUP. 2011. 208-216.

Bhaskaran. *Mother Forest: The Unfinished Story of C.K. Janu*. New Delhi: Kali for Women. 2004.

**Core Text: *Voices from the Margins***