



UNIVERSITY OF CALICUT

Abstract

General and Academic - Faculty of Language and Literature - BA English with Islamic History programme - Corrected version of Syllabus with effect from 2015 admission - Approved - Orders Issued

G & A - IV - B

U.O.No. 3776/2019/Admn

Dated, Calicut University.P.O, 15.03.2019

*Read:-*1.U.O No. 8889/2015/Admn dtd 18/08/2015

2. Email dtd 20/02/2019 from the Chairperson, Board of Studies in English UG
- 3.Syllabus of BA English with Islamic incorporating the corrections forwarded by the Chairman on 28/02/2019
4. Remarks from the Chairperson,Board of Studies in Islamic History UG
5. Remarks from the Dean, Faculty of Language and Literature

ORDER

Orders were issued , vide paper read first above, approving the Syllabus of BA English with Islamic History (Islamic History Complementary) w.e.f 2015 Admn. onwards and also to equalize BA English with Islamic History (Islamic History Complementary) to BA English Language and Literature.

The Chairperson , Board of Studies in English UG vide paper read second above has pointed out that the Principal of Sullumussalam Arabic College, Areekode has informed them that the students of B.A. English with Islamic History programme of that college have not been able to register for VI Semester examinations since the electives of the programme have not been included in the syllabus . The Chairperson has clarified that it is an inadvertent omission and that the syllabus of B.A. English Language and Literature is the same as that of BA English with Islamic History except for complementary courses. The Chairperson ,Board of Studies in English UG has further forwarded the corrected version of the Syllabus of BA English with Islamic History 2015 admission vide paper read third above incorporating the syllabus of elective courses and correcting the credits and codes of some Courses.

The Chairman, Board of Studies in Islamic History UG has approved the corrected version of the Syllabus of BA English with Islamic History with effect from 2015 admission forwarded by the Chairperson, Board of Studies in English UG vide paper read fourth above.

The Dean, Faculty of Language and Literature has approved the corrected version of the Syllabus of BA English with Islamic History programme with effect from 2015 admission forwarded by the Chairman Board of Studies in English UG and approved by Chairman, Board of Studies in Islamic History UG vide paper read fifth above.

The Vice Chancellor has therefore accorded sanction to approve the corrected version of the Syllabus of BA English with Islamic History programme forwarded by the Chairperson, Board of Studies in English UG and approved by the Chairman, Board of Studies in Islamic History UG and Dean, Faculty of Language and Literature with effect from 2015 admission, which is appended.

U.O read as (1) above stands modified to this extent.

Orders are issued accordingly.

Biju George K

Assistant Registrar

To

The Principal, Sullumussalam Arabic College, Areekode

Copy to : PS TO VC / PA to PVC / PA to Registrar / PA to CE / JCE I / JCE II / EX IV section / EG section / GA I F / Library / SF / DF / FC

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT
CHOICE BASED CREDIT
SEMESTER SYSTEM FOR
UNDERGRADUATE PROGRAMME
(CUCBCSS)



SYLLABUS

Additional Complementary papers
in Islamic History For
BA English with Islamic History
(2015-16 Admissions Onwards)

Under
Calicut University Regulations for
Choice Based Credit Semester System
For Under-Graduate Curriculum 2014

(CUCBCSS UG - 2014)

Regulations Governing Bachelor of English with Islamic History

- 1.0 Title of the programme: This DEGREE shall be called **BACHELOR OF ENGLISH WITH ISLAMIC HISTORY**
- 2.0 Eligibility for admission: Any candidate who passed Plus Two of the Higher Secondary Board of Kerala or equivalent examinations of any other University or Board of Examinations in any state recognized as equivalent to Plus Two of the Higher Secondary Board in Kerala, or Afzal ul Ulema Preliminary is eligible for admission. However, candidates who have studied Arabic for the qualifying examinations shall be given a weightage of 25 marks per paper subject to maximum 50 marks
- 3.0 Duration of the programme: The duration of the BA English with Islamic programme is three academic years with six semesters.
- 4.0 Medium of Instruction: The medium of instruction and the examination for the core courses shall be English only.
- 5.0 Evaluation system shall be as per CUCBCSS- UG regulations of University of Calicut.
- 6.0 BA English with Islamic History offered by the University of Calicut will be considered as equivalent to BA English Language offered by the University of Calicut.
- 7.0 Courses of study: Total number of courses for the whole BA English and Literature is 35.

It is divided into four groups namely-

1. Common courses
2. Core courses
3. Complementary courses and
4. Open courses

**Scheme of BA English with Islamic History
(For semester 1 to 4)**

Semester	Course	Title	Hr/week	credits
First	Common-I	Common English Course - I	4	3
	Common-II	Common English Course - II	5	3
	Common-III	Additional Language Course - I	4	4
	Core-I	Reading Poetry	6	4
	Complimentary-I	Emergence of Islam and prophet	3	2
	Complimentary-II	The Caliphate period	3	2
Second	Common-IV	Common English Course - III	4	4
	Common-V	Common English Course - IV	5	4
	Common-VI	Additional Language Course - II	4	4
	Core-II	Reading Prose	6	4
	Complimentary-III	Umayyads and Abbasids period	3	2
	Complimentary-IV	Muslim World between 10 th and 15 th centuries	3	2
Third	Common- VII	Common English Course - V	5	4
	Common-VIII	Additional Language Course - III	5	4
	Core -III	Reading Drama	4	4
	Core- IV	Reading Fiction	5	4
	Complimentary-V	History of Islam in Europe	3	2
	Complimentary-VI	Modern Arab World	3	2
Fourth	Common-IX	Common English Course - VI	5	4
	Common-X	Additional Language Course - IV	5	4
	Core - V	Modern English Literature	5	4
	Core-VI	Methodology of Humanities	4	4
	Complimentary-VII	History and Culture of Medieval India	3	2
	Complimentary-VIII	History and Culture of Modern India	3	2

UNIVERSITY OF CALICUT

Syllabus for a Islamic history Additional Complementary Courses Choice Based Credit Semester System UG (CBCSSUG) Course Structure and Distribution

Sl.No	Semester	Code	Name of the Courses	Credit	Contact Hours and Weightage	Internal Marks	External Marks	Total Marks
1	1	ISH1C01	Emergence of Islam and prophet	2	3	10	40	50
2		ISH1C02	The Caliphate period	2	3	10	40	50
3	2	ISH2C03	Umayyads and Abbasids period	2	3	10	40	50
4		ISH2C04	Muslim World between 10th and 15th centuries	2	3	10	40	50
5	3	ISH3C05	History of Islam in Europe	2	3	10	40	50
6		ISH3C06	Modern Arab World	2	3	10	40	50
7	4	ISH4C07	History and Culture of Medieval India	2	3	10	40	50
8		ISH4C08	History and Culture of Modern India	2	3	10	40	50
Total Credits				16		Total Marks		400

Distribution of Internal Evaluation (IE) Components	
Attendance	2
Assignment/ Seminar	3
Test Paper	5
Total	10

Question pattern for External Evaluation (Complementary Courses)				
Type of Questions	Questions to be given	Questions to be answered	Marks for each questions	Total Marks
Objective type	8	8	1/2	4
Very Short Answer	10	8	2	16
Short Essay	4	2	5	10
Essay	2	1	10	10
Total	24	19		40

**Outline of the Elective Course for
B.A. Programme in English with Islamic History**

Course Code	Title of Course	Teaching Hour/Week	Credit	Semester inwhich course to be taught
ENG6B5E1	World Classics in Translation	3	3	6
ENG6B5E2	Regional Literatures in Translation	3	3	6
ENG6B5E3	Dalit Literature	3	3	6

**Open Course Offered By Ba English With Islamic History
Programme For Students Of Other Disciplines**

Course Code	Title of Course	Teaching Hour/Week	Credit	Semester inwhich course to be taught
ENG5D01	Film Studies	3	2	5
ENG5D02	Creative Writing in English	3	2	5
ENG5D03	Applied Language Skills	3	2	5

**Outline of the Core Course for
B.A. Programme in English with Islamic History**

Course Code	Title of Course	Teaching Hour/Week	Credit	Semester in which course to be taught
ENG1B01	Reading Poetry	6	4	1
ENG2B01	Reading Prose	6	4	2
ENG3B01	Reading Drama	4	4	3
ENG3B02	Reading Fiction	5	4	3
ENG4B01	Modern English Literature	5	4	4
ENG4B02	Methodology of Humanities	4	4	4
ENG5B01	Indian Writing in English	5	5	5
ENG5B02	Language and Linguistics	5	5	5
ENG5B03	Methodology of Literature	5	4	5
ENG5B04	Informatics	5	4	5
ENG5B05	Project	2	0	5
ENG6B01	Literary Criticism and Theory	5	5	6
ENG6B02	Literature in English: American & Post colonial	5	4	6
ENG6B03	Women's writing	5	4	6
ENG6B04	Writing for the Media	5	4	6
ENG6B05	Project	0	2	6

The project works begin in the fifth semester and shall be submitted in the end of sixth semester. The credits shall be considered in sixth semester only.

Syllabus

BA English with Islamic History (Complementary Papers –Islamic History)

a. Introduction

Islamic history generally refers to the historical study of Islam and Islamic civilization. Islamic history provides the opportunity to study the developments of Islamic thought and Muslim societies from a broad multidisciplinary perspective. It addresses the issues relevant to the development of Islam as a religion and civilization from its origins to present. The field of Islamic history is both wide-reading and dynamic. It includes the range of foundational documents, traditions, institutions and history of Muslims throughout the world. This interdisciplinary field therefore includes history, religion, philosophy, anthropology, Arabic language and literature, as well as literatures in other languages including Persian, Turkish, Urdu, and remains responsive to new discoveries, interpretations, ideologies and theories.

Islamic civilization flourished, making major contributions to mathematics (Arabic numerals, algebra, and geometry), philosophy, medicine and other sciences, art, and architecture. Islam, along with the West, China, and Byzantium had been counted one among the five great civilizations in the pre-modern world.

This course gives the students a clear idea of the basics Islamic history, historiography and political developments over centuries, and socio-economic conditions of the Arab African regions in different periods. It traces the development of an enlightened society, with particular attention paid to the plurality of cultures that comprised the region.

Paper I

ISH1C01 - Emergence of Islam and Prophet

a. Aims of the course

The course aims to familiarise students in the Geography of Arabian Peninsula, its climate and the Jahiliyya days of pre- Islamic times. It also throws light to the life of the Holy Prophet and the Khilafat rule of Islamic History.

b. Objectives of the course

1. To introduce an awareness among students in the Geography of Arabia, its climate, vegetation, Animal life, and its population. It also gives an idea of the tribal culture, desert life, religious beliefs and social system prevailed in the pre-Islamic days.
2. To give an idea to the students that the early career of the Prophet, the days of the prophethood, the troublesome days in Makkah and ultimate migration to Madinah.
3. To pick up information by the students regarding the eventful life of Prophet Muhammad in the Madinah period such as the defensive wars he led, the administrative set up he laid on, the religious teachings he imparted and the ideal society he framed.

c. Syllabus

Module I

Geography of Arabia- Religion and society- Bedouin Life- Jahiliyya days- Poetry- Ka'ba – the role of Islam in world history. Map: Geographical divisions of Arabia.

Module II

Advent of Holy Prophet- Birth and early life – marriage with Kadija – contemplation and commencement of mission- opposition- Migration to Abyssinia- Isra' and Mi'raj- Pledge of Aqabqa- Hijrah to Madinah

Module III

Prophet at Madinah- Ansars and Muhajirs- Masjidunnabawi- Madinah charter- Prophet as ruler – Battles of Badr, Uhd – Khyber – Khandaq. Hdaybiyah Treaty and Fall of Makkah.

Module IV

Farewell sermon as Human Rights Declaration- Death of Prophet- Prophet as reformer, statesman and nation builder – Character of the Prophet – Administration under the Prophet – army – education system
Map: Islamic Republic during Prophet Muhammad.

4. Books Recommended:-

1. Ameer Ali, S. (1953) *The Spirit of Islam*, London.
2. Ameer Ali, S. (1990) *Early Islam*, Edinburgh.
3. Ameer Ali, S. (1990) *The History of the Saracens*.
4. Azam, A. R. (1964) *The Eternal Message of Muhammad*, London.
5. *Cambridge History of Islam*, (Relevant Chapters).
6. *Encyclopaedia of Islam*, (n.d.) Relevant Chapters.
7. Gibb, H. A. R. (1962) *Studies on the civilization of Islam* (ed) Boston.
8. Haykal, M.H. (n .d.) *Hayat Muhammad*, ENGLISH Tr. By Ismail Raji al Faruqi.
9. Hitti, P. K. (1949) *The Arabs: A short History*, Princeton.
10. Hitti, P.K. (1953) *The Arabs: Short History*, London.
11. Hourani, Habib (n.d.) *History of the Arabs*.
12. Hussaini, S.A.Q. (n.d.) *Arab Administration*.
13. Lewis, B. (1960) *The Arabs in History*, London.
14. Lewis, Bernard (n. d.) *Islam and the World*.

15. Maududi, S. A. A. (1979) *Seerat Sawrar-i-Alam*, Lahore.
16. Nadvi, Abdul Hassan Ali (1978) *Nabi-Rehmat*, Karachi.
17. Nadvi, Abdul Hassan Ali (1987) *Islam and the World*, Karachi.
18. Nicholson, R. A. (1962) *A Literary History of the Arabs*, Cambridge.
19. Numani, Shibli (1971) *Sirat al-Nabi*, Darul Musannifin, Azamgarh.
20. Sarwar, Hafiz Ghulam Muhammad (1969) *The Holy Prophet*, Sh. Ashraf, Lahore.
21. Siddiqi, Abdul Hameed (1969) *The life of Muhammad*, Lahore.
22. Siddiqi, Dr. Y. Mazhar (1987) *Organization of Government under the Prophet*, Delhi.
23. Siddiqi, Naeem (1975) *Muhsin-i-Insaniat*, Lahore.
24. Siddiqui, Mazharuddin (n.d.) *Development of Islamic State and Society*.
25. Watt, W. M. (1956) *Muhammad at Madinah*, Oxford.

Paper – II

ISH1C02- The Caliphate Period

a. Aims of the course

The course aims to familiarize the history and culture in the period of Caliphate. It does provide a clear account of socio-economic situation of the period.

b. Objectives of the course

1. To create awareness among students about the administrative methods, living standards of the people, revenue, agrarian system, economy and revenue.
2. To give a clear idea of the political development, justice and the status of women during the reign of right guided caliphs.
3. To keep the students informed about the development of Islamic legislation, emergence jurisprudence and the expansion of the Islamic territory during the period of the right guided caliphs.

Syllabus

Module I

Abu Bakr – early life – elected as Khalifa – condition of Arabia on his accession – battles – Usamah's army – false prophets – apostasy movement – battle of Yamamah – Persian expedition – Syrian expedition – character of Abu Bakr.

Module II

Omar – services before his accession – expansion of territory under Omar – fall of Rome and Persia - Qadisiya – Byzantium – Syria – Jerusalem – Egypt – Administration under Omar – constitutional reforms – internal reforms legislations, judiciary and justice system – army - estimate of Omar – character – death.

Module III

Othman – early life – services before accession – election of Othman – conquest in the east and west – charges against Othman – troubles – standardization of the text of the Quran – first naval conquest of Islam – assassination and aftermath – administration of Othman – character.

Module IV

Ali – early life – services before accession – martial skills – election of Ali – dissension between Ali and Mu'awiya – battle of camel – battle of siffin – tahkim – the khawarijite troubles – causes of Ali's failure – estimate of Ali's character.

Module V

Fall of the Pious Khilafat – enmity between the Hashimites and Umayyads – administrative policies of Othman and Ali – conflict between Ali and Mu'awiya – troubles created by the Khawarjites.

4. Books Recommended:-

1. Ameer Ali, S. (1953) *The Spirit of Islam*, London.
2. Ameer Ali, S. (1990) *Early Islam*, Edinburgh.
3. Ameer Ali, S. (1990) *The History of the Saracens*.
4. Haykal, M.H. *Al Siddiq Abu Bakr*
5. Haykal, M.H. *Al Farouq Omar*
6. *Cambridge History of Islam*, (Relevant Chapters).
7. *Encyclopaedia of Islam*, (n.d.) Relevant Chapters.
8. Gibb, H. A. R. (1962) *Studies on the civilization of Islam* (ed) Boston.
9. Hitti, P. K. (1949) *The Arabs: A short History*, Princeton.
10. Prof. K. Ali, *A Study of Islamic History*, Delhi
11. Hourani, Habib (n.d.) *History of the Arabs*.
12. Hussaini, S.A.Q. (n.d.) *Arab Administration*.
13. Lewis, B. (1960) *The Arabs in History*, London.
14. Lewis, Bernard (n. d.) *Islam and the World*.
15. Numani, Shibili, *Al Farouq*

Paper III

ISH2C03 - Umayyads and Abbasids Period

a. Aims of the course

The course aims to familiarize students the great civilization that existed in the 7th to 10th centuries A. D. when other parts of the world plunged in darkness. The two dynasties Umayyah and Abbasiyah presented one of the best civilizations the world has witnessed.

b. Objectives of the course

1. To introduce students regarding the Umayyah dynasty and its rulers, administration, culture and scientific contributions.
2. To impart an idea regarding the Abbasiyah culture existed and its rulers and administration, Arab historians and their contribution to historiography.
3. To distinguish the special features of Arab historiography and different forms of historical writings.
4. To provide an in depth knowledge to students regarding the greatest glory of Baghdad city, the luminaries lived there and their contribution of art, Science, literature, theology, jurisprudence and architecture.

c. Syllabus

Module I

Muawiyah and establishment of the Umayyah dynasty- Battle of Karbala- Expansion of the Republic- Abdul Malik- Al Walid- Umar ibn Abdul Aziz. Map:-Umayyah empire under Al Walid

Module II

Abbasiyah- Establishment of the dynasty- Al Mansur- Harun al Rashid- The Barmakids- Al Ma'mun- Mu'tazila- Bayt al Hikmah.

Map:-Abbasiyah empire under Harun al Rashid

Module III

Society and polity- Arabisation under Umayyah- Persianisation under Abbasiyah- Dhimmi and Mawalis- Development of religious literature-Hadith- Sihah al Sittah – Tafsir- Jurisprudence.

Module IV

Scientific and literary development- Medicine: Al Razi and IbnSina- Mathematics: Al Khwarizmi and Umar al Khayyam- Alchemy: Jabir ibnHayyan- Geography: Al-Idrisi- Philosophy: Al Kindi and Al Farabi

Books Recommended:-

1. Cambridge History of Islam, (Relevant Chapters).
2. Din, A.A., TheUmayyah Caliphate, London, 1971.
3. HabibHourani: History of the Arabs

4. Hitti, P.K., History of the Arabs, London 1953.
5. Irving, W., Conquest of Granada and Spain
6. JurjiZaydan. Tarikh-ulTamaddunil Islami.Eng.tr. D.S. Margoliuth, Oxford: 1913.
7. Lewis, B., The Arabs in History, New York, 1960,
8. Mazara-ul-Haq, History of Islam.
9. Philip K. Hitti: The Arabs: Short History, London, 1953
10. S.WMuir.The Caliphate, Its Rise, Decline and Fall.Beirut: 1961
11. S.A.Q. Hussaini, Arab Administration.
12. Sir T.W. Arnold,The Caliphate.
13. Syed Amir Ali, London, The Spirit of Islam.

Paper IV

ISH2C04 - Muslim World Between 10th and 15th Centuries

a. Aims of the course

The course aims to familiarise students with some of the significant Muslim dynasties which filled the vacuum in between the disintegration of Abbasid Empire and emergence of Ottoman Empire.

b. Objectives of the course:

1. To make the students understand that the succession states had made significant contribution to culture, science and literature as in the case of earlier Islamic dynasties.
2. To students get the idea that there is a continuity of Islamic culture and administration even after the fall of Abbasids.
3. Gets an idea about a number of Muslim dynasties which made significant contribution to civilization. .
4. Realises the role of Crusades in the cultural exchange of East and West.

c. Syllabus

Module I

The Fatimids of Egypt (909-1171) – Ismailites- Establishment of the dynasty- Foundation of Cairo- Al Aziz and Al Muizz- Al Azhar- Scientific, Literary and Architectural developments.

Module II

The Ayyubis (1171-1250)- Origin and rise- The Zangis and the Crusades- SalahuddinAyyubi and third crusade- Results of the Crusades- Cultural Contacts.

Module III

The Mamluks(1250- 1517)- Establishment of the dynasty- The Bahri and BurjiMamluks- Baybars and Qalawun- Battles of AynJalut and MarjDabiq- Intelleuctual and architectural contributions.

Module IV

Petty dynasties- Saljuqs- Buwayhs- Safawis- Ghaznawis.

Books Recommended

1. Abu Nasr, M. Jamil (n. d.) A Short History in the Islamic period, Cambridge University Press.
2. Ameer Ali, S. (1953) The Spirit of Islam, London.
3. Ameer Ali, S. (1990) Early Islam, Edinburgh.
4. Ameer Ali, S. (1990) The History of the Saracens.
5. Archer, T. A. (n. d) The Crusades, T. Fisher Unwin.
6. Aziz, S. Atia (n. d.) Crusade, Commerce and Culture, Oxford.
7. Bosworth, C. E. (n. d.) Islamic Dynasties, Edinburgh University Press.
8. Brockelmann, Carl, (n. d.) History of Islamic people, Routledge.
9. Cambridge History of Islam, (Relevant Chapters).
10. Encyclopaedia Britannica (2008) New York.
11. Encyclopaedia of Islam (Latest Edition) Leiden.
12. Hitti, P.K. (1953) The Arabs: Short History, London.
13. Hourani, Habib (n.d.) History of the Arabs.
14. Khan, Abdul Rahman (n.d.) Muslim Contribution to Science and Culture.
15. Lane-Poole, Stanley (n.d) The Muhammadan Dynasties

Paper V

ISH 3C05 - History of Islam in Europe

a. Aims of the course

The course is to make aware about the condition of Spain on the advent of Muslims and their intellectual contributions which paved the way for the European Renaissance.

b. Objectives of the course:-

1. To make aware the students about the conquest of Spain and the achievements of Muslim rule.
2. To introduce the students about the intellectual contribution of Muslims and its transmission to Europe.
3. To make understand about the petty dynasties after the fall of Umayyahs in Spain.
4. To mention about the conquest of Sicily by Muslims and their contributions to Europe through Sicily.

c. Syllabus:-

Module I

The Umayyah conquest of Spain- Musa ibnNusayr – Tariq ibnZiyad- Abdul Rahman I, II and III- Evolution of Amirate to Khilafah- Grandeur of Cordova.

Module II

Decline of Muslim rule in Spain- Al Murabits, Al-Muwahhids- Banu Nasr- Fall of Granada- Reconquista- Moriscose

Module III

The Aghlabids in Sicily- Development of Arab- Norman Culture- Sicily as a centre of cultural transmission- Federick II and Roger I

Module IV

Intellectual contributions- Historiography- IbnKhaldun- Astronomy- Philosophy- IbnRushd- Botany- IbnBaytar.

Books Recommended

1. Collins, Roger The Arab Conquest of Spain 710-797 Blackwell. Oxford. U.K. 1989.
2. Dozy, R., Spanish Islam.
3. Dr. Imam-ud-Din, A Cultural History of Spain.
4. FayyazMahmood, History of Islam.
5. Habib Hourani: History of the Arabs
6. Hitti, P.K., History of the Arabs, London 1953.
7. Imam-ud-Din, Dacca, 1959, Political History of Muslim Spain.
8. Irving, W., Conquest of Granada and Spain
9. JurjiZaydan. Tarikh-ulTamaddunilIslami
10. Lewis, B., The Arabs in History, New York, 1960,
11. Mazaral-ul-Haq, History of Islam.
12. Philip K. Hitti: The Arabs: Short History, London, 1953
13. S.A.Q. Hussani, Arab Administration.
14. Sir T.W. Arnold, The Caliphate.
15. Stanley Lane Pole, The Moors in Spain. Lahore 1953.
16. Syed Amir Ali, London, The Short History of Saracens.
17. Syed Amir Ali, London, The Spirit of Islam.
18. T.B. Irving: The Falcons of Spain
19. Watt, W.M., A History of Islamic Spain, Edinburgh 1967.

Paper VI

ISH 3C06 - Modern Arab World

a). Aims of the Course

The course intends to provide the students an overview of the history of Arab world during the last century, the geopolitical issues and economic importance of the Arab world. The course also aims at highlighting Indo Arab relation in the present world.

b). Objectives of the course is to focus on

1. Napoleon Bonaparte's invasion of Egypt
2. Egypt and modernity, age of Muhammad Ali to Gamal Abdel Nazar
3. Sheikh Muhammad Abduh and reform movement
4. Egypt as a hub of Arab Nationalism
5. Arab world after World War I
6. British and French mandates
7. Birth of Arab Nation States
8. Emergence of Saudi Arabia
9. Oil And Arab World
10. Creation of Israel
11. Issue of Palestine
12. Arab- Israeli conflicts
13. Palestinian National Movements

Syllabus

Module I

Egypt - Napoleon's Invasion of Egypt ; Rise of Mohammed Ali - Confrontations with Ottomans and Wahhabis ; Suez canal and British – Occupation of Egypt – Sheikh Muhammad Abduh and reform

movement - Egyptian Nationalism Mustafa Kamil- Said Zaghlul, and col. Ahmad Arabic. Revolution of 1952; The Republic and Gamal Abdul Nasser – Gamal Abdel Nasser - Nationalisation of the Suez Canal Company - UAR; Muslim Brotherhood; Anwar Sadat. Egypt – Israeli relationship.

Module II

TURKEY—First World War and Turkey-Treaty of Sèvres -Partition of Ottoman Empire -Turkish Nationalism - Treaty of Lausanne-Abolition of Caliphate---Reforms Of Mustafa kamal

ARAB WORLD -Arab world during First World War-Fertile Crescent under mandate System—Development after Second World War

Module III

ARAB NATIONALISM –The Arab League –Oil in Middle East -Development of petroleum industry-Palestine - Zionist movement-The Balfour Declaration—British policy -Establishment of Israel—Israeli conflicts in 1956,1967 and 1973—Arab Israel peace settlements—Camp David Agreement -The P L O and Yasar Arafat---current developments in Palestine

Module IV

Saudi Arabia and IbnSaus - Oil and Arabia - Oil in the Middle East Arabia; Oil policies in the Middle East - KSA and Arab countries - (Bahrain, Kuwait, Oman, Qatar, UAE) - The Arab League; The GCC, OPEC. Oil politics-European companies and agreements-Nationalization drive-Cold war in the Middle East-American and Russian Influence- Oil and Arms-Russian Intervention in Afghanistan- Gulf War-Terrorism and Usama bin Laden- The fall of Saddam Hussain – Jasmine Revolution.

Maps.

14. 1. Ottoman Empire before the First World War.
15. 2. Fertile Crescent under Mandate System
16. 3. Israel in 1945 and 1967

Books for Reference

1. David Kenneth Field House. Western Imperialism in the Middle East
2. Don Peretz, The Middle East Today
3. J.Esposito, The Oxford Encyclopaedia of the Modern Islamic World.
4. M Durger, The Arab World Today
5. M.H Sayed, Islamic Terrorism, Myth or Reality, volume 1
6. Phebe Marr, Modern History of Iraq
7. Rahul Mahajan, The New Crusade- Americas War on Terrorism
8. S.N. Fisher, The Middle East-A History
9. Yahoshafat Harkabi, Arab Attitude to Israel
10. Iqbal, Dr.Afzal, Contemporary Muslim World
11. Khan, Dr.Zafarul-Islam, Palestine Documents

Paper VII

ISH 4C07- History and Culture of Medieval India

a. Aims of the course

The course intends to provide the students awareness about the glorious history of their country and develop among the students an interest to learn history. And the course plans to impart the students proper information about Medieval Indian history, the Sultans and the Mughals

b. Objectives of the course

1. To teach students how really Islam came to India.
2. To give an idea to the students how various systems and movements emerged during the medieval and modern periods.
3. To provide a picture to the students about the progress of our country has achieved in literature, art and architecture during the medieval period.
4. To give an idea about the Sultanate and Mughal periods.
5. To create consciousness among students about the socio-political and cultural changes India has undergone during the Middle Ages..
6. To convince the young generation that anything can be achieved through peaceful means.

c. Syllabus

Module I

India on the eve of Arab invasion- Muhammad ibnQasim- Mahmud of Ghaznah as administrator and patron of

literature- Muhammad Ghori and battle of Tharain-
Foundation of Muslim rule in India.

Module II

Delhi Sultanate- QutbuddinAybak- Iltutmish- Rasiya –
Balban- AlauddinKhilji- Muhammad ibnTughluq- Firuz
Shah Tughluq- Sayyids and Lodhis- Bahmini kingdom-
Mahmud Gawan.

Map:- Empire of AlauddinKhilji.

Module III

The Mughals- Babar- Humayun- Sher Shah Sur- Akbar-
Jahangir- Shah Jahan- Awrangzeb.**Map:-** Mughal empire
under Awrangzib.

Module IV

Society and Polity -Cultural synthesis- Bhakti movement
and Sufism- Nobles and Ulama'-Political administration-
Manzabdari system- Jizya in lieu of military service- Din
Ilahi as a national cult- Indo Saracenic architecture.

Books Recommended

1. A.B.M. Habibullah, The Foundation of Muslim Rule in India.
2. Abdul Hameed, Muslim Separation in India.
3. Athar Ali, Mughal India, Oxford
4. Chandra, Bipan Essays on Medieval Indian History, Oxford
5. Chopra, P. N. Advanced Study in the History of Medieval India
6. Hussain, J. "A History of the Peoples of Pakistan", 1998 O.U.P.,Karachi
7. I.H. Qureshi, The Administration of Mughal Empire.
8. I.H. Qurshi, The Administration of the Sultanate of Delhi.
9. Islam R. "Sufism in South Asia" 2002, OUP, Karachi.

Paper VIII

ISH 4C08 - History and Culture of Modern India

a. Aims of the Course

The course intends to provide the students an awareness about the glorious history of the country and develop among the students an interest to learn history. The course plans to impart the students proper information about Indian freedom struggle and the sacrifices made by our great national leaders

b. Objectives of the course:-

1. To give an idea to the students how various systems and movements emerged in India.
2. To provide a picture to the students about the progress our country has achieved in literature, art and architecture during the medieval and modern periods.
3. To develop respect for our great freedom fighters.
4. To create consciousness among students with regard to the real value of freedom.
5. To convince the young generation that anything can be achieved through peaceful means

Module I

Effectsofthe Mughal Decline - Effects of the Mughal decline on Indian Muslims- Shah Waliyullah- British policies and Muslim situation- 1857 REVOLTS AND ITS EFFECTS- Bahadur Shah II, Awadh Begum, Shah Abdul Aziz. – Shariatullah and Faraizi Movement- MirzaGhalib

Module II

Reform Movements and After - Hindu Revivalist Movements; Brahma Samaj and AryaSamaj - ParamaHamsa and Vivekanda, SIR SAYYID AND ALIGARH MOVEMENT – Scientific society, Educational ideas- Sir Sayyid, British and Congress- Urdu - Political Ideas of Sir Sayyid, Muslims and Congress, Swadeshi Movement

Module III

Congress, Muslim League and Khilafat Muslim League- Early History- Congress league politics-separate electorate; Lucknow Pact and role of Jinnah- Khilafat and Non cooperation Movement - Muhammad Ali Jouhar –Jamia Millia Islamiya- Jamiyyatul Ulama Hind and Firangi Mahal, Hindu Maha Sabha and Muslims-Nehru Report- Round table Conferences - Communal award.

Module IV

- Partition and Freedom

Lahore Lahore Resolution and Pakistan Movement- Cripps and Cabinet- Missions- Jinnah and Azad- 1946 Election-Constituent Assembly- Division of the nation; Khan Abdul Ghaffar Khan- Communal riots- Muslim Movements; Deoband Movement- Jamat-e- Islami, Barelwi Movement, Ahl-e-Hadith and Tabligh Movement

MUSLIM STATUS IN FREE INDIA- Different Commissions and Muslims- Mandal Commission, Ranganatha Commission and Sachar Committee.

MAPS

1. Princely States in 1857
2. British Empire After 1857
3. India after 1947
4. Books Recommended

1. Abid Hussain, Destiny of Indian Muslims
2. Ambedhkar, Pakistan or Partition of India.
3. Aziz Ahammmad, Islamic Modernism in India and Pakistan
4. Aziz K.K, Britain and Muslim India
5. Bipan Chandra, Indian Struggle for Independence
6. Chopra, Indian Muslims in Freedom struggle
7. Mohd. Raza Khan, What Price Freedom
8. Mujeeb. M, Indian Muslims
9. Rafiq Zkharia, Rise of Muslims in Indian Politics.
10. Ram Gopal, Indian Muslims,
11. Sachar Committee Report
12. Tara Chand, History of Freedom Movement (vol. I-IV)
13. William Darlymple, The Last Mughal
14. RamachandraGuha, India After Gandhi

UNIVERSITY OF CALICUT

RESTRUCTURED CURRICULUM FOR
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

SYLLABI FOR CORE COURSES

READING POETRY

COURSE CODE	ENG1B01
TITLE OF THE COURSE	READING POETRY
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	4
NO. OF CONTACT HOURS	108 (6 hrs/wk)

1. AIM OF THE COURSE

- The aim of the course is to enhance the level of critical thinking of the students to such a degree that the students could critically interact with poems from different contexts: social, political, economic, historical and national as subjects conscious of their own socio-historic specificity.

2. OBJECTIVES OF THE COURSE

- To introduce the students to the basic elements of poetry, including the stylistic and rhetorical devices employed in poetry, and to various genres of poetry.
- To train students in various perspective readings in poetry like gender, race, caste, ethnicity, religion, region, environment and nation etc.

3. COURSE OUTLINE

MODULE I

BASIC ELEMENTS OF POETRY

Prosody: Rhythm, Meter – Rhyme-hard rhyme, soft rhyme, internal rhyme -
Alliteration - Assonance - Diction – (*Demonstration and Drilling*)

Forms: Lyric, Ode, Haiku, Tanka, Jintishi, Ghazal, Rubai etc

Genres: Narrative Poetry - Epic Poetry - Dramatic Poetry - Satirical Poetry - Lyric Poetry - Prose Poetry

MODULE II
READING ENGLISH POETS

1) FOUR POEMS

- a) Shakespeare : Sonnet 116
 - b) Elizabeth Barret Browning : How Do I Love Thee
 - c) Matthew Arnold : Longing
 - d) Lord Byron : When We Two Parted
- 2) John Donne : A Valediction Forbidding Mourning
 - 3) Wordsworth : The Affliction of Margaret
 - 4) John Keats : Grecian Urn
 - 5) Robert Browning : The Laboratory
 - 6) Thomas Gray : Elegy Written in a Country Churchyard
 - 7) D.H.Lawrence : Mosquito

(Note: The first set of 'Four Poems,' taken as a single unit, is meant to serve as a formal initiation into the world of poetry. Students should be able to read, understand and appreciate them on their own, without much help from the teacher. A post reading discussion should be centred on aspects such as genre, poet, theme, similarity, contrasts, style, language, metre, rhyme etc. Teaching techniques such as 'elicitation' could be mainly resorted to (by way of asking short questions, giving hints etc.). Written assignments are to be given. Loud reading sessions of the poems would be helpful in many ways.)

MODULE III
POETRY AND PERSPECTIVES

- 1) Alexander Pushkin : No Tears
- 2) Edwin Markham : The Man with a Hoe
- 3) Robert Frost : Birches
- 4) Wole Soyinka : Telephone Conversation
- 5) Pablo Neruda : Tonight I can Write
- 6) Maya Angelou : I know Why the Caged Bird Sings
- 7) Hira Bansode : Bosom Friend
- 8) Chinua Achebe : Refugee Mother and Child
- 9) Bertolt Brecht : General, Your Tank

4. READING LIST

A) CORE TEXT

(A text containing the above lessons will be made available)

B) FURTHER READING

- | | |
|----------------------------|-----------------------|
| (1) William Blake | : London |
| (2) Suheir Hammad | : 4.02 p.m. |
| (3) Mahmoud Darwish | : Psalm Three |
| (4) Joseph Brodsky | : Bosnia Tune |
| 5) Jeanette Armstrong : | |
| Death Mummer | |
| (6) Daya Pawar | : The City |
| (7) Sylvia Plath | : Daddy |
| (8) R. S. Thomas | : Song for Gwydion |
| (9) Paul Celan | : Speak, You Also |
| (10) Elizabeth Bishop | : One Art |
| (11) Meena Kandasamy | : Ekalaivan |
| (12) Federico García Lorca | : The Little Mute Boy |
| (13) Arthur Rimbaud | : Vowels |

5. MODEL QUESTION PAPER

(To be incorporated)

UNIVERSITY OF CALICUT
 RESTRUCTURED CURRICULUM FOR
 BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE
 SYLLABI FOR CORE COURSES
 READING PROSE

COURSE CODE	ENG2B01
TITLE OF THE COURSE	READING PROSE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	108 (6 hrs/wk)

1. AIM OF THE COURSE

- The aim of the course is to enhance the level of critical thinking of the students to such a degree that the students could critically interact with prose writings from different contexts - social, political, economic, historical and national as subjects conscious of their own socio-historic specificity.

2. OBJECTIVES OF THE COURSE

- To enable the students to identify the specificities of various modes of prose writing and to equip them to write prose in as many different modes as possible
- To develop the critical thinking ability of the student to respond to various modes of prose writings in relation to their socio-historic and cultural contexts.

3. COURSE OUTLINE

MODULE I PROSE FORMS

Fiction/Short Story/Tales - Autobiography/Biography - Newspaper/Journal Articles - Philosophical/Scientific Essays - Travelogues - Speech - Introduce various modes of narrative so as to enable the students to distinguish between them and identify the characteristics specific to each mode. The students must be encouraged to write prose in as many different modes as possible.

MODULE II PROSE READINGS (CORE)

- Francis Bacon : **Of Studies**
- Intizar Husain : **A Chronicle of the Peacocks** (Short story)
(From *Individual Society*, Pearson Education)
- Paul Krugman: : **Grains Gone Wild**
(<http://www.nytimes.com/2008/04/07/opinion/07rugman.html>)

4. Martin Luther King, Jr. : **Nobel Prize Acceptance Speech**
(nobelprize.org/nobel_prizes/peace/laureates/1964/king-acceptance.html)
5. Sylvia Nasar : **A Quiet Life** (Princeton, 1970-90)
(From Nasar, Sylvia. *A Beautiful Mind*. London: Faber and Faber, 1998)
6. Omprakash Valmiki : **Joothan : A Dalit's Life**
(From *Individual Society*, Pearson Education)
7. E.F.Schumacher : **Technology With A Human Face**
(From *Insights*. K Elango (ed) Hyderabad, Orient Blackswan, 2009)
8. Daniel Goleman : **Emotional Intelligence**
(From *Insights*. K Elango (ed). Hyderabad, Orient Blackswan, 2009)
9. Mrinal Sen : **Filming India (An Interview)**
(From *India Revisited* by Ramin Jahanbegloo. Delhi. OUP, 2008)
10. Robert Lynd : **On Good Resolutions**
(From *English Essayists*, OUP)
11. Mishirul Hassan : **Religion and Civilization**
(From *Writing A Nation*, Rupa)
12. James Baldwin : **My Dungeon Shook**
(From *The Fire Next Time*-Michael Joseph)

4. READING LIST

A) CORE TEXT

(A text containing the above lessons will be made available)

B) FURTHER READING

Walter Benjamin: Experience (Essay)

(From Marcus Bullock and Michael W. Jennings. ed, *Walter Benjamin: Selected Writings, Volume I, 1913-1926*, Cambridge: The Belknap Press of HUP, 1996)

Stephen Hawking: Public Attitude towards Science (Scientific Essay) (From Stephen Hawking: *Back Holes and Baby Universes and Other Essays*. Toronto: Bantam Books, 1993) <http://beemp3.com/download.php?file=2740600&song=Public+Attitudes+Toward+Science>

Martin Luther King: I Have a Dream (Speech)

(<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>)

Ngũgĩ Wa Thiong'o: *Weep Not, Child*, (Fiction). Chennai:.

Guy De Maupassant: The Diamond Necklace (Short Story) (From Robert Scholes, Nancy R. Comley et al (ed). *Elements of Literature: Fiction, Poetry, Drama, Essay, Film*, ed IV. OUP, 2007. - Pages 297-303)

James Baldwin: Autobiographical Notes (From Robert Scholes, Nancy R. Comley et al (ed). *Elements of Literature: Fiction, Poetry, Drama, Essay, Film*, ed IV. OUP, 2007. - Pages 98 – 102)

A.P.J. Abdul Kalam: *Wings of Fire*. Hyderabad: Universities Press (India) Private Ltd. 2004.

Anne Frank: *The Diary of a Young Girl*. New York: Bantam Books, 1993.

Martin Luther King III: Martin Luther King III reflects on his pilgrimage to India. (Newspaper article) (From 'The Hindu', Op-Ed Page 11, dated Saturday, March 14, 2009.)

4. MODEL QUESTION PAPER
(To be incorporated)

UNIVERSITY OF CALICUT

**RESTRUCTURED CURRICULUM FOR
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE**

SYLLABI FOR CORE COURSES

READING DRAMA

COURSE CODE	ENG3B01
TITLE OF THE COURSE	READING DRAMA
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	72 (4 hrs/wk)

1. AIM OF THE COURSE

To develop in students a taste for reading drama with a theoretical basis, and to enter imaginatively into other worlds, to consider issues and to explore relationships from the points of view of different people

2. OBJECTIVES OF THE COURSE

- To develop a critical understanding of drama and various kinds of theatre and a range of dramatic skills and techniques.
- To familiarize students with the cultural diversity of the world
- To provide students with a meaningful context for acquiring new language and developing better communication skills
- To foster a strong sense of involvement which motivates and encourages students to learn through active participation
- To facilitate exploration of attitudes, values and behaviour and creation of roles and relationships so that the student gains an understanding of themselves and others through dramatic, imaginative experience
- To develop confidence and self-esteem in their relationships with others and sensitivity towards others

3. COURSE OUTLINE

MODULE I - DRAMA & THEATRE

- Drama as a performing art - Drama as a tool for social criticism – Theatre – Introduction to theatres such as Absurd, Epic, Street, Cruelty, Anger, Feminist, Ritualistic, and Poor.
- Genres: Tragedy, Comedy, Tragi-Comedy, Farce and Melodrama, Masque, One-Act-Play, Dramatic Monologue
- Setting – Plot – Character - Structure – Style - Theme – Audience – Dialogue

CORE READING TEXTS

B. Prasad. *A Background to the Study of English Literature*,

Rev. Ed. Delhi: Macmillan, 2008. (Pages 106 – 182)

Robert Scholes et al (ed). *Elements of Literature: Fiction, Poetry, Drama, Essay, Film*, ed IV. OUP, 2007. (Pages 773 – 800)

MODULE II - READING DRAMA

William Shakespeare : *Macbeth* (1623)

Ibsen : *Doll's House* (1881) Act III

(A general awareness of the entire play is expected)

J.M. Synge : *Riders to the Sea* (1904)

4. READING LIST:-

FURTHER READING

Sl. No	Title	Author	Publisher/Year
1	<i>Elements of Drama</i>	J. L. Styan	Cambridge University Press, 1967
2	<i>A Hand Book of Wilfred L. Guerin et al</i>	New Delhi: OUP, 2007	
3	<i>Critical approaches to Literature</i>	Keir Elam	London: Routledge, 2009
4	<i>The Semiotics of Theatre and Drama</i>	Steven Craft and Helen D. Cross	Oxford: OUP, 2000
5	<i>Literature, Criticism, and Style: A Practical Guide to Advanced Level English Literature</i>	Gillian Lazar	Cambridge University Press, 2008
	<i>Literature and Language Teaching: A Guide for Teachers & Trainers</i>		

6. CYBER RESOURCES

<http://virtual.clemson.edu/groups/dial/AP2000/drama.htm>
<http://www.hmie.gov.uk/documents/publication/eltd-03.htm>
www.criticalreading.com/drama.htm - www.angelfire.com/ego/edp303/
www.associatedcontent.com/article/110042/anton_chekhovs_play_the_bear_a_tragedy.html
<http://www.theatrehistory.com/irish/synge002.html>
http://www.theatredatabase.com/20th_century/john_millington_synge_002.html
<http://www.answers.com/topic/all-god-s-chillun-got-wings>
http://www.eoneill.com/library/newsletter/iv_1-2/iv-1-2b.htm

UNIVERSITY OF CALICUT
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SYLLABI FOR CORE COURSES
READING FICTION

COURSE CODE	ENG3B02
TITLE OF THE COURSE	READING FICTION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)

AIM OF THE COURSE

- To inspire a love of fiction in students, to open up their minds, to stimulate the sympathetic/empathic imagination by allowing them to see the world through other's eyes as well to foster intercultural dialogue

OBJECTIVES OF THE COURSE

- To develop a critical understanding of fiction
- To familiarize students with the cultural diversity of the world and to extend various perspective readings
- To provide students with a meaningful context for acquiring and memorizing new language and developing oral skills
- To cultivate a sense of involvement which motivates and encourages students to learn through active participation

COURSE OUTLINE

MODULE I - FICTION & NARRATIVE STRATEGIES

- Plot – Character – Atmosphere – Technique – Style - Points of view
- Fiction as the base for other literary and media writing
- Difference between long and short fiction - definitions
- Types of Fiction

CORE READING

B. Prasad.
 rev. ed. 3.

A Background to the Study of English Literature,

Delhi: Macmillan, 2008. (Pages 193 – 229)

Robert Scholes et al (ed). *Elements of Literature: Fiction, Poetry, Drama, Essay, Film,*

ed IV. OUP, 2007. (Pages 121 – 140)

MODULE II - READING LONG FICTIONErnest Hemingway *Man and the Sea* (1951)**MODULE III - READING SHORT FICTION**

- | | |
|---------------------------------|--------------------------|
| 1. 'The Phoenix' | : Sylvia Townsend Warner |
| 2. 'Of white Hairs and Cricket' | : Rohinton Mistry |
| 3. 'Schools and Schools' | : O. Henry |
| 4. 'The Diamond Necklace' | : Guy de Maupassant |
| 5. 'Miss Brill' | : Katherine Mansfield |
| 6. 'Misery' | : Anton Chekhov |

4. READING LIST:-

A) FURTHER READING

Sl. No	Title	Author	Publisher/Year
1	<i>Literature, Criticism, and Style: A Practical Guide to Advanced Level English Literature</i>	Steven Craft and Helen D. Cross	Oxford: OUP, 2000
2	<i>The Rise of the Novel</i>	Ian Watt	University of California Press, 2001
3	<i>Rhetoric of Fiction</i>	Wayne C. Booth	Chicago: The University of Chicago Press, 1983
4	<i>Craft of Fiction.</i>	Percy Lubbock	Penguin, 2007
5	<i>Literature and Language Teaching: A Guide for Teachers & Trainers</i>	Gillian Lazar	Cambridge University Press, 2008
6	<i>A Hand Book of Critical approaches to Literature</i>	Wilfred L. Guerin et al	New Delhi: OUP, 2007

5. CYBER RESOURCES

www.Question.com www.Bookrags.com www.Novelguide.com

www.gradesaver.com/the-old-man-and-the-sea

<http://www.sparknotes.com/lit/oldman/> <http://www.studygs.net/fiction.htm>

6. MODEL QUESTION PAPER

(To be incorporated)

UNIVERSITY OF CALICUT

RESTRUCTURED CURRICULUM FOR
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

SYLLABI FOR CORE COURSES
MODERN ENGLISH LITERATURE

COURSE CODE	ENG4B01
TITLE OF THE COURSE	MODERN ENGLISH LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)

1. AIM OF THE COURSE

To introduce the student to the general characteristics of the literature and culture of the period and to promote in him/her an interest in and knowledge of the literary productions of the age

2. OBJECTIVES OF THE COURSE

To understand the political, religious, social and cultural trends of the Modernist and the Postmodernist periods.

To understand how the literature of the period relates to the important trends of the period.

To develop an ability to read, understand and respond to a wide variety of texts of the period.

To appreciate the ways in which authors achieve their effects and to develop skills necessary for literary study.

To develop the ability to construct and convey meaning in speech and writing matching style to audience and purpose.

3. COURSE OUTLINE

LITERARY MOVEMENTS: Modernism, Imagism, Impressionism, Expressionism, Surrealism, The Avant-garde, Stream of Consciousness, Movement poetry, Epic Theatre, Theatre of the Absurd, Existentialism, Angry Theatre, Postmodernism.

MODULE 1: POETRY

Yeats	: Easter 1916
Eliot	: Journey of the Magi
Auden	: The Unknown Citizen
Larkin	: Next Please
Ted Hughes	: The Thought Fox

Seamus Heaney : Constable Calls

MODULE 2: PROSE & FICTION

James Joyce : Araby (Short Story)
 D. H. Lawrence : Rocking Horse Winner (Short Story)
 Virginia Woolf : How Should One Read a Book (Essay)
 Fowler : The French Lieutenant's Woman (Novel)

MODULE 3: DRAMA

Osborne : Look Back in Anger (Play)
 Pinter : The Dumb Waiter (OAP)

MODULE 4 DRAMA FOR SCREENING

Shaw : Pygmalion
 (After a brief introduction, the play is to be screened and discussed. The play and/or 'My Fair Lady' are recommended.)

4. READING LIST

General Reading:

Sl No	Title	Author	Publisher/Year
1	<i>A Glossary of Literary Terms</i>	Abrahms, M. H.	Bangalore: Prism
2	<i>Modernism</i>	Peter Childs	London: Routledge, 2008
3	<i>A Brief History of English Literature.</i>	John Peck and Martin Coyle.	Basingstoke: Palgrave, 2002.
4	<i>Beginning Postmodernism</i>	Tim Woods	Manchester: MUP.

Further Reading:

Sl No	Title	Author	Publisher/Year
1	<i>Modernism: A Guide to European Literature 1890-1930.</i>	. Bardbury, Malcom and James McFarlane	Hassocks: Harvester, 1978.
2	<i>The Modern British Novel</i>	Malcom Bardbury	Penguin
3	<i>Eight Contemporary Poets</i>	Colin Bedient	
4	<i>All That is Solid Melts into Air</i>	Marshall Berman	London: Verso
5	<i>A Preface to James Joyce.</i>	Sydney Bolt	Delhi: Pearson
6	<i>Theory of the Avant-Garde.</i> Trans. Michael Shaw. Theory and History of Literature, vol. 4	Peter Bürger	Minneapolis: U of Minnesota P, 1984
7	<i>Five Faces of Modernity: Modernism, Avant-Garde, Decadence, Kitsch, Postmodernism</i>	Matei Calinescu	Durham: Duke UP, 1987
8	<i>The Theatre of the Absurd</i>	Martin Esslin	Harmondsworth: Penguin

9	<i>British Drama Since 1955</i>	Hayman, R	
10	<i>The Auden Generation: Literature and Politics in England in the 1930s</i>	Hynes, S	
11	<i>Nine Contemporary Poets</i>	King, P. R	
12	<i>The Novel at the Cross Roads</i>	David Lodge	
13	<i>Postmodernity</i>	David Lyon	Buckingham: Open UP
14	<i>A Preface to Yeats</i>	Edward Malins and John Purkis	Delhi: Pearson
15	<i>Culture in Britain Since 1945</i>	Marwick, A	
16	<i>The Movement: English Poetry and Fiction of the 1950s</i>	Blake Morrison	
17	<i>A Preface to Auden</i>	Allan Rodway	Harlow: Longman
18	<i>A Preface to Lawrence</i>	Gamini Salgado	Delhi: Pearson
19	<i>Modernist Fiction: An Introduction</i>	Stevenson, R	
20	<i>A Preface to Eliot</i>	Ronald Tamplin	Delhi: Pearson

5. MODEL QUESTIONS

(To be incorporated)

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UNIVERSITY OF CALICUT
RESTRUCTURED CURRICULUM FOR
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

SYLLABI FOR CORE COURSES
METHODOLOGY OF HUMANITIES

COURSE CODE	ENG4B02
TITLE OF THE COURSE	METHODOLOGY OF HUMANITIES
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	72 (4 hrs/wk)

1. AIM OF THE COURSE

- The course is intended to introduce the student to the methodological issues that are specific to the disciplines referred to as the humanities and to inspire in the student a critical perspective with which to approach the disciplines under the humanities.

2. OBJECTIVES OF THE COURSE

On completion of the course, the student should be (able):

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

4. COURSE OUTLINE

MODULE I

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

CORE READING

Terry Eagleton. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.

Chapter: 'What is Literature?'

EH Carr. *What is History?* Ed 2. London, Macmillan. 1986. 1- 24, 50-80 (Chapter 1: The Historian and His Facts & Chapter 3: History, Science and Morality)

GENERAL READING

Peter Widdowson. *Literature*. London, Routledge. 1999

MODULE II

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

CORE READING

Peter L. Berger and Thomas Luckmann, *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Harmondsworth: Penguin, 1966. 13-30. Introduction

J.G. Merquior, *From Prague to Paris*. London: Verso, 1986. 10-17, Chapter 1, Sections 'The Linguistic Paradigm' and 'From Language to Culture.'

GENERAL READING

Rosalind Coward and John Ellis, *Language and Materialism*. London: Routledge, 1977.

MODULE III

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

CORE READING

Shlomith Rimmon Kenan, *Narrative Fiction: Contemporary Poetics*. London: Methuen, 1981. Chapter 1

Javed Akhtar, "The Syntax of Secularism in Hindi Cinema," in *Composite Culture in a Multi-cultural Society*, ed. Bipan Chandra and Sucheta Mahajan. New Delhi: NBT and Pierson, 2007. 265-72.

GENERAL READING

Linda M Shires and Steven Cohen, *Telling Stories*. London: Methuen, 85

MODULE IV

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

CORE READING

M. Hiriyanna, *Outlines of Indian Philosophy*. London. 1956. Chapters 1 & 2.

Debiprasad Chattopadhyaya, *Indian Philosophy: A popular Introduction*. New Delhi.

Peoples Publishing House, 1982. Chapters 4, 8 & 24.

GENERAL READING

S.Radhakrishnan. *Indian Philosophy*. 2 vols. London, 1943.

Note on Course work

The teaching of the course will involve making the student enter into a sort of dialogue with some of the issues raised in the reading material given below. While the student should be encouraged to read the recommended section of the text or the whole text outside the class hours, representative excerpts from individual texts may be used for intensive reading in the class.

4. COURSE TEXT

Sl.No	Title	Authors	Publisher & Year
1	<i>Methodology and Perspectives of Humanities</i>	Abhijit Kundu & Pramod Nayar	Pearson Longman, 2009

5. MODEL QUESTION PAPER (To be incorporated)

UNIVERSITY OF CALICUT
 RESTRUCTURED CURRICULUM FOR
 BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE
 SYLLABI FOR CORE COURSES
 INDIAN WRITING IN ENGLISH

COURSE CODE	ENG5B01
TITLE OF THE COURSE	INDIAN WRITING IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	5
NO. OF CONTACT HOURS	90 (5 hrs/wk)

1. AIM OF THE COURSE

*To inspire students to approach and appreciate Indian literature in English, to explore its uniqueness and its place among the literatures in English.

*To motivate students for a critical and comparative study of other literatures in English and to examine the similarities and differences in attitudes, vision and idiom of expression.

2. OBJECTIVES OF THE COURSE

- *To provide an overview of the various phases of the evolution of Indian writing in English.
- *To introduce students to the thematic concerns, genres and trends of Indian writing in English.
- *To generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English.
- *To expose students to the pluralistic aspects of Indian culture and identity.

3. COURSE OUTLINE

MODULE 1 - INTRODUCTION

Introduction to the Course: an overview of the history of Indian Writing in English, introducing the different phases in its evolution – British Raj and the emergence of Indian writing in English, the National movement and its impacts, independence and post-independence periods and the new voices and trends.

(This part of the course aims at giving a broad overview of the area. Questions for End-Semester Assessment are to be limited within the purview of the prescribed authors and the texts)

MODULE II - POETRY

1. Sarojini Naidu
2. Tagore
3. Kamala Das
4. Nissim Ezekiel
5. A. K. Ramanujan
6. Agha Shahid Ali

- The Quest
- Breezy April
- In Love
- Good bye Party to Miss Pushpa T.S.
- Looking for a Cousin on a Swing
- Postcard from Kashmir

CORE READING

Gokak, Vinayak Krishna (ed). *The Golden Treasury of Indo-Anglian Poetry*. Sahitya Akademy, 1970. 105. 155.271.

Parthasarathy R. (ed). *Ten Twentieth Century Indian Poets*. Delhi. OUP, 1976. 37, 97

Mehrotra, Arvind Kriahna (ed). *Twelve Modern Indian Poets*. Delhi. OUP.1992. 141

MODULE III - FICTION

1. Shashi Desh Pande

Roots and Shadows

(Chennai: Orient Longman, 1983)

MODULE IV PROSE AND SHORT FICTION

1. Jawaharlal Nehru

Tryst with Destiny

2. R.K Narayan

Mars in the Seventh House

(Chapter 1X of My Days)

3. Amrita Pritam

The Weed**CORE READING**

Rushdie, Salman (ed) *Vintage Book of Indian Writing 1947-1997*. Vintage. 1997 (Tryst with Destiny)

Narayan R.K *My Days*. Madras: Indian Thought Publication. 2006. 115-132. Mythili S, V. Kadambari

(ed). *Lights and Shadows*. Chennai: Blackie Books.2000. 64-70.

MODULE - V - DRAMA

1. Girish Karnad

Naga-Mandala (OUP.1990)**4. READING LIST****CORE READING****GENERAL READING:**

I No	Title	Author	Publisher/Year
1	<i>Indian Writing in English</i>	K.R.Sreenivasa Iyengar	Delhi, Sterling, 1984
2	<i>A History of Indian English Literature</i>	M.K.Naik	Delhi, Sahitya Academi, 1982
3	<i>A Concise History of Indian Literature in English</i>	A.K.Mehrotra	Delhi, Permanent Black, 2008

FURTHER READING

Sl No	Title	Author	Publisher/Year
1	<i>Perspectives on Indian Poetry In English</i>	M.K.Naik	Delhi, Abhinav Publication, 1984
2	<i>Indian English Fiction 1980-1990 An Assessment</i>	Bhariya N.V. & V.Sarang (ed)	Delhi, Permanent Black, 1994
3	<i>Perspectives on Indian Drama in English</i>	M.K.Naik & S.M.Punekar (ed)	Delhi, Permanent Black, 1977
4	<i>Reworlding: The Literature of Indian Diaspora</i>	E.S.Nelson	New York, Permanent Black, 1992
5	<i>Indo-Anglian Literature 1800-1970: A Survey</i>	H.M.Williams	Bombay, Orient Longman, 1976
6	<i>Indo-English Poetry</i>	H.L.Amga	Jaipur, Surabhi Publication, 2000
7	<i>Patterns of Feminist Consciousness in Indian Women Writers: Some Feminist Issues</i>	Anuadha Roy	Delhi, Prestige Books, 1999
8	<i>Endless Female Hungers: A Study of Kamala Das</i>	V.Nabar	Delhi, Permanent Black, 1993
9	<i>Modern Indian Poetry in English</i>	R.D.King	Delhi, Permanent Black

5. MODEL QUESTIONS

(To be incorporated)

UNIVERSITY OF CALICUT
 RESTRICTED CURRICULUM FOR
 BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE
 LANGUAGE AND LINGUISTICS

COURSE CODE	ENG5B02
TITLE OF THE COURSE	LANGUAGE AND LINGUISTICS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	5
NO. OF CONTACT HOURS	90 (5 hrs/wk)

1. AIM OF THE COURSE

The course studies what is language and what knowledge a language consist of. This is provided by basic examination of internal organization of sentences, words, and sound systems. The course assumes no prior training in linguistics. Students of Linguistics begin their studies by learning how to analyze languages, their sounds (phonetics and phonology), their ways of forming words (morphology), their sentence structures (syntax), and their systems of expressing meaning (semantics).

2. OBJECTIVES OF THE COURSE

- To lead to a greater understanding of the human mind, of human communicative action and relations through an objective study of language
- To familiarize students with key concepts of Linguistics and develop awareness of latest trends in Language Study
- To help students towards a better pronunciation and to improve the general standard of pronunciation in every day conversation and in reading.
- To help the students develop a sense of English grammar, idioms, syntax and usage.
- To improve writing and speech skills.

1. COURSE OUTLINE

MODULE I

LANGUAGE

- a) What is Language? – Speech and Writing – Language and Society
 b) Variations in language – Language Behaviour – Dialect – Idiolect – Register – Bilingualism

MODULE II – LINGUISTICS

- a) What is Linguistics? – Is Linguistics a Science?
- b) Branches of Linguistics: Phonology – Morphology – Syntax – Semantics – Semiology
- c) Approaches to the Study of Linguistics
Synchronic- Diachronic Prescriptive –
Descriptive Traditional – Modern
- d) Key Concepts in Linguistics Langue – Parole
– competence – Performance etc

MODULE III – PHONETICS

- a) Speech Mechanism – Organs of Speech -
- b) Overview of English Sound System
- c) Classification of Vowels – Diphthongs – Triphthongs and Consonants
Cardinal
Vowels - Phonemes – Allophones and Allophonic
Variations Homonyms and
Homophones - Suprasegmentals : Stress and Rhythm
– Intonation – Juncture
- d) Elision and Assimilation - Syllable
- e) Transcription and Practice
- f) Application (to be done preferably in the Language Lab)
The need for Uniformity and Intelligibility – Distinctions between
Regional and RP
Sounds – articulation and Auditory Exercises

MODULE IV – STRUCTURE OF ENGLISH

- a) Introduction to Grammar
- b) Grammar of words
Morphemes and allomorphs – Lexical/Content Words – Form Words –
functional/Structural Words – Formal, Informal and Academic words –
Idioms
- c) Word Class/Parts of Speech – Word formation – Derivation – Inflection
- d) Grammar of Sentence
Word Order – Phrase – Clause – Sentence Patterns e)
Kinds of
sentences
Declarative – Interrogative – Imperative – Exclamatory – Simple
– complex – Compound - Transformation of Sentences
(Practical Exercises to be given in the prescribed areas)

4. READING LIST

Sl No	Title	Author	Publisher/Year
1	<i>Language and Linguistic: An Introduction</i>	John Lyon	Cambridge University Press, 1999
2	<i>An Introduction to the Pronunciation of English</i>	A.C Gimson	London, 1980
3	<i>English Grammar</i>	Raymond Murphy	Cambridge University Press, 2005
4	<i>Key Concepts in Language and Linguistics</i>	R.L.Trask	Routledge, 2004
5	<i>Elements of General Linguistics</i>	Andre Martinet	Midway Reprint Series
6	<i>Practical English Usage</i>	Michael Swan	Oxford University Press, 2005
7	<i>Linguistics and English Grammar</i>	H.A.Gleason	Holt, Rinehart & Winston, Inc., 1965.

B. GENERAL READING

Sl No	Title	Author	Publisher/Year
1	<i>New Horizon in Language</i>	John Lyons (Ed.)	Pelican Books, 1970
2	<i>English Pronunciation in Use</i>	Mark Hecock	Cambridge University Press, 2003
3	<i>A Practical English Grammar</i>	Thomson and Martinet	Oxford University Press
4	<i>An Introduction to Language and Linguistics</i>	Christopher.J. Hall	Viva Continuum Edition, 2008
5	<i>Introducing Phonology</i>	David Odden	Cambridge University Press, 2005
6	<i>Linguistics: A Very Short Introduction</i>	P. H. Matthews	Oxford University Press

A. CORE READING

5. MODEL QUESTION PAPER

(To be incorporated)

Sample Topics for Assignments

- Language and society
- Branches of Linguistics
- Bilingualism
- The Need for the Study of Grammar
- RP and Standard English
- Approaches to the Study of Grammar
- Linguistics as a Science

UNIVERSITY OF CALICUT
 RESTRUCTURED CURRICULUM FOR
 BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE 2009 - 2010
 SYLLABI FOR CORE COURSES
 METHODOLOGY OF LITERATURE

COURSE CODE	ENG5B03
TITLE OF THE COURSE	METHODOLOGY OF LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)

1. AIM OF THE COURSE

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

2. OBJECTIVES OF THE COURSE

- To introduce and discuss the evolution of literature
- To sensitize the student to his own readings, to develop a critical sensibility, to inculcate a love of literature, and to instill a serious approach to literature.
- To enable the student to read literature using critical and theoretical

schools viz. textual approaches - New Critical, psychoanalytic, gender based, ethnic, subaltern, post-colonial, cultural, archetypal, postmodern, ecological perspectives.

3. COURSE OUTLINE

MODULE I

Traits of Literature: What forms literature? How is literature different from other discourses? - Canon Formation: Who determines taste? How are certain works and authors marginalized? – English literatures: British, American, African, Indian, Canadian, Australian etc.

MODULE II

Textual approaches: New criticism, Formalism, Close Reading, Deconstruction, Reader response – Psychoanalytic: Freud, Lacan and Zizek
(*not the heavy jargon but reading possibilities*) – Archetypal: Unconscious and universal patterns of repetition

MODULE III

Gender: Marginalized genders – Ethnic: Marginalization of aboriginals, how their culture is demolished and specimens? – Subaltern: A unique Indian phenomenon, Dalit literature, marginalization

MODULE IV

Post colonial: How texts are reread? Quest for expression, assertion of nationalism with special reference to India and Arica – Cultural studies: Cultural Materialism, New Historicism, Marxism, Postmodernism – Eco-critical: Awareness of nature and environment, eco-feminism

Approach

The approach has to be open and flexible in sensibility, avoiding judicious judgments. Instead of offering rigid definitions and descriptions, the teacher is to stimulate thinking process and help students form positions through familiar examples. A few poems (or stories) are to be selected and read from different theoretical frames so that the student can grasp how one contrasts with the other.

Classes may be devoted to simple explication of the methodologies followed by practical illustrations of the application of the methodologies on short works and finally, student assignments on these lines.

4. READING LIST**A) CORE TEXT**

(A text containing the above lessons will be made available)

B) FURTHER READING

Sl No	Title	Author	Publisher/Year
1	<i>Principles of Literary Criticism</i>	S.Ravindranathan	Chennai, Emerald, 1993
2	<i>A Handbook of Critical Approaches to Literature</i>	Wilfred L. Guerin, Earle Labor, et al	Delhi, OUP, 2006
3	<i>Contemporary Criticism: An Anthology</i>	V.S.Sethuraman (ed)	Chennai, Macmillan, 1989

5. MODEL QUESTION PAPER

(To be incorporated)

UNIVERSITY OF CALICUT
RESTRUCTURED CURRICULUM FOR
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE
SYLLABI FOR CORE COURSES

INFORMATICS

COURSE CODE	ENG5B04
TITLE OF THE COURSE	INFORMATICS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90(5 hrs/wk)

1. AIMS OF THE COURSE

- This course introduces students to all the different aspects of Information Technology and Computers that an educated citizen of the modern world may be expected to know of and use in daily life. The topics in the syllabus are to be presented as much as possible with a practical orientation so that the student is given a perspective that will help him to use and master technology.

2. OBJECTIVES OF THE COURSE

Upon completion of the course:

- The student will have a thorough general awareness of Computer hardware and software from a practical perspective.
- The student will have good practical skill in performing common basic tasks with the computer.

3. COURSE OUTLINE

MODULE I: GENERAL INTRODUCTION

Outline history of the development of computers - Types of computers- PC/ Workstations – Laptops – Palmtops - Mobile Devices – Notebooks - Mainframes – Supercomputers - Significance of IT and the Internet

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MODULE II: INTRODUCTION TO BASIC HARDWARE

Monitor - CRT and LCD – issues - CPU-mouse-keyboard-processor types - Ports - USB 2.0 - Input-output devices - Printers-scanners-graphic tablet-thumb drive- modems-digital cameras-microphones-speakers. Bluetooth devices

MODULE III: INTRODUCTION TO SOFTWARE

Topics: Operating Systems - Windows- Windows versions- Linux – Linux distributions- Free software- software licenses - Software Tools (applications) - Windows software tools- Word, PowerPoint, Excel - Linux tools - Open Office, etc. Security issues- viruses - antivirus tools.

MODULE IV: INTRODUCTION TO NETWORKING AND THE INTERNET

What is Networking - LAN- WAN- Wireless networks - Benefits of Networking- file sharing- sharing of printers- examples - networking in an office- in an internet café. The Internet- HTML- websites – blogs - search engines- e-mail- chat- wikis- social networking- Security issues- Hacking- Phishing etc.

MODULE V: KNOWLEDGE RESOURCES ON THE INTERNET

Encyclopedias – libraries - book sites – journals - content repositories - online education - other information sites - internet directories - other information sources - websites of universities and research institutions - Online courses and Virtual Universities

MODULE VI: COMPUTER LOCALIZATION

What is localization - using computers in the local languages in India - language packs for operating systems and programs - fonts –Unicode - ASCII - keyboard layout issues - software tools for typing local languages - TDIL project.

4. CORE TEXT

(A text containing the above lessons will be made available)

UNIVERSITY OF CALICUT
 RESTRUCTURED CURRICULUM FOR
 BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE
 SYLLABI FOR CORE COURSES
LITERARY CRITICISM AND THEORY

COURSE CODE	ENG6B01
TITLE OF THE COURSE	LITERARY CRITICISM AND THEORY
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	5
NO. OF CONTACT HOURS	90 (5 hrs/wk)

1. AIM OF THE COURSE

To familiarise the students with the literary terms and introduce to them the various streams in literary criticism, to make them aware of the inter-disciplinary nature of contemporary criticism and to develop in students, skills for literary criticism.

2. OBJECTIVES OF THE COURSE

- To make the students aware that all readers are critics
- To familiarise them with the factors involved in criticism like interpretation, elucidation, judgement and appreciation.
- To introduce the students to basic texts in criticism, relating to various movements and schools of thought
- To develop critical thinking by introducing various tools of criticism-analysis, comparison, theoretical approaches etc.

3. COURSE OUTLINE

MODULE I - CLASSICAL AGE

Aristotle: Concepts of tragedy, plot

Plato: Concept of Art, criticism of poetry and drama

(Contemporary relevance of the ideas in the above to be discussed)

CORE READING

Aristotle. "Poetics" classical appendix in English Critical Texts, OUP, Madras, 1962. Prasad, B.

An Introduction to English Criticism, Macmillan, India, 1965. pp 1-28.

MODULE II – INDIAN AESTHETICS

Theory of Rasa, Vyanjana and Alankara.

(The relationship between Module I & II to be discussed. For eg. The concept of Rasa and purgation, Alankara and figures of speech etc.

CORE READING

- * Das Gupta, S.N. "The Theory of Rasa", (pp 191 -196) in *Indian Aesthetics : An Introduction* ed., V.S.Sethuraman, Macmillan, India, 1992.
- * Kuppaswami Sastri. "The Highways of Literary Criticism in Sanskrit" (pp 173 - 190), in *Indian Aesthetics : An Introduction* ed., V.S. Sethuraman, Macmillan, India, 1992.
- * Raghavan. V. "Use and Abuse of Alankara"(pp 235 - 244) in *Indian Aesthetics An Introduction*. India , Macmillan, 1992.

MODULE III – MODERN CRITICISM

This section is meant to make the students familiar with modern critical writing.

CORE TEXTS

- * William Wordsworth: *Preface to Lyrical Ballads*- Paragraphs 5-12
- * Ferdinand de Saussure: *Nature of the Linguistic Sign*.
- * T.S. Eliot – *Tradition and the Individual Talent*
- * Elaine Showalter- *Towards a Feminist Poetics*

CORE BOOKS

- * Wordsworth, William "Preface to Lyrical Ballads" in Enright, D J et al . *English Critical Texts* OUP, Madras, 1962 paragraphs 5 to 12. P. 164-172.
- * Eliot, T S. "Tradition and Individual Talent" in *English Critical Texts* Madras, 1962 pp 293 - 301.
- * Saussure, Ferdinand De. "Nature of the Linguistic Sign" in *Modern Literary Theory and Criticism*.
- * Showalter, Elaine. "Towards a Feminist Poetics" in *Contemporary Criticism* ed. Sethuraman V. S. India Macmillan, 1989, pp 403- 407

MODULE IV - CRITICAL TERMS AND CONCEPTS

This is a section meant to familiarize students with the various tools, movements and concepts in criticism. This may include the following:-

Figures of Speech: Simile, metaphor, synecdoche, metonymy, symbol, irony, paradox.

Movements: Classicism, neo-classicism, romanticism, humanism, realism, magic realism, naturalism, symbolism, Russian formalism, Marxist criticism, absurd literature, modernism, structuralism, post-structuralism, deconstruction, post-modernism, post-colonialism, feminism, psycho- analytic criticism

Concepts: Objective correlative, Ambiguity, intentional fallacy, affective fallacy, negative capability, myth, archetype.

Literary Forms: Lyric, Ode, Elegy, epic, sonnet, ballad, dramatic monologue, melodrama, tragic- comedy, farce, and satire

CORE READING

- Abrams, M.H. *A Glossary of Literary Terms*. VII edn. Thomson Heinle , India. 1999.
Peck, John and Martin Coyle. *Literary Terms and Criticism*. Macmillan, London, 1993.

MODULE V

In this Module, critical analysis of short poems and short stories are to be done by students. The students may be asked to analyse pieces in terms of theme, diction, tone, figures of speech, imagery etc. Theoretical approaches may be avoided.

CORE READING:

Sethuraman, V.S. et al. *Practical Criticism*. Macmillan, India, 1990.

General Reading

Sl No	Title	Author	Publisher/Year
1	<i>Indian Aesthetics. An Introduction.</i>	Sethuraman, V.S	India: Macmillan, 1992.
2	<i>Oxford Dictionary of Literary Terms</i>		
3	<i>A Glossary of Literary Terms</i>	Abrams, M.H	India: Macmillan, Rev. Edition.
4	<i>Literary Terms and Criticism</i>	Peck, John et al.	Macmillan: India, 1993.
5	<i>An Introduction to English Criticism</i>	Prasad, B	India: Macmillan, 1965.
6	<i>Beginning Theory,</i>	Barry, Peter.	Manchester and New York: Manchester University Press. 1995

Further Reading

Sl No	Title	Author	Publisher/Year
1	<i>Structuralism and Semiotics</i>	Hawks, Terrence	New Accents, 2003
2	<i>The Poetry Hand Book</i>	Lennard, John	Oxford University Press, 2008
3	<i>A History of Literary Criticism</i>	Blamires, Harry	Delhi: Macmillan, 1991
4	<i>Contemporary Literary Theory: A Student's Companion</i>	Krishna Swamy, N et al	Delhi: Macmillan, 2001
5	<i>Literary Criticism: A Reading</i>	Das, B.B. et al	New Delhi, Oxford University press, 1985
6	<i>The English Critical Tradition</i>	Ramaswamy, S, Sethuraman, V.S.	Delhi: Macmillan, 1977
7	<i>An Introduction to the Study of literature</i>	Hudson, W.H.	
8	<i>Literature Criticism and Style</i>	Croft, Steven et al.	Oxford University press, 1997
9	<i>Literary Theory: The Basics</i>	Bertens, Hans	Routledge, 2001
10	<i>Literary Theory for the Perplexed</i>	Klages, Mary	India: Viva Books, 2007

5. WEB RESOURCES

www.literatureclassics.com/ancientpaths/litcrit.html

www.textec.com/criticism.html

www.ipl.org/div/litcrit

www.assumption-edu/users/ady/HHGateway/Gateway/Approaches.html

www.maiteospace.com/englishodyssey/Resources/litcrit.html

6. MODEL QUESTION PAPER

(To be incorporated)

UNIVERSITY OF CALICUT

RESTRUCTURED CURRICULUM FOR
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

SYLLABI FOR CORE COURSES

LITERATURES IN ENGLISH: AMERICAN & POST COLONIAL

COURSE CODE	ENG6B02
TITLE OF THE COURSE	LITERATURES IN ENGLISH: AMERICAN & POST COLONIAL
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)

2. AIM OF THE COURSE

- To inculcate a literary, aesthetic and critical awareness of diverse cultures and literary creations and thus to arrive at a broader vision of the world.

3. OBJECTIVES OF THE COURSE

- To initiate the students to varied literatures in English
- To expose them to diverse modes of experiences and cultures
- To familiarize them with the concepts of Post Colonialism
- To enable students to compare and contrast their indigenous literature and culture with other literatures and cultures.

3. COURSE OUTLINE

A) AMERICAN LITERATURE

MODULE I

General reading: Introduction to American Literature

Poetry Walt Whitman : I Hear America Singing
 Wallace Stevens : Anecdote of a Jar
 Sylvia Path : Edge
 : Mother to Son
 Langston Hughes

MODULE II

Drama Arthur Miller : *Death of a Salesman*

Short Story Edgar Allen Poe : The Fall of the House of Usher
Faulkner : Barn Burning

CORE READING

Ramanan, Mohan (Ed) *Four Centuries of American Poetry: An Anthology*.
Chennai: Macmillan, 1996. 61-63, 123, 125-127, 170-171.

Salumke, Vilas et al. (Ed). *An Anthology of Poems in English*. Chennai: Longman,
2005 (Rpt). 89-91, 114-115.

FURTHER READING

Bhongle, Rangrao. (Ed) *Contemporary American Literature: Poetry, Fiction, Drama and Criticism*.
New Delhi: Atlantic Publishers, 2002.

Collins - *An Introduction to American Literature*

Crawford, Bartholow V et al. *American Literature*. New York: Barnes and
Noble Books, 1945

Mathiessew, F.O. *American Literature up to Nineteenth Century*

Spiller - *Cycle of American Literature - A New Harvest of American Literature*

Warren, Robert Penn. - *American Literature*

Wright, George T (Ed) *Seven American Stylists: From Poe to Mailer: An Introduction*.
Minneapolis: University of Minnesota Press, 1961

B) POST COLONIALISM**MODULE III**

General Reading: Prose: Aspects of Post Colonial Literature

Poetry Margaret Atwood : This is a Photograph of Me
Kamau Braithwaite : The Emigrants
Meena Alexander : House of a Thousand Doors
Gabriel Okara : The Mystic Drum
David Diop : Africa

(blogginginparis.com/2004/08/22/afrique-africa-by-david-diop-1927-1960/ -)

MODULE IV

Drama Manjula Padmanabhan : *Harvest*

Fiction Nasibu Mwanukuzi : *Killing Time*
(www.kongoi.com/Ras_Nas/shortstories/dayssofsummer.php -

Carol Shields : *A Scarf*

4. MODEL QUESTION PAPER

(To be incorporated)

UNIVERSITY OF CALICUT

RESTRICTED CURRICULUM FOR
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

SYLLABI FOR CORE COURSES
WOMEN'S WRITING

COURSE CODE	ENG6B03
TITLE OF THE COURSE	WOMEN'S WRITING
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5hrs/wk)

1. AIM OF THE COURSE

- To introduce students to women's voices articulated in literature from various countries
- To introduce them to the evolution of the Feminist movement and to familiarize them with the various issues addressed by Feminism
- To sensitize them to issues like marginalization and subjugation of women
- To motivate them to rethink and redefine literary canons

2.OBJECTIVES OF THE COURSE

- To enable students to identify concepts of class, race and gender as social constructs and interrelated throughout women's lives
- To lead them to explore the plurality of female experience in relation of these
- To equip them with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms

3.COURSE OUTLINE

MODULE I - ESSAYS

- a. Introduction to the Course, its scope, the need to re-examine the canons
 1. Virginia Woolf : Shakespeare's Sister (From *A Room of One's Own*. London, Hogarth, 1929)
 - 2.Showalter : A Literature of Their Own: British Women Writers from *Brones to Lessing* (Princeton, Princeton University Press, 1977)

MODULE II - POETRY

1. Kamala Das : An Introduction (From: Narasimhaiah, CD. (ed).
An Anthology of Commonwealth Poetry.
Macmillan India Ltd, 1990, 47)
2. Noonuccal Oodgeroo : We Are Going
(From: Noonuccal Oodgeroo. *The Down is at
Hand.* 1966)
3. Emily Dickinson : She Rose to His Requirements
(From: *The Poems of Emily Dickinson.*
Massachusetts: Cambridge. 1955.
4. Adrienne Rich : Aunt Jennifer 's Tiger
(From: Ferguson, Margaret et.al (eds). *The
Norton Anthology of English Poetry IV* edn.
NewYork : Norton, 1966. p. 1967)

MODULE III – FICTION

1. Jean Rhys : *Wide Sargasso Sea* (Novel)
(Penguin, 1968)
2. Mrinal Pande : Girls (Short Story)
(From: Das, Monica. (ed) *Her Story So Far :
Tales of the Girl Child in India.* Delhi, Penguin
2003.)
3. Katherine Mansfield : The Garden Party (Short Story)
(From: *Norton Anthology of English Literature.*
Vol. 2. 7th Edition, NewYork, Norton & Co.
2000. 2423-2432)

MODULE IV

DRAMA & FILM

1. Mahasweta Devi : *Bayen* (Drama)
(From: *Mahasweta Devi's Five Plays*.
Trans. Samik Bandhopadhyay. Calcutta,
Seagull Books, 1997)
2. Revathy : *Mitr: My Friend* (Film)
3. Marzich Mishkini : *The Day I Become a Woman* (Film)

4. READING LIST

I. General Reading

Sl. No	Title	Author	Publisher/Year
1	Fiona Tolan's 'Feminisms', in, <i>Literary Theory and Criticism : An Oxford Guide</i>	Patricia Waugh (ed)	Oxford, OUP, 2000
2	Rivkin Julie & Michael Ryan's 'Feminist Paradigms' in <i>Literary Theory: An Anthology</i>	Rivkin Julie & Michael Ryan (ed)	Oxford: Blackwell, 1998
3	<i>Jane Eyre</i>	Charlotte Bronte	OUP, 1973

III Further Reading

Sl. No	Title	Author	Publisher/Year
1	<i>A Room of One's Own</i>	Virginia Woolf	London, Hogarth, 1929
2	<i>The Female Imagination</i>	Patricia Mayor Spacks	New York: Avon Books, 1976
3	<i>Women in Patriarchy: Cross Cultural Readings</i>	Jasbir Jain (ed)	Delhi: Rawat Publications, 2005
4	<i>Women Writing in India Vol I & II.</i>	Susie Tharu & K. Lalitha	Delhi, OUP, 1991
5	<i>Making A Difference: Feminist Literary Criticism</i>	Gayle Green & Coppelia Kahn	New York: Routledge
6	<i>The Mad Woman in the Attic: The Woman Writer</i>	Sandra Gilbert & Susan Gubar	Yale University Press, 1978
7	<i>The Second Sex</i>	Simon de Beauvoir	UK, Harmond Worth, 1972
8	<i>Women, Race and Class</i>	Angela Davis	New York, Random House, 1981
9	<i>In Search of Our Mother's Gardens</i>	Alice Walker	New York, Harcourt Brace Jovanovich, 1983
10	<i>Desire in Language</i>	Leon S. Roudiex (ed)	New York, Columbia University Press, 1975
11	<i>Literature and Gender</i>	Lisbeth Goodman (ed)	New York, Routledge, 1996
12	<i>Feminist Film theorists</i>	Laura Mulvey et al (ed)	London, Routledge, 2006
13	<i>Her Story So Far. Tales of the Girl Child in India</i>	Monics Das (ed)	Delhi, Penguin, 2003
14	<i>A Dragonfly in the Sun: Anthology of Pakistani Writing in English</i>	Muneesa Shamsie (ed)	OUP, 1997
15	<i>Against all Odds: Essays on Women, Religion Development from India and Pakistan</i>	Kamala Bhasin et al (ed)	Delhi, Kali for Women, 1994
16	<i>Atlas of Women and Men in India</i>	Saraswathy Raju et al (ed)	Delhi, Kali for women, 1999
17	<i>Women Writers with Fire in their Pen, Cyber Literature, Vol.2. No.1 Aug, 1998</i>	Usha Bande	Aug. 1998
18	<i>Breast Stories</i>	Maheshweta Devi	Calcutta, Seagull, 1998

5. WEB RESOURCES

Emily Dickinson: An Overview academic brooklyn. cuny.
 edu/english/melani/cs6/dickinson. html.

Poets.org Guide to Emily Dickenson's Collected Poems - Poets org.
www.poets.org/page.php/prm ID/308

Wide Sargasso Sea Study Guide by Jean Rhys
 study Guide www.bookrags.com/studyguide-widesargassocea.

Wide Sargasso Sea Summary and Analysis
 Summary www.bookrags.com/wide-sargasso-sea

1A Room of One's Own Summary and Study Guide

www.enotes.com/room-ones 6.

Kamala Das Criticism

www.enotes.com/poetry-criticism/das-

Kamala. 7.

Kamala Das Summary and Analysis

Summary

www.bookrags.com/Kamala-Das

6. MODEL QUESTIONS

(To be incorporated)

UNIVERSITY OF CALICUT
RESTRUCTURED CURRICULUM FOR
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE
SYLLABI FOR CORE COURSES
WRITING FOR THE MEDIA

COURSE CODE	ENG6B04
TITLE OF THE COURSE	WRITING FOR THE MEDIA
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 5 hrs/wk)

1. AIM OF THE COURSE

This Course introduces students to writing in a professional environment and to the forms of writing for the Mass Media.

The Course involves lectures, discussions and practice in data gathering, organizing and writing for various media, including newspapers, magazines, radio, television, film and the Web.

1. OBJECTIVE OF THE COURSE

Upon completion students should be able to:

- Understand the nature of news, the role of journalism, advertising in a democratic society, the ethical and legal restrictions on media writing, and the criteria for writing excellence.
- Master the basic writing and reporting skills for various media, including news writing for print and broadcast media, and advertising copywriting.
- Think critically about writing for the media (specifically broadcast journalism, digital media and advertising); develop and apply media writing skills.
- Exhibit competence in the mechanics of concise and clear writing through the use of acceptable grammar, correct spelling, proper punctuation, and appropriate AP style.

2. COURSE OUTLINE

MODULE I – PRINT MEDIA

1. Introduction – The Media and the Message
2. Introduction to Print Media – Audience for the News
3. Feature Writing and Article Writing: Angle – Structure – Organisation
4. Newspaper Writing: Editorials – Letters to the Editor – Book and Film reviews – Interviews – Lead: datelines – Credit-line – Bylines – Nut-graph – Headlines – Op-ed Pieces
- 5 Editing: Grammar – Punctuation – Subbing – Proof-reading – Freelancing
- 6 Writing for Magazines: Action – Angle – Anecdote

MODULE II – ELECTRONIC MEDIA

- a. Radio: Radio as a Mass Medium – Radio Skills – Broadcast Writing – Broadcast Terms –
Scripting for Radio – Story Structure – Lead, Body, Ending – Writing Radio News and Features Programmes for Radio (Features, News, Interviews, Skits, Music Programmes, etc.) - Practical – Planning a Newscast – Radio Jockeying
- b. Television: Television as a Mass Medium – Television Skills – Scripting for TV - Programmes for TV (Features, News, Interviews, Music Programmes, etc.) Practical - Anchoring, Interviewing.
- c. Film: Fundamentals of Film Scripting, Screenplay and Production, Documentary Film, News Reel.

Practical – Writing Short Screenplays, Film Reviews.**MODULE III – DIGITAL MEDIA**

- a. Kinds of Digital Media: E-book – E-magazine – E-journal – E-newspaper – Internet - World Wide Web
- b. Writing for Digital Media; Web Writing - Technical Writing – Blogging.-
Introduction to
Profile Writing – Broadcast News Analysis – Caption Writing – Copy
Writing/Content
Writing – Story Structure and Planning - Inverted Pyramid - Headline, Blurb,
Lead -
Digital Correspondence – Digital Editing - Assignments in Technical Writing,
Web
Writing, Blogging.

MODULE IV – ADVERTISEMENT

- a. Advertisement in Different Media – An Overview
- b. Promotional Literature: Copywriting for Leaflets, Pamphlets, Brochures, Classifieds – Text, Captions, Logo – Story-board etc.

MODULE V – STYLISTICS AND THE MEDIA

- a. Difference in writing styles between Print, Electronic and Digital Media
 - b) Basic principles of AP Style (Associated Press Style Book) for Writing –
Use of the Style Book – Style as a Manner of Writing
– Clarity in Writing – Readability – Five ‘W’s and ‘H’ of Writing.
- a. Different kinds of writing:
 1. News Writing – Appropriate angle for a news story – Structuring news – Qualities of effective leads –Using significant details – Effective revision
 2. Article writing – Structuring for greatest effect – Preparation and organization of article – Specific angle – specific audience.
 3. Feature writing – structure – organisation – feature angles – simplicity in Style.
 4. Writing for the screen – Writing effective film reviews –Basic principles of writing for advertising – Writing for Interactive Media
 5. editing – Copy editing process – Guiding principles of editing.

READING LIST

A. CORE READING

Sl No	Title	Author	Publisher/Year
1	<i>Writing for the Mass Media</i> (Sixth edition).	James Glen Stovall	Pearson Education, 2006
2	<i>Basic News Writing</i>	Melvin Menchar	William. C.Brown Co., 1983
3	<i>Writing and Reporting News: A Coaching Method</i>	Carole Rich	Wadsworth/ Thomson Learning, 2003
4	<i>News Writing & Reporting</i>	James A Neal & Suzane S Brown	Surjeeth Publications, 2003
5	<i>Broadcast News Writing, Reporting & Production</i>	Ted White	Macmillan
6	<i>An Introduction to Digital Media</i>	Tony Feldman	(Blueprint Series) 1996
7	<i>Advertising</i>	Ahuja & Chhabra	Sujeeth Publications, 1989
8	<i>The Screenwriter's Workbook</i>	Syd Field	Dell Publishing, 1984
9	<i>E-Writing</i>	Dianna Booher	Macmillan, 2008
10	<i>Mass Communication Theory</i>	Denis Mcquail	Vistaar Publications, 2007

B. FURTHER READING

Sl No	Title	Author	Publisher/Year
1	<i>Writing and Producing News</i>	Eric Gormly	Surjeet Publications, 2005
2	<i>A Crash Course in Screenwriting</i>	David Griffith	Scottish Screen, 2004
3	<i>Digital Media: An Introduction</i>	Richard L Lewis	Prentice Hall
4	<i>The Art of Editing the News</i>	Robert.C McGiffort	Chilton Book Co., 1978

5	<i>Digital Media Tools</i>	Dr.Chapman Nigel	(Paperback - 26 Oct 2007)
6	<i>News reporting and Editing</i>	K.M Srivastava	Sterling Publications
7	<i>The News Writer's Handbook: an Introduction to</i>	M.L Stein. , Paterno, Susan.F	Surjeeth Publications, 2003

	<i>Journalism</i>		
8	<i>The Associated Press Style Book and Libel Manual</i>	Norm	The A.P, 1994
9	<i>The TV Writer's Workbook : A Creative Approach to Television</i>	Ellen Sandler	Delta, 2007
10	<i>Understanding Journalism</i>	Lynette Sheridan Burns	Vistaar Publications, 2004
11	<i>Media and Society in the Digital Age</i>	Kevin Kawamoto	Pearson Education, 2002
12	<i>Media in the Digital Age</i>	J.V Pavlik	(Paperback - 1 May 2008)

5. WEB RESOURCES

info@scottishscreen.com
<http://www.scottishscreen.com>
<http://www.subtle.net/empyre/>
<http://www.billseaman.com>
<http://www.inplaceofthepage.co.uk>
<http://www.desvirtual.com> <http://www.brueckner-kuehner.de/block>

6. MODEL QUESTIONS (*To be incorporated*)

Sample Topics for Assignments

1. Students may opt to do creative writing project representing an engagement with their experience of the course.
2. Submit three focus story ideas that you could write for the campus news paper. Identify them as news or feature stories.
3. Attend three events of your locality and write a basic news story about it.
4. Keep a journal of your reading habits for a week. Write a paragraph each day

about the kinds of stories you read and did not read, how many you read all the way through and how many you read just through the headlines alone or the first few paragraphs only. Give an empirical conclusion to your observations.

5. Watch the TV news bulletin for a week. Is the news the same or different from the print news? Do you have greater faith in the medium? Why?
6. Concentrate on a particular publication of E-newspaper for at least a week. Reflect on its views, values and stylistic qualities.
7. Take three published news stories. Use the internet search engines to substantiate facts in the story.
8. Write a detailed story board for a 30 second Advertisement, complete with even the voice-over.
9. Write the script and a screen play for a 20 minute documentary film.

Expectations:

Organizational visit and participation of each student is essential and obligatory. It will be the basis of evaluation and grading. Assignments are due at the end of the course.

UNIVERSITY OF CALICUT

RESTRUCTURED CURRICULUM FOR BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

SYLLABI FOR ELECTIVES **World Classics in Translation**

COURSE CODE	ENG6B05E01
TITLE OF THE COURSE	WORLD CLASSICS IN TRANSLATION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)

1. AIM OF THE COURSE

- To develop sensible response to great classics in translation and fine tune analytical skills with a view to achieving a broad, wholesome vision of life

2. OBJECTIVES OF THE COURSE

- To introduce students to the world's best classics in translation
- To generate a broad vision of life by making the students to come to grips with universal problems and varied life situations
- To make the students to have a feel of excellent classics in translation in various genres- Poetry, Fiction, Short Story and Drama-by a judicious selection. It should instill in the students a spirit of enquiry and further exploration.

3. COURSE OUTLINE

MODULE I - POETRY

- a) A general introduction to world classics in translation
- b) Poetry. A brief introduction

FOR DETAILED STUDY

Dante-The Divine Comedy - 3 Paradiso Canto XXI (Penguin)

Goethe: "The Reunion" (Source: Goethe: <http://www.poetry-archive.com/g/goethe>) (The Poem Itself, ed. Stanley Burnshaw, Penguin)

A.S Pushkin: "I Loved You" Alexander Pushkin: Selected Works Vol I. Russian Classic Series, Progress Publishers)

NON-DETAILED:

An introduction to Homer and Virgil touching on The Iliad, The Odyssey and The Aeneid

MODULE II - DRAMA

1. A brief introduction to world drama in general
2. FOR DETAILED STUDY
Sophocles: Oedipus Rex. Cambridge University Press, 2006
3. NON-DETAILED
Bhasa: Karnabharam: Sudarshan Kumar Sharma, (trans). Parimal Publications.

MODULE III - FICTION AND SHORT STORIES

1. A brief introduction
2. FICTION: NON-DETAILED STUDY.
Dostoevsky: Notes from Underground. Vintage, 1994.
Herman Hesse: Siddhartha. Bantam Classics, 1981.
3. SHORT FICTION DETAILED STUDY
Leo Tolstoy: The Repentant Sinner (Collected Series, Vol I, Progress Publishers)
4. READING LIST:-

A) FURTHER READING

Sl. No	Title	Author	Publisher/Year
1	Three Centuries of Russian Poetry	Vladimir Nabokov	Houghton Mifflin Harcourt, 2008
2	The Poem Itself	Stanley Burnshaw	UK: Penguin Pelican, 1964
3	World Drama from Aeschylus to Anouilh	Allardyce Nicoll	NY: Harcourt Brace, 1950
4	Greek Drama	Moses Hadas	Bantam Classics, 1983
5	Greek Tragedy in Action	Taplin, Oliver	Routledge, 2002

** For fiction and for each author Twentieth Century Views/Casebook Series/Teach Yourself Series could be used.*

5. CYBER RESOURCES

www.online-literature.com/tolstoy/2900/ www.flipkart.com/karnabharam-madhyama-vyayoga-mahakavi-bhasa

6. MODEL QUESTIONS

(To be incorporated)

UNIVERSITY OF CALICUT

RESTRUCTURED CURRICULUM FOR BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

SYLLABI FOR ELECTIVES

REGIONAL LITERATURES IN TRANSLATION

COURSE CODE	ENG6B05E02
TITLE OF THE COURSE	REGIONAL LITERATURES IN TRANSLATION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)

1. AIM OF THE COURSE

- To expose students to the literatures representing India in various regional languages to connect some of the myriad

2. OBJECTIVES OF THE COURSE

- To develop familiarity in the students with the cultural, linguistic and social nuances of regional literature
- To overcome language barrier in the appreciation of good literature
- To equip students with critical and analytical skills to respond to texts in various regional languages in India
- To enable students to transcend cultural barriers in understanding, foregrounding and contesting the 'transcultural' India
- To inculcate a sense of oneness as Indians while learning to assert one's own cultural identity and politics

3. COURSE OUTLINE

INTRODUCTION

Importance of Regional Literatures - Scope of Regional Literatures - Dominant themes and Motifs in Regional Literatures

MODULE I POETRY

1. AMRITA PRITAM (PUNJABI) : "I am the Daughter of the Land of Dravida"
2. KA NA SUBRAMANIAM (TAMIL) : "Experience"
3. NAVAKANTA BARUNA (ASAMIYA) : "Judas of the Arunerian Miniature"
4. AJNEYA (HINDI) : "Houses"
5. SITAKANT MAHAPATRA (ORIYA) : "Death of Krishna"
6. BALACHANDRAN CHULLIKKAD (MALAYALAM) : "Ghazal" (From Sachidanandan.K (ed)

Signatures: One Hundred Indian Poets, New Delhi: National Book Trust India, 2000)

MODULE II DRAMA

1. SALISH ALEKAR (MARATHI) : "The Terrorist" (From Salish Alekar. Collected Plays of Satish Alekar. New Delhi: OUP, 2009)
2. KALIDASA (SANSKRIT) : " Act IV of Kalidasa's Abhijnana Sakunthalam- (Kalidasa. Abhijnana Sakunthalam. Trans.A.R. Kale. New Delhi: Mottilal Benarasidass,)

MODULE III FICTION

1. U.R.ANANTHAMURTHY (KANNADA) : "Samskara" (From U.R.Anantha Murthy. Samskara: A Rite for a Dead Man Trans. New Delhi: OUP, 1976)
2. A.K. Ramanujan. New Delhi OUP, 1976)
3. QURRATUALAIN HYDER (URDU) "Confessions of St. Flora of Georgia" URDU (From Bhabam Bhattacharya. Contemporary Indian Short Stories Vol.II. Delhi, Sahitya Akademi, 1959)
4. THARASHANKAR BANERJEE (BENGALI) "Boatman Tarini" (From Bhabam Bhattacharya. Contemporary Indian Short Stories -Vol.III. Delhi: Sahitya Akademi, 1964)
5. V. CHANDRANSEKGA RAO (TELUGU) : "The story of the Fire-Bird, Red Rabbit and the Endangered Tribes"
6. Geetha Dharmarajan. Kata Prize Stories: best of the 90's. New Delhi: Katha, 2002)

4. READING LIST:-

- A) GENERAL READING
- B) CORE READING BOOKS LISTED/USEFUL IN MODULES I III ABOVE)

Sl. No	Title	Author	Publisher/Year
1	Collected Plays of Satish Alekar	Satish Alekar	New Delhi: OUP, 2009.
2	Samskara: A Rite for a Dead Man Trans A.K.Ramanujan	U,R.Anantha Murthy	New Delhi OUP, 1976.
3	Contemporary Indian Short Stories Vol.11	Bhabam Bhattacharya	Delhi, Sahitya Akademi, 1959
4	Contemporary Indian Short Stories Vol.III.	Bhabam Bhattacharya	Delhi: Sahitya Akademi, 1964.
5	Kata Prize Stories: best of the 90's	Geeta Dharmarajan	New Delhi: Katha, 2002
6	Abhijana Sakunthalam, Trans. A.R. Kale	(Trans) A.R. Kale	Mottilal Benarasidass, 1969
7	Signature : One Hundred Indian Poets	K.Sachidanandan	New Delhi, NET INDIA, 2000

C) FURTHER READING

Sl. No	Title	Author	Publisher/Year
1	Another India	Nissim Ezekiel, Meenakshi Mukherjee (ed)	New Delhi: Penguin, 1990
2	Literatures in Modern Indian Languages	Gokak V.K. (ed)	Delhi: The Publication Division, 1957
3	New Writing in India	Adil Jussawalla (ed)	Harmondsworth: Penguin,1974
4	U.R.Anantha Murthy's Samskara: A Critical Reader	Kailash C. Baral (ed.) Sura P. Rath (ed.) D. Venkat Rao (ed.)	Pencraft International, 2005

5. CYBER RESOURCES

<http://www.unipune.ernet.in/dept/lalitkala/sa2.htm>

www.tamilnation.org/hundredtamils/index.htm

6. MODEL QUESTIONS

(To be incorporated)

UNIVERSITY OF CALICUT

RESTRUCTURED CURRICULUM FOR BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

SYLLABI FOR ELECTIVES

DALIT LITERATURE

COURSE CODE	ENG6B05E03
TITLE OF THE COURSE	DALIT LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	3
NO. OF CONTACT HOURS	54 (3 hrs/wk)

MODULE I PROSE

1. Sunny M. Kapikkad The Dalit Presence in Malayalam Literature (trans. Malayalam)
2. Sharankumar Limbale About Dalit Literature (trans. Marathi)
3. Aravind Malagatti Coins on the Corpse and the Wedding Feast (trans. Kannada)
4. Raj Gauthaman Dalith Culture (trans. Tamil)

MODULE II POETRY

(Trans. Malayalam)

1. Raghavan Atholi Kandathi
2. K.K.S. Das Black Dance

(Trans. Marathi)

3. Namdeo Dhasal Hunger
4. Hira Bansode Yasodhara

(Trans. Tamil)

5. Sukirtharani Gigantic Trees
6. Pratibha Jeyachandran The Question

MODULE III SHORT STORY

1. Bandhumadhav The Poisoned Bread (Trans. Marathi)
2. Anna Bhau Sathe Gold from the Grave (Trans. Marathi)

3. C. Ayyappan Madness (Trans. Malayalam)
4. Abhimani The Show (Trans. Tamil)

MODULE IV DRAMA

1. A. Santhakumar Dreamhunt (Trans. Malayalam)

CORE READING MATERIALS

- i. K.Satyanarayana & Susie Tharu (ed.). (2011). **No Alphabet in Sight: New Dalit Writing from South India**. New Delhi: Penguin Books. Lesson 4 (p.149-57); Lesson 5 (p.345-347); Lesson 6 (p.414-18); Lesson 9 (p.315-6); Lesson 10 (p.211-3); Lesson 14 (p.75-80)
- ii. Arjun Dangle (ed). (1992) **Poisoned Bread**. Bombay: Orient Longman. Lesson 7 (p.42-5); Lesson 8 (p.31-2); Lesson 11 (p.147-154); Lesson 12 p.210-15)
- iii. Dasan M., Pratibha V. et al (ed). 2012. **The Oxford India Anthology of Malayalam Dalit Writing**. New Delhi: Oxford University Press. Lesson 1 (p.259-67); Lesson 13 (p.68-71); Lesson 15 (p.169-179)
- iv. Sharankumar Limbale. 2004. **Towards an Aesthetic of Dalit Literature**. (trans. from Marathi: Alok Mukherjee). New Delhi: Orient Longman(Lesson 2 (p.19-22)
- v. Aravind Malagatti. (2007) **Government Brahmana**. (trans. From Kannada by Dharan Devi Malagatti, et al). Chennai: Orient Longman. Lesson 3 (p.7-11)

Further Reading

1. Baby Kamble. (2008) **The Prisons We Broke**. (Trans. from Marathi by Maya Pandit) Chennai: Orient Longman.
2. Gunasekaran K.A. (2009) **The Scar**. (Trans. from Tamil by V. Kadambari) Chennai: Orient Blackswan.
3. Sivakami P. (2006) **The Grip of Change**. Chennai: Orient Longman.
4. Ravikumar & Azhagarasan. (2012) **The Oxford India Anthology of Tamil Dalit Writing**. New Delhi: Oxford University Press.

UNIVERSITY OF CALICUT

REVISED SYLLABUS FOR OPEN COURSES (2015 ADMISSION)

SYLLABI FOR OPEN COURSES

FOR STUDENTS OF OTHER DISCIPLINES

FILM STUDIES

COURSE CODE	ENG5D01
TITLE OF THE COURSE	FILM STUDIES
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	2
NO. OF CONTACT HOURS	36 (2 hrs/wk)

1. AIM OF THE COURSE

- To introduce to films studies as a discipline and to develop in them analytical and critical skills so that they can appreciate cinema as an independent art form

2. OBJECTIVES OF THE COURSE

- To arrive at an appreciation of film as an art form and its aesthetics
- To see film as a gateway subject and to foster through film an understanding of visual aesthetics, forms and technological innovation.
- To understand how film connects with history, politics technology, psychology and performance.
- To critically appraise the nature of representation on screen and how class, race ethnicity and sexuality are represented.
- To probe the impact of practices and regulations such as censorship, cultural policy, industry awards and international distribution in film reception.
- To develop analytical skills so that the student can produce informed and thorough close readings of films.

3. COURSE OUTLINE

MODULE 1

Introduction to the basic terminology of filmmaking Mise en scene, long takes deep focus Shots (close up, medium shot, long shot)

Editing: chronological editing, cross cutting , montage , continuity editing , continuity cuts , jump cuts , match cuts, 30 degree rule ,180 degree rule.

MODULE II

Introduction to film genres

The Major genres: Narrative, avant-garde, documentary

Other genres: Thriller, melodrama, musical, horror, western, fantasy animation film noir expressionist historical, mythological, road movies

MODULE III

Introduction to major movements and theories

The silent era; classic Hollywood cinema, Neo-Realism, French New wave, Indian cinema

MODULE IV SELECTED FILM TEXTS

Andre Bazin : The Evolution of the Language of Cinema

Ronald Abramson "Structure and Meaning in Cinema in Movies and Methods Ed. Bill Nichols

C.S. Venkiteswaran , Swayamvaram : Classic Prophecies in Film and Philosophy ed. K Gopinathan

MODULE V CASE STUDIES OF CLASSIC CINEMA

- | | |
|------------------------|--------------------------------|
| 1. Battleship Potemkin | Silent Cinema, Montage |
| 2. Bicycle Thieves: | Neo Realism |
| 3. Charulata: | Indian Classic |
| 4. Rashomon: | Asian Classic. Japanese Cinema |
| 5. Chemmeen: | Malayalam Classic |

4. READING LIST:-

a) RECOMMENDED READING

1. Amy Villarejo. Film Studies : The Basics London & New York Routledge. 2007
2. Warren Buckland Teach Yourself Film studies , London , Hadden
3. Virginia Wright Wexman A History of Film Delhi , Pearson
4. Susan Heyward Key concepts in Cinema Studies London Routledge
5. J Dudley Andrew The Major Film Theories : An Introduction New Delhi Oxford
6. Michael Silverman (eds) "Elements of Literature" The Elements of Film New Delhi, OUP Pages 1451-1491.

b) FURTHER READING

1. Leo Braudy & Marshall Cohen Eds. *Film Theory and Criticism* Oxford OUP
2. Geoffry Nowell Smith. *The Oxford History of World Cinema* Oxford OUP
3. Satyajit Ray *Our Films Their Films* Hyderabad Orient Longman
4. Dudley Andrew *Concepts in Film theory*
5. Jarek Kupsc *The History of Cinema for Beginners* Hyderabad, Orient Longman
6. Victor Perkins *Film as Film: Understanding and Judging Movies*. Harmondsworth, Penguin
7. Bill Nichol. *Movies and Methods*
8. Rudolf Arnheim *Film as Art* London Faber
9. Andre Bazin *What is Cinema* Berkeley U of California P
10. John Caughie (ed) *Theories of Authorship* London BFI
11. John Corner *The Art of Record: A Critical Introduction to Documentary*, Manchester UP
12. David Bordwell *The Cinema of Eisenstein* London Routledge
13. Ashish Rajadhyaksha & Paul Willeman *Encyclopedia of Indian Cinema* Oxford & New Delhi OUP
14. John Hill & Pamela Church Gilson (eds) *The Oxford Guide to Film Studies* OUP
15. David Overly (ed) *Springtime in Italy: A Reader on Neorealism* London, Talisman
16. James Monaco *The New Wave* NY OUP
17. Keiko McDonald *Cinema East: A Critical Study of Major Japanese Films*, London. Associated University Presses
18. Chidananda Das Gupta *The Cinema of Satyajit Ray* New Delhi Vikas

5. CYBER RESOURCES

(To be incorporated)

6. MODEL QUESTIONS

(To be incorporated)

UNIVERSITY OF CALICUT

REVISED SYLLABUS FOR OPEN COURSES (2015 ADMISSION)

SYLLABI FOR OPEN COURSES

FOR STUDENTS OF OTHER DISCIPLINES

CREATIVE WRITING IN ENGLISH

COURSE CODE	ENG5D02
TITLE OF THE COURSE	CREATIVE WRITING IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	2
NO. OF CONTACT HOURS	36 (2 hrs/wk)

1. AIM OF THE COURSE

- To acquaint students with the basic principles and techniques involved in writing poetry, fiction and drama
- To develop students' talent for creative writing in English and to encourage them to keep writing

2. OBJECTIVES OF THE COURSE

- To introduce the concept of creative writing
- To familiarise students with the process of writing poetry, fiction and drama
- To train students to write the various forms

3. COURSE OUTLINE

MODULE I INTRODUCTION TO CREATIVE WRITING

Creativity inspiration art propaganda madness imagination creative writing/teaching of importance of reading

MODULE II THE ART AND CRAFT OF WRITING

Tropes, figures style, register formal, informal usage varieties of English language and gender disordered language playing with words grammar and word order - tense and time – grammatical differences

MODULE III MODES OF CREATIVE WRITING

- a) **POETRY:** Definitions - functions of language - poetry and prose - shape, form, and technique - rhyme and reason fixed forms and free verse modes of poetry: lyrical, narrative, dramatic voices- Indian English poets interview - verse for children - problems with writing poetry - writing poetry - Workshops
- b) **FICTION:** Fiction, non-fiction - importance of history - literary and popular fiction short story and novel interview - writing fiction for children - Children's literature - Interview - Workshops
- c) **DRAMA:** Drama - plot - characterization verbal and non verbal elements overview of Indian English theatre styles of contemporary theatre Indian playwrights - interview - writing for films screenplay - Children's theatre- Writing drama- workshops
- d) READING LIST:-
- e) CORE TEXT

Sl. No	Title	Author/s	Place/Publisher/Year
1	Creative Writing: A Beginner's Manual	Anjana Neira Dev, Anuradha Marwah, Swati Pal	Delhi, Pearson Longman, 2009

Sl. No	Title	Author/s	Place/Publisher/Year
1	Elements of Literature: Essay, Fiction, Poetry, Drama, Film	Robert Scholes, Nancy R Comley, Carl H. Klaus, Michael Silverman	Delhi, OUP, 2007
2	Write from the Heart: Unleashing the power of Your Creativity	Hal Zina Bennet	California, New World Library, 2001
3	A Guide to Writing about Literature	Sylvan Barnet, William E Cain	New Delhi, Pearson, 2006

5. CYBER RESOURCES

http://www.chillibreeze.com/articles_various/creative

<http://www.contentwriter.in/articles/writing/>

<http://www.cbse.nic.in/cwxii/creative-writing-xii-unit-1.pdf>: (downloadable free)

6. MODEL QUESTIONS

(To be incorporated)

REVISED SYLLABUS FOR OPEN COURSES (2015 ADMISSION)

SYLLABI FOR OPEN COURSES

FOR STUDENTS OF OTHER DISCIPLINES

APPLIED LANGUAGE SKILLS

COURSE CODE	ENG5D03
TITLE OF THE COURSE	APPLIED LANGUAGE SKILLS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	2
NO. OF CONTACT HOURS	36 (2 hrs/wk)

1. AIM OF THE COURSE

- To acquaint students with the communicative aspect of English
- To equip the students through training which helps in comprehensive language enhancement

2. OBJECTIVES OF THE COURSE

- To develop a high level of proficiency in the skill areas
- To gain a sound functional competence in the English language
- To develop a solid understanding and usage of academic English
- To fulfill their educational and professional goals

The four essential Communication Skills: Active and Receptive Skills- Speech Skill: Conventions in Speaking Sounds Articulation- Pronunciation of words Stress- Intonation- Rhythm- Weak and Strong forms

Approach to Effective Communication: Starting a conversation: Greeting and asking after- Introducing oneself- Wishing Well- Apologizing- Excusing- Asking for and giving information- Making Request, Suggestions, Offers, Orders, Agreeing, Disagreeing- Giving and asking permission- Making invitations- Accepting and Rejecting- Expression of likes and dislikes- Ending a conversion.

Writing Skills: Common errors in Grammar- General Writing: Purpose, Structure, Layout and form- Business Correspondence- Reports- Requests and Petitions- Complaints- Feature Writing- Article Writing- Academic Writing- Planning, Structuring and Drafting- Introduction, Body and Conclusion. Project Writing: Planning and Research- Book Reviews- Abstract synopsis- Seminar- Symposia

MODULE II RECEPTIVE SKILLS (READING AND LISTENING)

Reading Skill: The purpose of Reading- Reading for Detail- Reading for Specific Information- Promotion of Fluent Reading- Intensive and Extensive Reading- Silent and Loud Reading

Listening Skill: Difference between listening and hearing - Qualities of an active listener - Barriers to listening - Academic listening (Taking notes - Comprehending a form or a table, chart etc) - listening for inferences - listening for specific information, and listening for overall information

MODULE III RESOURCES FOR LANGUAGE SKILLS

Conventional Resources: Dictionaries- Thesaurus- Pronunciation Dictionary- Collocation Dictionary- Dictionaries of Idioms and Phrases- Grammar Books

Electronic Resources: Online Dictionaries and Thesaurus - Introduction to HTML - Subject Directories - Web Resources for Language Learners - Using search Engines - Browsers and Servers - Boolean Search CD-Rom - Computer Assisted Language Learning (CALL)

MODULE IV CAREER SKILLS

Curriculum Vitae/Resume - Job Application - Cover Letter
Discussion Skills -Group Discussion -Debates -Facing and Conducting Interviews - Seminars and Conferences -Organizing Formal and Informal Meetings
Presentation Skills- Assessing Students' Skills- Planning Presentation -Visual aids - New Technology for Presentation- Preparing Presentation - Delivering Presentation

5. Assignment/ Seminar Presentation Samples

To prepare a Resume, Covering Letter, Job Application

- Initiate group discussions of given topics
- Conduct a mock interview. Students taking up the role of interviewers and interviewees
- Organize a formal meeting on the proposed agenda, the students assuming different roles
- Prepare and Deliver Presentation with audio-visual aids

UNIVERSITY OF CALICUT

RESTRUCTURED CURRICULUM FOR BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

PROJECT

COURSE CODE	DNENG6B06
TITLE OF THE COURSE	PROJECT
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5 and 6

GUIDELINES FOR THE PROJECT WORK

INTRODUCTION

The Scheme and Syllabus of BA Programme in English CCSS stipulates that the students should do a final Project. The UG Board of Studies held on 29/07/2011 discussed and resolved to propose specific guidelines for the preparation and submission of the said Project. The following are the guidelines for conducting, reporting and submitting the Project in partial fulfillment of the requirements for the award of the degree of Bachelor of Arts in English of the University of Calicut.

The entire course of Project Work is spread in the last two Semesters namely V and VI Semesters of the BA degree Programme. In the V Semester, the Course of Project work, with two hours per week allotted is a non-credit Course. However, in the VI Semester, the Course of Project Work is a logical and practical continuation of the Course of Project work done in the V Semester. In the VI Semester, the Course of Project work carries 2 credits. The number of hours allotted per week in the VI Semester also is 2 hours as in the case of the V Semester.

THE GUIDELINES TO BE FOLLOWED

The guidelines to be followed in the preparation, conducting, reporting, submission and evaluation of the Project work are as follows:-

1. The topics shall strictly adhere to the authors or socio-cultural backgrounds/influences of English Literature.
2. The candidates can take up a topic either from the prescribed syllabus or from outside the prescribed syllabus. The projects on the topics outside the syllabus will attract grace marks.
3. It is recommended that the project should be carried out on individual basis. In special cases Group presentation of projects can be allowed.

4. V Semester shall be devoted to the study of methodology of research and project work. By the end of the V Semester, a Synopsis of Project work should be finalised with the help of the guide.
5. The Synopsis of the Project, which is finalized by the end of V Semester, should be submitted to the Department for approval. It shall consist of the following:
 - Title of the Project
 - Objectives
 - Review of Literature
 - Methodology including the reading list.

It is strongly recommended that, the Department need not wait till the end of the Semester for the finalization of the topic for Project Work. The students shall be encouraged to start the project work as early as possible in the V Semester itself. This will ensure enough buffer time in case of unforeseen circumstances.

6. A Department Level Project Committee under the Chairmanship of Head of Department, in its due course of meetings, shall approve the topics for Project work. The Department Level Project Committee may or may not conduct a zero-credit-zero-mark general viva to ascertain the competency of the candidates for conducting the project work. The Department Level Project Committee shall give necessary guidelines, which should be taken note by the students as well as the guide.
7. The approved topics, along with the name of students and the name of the guide/supervisor should be displayed in a Notice Board under the Seal and Signature of the Head of the Department.
8. Considering the number of students available in a batch and the number of Faculty members available in a department, it is suggested that the students shall be grouped into 5 to 10 groups consisting of 3 to 5 students. Each faculty member shall thus give guidance to one or two such groups.
9. The VI Semester is fully devoted for
 - Library Work and Data Collection
 - Data Analysis
 - Project Writing
 - Report Presentation and Submission
10. The candidates shall devote themselves to the realization of the project, making use of the holidays. Hours allotted for Project work in the V and VI Semesters should be devoted for attending lecture classes on Project work and for obtaining guidance from the Supervisor.
11. Each candidate shall submit the Report of the Project work, separately under his/her name. However, in the case of group submission, the names of other members of the

group shall be mentioned in the Certificate signed by the Supervisor/Guide and Head of Department.

12. Normally a Report should consist of the following:-

- 25 to 30 A-4 size typed or printed pages
- Font: Times New Roman
- Letter size: 12 for running matter
- Letter Size: 16 for Headings
- Line Spacing: 1.5
- Page Numbers: aligned to the top-center
- Margins of 1.25 inches on all sides.
- References if any may be given as Footnotes. However, this matter is left for the discretion of the student and Supervisor.
- Spiral binding.
- Minor desirable variations can be adopted by the DLPC (Debat. Level Project Committee) of a College.
- Structure of the Project Report is as follows:- Page i)

TITLE OF THE PROJECT IN CAPITAL
Project Report Submitted in Partial Fulfillment
of the Requirements for the Award of
Degree of Bachelor of Arts in English
of the University of Calicut

By

(Students Name)

Register Number

Emblem of the Institution

Month Year

Department

Name of College, Address

Page ii) Declaration by the candidate

Page iii) Certificate from the Supervisor, countersigned by the HoD.

Page iv) Acknowledgements if any.

Page v) Contents

13. It is of utmost importance that the student should refrain from plagiarism. The Supervisor shall take utmost care in this regard.
14. Evaluation of the Project: The Project Report shall be subjected to both internal and external evaluation. The Internal Evaluation shall be done at the Department level. As in the case of the Core Courses, the Internal Evaluation of the project carries 25% Weightage. This has to be awarded to the candidates on the basis of his/her performance in the project presentation followed by an Internal Viva-Voce conducted by a three member Committee comprising of the Head of Department, Supervisor, and a senior Faculty member. The External Evaluation of the Project is based on the written material.

The external evaluation is done by a Board of Examiners consisting of a minimum of 3 members selected from a Panel of Examiners constituted from among the faculty members of English. The Board of Examination shall consist of at least one faculty member from the Department, the students of which are examined. A copy of the Project report shall be collected and sent from the Colleges (Examination Centers) to the University and the External Evaluation shall be arranged as per University decision.

Declaration of the Result: The student should get a minimum of C Grade for a pass. In an instance of inability of obtaining a minimum grade of C, the Project may be redone and the report may be resubmitted.