

MAHARAJA'S COLLEGE, ERNAKULAM

(A Government Autonomous College)

B.A.English Language and Literature
RESTRUCTURED CURRICULUM / SYLLABUS FOR
COMMON COURSES
&
CORE COURSES

- SEMESTER—I
- COMMON COURSES
- COURSE I: ENG1CMR01- THE FOUR SKILLS FOR COMMUNICATION

• COURSE CODE	• ENG1CMR01
• TITLE OF THE COURSE	• THE FOUR SKILLS FOR COMMUNICATION
• SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	• 1
• MAXIMUM MARKS	• 80
• NO. OF CONTACT HOURS	• 90

- AIM OF THE COURSE

- To develop the students' ability to use English language accurately and effectively by enhancing their communication skills.

- OBJECTIVES OF THE COURSE

- To introduce the students to the speech sounds of English in order to enable them to listen to English and speak with global intelligibility.

- To enable the students to speak English confidently and effectively in a wide variety of situations.

- To help the students improve their reading efficiency by refining their reading strategies.

- **MODULE I - Communication and Listening skills (9 hours)**

English for communication-English as a Global language-Listening to a conversation-Listening to a speech- Listening to a lecture

- **MODULE II - Speaking (36 hours)**

- Introduction to Phonetics - Received Pronunciation - Vowels and Consonants – Syllables – Word stress – Greeting – Thanking – Requesting – Enquiring – Explaining – Reporting – Permission

- **MODULE III - Reading (9 hours)**

- Reading News Reports – Reading charts, tables, graphs – Reading advertisements – Reading official letters – Reading online- content - Reading poems – Reading essays

- **MODULE IV – Writing (18 hours)**

- Writing sentences – Paragraphs – Reports – Letters – Resume – Covering letters – Writing E-mails – Notes – Blogs – Punctuation Marks

- **MODULE V - Grammar (18 hours)**

- Word Class – SV agreement – Tenses – Articles – Phrases – Clauses – Sentences – Voices –Idioms

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- **REQUIRED READING:**
- Josh Sreedharan - *An English Language Course* CUP 2014
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Reg. No.....

Name:.....

MAHARAJA'S COLLEGE, ERNAKULAM

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BA/B.Sc. /B. Com DEGREE EXAMINATION

English–Semester I: Common Course

- **ENG1CMR01-The Four Skills for Communication**

Time: Three Hours

Maximum Mark: 80

Part A

I. Answer any **eight** of the following questions in a sentence or two.

1. Which is the vowel sound in the word 'school'?
2. What is meant by the 'weak form' of a word?
3. How would you greet a person on his or her engagement day?
4. What is the difference between 'foot' and 'food'?
5. Define Interpersonal Skills.
6. Cite any two examples of mother tongue influence on the learning of a foreign language.
7. Skimming.
8. Small Talk.
9. Case-based group discussion.
10. What are problem-solving skills?

(1x8=8)

Part B

II Answer any **six** of the following, each in a paragraph of about **50** words:

11. Is English a phonetic language?
12. Define syllables.
13. Academic listening.
14. How would you open a conversation with a co-passenger in the train?
15. Note-Making.
16. Scanning.
17. Blog writing.
18. You are at a cinema, waiting for your friend. Request a stranger nearby to allow you to use his/her phone to call your friend.

(2x6=12)

Part C

III Write short essays of about **100** words on any **six** of the following:

19. Barriers to Listening.

- 20. Telephone etiquette.
- 21. Useful phrases to extend an apology.
- 22. What do you mean by leadership skills?
- 23. What are the differences between American and British accents?
- 24. Intonation.
- 25. Write a note on the Vowel sounds in English language?
- 26. Transcribe the following words: moves, live, open, tomorrow, contact, main, care, wait.
(5x6=30)

Part D

IV Write essays of about **300** words on any **two** (choosing one from each group) of the following:

27. Write an essay on Speech sounds in English Language.

Or

28. Define reading Skills and the various strategies.

29. Critically analyze listening skills and the barriers.

Or

30. Write a Resume and Covering letter for the application of the post of a teacher.

(2x15=30)

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Course-II- ENG1CMR02- Reading Literature in English

COURSE CODE	ENG1CMR02
TITLE OF THE COURSE	READING LITERATURE IN ENGLISH.
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	72

AIM OF THE COURSE

To acquaint the learners with different forms of literature and develop in them an ability to understand and appreciate literary pieces.

OBJECTIVES OF THE COURSE

- To sensitize students to the aesthetic, cultural and social aspects of literature.
- To develop an appreciation of the subtle nuances of literary expression.
- To revalue literature as cultural and communicative events.
- To improve the use of language as a means of subjective expression.

MODULE I: Prose (24 hours)

E.V. Lucas : *The School for Sympathy*
Jawaharlal Nehru : *At School and College*
Judy Brady : *Why I want a wife*
Bertrand Russell : *As Others See Us*
Interview: *Lifelong Endeavour*: Conversation with Kalamandalam Gopi

MODULE TWO: Poetry (24 hours)

William Shakespeare : Sonnet XVIII: *Shall I Compare Thee to a summer's Day?*
William Blake : *London*
P B Shelley : *Ozymandias*
John Keats : *La Belle Dame Sans Merci*
Emily Dickinson : *I am nobody! Who are you?*
Robert Frost : *The Pasture*
W. B. Yeats : *On being asked for a war poem*
Kamala Das : *The Fancy Dress Show*
Gabriel Okara : *Once upon a Time*
Maya Angelou : *Women Work*
R Viswanathan : *Grand Father*
Yashwant Vaghela : *Identity*

MODULE THREE: Fiction and Drama (24 hours)

Anton Chekov : *The Avenger*
William Shakespeare : *Julius Caesar* (Act III Scene2)
Dorothy Calhoun : *Lincoln came to Pittsburgh*

REQUIRED READING:

K. C. Muraleedharan - *Foundation Books* Cambridge University Press -“Reading Literature in English.”

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Name:.....

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BA/B.Sc. /B. Com DEGREE EXAMINATION

English–Semester I: Common Course

- **ENG1CMR02-Reading Literature in English**

Time: Three Hours

Maximum Mark: 80

Part A

I. Answer any **eight** of the following questions in a sentence or two.

Fill in the blanks

1. As Others See Us’ is an essay written by-----.
2. Yashwant Vaghela is a ----- writer
3. Which metrical pattern is used in *Ozymandias*?
4. Who is the author of *The Fancy Dress Show* ?
5. What is the significance of the poem *London* ?.
6. Define the Sonnet.
7. Who is the author of the poem *Woman Work*?
8. Who is Miss Beam?
9. What do you mean by rhyme-scheme?
10. Which intellectual activity is the wife not expected to do ?

(1x8=8)

Part B

II Answer any **six** of the following, each in a paragraph of about 50 words:

11. *Identity* as a Dalit poem.
12. Characterization in *Lincoln came to Pittsburgh*.
13. *The Pasture* as a typical poem by Robert Frost.
14. Nostalgia expressed in the poem *Once upon a time*.
15. An appreciation of the poem *Grand Father*.
16. Lover in *La Belle Dame Sans Merci*.
17. Tone of the poem *Woman Work*.
18. How is a responsible wife expected to deal with a sick child?

(2x6=12)

Part C

III Write short essays of about 100 words on any **six** of the following:

19. *The Avenger*.

20. Theme of the poem *London*.
21. *Woman Work* as a domestic poem.
22. The main idea of *School For Sympathy*.
23. Summary of *At School and College*.
24. *Julius Caesar*.
25. Purpose of *On Being Asked for a War Poem*.
26. What is the wife expected to do with regard to the education of the children? (5x6=30)

Part D

IV Write essays of about **300** words on any **two** of the following:

27. Write an appreciation of the sonnet 'Shall I Compare Thee to a summer's Day?'

Or

28. In the essay 'Why I want a wife' how does Judy Brady establish the fact that a wife is a convenient instrument or tool for a husband?

29. Comment on the interview with Kalamandalam Gopi.

Or

30. Consider 'On Being Asked for a War Poem' as a typical war poem.

(2x15=30)

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SEMESTER - II

Course –III –ENG2CMR03- Media and Society

COURSE CODE	ENG2CMR03
TITLE OF THE COURSE	MEDIA AND SOCIETY
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	II
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

AIM OF THE COURSE

To provide an awareness of contemporary cultural and social movements through an understanding of English language media.

OBJECTIVES OF THE COURSE

To equip the students to appreciate print, visual and online media through a socio-cultural perspective.

To facilitate learners to respond in English language to the various issues in and around India.

MODULE I: Extracts from Native Print Media (36 hours)

Achadi, drishyam, samoohyamadhyamangaludesamakaligasamanvayam. A speech by Sasi Kumar, Director College of Journalism. Malayalam Weekly: 17 January 2014

“Young Indians have become more superstitious”. By Shalini Singh. An interview: Jayant Vishnu Narlikar, Astrophysicist. The Week: 1 February 2014

Interview- Bill Gates. “India did not get anything wrong” Outlook: 10 June 2013

MODULE 2: Extracts from Visual Media (36 hours)

Television reality shows: Satyamev Jayate (Episodes: 2. Break the Silence 4. Every Life is Precious 10. *Dignity for All*)

‘*Analyzing Television Commercials*’

Doc film: *Only An Axe Away* (Malayalam/40min/20 04/DV) by P. Baburajand C. Saratchandran

MODULE 3: Extracts from the Internet (18 hours)

Gustavo S. Mesch “The Internet and Youth Culture”.. <http://www.iasc.culture.org/THR/archives/YouthCulture/Mesch.pdf>

Shirley Taylor ‘*Writing online: websites, blogs and social networking*’ (model business

letters, emails...)

Kenneth E. Clow 'How Google has changed our Language'. (*Integrated advertising, promotion and Marketing communications*. By et al 266-67)

Short films on the Internet:

1. Abhinav Sunder Nayak *Status Updated* :
2. Nitin Menon *Applied?*

3. REQUIRED READING:

NATIVE MEDIA IN ENGLISH Compiled by K. Rizwana Sultana and Prof. Mahamood Pampally published by Pearson, 2015

B.A DEGREE (C.B.C.S.S.) EXAMINATION FIRST SEMESTER: ENGLISH: CORE COURSE

ENG2CMR03- Media and Society

TIME: 3HRS.

MAX. MARKS: 80

PART A

Answer any **eight** of the following questions in a sentence or two.

1. Who is Jayant Vishnu Narlikar's mentor?
2. What is NRHM?
3. Which movie depicts the winning of a tea boy in a reality show quizzing competition?
4. What is the main concern of the essay Dignity for all.
5. What is meant by intrusion value?
6. What is media convergence?
7. What do you mean by the term infotainment?
8. By using the tools of which company, is Google able to offer searches in Asian languages?
9. Media.
10. Analyzing TV commercials (1x8=8)

PART B

Answer any **six** of the following in two or three sentences.

11. How has media amplified superstitions?
12. How does Bill Gates differentiate his position at Microsoft and at the Foundation?
13. Write two of the advantages of Television advertisements?
14. What is meant by technological determinism?
15. What are the characteristics of Generation Y?
16. What is micro co-ordination?
17. What is child sexual abuse?

18. What is Social Media?(2x6=12)

PART C

Answer any **six** of the following in about 150 words.

19. Write a short note on advertisements.
20. Write a note on *Satyameva jayate*?
21. What is the impact of social reality shows on society?
22. Explain social construction of technologies.
23. What do you mean by narcissurfers?
24. How is Generation Y different from Generation X?
25. Do you think there is gender divide in the modern India? Comment.

26. What is Bill Gate's take on India and its social schemes?(5x6=30)

PART D

Answer any **two** of the following in about 300 words.

27. How well does 'Only an Axe Away' put forward the concerns of nature lovers in Kerala?

Or

28. Is multitasking rampant in television or internet? Why?

29. What are the etiquettes to be followed when writing on social media?

Or

30. Write an analysis of *Status Updated* by Abhinav Sunder Nayak (10x3=30)

Course IV—ENG2CMR04 - Readings on Contemporary Issues

COURSE CODE	ENG2CMR04
TITLE OF THE COURSE	READINGS ON CONTEMPORARY ISSUES
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	72

AIM OF THE COURSE

To create an awareness in the students regarding the challenges in the modern society.

To mould the students into responsible and dutiful citizens by developing a progressive and constructive perspective regarding human rights, environmental, legal and other vital issues.

OBJECTIVES OF THE COURSE

To sensitize students about the existing challenges in society.

To initiate discussions on important issues of gender, environment, human rights, etc.

MODULE I - Human Rights (18 hours)

Maharukh Adenwalla : *Right to Shelter: A Fundamental Right*

Omprakash Valmiki : *Joothan*

Kailash Sathyarathi : *An Interview* (Living in the age of 3D)

Martin Luther King : *I Have a Dream*

MODULE II - Environmental Issues(18 hours)

Eliza Grisvold : *How Silent Spring Ignited the Environmental Movement*

Pablo Neruda : *Oh Earth, Wait for Me*

Severn Suzuki : *From Words to Deeds*

Philip Larkin : *The Trees*

Jack London : *The Law of Life*

MODULE III - Gender Issues(18 hours)

Alice Walker : *A Woman is Not a Potted Plant*

Tillie Olsen : *I Stand here Ironing*

J.B.Priestley : *Mother's Day*

Amartya Sen : *More Than 100 Million Women are Missing*

MODULE IV- Health / Physical Issues(18 hours)

Usha Rai : *Positively Insensitive*

Crisanta Liu : *A Healthy Body, A Healthy Mind*

Anitha Desai : *A Devoted Son*

REQUIRED READING:

Text containing Human Rights, Environmental Issues, Gender Issues, Legal Issues regarding marriage, domestic violence, etc. Adolescent Psychology and Health Issues.

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English–Semester II: Common Course

- **ENG2CMR04-Readings on Contemporary Issues**

Time: Three Hours

Maximum Mark: 80

Part A

I. Answer any **eight** of the following questions in a sentence or two.

1. Why did the headmaster ask Valmiki to sweep the school compound?
2. George thinks Mrs. Fitzgerald is slightly drunk. Why?
3. Which are the two states with maximum racial segregation according to King?
4. What made old Koskoosh feel panicky?
5. Who wrote '*I Stand here Ironing*'?
6. Which season is depicted in the poem '*The Trees*'?
7. Why did the old man bribe his grandson in *The Devoted Son*?
8. How did Rakesh fulfil his duty to his father?
9. What is the meaning of the phrase 'Positively Insensitive'?
10. Which factor favours women over men in life?

(1x8=8)

Part B

II Answer any **six** of the following, each in a paragraph of about 50 words:

11. Describe Valmiki's childhood before he went to school.
12. How do her husband and children treat Mrs. Pearson in the beginning?
13. How does Martin Luther King regard the Emancipation Proclamation?
14. What happened to the rabbit in old age?
15. What is the ratio of men to women in the world?
16. Pablo Neruda as a poet.
17. Tone of the essay *A Healthy Body, A Healthy Mind*.
18. Appreciation of '*A Woman is Not a Potted Plant*'.

(2x6=12)

Part C

III Write short essays of about 100 words on any **six** of the following:

19. How did Valmiki's classmates behave towards him?
20. What are the sufferings of African-Americans listed by King?
21. Right to Shelter: A Fundamental Right.
22. Comment on the significance of the title '*The Law of Life*'.
23. Why does Sen call work outside the home space 'educational' for women?
24. The important idea of Positively Insensitive.
25. How is Rakesh portrayed as an ideal son in the beginning?
26. Mrs. Fitzgerald advises Mrs. Pearson not to be soft on her family. How does she prove her point?

(5x6=30)

Part D

IV Write essays of about **300** words on any **two** of the following:

27. What is the transformation Mrs. Pearson succeeds in effecting in her family members?
- or**
28. How does Valmiki portray the caste discrimination in the village?
 29. Give an account of the last hours of Old Koskoosh's life.
- or**
30. What is the lesson Anita Desai is trying to put across in the story?

(2x15=30)

Course V- ENG3CMR05 - Reflections on Global Issues

• COURSE CODE	• ENG3CMR05
• TITLE OF THE COURSE	REFLECTIONS ON GLOBAL ISSUES
• SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	• 3
• MAXIMUM MARKS	• 80
• NO. OF CONTACT HOURS	• 90

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- **AIM OF THE COURSE**
- To acquaint the students with the secularist ideology and other issues related to it.
- To give the students a deeper understanding of the Gandhian philosophy and develop an awareness among them regarding its relevance in the present day world.
- To sensitize students to the aesthetic, cultural and social aspects of Indian culture.
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- **OBJECTIVES OF THE COURSE**
- To develop among the learners an appreciation of the Gandhian values.
- To familiarize the students with Indian culture and the issues of globalization.
- To enable the learners to revalue secularist philosophy in the backdrop of communal frenzy in the present world.
- To improve the learners' use of language as a means of subjective expression.

MODULE I - Gandhian Concept (18 hours)

- E M Forster : *Reflections on Gandhi*
- C E M Joad : *The Gandhian Way*
- K Satchidanandan : *Gandhi and Poetry* :

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- MODULE II - Secularism (36hours)**

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- Richard Wright : *Twelve Million Black Voices* :

Chinua Achebe : *Refugee Mother and Child*
Siegfried Sassoon : *A Subaltern*
Sashi Tharoor : *The Idea Of India: A Mosaic of Multiplicities* :

MODULE III - Globalization (18 hours)

Nandan Nilakeni : *Imagining India* (Pages 424 - 428)
Vandana Shiva : *The Social Cause of Economic Globalization*

MODULE IV - Biographical Writings (18 hours)

Rachael Carson : *Silent Spring*
Manoj Das : *The Hills*
C P Snow: *Ramanujan*
Charlie Chaplin : *The Autobiography*(First 2 chapters)

- **REQUIRED READING:**
- TOPICS : Secularism, Gandhian Concept, Indian Culture, Globalisation, Biographies,etc.
- **REFLECTIONS ON GLOBAL ISSUES (prepared by the Board of studies)**
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QP Code:

Reg. No.....

Name:.....

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BA/B.Sc. /B. Com DEGREE EXAMINATION

English–Semester III: Common Course

- **ENG3CMR05-Reflections on Global Issues**

Time: Three Hours

Maximum Mark: 80

Part A

I. Answer any **eight** of the following questions in a sentence or two.

1. How was it possible for Gandhiji to sleep at will even at a moment's notice?
2. What is the source of our human identity according to Shiva,?
3. Why aren't the African Americans permitted to grow vegetables?
4. Define the term 'Subaltern'.
5. Heterodoxy in art.
6. Who is the author of 'Imagining India'?
7. Who wrote '*A Subaltern*'?
8. Name the Biographical writing by Manoj Das
9. 'Grow more Wheat package' . Explain
10. What is the significance of the image '*thali*'?

(1x8=8)

Part B

II Answer any **six** of the following, each in a paragraph of about 50 words:

11. What are the chief characteristics of the philosophers?
12. How has economic globalization hijacked culture?
13. What is the idea of India according to Tagore and Amartya Sen?
14. Describe the picture of the American South drawn up by Richard Wright.
15. Who are mammies?
16. Silent Spring.
17. Chinua Achebe.
18. Moral and Physical forces.

(2x6=12)

Part C

III Write short essays of about 100 words on any **six** of the following:

19. How does a man of genius save humanity?
20. Enumerate the major structural changes that came as a part of the trade liberalization package?
21. Indian Pluralism.
22. Comment on the significance of the title '*Gandhi and Poetry*'.
23. What is the true meaning of the term 'Negro' as Wright sees it?
24. E M Forster.
25. Make an appreciation of Reflections on Gandhi.
26. Indian Secularism.

(5x6=30)

Part D

IV Write essays of about **300** words on any **two** of the following:

27. Elaborate on C E M Joad's statement: Gandhi is a moral genius.

Or

28. Write an appreciation of The Autobiography of Charlie Chaplin?
29. How does Vandana Shiva demonstrate that economic globalization has not been an unmixed blessing?

Or

30. Give an account of Shashi Tharoor's views on the pluralism of Indian society.
(2x15=30)

Course VI - ENG4CMR06 - English for Jobseekers

COURSE CODE	ENG4CMR06
TITLE OF THE COURSE	ENGLISH FOR JOB SEEKERS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	4
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

AIM OF THE COURSE

To equip the students with the communication tools necessary in seeking jobs.

To equip the students to cope up with the escalating competitions and challenges in the globalized world.

OBJECTIVES OF THE COURSE

To enable the students to get a wider perspective of the world.

To develop among the learners a sense of confidence to face the challenges of the society.

To enable the learners to have a better understanding of grammar, methods of writing, etc.

To improve the learners' use of language.

To equip the students with better interview skills and enhance their efficiency in Group Discussion and interviews.

MODULE I - Writing strategies (18 hours)

Features of good writing –Gathering of ideas - Purposes of writing- Writing for a specific audience –Organizing ideas- Writing an introduction and conclusion –Developing supporting ideas – Using Linkers - Choosing the right words - Writing book reviews and film reviews , Common Errors in writing – editing and proof reading.

MODULE II - Group Discussion (18 hours)

Group Discussion as a tool for selection-Skills for GD –Leadership and problem solving skills- Types of GD’s-Group Dynamics-Roles and Functions : beginning, presenting and elaborating; Roles and Functions clarifying, synthesizing and challenging; Roles and Functions agreeing, disagreeing and summarizing; Roles and Functions Etiquette, body language and time Management; GD activities.

Purpose of Interview – Preparing a CV, Covering Letter- Public speaking, Planning, Practice and delivery.

MODULE III - Interview skills and Workplace Awareness (18 hours)

Purpose of Interview – Preparing a CV, Covering Letter-Before and at the interview- Answering FAQs about yourself and your family – Answering FAQs about likes and dislikes – Answering FAQs on justifying candidature –Answering FAQs on priorities, attitudes and biases – Answering FAQs on professional goals – Answering FAQs on remuneration - Public speaking, Planning, Practice and delivery.

Workplace Etiquette- Values and ethics- culture- gender equality.

MODULE IV- Presentation skills (18 hours)

Computer aided presentations – basic computer skills – power point presentations – visuals and sounds – debate – minutes – agenda

MODULE V - Content Writing (18 hours)

E -writing – blogging – writing online – content writing for websites – social networks for academic purpose – MOOCs – online dictionaries – cyber resources.

REQUIRED READING:

English for Job Seekers

QP Code:

Reg. No.....

Name:.....

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English–Semester IV: Common Course
ENG4CMR06 - English for Jobseekers

Time: Three Hours

Maximum Mark: 80

Part A

I. Answer any **eight** of the following questions.

1. The Four Skills.
2. Proof-reading.
3. Give an example of a word or phrase where no article is used to refer to a meal.
4. Conclusion of the essay.
5. Purpose of Academic writing.
6. Concord.
7. Writing an introduction.
8. Group discussion
9. Fill in the blanks: The film -----in Tamil.(Use the correct voice form of make).
10. This pretty picture frame is made ----- bronze.

(1x8=8)

Part B

II Answer any **six** of the following, each in a paragraph of about 50 words:

11. What are the different types of group discussion?
12. Relative clauses
13. Workplace etiquette.
14. Reading Skills
15. Note-making.
16. Plagiarism.
17. Proof-reading.
18. Drawing the inferences.

(2x6=12)

Part C

III Write short essays of about 100 words on any **six** of the following:

19. Interpersonal skills.
20. Telephone etiquette
21. Critical thinking and creative thinking.
22. Editing.
23. Group Discussion Skills.
24. Body language
25. Time management.
26. Presentation skills

(5x6=30)

Part D

IV Write essays of about **300** words on any **two** of the following:

27. How will you prepare a resume for the job of a teacher.

Or

28. Write an essay on Group discussion.
29. Write an essay on values and ethics.

Or

30. Write an essay on public speaking

(2x15=30)

CORE COURSES

SEMESTER - I

- Core Course - Paper 01: **ENG1COR01: History of English Literature up to 17th century (Metaphysical)**

• Course Code	• ENG1COR01
• Title of the course	• History of English Literature up to 17th century (Metaphysical).
• Semester in which the course is to be taught	• I
• Maximum marks	• 80
• No. of contact hours	• 108

AIM OF THE COURSE

To give the students a comprehensive knowledge about the background of English language and literature and the different periods in the history of English literature up to the seventeenth century.

OBJECTIVES OF THE COURSE

To nurture the ability among the students to:

Appreciate, interpret and critically evaluate literature.

Form an idea about the various stages in the development of English literature.

- **MODULE I: (36 Hrs)**
- History of English Literature up to 17th century (Metaphysical).
- **CORE TEXT: W.H. Hudson: *An Outline History of English Literature***
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- **MODULE II:Poetry (36 Hrs)**
- Edmund Spenser : *Amoretti*
- William Shakespeare : *True Love*
- John Donne : *Death be not Proud*
- Andrew Marvell : *To his Coy Mistress*
- Richard Lovelace : *To Althea from Prison*
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- **MODULE III: Prose (36 Hrs)**
- Francis Bacon : *Of Marriage*
- John Milton : *On Education*
- John Bunyan : *The Pilgrim's Progress* (Book 1- Part1)
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- **BACKGROUND READING:**
- Ifor Evans : *A Short History of English Literature*
- B. Prasad : *A Background to the Study of Literature*
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QP Code:

Reg. No.....

Name:.....

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B.A DEGREE (C.B.C.S.S.) EXAMINATION

FIRST SEMESTER: ENGLISH: CORE COURSE

- **ENG1COR01: History of English Literature up to Seventeenth Century (Metaphysical)**

Time: Three Hours

Maximum Mark: 80

Part A

I. Answer any **eight** of the following questions in a sentence or two.

1. Name the greatest contribution of King Alfred to Old English Prose.
2. What was Chaucer's plan of writing *Canterbury Tales* and how far could he complete the work?
3. What is an interlude?
4. Name the great tragedies of Shakespeare.
5. The recurring theme in Donne's holy sonnets.
6. The theme of *Amoretti*.
7. Genre of *Pilgrim's Progress*.
8. The University Wits.
9. Old English Literature
10. Bacon's concept of marriage.

(8x1=8)

PART B

11. Answer any **six** of the following in two or three sentences.

11. Write a short note on the fellow pilgrims of Chaucer.
12. *The Faerie Queene*.
13. Bacon's prose style.
14. Chief characteristics of Milton's poetry
15. Shakespeare's sonnets.
16. Shakespeare was profoundly influenced by Marlowe. Explain.
17. 'Boy Actresses' of Shakespeare's time.
18. *Tottel's Miscellany*.

(6x2=12)

PART C

Answer any **six** of the following in about 150 words.

19. Write a paragraph on the 'Beginnings of the English drama'.
20. What are the principles of the classic drama?
21. The Caroline poets.
22. What is Metaphysical poetry?
23. Bacon has been called the father of Empiricism. Explain.
24. *To His Coy Mistress* is the best recognized *carpe diem* poem in English. Explain.
25. 'Stone walls do not a prison make, nor iron bars a cage.' Discuss.
26. *Of Education* is Milton's most comprehensive statement on educational reform. Explain.

(6x5=30)

PART D

Answer any **two** of the following in about 300 words.

27. Do you agree that the fifteenth century was a barren period in the history of English Literature? Explain.

Or

28. Character sketch of Christian.

29. General characteristics of Shakespeare's works

Or

30. *To His Coy Mistress* is a Metaphysical poem. Discuss.. (2x15=30)

Core Course - Paper 02: ENG2COR02 - English Literature - 18th and 19th century

Course Code	ENG2COR02
Title of the course	English Literature - 18th and 19th century
Semester in which the course is to be taught	II
Maximum marks	80
No. of contact hours	108

AIM OF THE COURSE

To enhance the knowledge base of the students about the background of English language and literature of the period specified.

OBJECTIVES OF THE COURSE

To unearth the potential among the students to:

Appreciate, interpret and critically evaluate literature of the period.

Form an idea about the various genres of English literature.

MODULE I (36 Hrs)

History of English Literature from 18th century

Core Text: W.H. Hudson. An Introduction to English Literature

MODULE II: Poetry (36 hrs)

Alexander Pope	: <i>Ode on Solitude</i>
Thomas Gray	: <i>Elegy written in a Country Churchyard</i>
William Blake	: <i>The School Boy</i>
William Wordsworth	: <i>The Leech Gatherer</i>
Samuel Taylor Coleridge	: <i>Kubla Khan</i>
P.B. Shelley	: <i>Ode to the West Wind</i>
John Keats	: <i>Ode on a Grecian Urn</i>
D G Rossetti	: <i>The Blessed Damozel</i>
Robert Browning	: <i>My Last Duchess</i>
Elizabeth Barrett Browning	: <i>Musical Instrument</i>
Alfred Lord Tennyson	: <i>Break, Break, Break</i>
Matthew Arnold	: <i>Dover Beach</i>

MODULE III – Prose (36 Hrs)

Jonathan Swift	: <i>The Battle of the Books – ‘The Spider and the Bee.’</i>
Addison & Steele	: <i>Sir Roger at the Theatre</i>
Oliver Goldsmith	: <i>The Man in Black</i>
William Hazlitt	: <i>On Familiar Style</i>
Charles Lamb	: <i>Dream Children: A Reverie</i>
Thomas Carlyle	: <i>On History</i>

QP Code:

Reg. No.....

Name:.....

MAHARAJA’S COLLEGE, ERNAKULAM

(A Government Autonomous College)

B.A DEGREE (C.B.C.S.S.) EXAMINATION

SECOND SEMESTER: ENGLISH: CORE COURSE

ENG2COR02: ENGLISH LITERATURE --Eighteenth and Nineteenth century.

Time: Three Hours

Maximum Mark: 80

Part A

I. Answer any **eight** of the following questions in a sentence or two.

1. Point out the significance of the term 'Augustan Age'?
2. Name the genre of *The Tale of the Tub*.
3. What is an epistolary novel?
4. Name the 'transitional poets'?
5. What is the alternative title of *Leech Gatherer*?
6. Name the magazine founded by Addison and Steele.
7. Who is Pan?
8. Name the collection of essays by Hazlitt.
9. Comment on the literary style of Jonathan Swift.
10. The chief merit of William Hazlitt's works. (8x1=8)

PART B

11. Answer any **six** of the following in two or three sentences..

11. The theme of 'The History of Tom Jones'.
12. 'Castle of Otranto' as a gothic romance.
13. Lyrical Ballads.
14. The great odes of Keats.
15. Do you find *Dover Beach* emotionally convincing?
16. According to Carlyle history is the most important form of writing. Why?
17. Gray's Elegy mourns the death of common man, explain.
18. Write a note on the biographical elements in *Break Break Break*. (6x2=12)

PART C

Answer any **six** of the following in about 150 words.

19. Write a note on the incident that led to the composition of *The Rape of the Lock*.
20. Why is the age of Pope sometimes called the neo-classical age?
21. Write a short note on 'the return to nature' in the late 18th century.
22. Characteristics of Romanticism.
23. Write a short note on the historical significance of *The Elegy Written in the Country Churchyard*.

24. The allegory of the spider and the bee illustrates the central theme of *The Battle of the Books*. Explain.
25. Comment on the contrast between the two halves of the poem *Kubla Khan*.
26. *My Last Duchess* is a classic example of a dramatic monologue. Explain. (6x5=30)

PART D

Answer any two of the following in about 300 words.

27. Write a critical appreciation of the essay *Dream Children: A Reverie*.

Or

28. Rise of the Novel.

29. *The Man in Black* is a satire discouraging the trend of hypocrisy—Discuss.

Or

30. Compare *Ode to the West Wind* with *Ode on Solitude* highlighting the chief characteristics of the literary form. (2x15=30)

SEMESTER III

Core Course - Paper 03: ENG3COR03 : Literary Criticism (Part I)

COURSE CODE	ENG3COR03
TITLE OF THE COURSE	LITERARY CRITICISM (PART I)
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	3
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	72

AIM OF THE COURSE

To introduce literatures in English from different parts of the world.

To appreciate, interpret and critically evaluate literature with theoretical insight.

OBJECTIVES OF THE COURSE

To instil a holistic critical sensibility among the students, equipping them with analytical perspectives of the major theoretical trends of the twentieth century.

To help the students gain an insightful perception of the literary and aesthetic aspects of literature.

MODULE I: English Literature and the Literary Canon (18 hours)

Canon Formation-Literatures in English: British Literature, American Literature, African Literature, Indian English Literature, Canadian Literature in English, Australian Literature.

MODULE II: Textual Approaches (18 hours)

New Criticism, Formalism, Structuralism, Post Structuralism, Deconstruction, Psychoanalytic Criticism, Archetypal Criticism, Reader Response Criticism.

MODULE III: Marginalization: Gender, Ethnicity and the Subaltern (18 hours)

Marginalization- The Concept of Gender-Gender Studies- Queer Theory- Ethnicity-The Subaltern.

MODULE IV: The Cultural Approaches (18 hours)

Marxism- Post Colonialism -New Historicism-Cultural Materialism- Cultural Studies- Post Modernism- Ecocriticism

CORE TEXT: *THE METHODOLOGY OF LITERATURE* edited by Robin Xavier

RECOMMENDED READING:

Barry, Peter. *Beginning Theory*. Manchester and NY: Manchester Uty. Press, 1995.

Bertens, Hans. *Literary Theory: The Basics*. London: Routledge, 2001.

**MAHARAJA'S COLLEGE
(A GOVERNMENT AUTONOMOUS COLLEGE)
B.A DEGREE (C.B.C.S.S.) EXAMINATION
FIRST SEMESTER: ENGLISH: CORE COURSE
ENG3COR03 : Literary Criticism (Part I)**

TIME: 3HRS.

MAX. MARKS: 80

PART A

Answer any **eight** of the following questions in a sentence or two.

1 What is the meaning of the term 'canon' in literature?

2 Who is the father of English poetry?

- 3 What is an Archetype?
- 4 What is Native Literature?
- 5 Who is the author of '*Can the subaltern Speak?*'
- 6 Who propounded the theory of Deconstruction?
- 7 What is New Criticism?
- 8 Name the major schools of post structural of literary theories
- 9 Who is the author of Gender Trouble?
- 10 What is meant by Subaltern studies?

(8x 1=8)

PART B

Answer any **six** of the following questions in two or three sentences

11. What is Cultural Materialism?
12. What is Ecocriticism?
13. What is Formalism?
14. Define New Historicism?
15. Mention the major schools of Literary Criticism
16. Queer Theory.
17. Name some of the authors in Canadian Literature.
18. Define Gender as a term in Literary Criticism

(6x 2=12)

PART C

Answer any **six** of the following questions in about 150 words.

19. Comment on the concept of Gender studies.
20. Write a short note on the theoretical aspects of Marxism.
21. Sketch the features of Post colonialism.
22. Write a paragraph on the differences between the terms 'Gender' and 'Sex'.
23. Write a paragraph on Australian literature.
24. What are the major components of Cultural Studies?
25. What are the major features of Reader Response Criticism?
26. Structuralism and Post-structuralism

(6x 5=30)

PART D

Write short essays on any **two** of the following in about 300 words.

27. Post-colonialism

Or

28. The important features of New Historicism

29. The philosophy of Post Modernism

Or

30. Ecocriticism(2x 15=30)

Core Course -Paper 04: ENG3COR04 : Explorations in Reading and Writing

COURSE CODE	ENG3COR04
TITLE OF THE COURSE	EXPLORATIONS IN READING AND WRITING
SEMESTER IN WHICH THE COURSE IS TAUGHT	3
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

Aim of the course:

To introduce the students to different kinds of fiction and to help them appreciate fiction.

Objectives:

To explore the creative process through writing

To define/determine individual goals as a writer

To expand and refine vocabulary and style resources

To become familiar with the conventions of craft specific to each genre

To learn about varied techniques of fiction, non-fiction & poetry
To learn how to critique (and be critiqued) constructively
To reinforce revising skills, not only of language but also of ideas

MODULE I: Poetry and Plays (36 hours)

William Wordsworth: *Lucy Gray*

Alfred Tennyson : *Ulysses* :

W. H. Andrews : *The Referee*

A. A. Milne : *The Boy Comes Home*

MODULE 2: Short Stories and Prose (36 hours)

James Thurber : *Unicorn in the Garden*

O. Henry : *The Gift of the Magi*

Edward de Bono : *Six Thinking Hats*

A. P. J. Abdul Kalam : *My Early Days*

MODULE 3: Travel Writing, Translation and Street Plays (18 hours)

Alexander Frater : Excerpt from *Chasing the Monsoon* :

Vijayalakshmi : *Bhagavatam*

Thakazhi : *In the Flood*

Safdar Hashmi : *Halla Bol*

CORE TEXT : Discovering Literature by R. Palanivel (Module 3 to be added to the Text)

SUGGESTED READING:

Elements of Literature: Essay, Fiction, Poetry, Drama, Film by Robert Scholes, Nancy R. Comley, Carl H. Klaus, Delhi, OUP, 2007

Creative Writing: A Beginner's Manual – AnjanaNeiraDev, AnuradhaMarwah, Swati Pal, Delhi, Pearson Longman, 2009

Write from the Heart: Unleashing the Power of Your Creativity by Hal ZinaBennet, California, New World Library, 2001

Cambridge Introduction to Travel Writing by Tim Youngs

Translation: History and Culture by Susan Bassnette, Andre de Fevre.

Article on Street Theatre by Manjul Bharadwaj . The Experimental Theatre Foundation . Web.

MAHARAJA'S COLLEGE
(A GOVERNMENT AUTONOMOUS COLLEGE)
B.A DEGREE (C.B.C.S.S.) EXAMINATION
FIRST SEMESTER: ENGLISH: CORE COURSE
ENG3COR04 : Explorations in Reading and Writing

TIME: 3HRS.

MAX. MARKS: 80

PART A

Answer any **eight** of the following questions in a sentence or two .

- 1 Where did Lucy Gray live?
- 2 Who will rule the island when Ulysses retires?
- 3 Who is the *Chairman of the 'Rover's Football Club'*?
- 4 What is a Unicorn?
- 5 Who is the author of *My Early Days*?
- 6 Name the genre of *'Chasing the Monsoon'*.
- 7 Who is the author of *'The Boy comes home'*?
- 8 What are the colours of the six hats ?
9. Why does the author call Chenna's dog loyal?
10. What is the meaning of Halla Bol?

(8x 1=8 Marks)

PART B

11 Answer any **six** of the following questions.

11. Name the characters in the play *'The Boy comes home'*
12. What does William Wordsworth tell us about Lucy Gray in the first stanza of the poem?

13. Why does the wife get up and dress as fast as she could in 'The Unicorn in the Garden'. ?
14. What is the significance of the allusion to the Queen of Sheba and King Solomon in *The Gift of the Magi*?
15. What was the location of Abdul Kalam's house?
116. What are the central concerns in Vijayalakshmy's Bhagavata?
17. What are the social realities discussed in Halla Bol?
18. Why does Thakazhi say that there was helplessness writ large in the eyes of the dog?

(6x 2=12 Marks)

PART C

Answer any six of the following questions.

19. Comment on the theme of the poem *Ulysses*
20. Write a short note on the compliments of the reporters in *'The Referee'*.
21. Sketch the character of Uncle James.
22. Write a paragraph on the difference between the behaviour of the husband and wife in the story *'The Unicorn in the Garden'*.
23. Comment on the selfless acts of love depicted in the story *The Gift of the Magi*.
24. Write a short note on the childhood influences on Abdul Kalam.
25. How is the flood portrayed by Thakazhi?
26. How did Chenna save his family from the flood?

(6x 5=30 Marks)

PART D

Answer any two of the following questions in about 300 words, choosing one from each group..

27. Write an essay on the theme of the play *'The Referee'*.
- Or
28. Write an essay on Alexander Frater's experience of the Indian monsoon.
 29. Do you agree with the view that *'In the Floods'* depicts tragedy of the loftiest kind?

Or

30. Describe how Philip succeeds in forcing uncle James into agreeing with him?(2x 15=30 Marks)

SEMESTER-IV

- **Core Course – Paper 05: ENG4COR05 : Prose and Fiction**

• COURSE CODE	• ENG4COR05
• TITLE OF THE COURSE	• PROSE AND FICTION
• SEMESTER IN WHICH THE COURSE IS TAUGHT	• 4
• MAXIMUM MARKS	• 80
• NO. OF CONTACT HOURS	• 72

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- **AIM OF THE COURSE:**

- To enhance the level of critical thinking of students-to enable them to critically interact with prose writings from different contexts-social, political, economical, historical, national and philosophical.

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- **OBJECTIVES OF THE COURSE:**

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- To develop critical thinking in students

- To enable them to write and appreciate different types of prose

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- **MODULE I: Prose (36 Hrs)**

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Francis Bacon : *Of Goodness and Goodness of Nature*

Richard Steele : *The Spectator Club*

Samuel Johnson : *Dick Minim the Critic*

Charles Lamb : *The Two Races of Men*

G. K. Chesterton : *The Worship of the Wealthy*
Bertrand Russell : *The Ethics of Power*
S. Radhakrishnan : *Humanities vs Sciences*
Erich Fromm : *Freedom and Democracy*
Peter Drucker : *The Accountable School*
NgugiWaThiongo : *Decolonising the Mind*
Peter Singer : *The Environment*
Richard Tarnas : *The Postmodern Mind*

• **CORE TEXTG.** BalamohanThampi: *MusingsinProse*

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• **MODULE II: Novels (36 Hrs)**

• 1. Boris Pasternak : *Dr. Zhivago*
• 2. Anita Nair : *Ladies Coupe*

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(Pages 2)

Reg. No.
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Name:.....

MAHARAJA'S COLLEGE, ERNAKULAM

(A Government Autonomous College)

B.A DEGREE (C.B.C.S.S.) EXAMINATION

FOURTH SEMESTER: ENGLISH: CORE COURSE

ENG4COR05 : PROSE AND FICTION

Time: Three Hours

Maximum Mark: 80

Part A

Answer any **eight** of the following questions in a sentence or two..

1. 'Goodness admits no excess, but error'. Explain.

2. What are the views of Sir Andrew Freeport on trade?
3. How does Dick Minim evolve into a critic?
4. 'There is comber batch, matchless in his depredations'. Comment.
5. Write a brief note on 'paradox'.
6. What are the circumstances that make a man cruel?
7. What is the goal common to science and religion?
8. What happens when the sense of tragedy is suppressed?
9. Peter Singer.
10. Drucker's views on educational reforms. (8 x 1 = 8)

Part B

Answer any **six** of the following questions in about two or three sentence.

11. How does Bacon amend Jesus's advice to the rich man to sell all his property?
 12. Sketch the character of Sir Roger in your own words.
 13. What is Johnson's attitude to criticism?
 14. How does Lamb divide mankind into two races?
 15. What are the different methods employed by journalists to flatter the wealthy?
 16. What is the distinction between power as a means and power as an end?
 17. How does Dr.Radhakrishnan explain the international character of scientific pursuits?
 18. How do we discourage original thinking in school children?
- (6 x 2 =12)

Part C

Answer any **six** of the following questions in about 150 words.

19. What are the social effects of the introduction of the printed book in the school system?
20. What was the impact of the story telling around the fireside on the children?
21. Why should we preserve wildness as a 'world heritage'?
22. Write a brief note on the Kuhnian concept of 'paradigms'.
23. How does modern society make men mere automatons?
24. Why does Russell say that the individual and not community is the focal point of ethics?
25. How does Chesterton ridicule certain descriptions of funerals?

26. What kind of treasures did Lamb possess?

(6 x 5 = 30)

Part D

Answer any **three** of the following in about 300 words.

27. What is the nature of the challenge faced by man in this post-modern age?

Or

28. Discuss 'Decolonizing the Mind' as a post-colonial treatise.

29. Discuss Dr. Radhakrishnan's views on the complementarity of humanistic studies and technological training.

Or

30. The moral precepts that Bacon expressed in his essay '*Of Goodness and Goodness of Nature*'.

(2 x 15 = 30)

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Core Course – Paper 06: ENG4COR06 - Study of Poetry

COURSE CODE	ENG4COR06
TITLE OF THE COURSE	STUDY OF POETRY
SEMESTER IN WHICH THE COURSE IS TAUGHT	4
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

AIM OF THE COURSE:

To enhance the level of critical thinking and appreciation of poems from different contexts and genres

OBJECTIVES OF THE COURSE

To introduce the students to the basic elements of poetry

To familiarize the students with various perspectives readings in poetry

MODULE I: Introduction to Poetry (18 Hrs)

Salient features of Modernism and Postmodernism in poetry, Rhetoric, Prosody, Stanza, Rhyme and Kindred Devices, Figures of Speech, etc.

MODULE II: Modern Poetry (36 Hrs)

T S Eliot	: <i>Journey of the Magi</i>
D H Lawrence	: <i>Piano</i>
Wilfred Owen	: <i>Strange Meeting</i>
W H Auden	: <i>Muse Des Beaux Arts</i>
G M Hopkins	: <i>God's Grandeur</i>
Dylan Thomas	: <i>Do not go Gentle into the Goodnight</i>
Amy Lowell	: <i>Patterns</i>
Robert Bridges	: <i>London Snow</i>
Ezra Pound	: <i>Cantos</i>
Stephen Spender	: <i>The Pylons</i>

MODULE III: Post-Modern Poetry (36 Hrs)

Philip Larkin	: <i>Church Going</i>
Thom Gunn	: <i>On the Move</i>
Sylvia Plath	: <i>Mirror</i>
Ted Hughes	: <i>Hawk Roosting</i>
R S Thomas	: <i>Death of a Peasant</i>
Carol Ann Duffy	: <i>Pope Joan</i>
Pablo Neruda	: <i>If You Forget Me</i>

Geoffrey Hill : *In Memory of Jane Fraser*
Tony Harrison : *Long Distance Li*
Craig Raine : *In Modern Dress*

(Pages 2)

QP Code:

Reg. No.....

Name:.....

MAHARAJA'S COLLEGE, ERNAKULAM

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B.A DEGREE (C.B.C.S.S.) EXAMINATION

FOURTH SEMESTER: ENGLISH: CORE COURSE

ENG4COR06 : STUDY OF POETRY

Time: Three Hours

Maximum Mark: 80

Part A

I. Answer any **eight** of the following questions in a sentence or two.

1. What is the religious vision reflected in the poetry of Hopkins?
2. The autobiographical elements in the poem '*Strange Meeting*'.
3. What are Hopkins' innovative perceptions of poetry?
4. Substantiate your view on Ted Hughes as an animal poet?
5. The question of faith in '*Church Going*'.
6. How far is Larkin a movement poet?
7. Use of imagery in Hopkins' poem.
8. Use of symbols in the Ezra Pound's poem.
9. Theme of the poem '*Gods Grandeur*'.
10. The most significant feature of the poem '*Mirror*'.

(8 x 1 = 8)

Part B

Answer any **six** of the following questions in about two or three sentence.

11. Discuss the violence and vitality of Ted Hughe's poetry.

12. What difficulties did the Magi face on their way?
13. Discuss 'Church Going' as a religious poem.
14. 'Cantos' as a symbolist poem.
15. Comment on the use of contrast and irony in the poem 'Church Going'.
16. What were the after effects of the journey in the poem 'Journey of the Magi'?
17. What is the theme of the poem 'In Memory of Jane Fraser'?
18. 'The poet is all admiration for the hawk'. Examine the statement.

(6 x 2 = 12)

Part C

Answer any **six** of the following questions in about 150 words.

19. Do you think that hawk is a perfect analogy for a megalomaniac dictator? Why?
20. Examine the features of confessional poetry in Sylvia Plath's poem.
21. What is the central theme of the poem 'Cantos'?
22. Wilfred Owen as a war poet.
23. What are the images used in the poem 'God's Grandeur'?
24. Comment on the poetic form used and what it achieves in 'Death of a Peasant'.
25. Explain the metaphorical significance of Pope Joan with reference to the poem.
26. How does the Magnus understand the significance of Christ's birth?

(6 x 5 = 30)

Part D

Answer any **two** of the following in about 300 words.

27. Discuss the poem 'Hawk Roosting' as a comment on human society.

Or

28. What are the various instances of irony present in the poem 'In Modern Dress'?
29. Give a brief thematic analysis of the poem 'London Snow'.

Or

30. How far do you agree with the view that the poem 'Journey of the Magi' is about birth and death?

(2 x 15 = 30)

SEMESTER –V

Core Course – Paper 07: ENG5COR07-READING DRAMA

• COURSE CODE	• ENG5COR07
• TITLE OF THE COURSE	• READING DRAMA
• SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	• 5
• MAXIMUM MARKS	• 80
• NO. OF CONTACT HOURS	• 90

• **AIM OF THE COURSE**

• To develop in the students a taste for reading drama with practical knowledge of theatrical performances.

OBJECTIVES OF THE COURSE

To get familiar with the plays of master-dramatists in the language

To develop the ability to appreciate and evaluate various types of plays.

MODULE I(52 Hours)

William Shakespeare : *The Tempest*
Sophocles : *Antigone*

• **MODULE II: One Act Plays (20 Hours)**

1. Anton Chekhov : *The Proposal*
2. John Galsworthy : *Defeat*
3. J M Synge : *Riders to the Sea*

MODULE III (18 Hours)

G.B. Shaw : *Arms and the Man*
Bhasan : *Urubhangam* (Oriental Books)

BACKGROUND STUDY: BBC Classics on British Literature - Video Series

QP Code:

(Pages 2)

Reg. No.....

Name:.....

MAHARAJA'S COLLEGE, ERNAKULAM

(A Government Autonomous College)

B.A DEGREE (C.B.C.S.S.) EXAMINATION

FIFTH SEMESTER: ENGLISH: CORE COURSE

• **ENG5COR07 : READING DRAMA**

Time: Three Hours

Maximum Mark: 80

Part A

Answer any **eight** of the following questions in a sentence or two

1. Who was Prospero's wife?
2. Bring out the symbols in *Riders to the sea*.
3. What is Creon's relationship to Jocasta?
4. Use of super natural elements in *The Tempest*.
5. What is the theme of the play *Riders to the Sea*?
6. The element of masque appears in which part of the play *The Tempest*.
7. How many riders are there in the play *Riders to the Sea*?
8. What is the theme of the play *The Proposal*?
9. The theme of *Antigone*.
10. The most striking feature of *The Tempest*.

(8 x 1 = 8)

Part B

Answer any **six** of the following questions in about two or three sentence. .

11. Comment on Prospero's treatment of Miranda.

12. What is the significance of the title *Riders to the Sea*?
13. To whom does Shakespeare address the epilogue at the end of the play?
14. What are the chief traits of Antigone 's character.
15. How does Prospero's magic differ from that of the witch Sycorax?
16. What sentence does Creon impose upon Antigone for violating his edict prohibiting Polynice's burial?
17. Do you despise or pity Caliban? Elucidate your point of view.
18. The role of chorus in *Antigone*.

(6 x 2 =12)

Part C

Answer any **six** of the following questions in about 150 words.

19. *Arms and the Man* subverts the conventional view of male gallantry. Substantiate.
20. Discuss the element of dramatic unity in *The Tempest*.
21. What are the significance of the title *Arm and the Man*?
22. Shakespeare makes use of mythological allusions in *The Tempest*. What is an allusion? Give specific examples.
23. The relationship between Antigone and Oedipus.
24. Discuss *Arms and the Man* as an anti- romantic comedy.
25. Notion of Euro-centrism in the play *The Tempest*.
26. The sea symbolism in *Riders to the Sea*.

(6 x 5 = 30)

Part D

Answer any **two** of the following in about 300 words.

27. The role of fate and the theme of resignation and reconciliation in *Riders to the Sea*.

Or

28. *The Tempest* as a post-colonial play.
29. Discuss the role of the sentry in *Antigone*. How does this minor character affect the play's central conflict?

Or

30. *The Tempest* reflects the contemporary life. Elucidate. (2 x 15 = 30)

Core Course –Paper 08: ENG5COR08: Language and Linguistics

COURSE CODE	ENG5COR08
TITLE OF THE COURSE	LANGUAGE AND LINGUISTICS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

AIM OF THE COURSE

To impart an understanding of the structure of English language through a study of the internal organization of sound systems, words and sentences.

To help the students analyse the language, its sounds (phonetics and phonology), the way of forming words (morphology), the sentence structures (syntax), and the study of the meaning of words (semantics).

OBJECTIVES OF THE COURSE

To impart an understanding of human communication through an objective study of language.

To familiarize students with the key concepts of linguistics and develop awareness of the latest trends in the area.

To help students acquire an intelligible pronunciation and to improve the standard of pronunciation in everyday conversation.

MODULE I: LANGUAGE AND LINGUISTICS (30 Hours)

a) What is Language? - Arbitrariness – Interchangeability – Cultural transmission – Dialect – Sociolect – Idiolect - Register – Pidgin – Creole

b) What is Linguistics? - Traditional grammar and linguistics - Synchronic and diachronic linguistics – Evolution of the study of linguistics – Major linguists - Basic concepts in linguistics - Langue – Parole – Language as a system of signs – Signifier and signified - Competence - Performance

c) Branches of linguistics: Phonology - Morphology: Morphemes and allomorphs – Lexical/Content Words - Functional/Structural Words - Simple, complex, compound Words - Word Formation - Inflexion - Affixation - Parts of Speech - Word Order - Phrase - Clause - Syntax: PS Grammar – Transformational Generative Grammar - Basic concepts in Semantics - Applied linguistics

MODULE II: PHONETICS (36 Hours)

a) Air stream Mechanism - Organs of speech - Function of vocal cords – Soft palate action – Active and passive articulators

c) R P and G I E – Uniformity and Intelligibility – Mother tongue influence - Cardinal vowels – Vowels in R P - Diphthongs – Triphthongs - Consonants – Phonemes – Allophones

d) Suprasegmentals - Syllable - Stress and Rhythm – Weak forms and Strong forms – Sentence stress - Tone groups - Basic intonation - Juncture - Elision – Assimilation

MODULE III: ENGLISH LANGUAGE TEACHING (24 Hours)

English in India today-General principles of language learning and teaching-Aims of teaching English-Methods of teaching English-Teaching English Grammar, prose and poetry-Use of various aids-Tests and Examinations-Remedial English

REQUIRED READING:

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

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

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

(Pages 2)

QP Code:

Reg.No.....

Name:.....

**MAHARAJA'S COLLEGE, ERNAKULAM
(A Government Autonomous College)**

B.A DEGREE (C.B.C.S.S.) EXAMINATION

FIFTH SEMESTER: ENGLISH: CORE COURSE

• **ENG5COR08 : LANGUAGE AND LINGUISTICS**

Time: Three Hours

Maximum Marks:80

Part A

Answer any **eight** of the following questions.

1. What is a round vowel?
2. Define a diphthong.
3. What is syntax?
4. What is slang?
- 5 Define a clause.
- 6 Define suffix.
- 7 What is a paradigm?
- 8 Define ambiguity.
9. T G Grammar.
10. Phonology (8x1=8)

PART B

Attempt any **six** of the following questions in two or three sentences each.

11. What is an allomorph?
12. What is intrusive / r/?
13. What is meant by diachronic approach?

14. How are vowels classified?
15. How is deep structure different from surface structure?
16. What is the difference between sociolect and idiolect?
17. What is an abutting consonant? Cite an example.
18. What are plosives? (6x2=12)

PART C

Attempt any **six** of the following questions in about 150 words .

19. Langue and Parole.
20. Cardinal vowels.
21. Explain Elision and Assimilation with examples.
22. Explain the influence of mother tongue on second language acquisition with some examples.
23. What are Registers?
24. Differentiate between Form class words and Function class words.
25. Language acquisition.
26. Semantics. (6x5=30)

PART D

Answer any**three** of the following questions in about 300 words

- 27 Examine the organs of speech.

Or

- 28 Noam Chomsky as the Father of Linguistics.
- 29 Multilingualism in India.

Or

- 30 Varieties of English.. (2x15=30)

Core Course – Paper 09: ENC5COR09- Literary Criticism (Part II)

Course Code	ENC5COR09
Title of the course	LITERARY CRITICISM (Part II)
Semester in which the course is to be taught	5
Maximum Marks	80
No. of contact hours	90

AIM OF THE COURSE

To familiarize the students with some of the key literary terms.
To introduce the students the fundamental and influential ideas that have a bearing on literary creation and understanding of literature.
To make them aware of the interdisciplinary nature of literary criticism
To develop the skills for appreciating literature

OBJECTIVES OF THE COURSE

To develop a critical temper in students.
To help the students get in touch with various movements and schools of thought.
To develop an interdisciplinary approach.

MODULE I:

(18 HOURS)

a) Figures of Speech: Metaphor, Synecdoche, Irony.

- b) Movements: Neo- classicism – Humanism - Magic realism – Symbolism - Russian Formalism - Absurd School – Modernism – Structuralism - Post structuralism - Post modernism - Deconstruction - Psychoanalytic criticism.
- c) Concepts: Intentional Fallacy - Affective Fallacy - Negative Capability – Myth – Archetype – Semiotics – Reader-response criticism.

CORE TEXT: Abrams, M.H. *A Glossary of Literary Terms*. VII Edition. New Delhi: ThomsonHeinle, 1999.

MODULE II: CLASSICAL CRITICISM

(18 HOURS)

Plato : Theory of Imitation (Mimesis)
Aristotle : Romanticism and Classicism

CORE TEXT: M.S. Nagarajan. *English Literary Criticism and Theory*. Hyderabad: Orient Blackswan, 2008. (Chapter I Classical Criticism)

MODULE III: INDIAN AESTHETICS

(18 HOURS)

Major Streams of Indian Aesthetics - Theory of Rasa - Rasa and Catharsis

CORE TEXT: V. S. Sethuraman. Ed. *Indian Aesthetics*. (Chapter 3 “Highways of Literary Criticism in Sanskrit” by Kuppuswami Sastri. Chapter 13 “Rasa as Aesthetic Experience” by Mohan Thampi)

MODULE IV:

(18 HOURS)

Romantic and Victorian Criticism - Twentieth Century criticism

CORE TEXT: M.S. Nagarajan. *English Literary Criticism and Theory*. Hyderabad: Orient Blackswan, 2008; Chapters IV and V.

MODULE V: APPRECIATION OF LITERATURE (PRACTICAL CRITICISM)

(18 HOURS)

In this module, critical analysis of short poems and prose passages 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.

BACKGROUND READING:

Oxford Dictionary of Literary Terms

Peck John et al. *Literary Terms and Criticism*, New Delhi: Macmillan, 1998.

Prasad, B. *An Introduction to English Criticism*. New Delhi: Macmillan. 1965.

Barry, Peter. *Beginning Theory*. Manchester and NY: Manchester Uty. Press, 1995.

Bertens, Hans. *Literary Theory: The Basics*. London: Routledge, 2001.

QP Code:

Reg. No.....

Name:.....

MAHARAJA'S COLLEGE, ERNAKULAM

(A Government Autonomous College)

B.A DEGREE (C.B.C.S.S.) EXAMINATION

FIFTH SEMESTER: ENGLISH: CORE COURSE

• **ENG5COR09: LITERARY CRITICISM PART-11**

Time: Three Hours

Maximum Mark: 80

Part A

Answer any **eight** of the following questions in a sentence or two.

1. What is a text?
2. Define *Dhwani*.
3. What is Plato's Theory of Forms?
4. Define literary criticism.
5. What is aestheticism?
6. Define metaphor and cite its constituents.
7. What is Tradition according to Eliot?
8. Define 'Fancy'
9. *Rasa* Theory.
10. Name two important critical essays of T S Eliot (8x1=8)

PART B

Attempt any **six** of the following in two or three sentences.

11. What is meant by Russian Formalism?
12. Distinguish affective and intentional fallacies?
13. *Karuna* as the only *rasa*.
14. Neo-classical tenets in English Criticism.
15. What is Negative Capability?
16. Langue and Parole
17. Semiotics.
18. Explain 'Hamartia' (6x2=12)

PART C

Attempt any six of the following in about **150 words**

each.

19. Mathew Arnold's contributions to criticism.
20. Reader response criticism.
21. Post-structuralism.
22. Explain the influence of archetypes on criticism.
23. Postmodernism.
24. Psychoanalytic criticism.
25. "Linguistic turn" in criticism.
26. Romantic criticism . (6x5=30)

PART D

Answer any **two** of the following in about **300** words ..

27. Compare and contrast Post-colonial criticism and Feminist criticism.
Or
28. Aristotle's contributions to criticism.
29. Evaluate Coleridge's contributions to English criticism
Or
30. Attempt a critical appreciation of the following:
Happy the man, whose wish and care

A few paternal acres bound,
Content to breathe his native air,
In his own ground.

Whose herds with milk, whose fields with bread,
Whose flocks supply him with attire,
Whose trees in summer yield him shade,
In winter fire.

Blest, who can unconcernedly find
Hours, days, and years slide soft away,
In health of body, peace of mind,
Quiet by day,

Sound sleep by night; study and ease,
Together mixed; sweet recreation;
And innocence, which most does please,
With meditation.

Thus let me live, unseen, unknown;
Thus unlamented let me die;
Steal from the world, and not a stone
Tell where I lie. (2x15=30)

CORE COURSE -PAPER10:ENG5COR10-AMERICAN AND POSTCOLONIAL LITERATURES

COURSE CODE	ENG5COR10
TITLE OF THE COURSE	AMERICAN AND POST-COLONIAL LITERATURES
SEMESTER IN WHICH THE COURSE IS TO	5

BE TAUGHT	
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

AIM OF THE COURSE

To familiarize the students with the basic tenets of Postcolonial theory and literature

To inculcate in the student an awareness of diverse cultures and literatures, including that of American Literature.

OBJECTIVES OF THE COURSE

To acquaint students with literary productions that address issues related to cultural identity in colonized societies, the development of a national identity after colonial domination, and the ways in which writers articulate and celebrate such identity.

To learn about the resistance of the colonized against the colonizer through literature that articulates it.

To enable students to compare and contrast their indigenous culture with other literatures and cultures.

AMERICAN LITERATURE

MODULE I: Prose and Poetry (18 hours)

Emerson : *Self Reliance* (An excerpt)

Christopher Morley : *On Doors*

Walt Whitman : *I hear America Singing*

Robert Frost : *Stopping by Woods on a Snowy Evening*

MODULE II: Fiction (18 hours)

Ernest Hemingway : *Old Man and the Sea*

MODULE III: Drama (18 hours)

Tennessee Williams : *The Glass Menagerie*

POSTCOLONIAL LITERATURE

MODULE IV: Prose and Poetry (18 hours)

Introduction to Post colonialism

Ngugi wa Thiong'oAbo : *On the lition of English Department*

Margaret Atwood- : *This is a Photograph of me*

Gabriel Okara : *The Mystic Drum*

Mahmood Darwish : *Identity Card*

Nissim Ezekiel : *Goodbye Party to Miss Pushpa T S*

MODULE V: Fiction (18 hours)

Chinua Achebe : *No Longer at Ease*

QP Code:

Reg. No.....

Name:.....

MAHARAJA'S COLLEGE, ERNAKULAM

(A Government Autonomous College)

B.A DEGREE (C.B.C.S.S.) EXAMINATION

FIFTH SEMESTER: ENGLISH: CORE COURSE

ENG5COR10-AMERICAN AND POSTCOLONIAL LITERATURES

Time: Three Hours

Maximum Mark: 80

Part A

Answer any **eight** of the following questions in a sentence or two.

1. Why is Manolin not allowed to accompany Santiago?
2. What is special about opening of 'the kitchen door'?
3. What is the source of the title of Achebe's novel?
4. What is the attitude of the speaker in Frost's poem to the woods?
5. How does Laura while away her time?
6. What is suggested by 'The leaves around her waist' in Okara's poem?
7. How does Emerson define 'the great man'?
8. Why, according to *Ngugi wa Thiong'o*, should language and literature be studied?
9. What does Emerson mean by 'Self-Reliance'?
10. What is the theme of *The Glass Menagerie* (8x1=8)

PART B

Attempt any **six** of the following questions in two or three sentences.

11. What does the photograph reveal in Atwood's poem?
12. What does the drum signify in Okara's poem?
13. How does Ngugi wa Thiong'o stress the study of oral traditions?
14. Why is it that Darwish asks the reader not to be angry?
15. What are the different kinds of doors detailed in 'On Doors'?
16. What is the significance of the title 'I hear America Singing'?
17. How is the speaker's poverty highlighted in 'Identity Card'?
18. What qualities of Miss Pushpa are revealed in the poem? (6x2=12)

PART C

Attempt any **six** of the following questions in about 150 words.

19. Hemingway's prose style.
20. Examine Whitman's poem as a celebration of individual liberty.
21. Autobiographical elements in Tennessee Williams' play.
22. Comment on the feminist elements in 'This is a Photograph of Me'.
23. The influence of English education on Obi Okonkwo.
24. What are the mysteries that 'On Doors' unravel?
25. How does 'Identity Card' bring out the endless ordeals the Palestinians endure?
26. Write a short note on 'American Dream' (6x5=30)

PART D

Answer any **two** of the following questions in about 300 words.

27. Analyze the statement that 'Stopping by Woods on a Snowy Evening' is Frost's most perfect lyric'.

Or

28 How is *Goodbye Party to Miss PushpaTS* a satire on Indian English?

29 The symbolism in Atwood's poem.

Or

30 Critically examine the religious overtones in *The Old Man and the Sea*.(2x15=30)

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• **ENG5CBP01: - CONTINENTAL LITERATURE**

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• COURSE CODE	• ENG5CBP01
• TITLE OF THE COURSE	• CONTINENTAL LITERATURE
• SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	• 5
• MAXIMUM MARKS	• 80
• NO. OF CONTACT HOURS	• 90

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• **AIM OF THE COURSE**

• To inculcate in the pupil the basic idea of continental literary analysis.

•

• **OBJECTIVES OF THE COURSE**

• To introduce various methods employed to identify shared features of various literatures

• To equip students to make comparative and contrastive analysis of literary texts.

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• **MODULE I: Poetry (18 Hrs)**

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- Kahlil Gibran : *On Children*
- Basho : *Selected Haiku*
- Pablo Neruda : *Odes*
- Robert Frost : *Home Burial*
- Ted Hughes : *Thought Fox*

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• **MODULE II: Novel (26 Hrs)**

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- Ngugi wa Thiong'o : *Weep Not, Child*
- Victor Hugo : *Les Miserables*

- Meena Alexander : *Nampally Road*
-
- **MODULE III: Short Stories (10 Hrs)**
-
- Anton Chekhov : *The Death of a Government Clerk*
- Guy de Maupassant : *The Necklace*
- O. Henry : *The Last Leaf*
-
- **MODULE IV: Drama (36 Hrs)**
-
- Harold Pinter : *Birthday Party*
- John Osborne : *Look Back in Anger*
- Eugene O' Neill : *Before Breakfast (One-act play)*
-

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Name:.....

**MODEL QUESTION PAPER
B.A.DEGREE(CBCSS) EXAMINATION**

ENG5CBP01: Continental Literature

Time: Three Hours

Maximum Marks-80

Part A

1. Answer any **eight** of the following questions in one or two sentences.

Fill in the blanks: 1 *The Hawk in the Rain* is a collection of poems by _____ .

2. *The Necklace* appeared in the short story collection _____

3. *The Death of a Government Clerk* is a short story by _____

4 Name two novels by Ngugi wa Thiong'o?.

5. Who is Kamau?

6. Name the protagonist of *The Birthday Party*?

7. What happens in the end of *Home Burial*? Why?

8. What is the reason for the death of the government clerk?

9. Who is the author of *Les Miserables*?

10. The central theme of *Weep Not, child*

(1x8=8)

Part B

II. Answer any **six** of the following, each in a paragraph of about 50 words:

11. Haiku
12. Robert Frost's style
13. The dramatic twist in the stories of O. Henry
14. Ode
15. Mysticism in Jibran.
16. Ted Hughes as an animal poet.
17. Angry Young Men
18. Character sketch of Mira in *Nampally Road* (2x6=12)

Part C

III. Write short essays of about 100 words on any six of the following:

19. Describe the central conflict in *Home Burial*?
20. Comment on the surprise ending and irony in *The Necklace*?
21. 'Through the window I see no star:
Something more near
Though deeper within darkness
Is entering the loneliness'.--- Explain.
22. Autobiographical elements in *Nampally Road*.
23. What is the significance of the title *Weep Not, Child*?
24. *Before Breakfast* as a single character play.
25. Discuss Pinter's dramatization of menace in *The Birthday Party*?
26. In what ways do the characters in *Home Burial* misunderstand each other?

(5x6=30)

IV. Write essays of about 300 words on any **two** of the following:

27. O. Henry's *Last leaf* is 'an inspiration to live.' Do you agree?

Or

28. 'The fox is the poem, and the poem is the fox. Analyze the statement with reference to Ted Hughes' poem *Thought Fox*?
29. Do you think Pinter's *The Birthday Party* is an absurd play? Substantiate your

argument.

Or

30. 'Alienation and loneliness are two remarkable themes that strengthen *Look Back in Anger*.' Do you agree? (2x15=30)

• **ENG5CBP02: - WORLD LITERATURE**

• COURSE CODE	• ENG5CBP02
• TITLE OF THE COURSE	• WORLD LITERATURE
• SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	• 5
• MAXIMUM MARKS	• 80
• NO. OF CONTACT HOURS	• 90

•

• **AIM OF THE COURSE**

- To inculcate in the pupil the basic idea of universal literary analysis.

•

• **OBJECTIVES OF THE COURSE**

- To introduce various methods employed to identify shared features of various literatures
- To equip students to make comparative and contrastive analysis of literary texts.

•

• **MODULE I: Prose (18 Hrs)**

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Mary Beard & John Henderson : *Classics: A very short Introduction*

- G. Highet : *The Classical Tradition*
- T S Eliot : *What is a Classic*
- Allardyce Nicoll : *World drama from Aeschylus to Anouilh*
- Moses Hadas : *Greek Drama*

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• **MODULE II: Drama (36 Hrs)**

- Kalidasa : *Ritusamhara*
- Aristophanes : *Frogs*

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• **MODULE III: Fiction (30 Hrs)**

- Tolstoy : *The Death of Ivan Ilyich*
- Kazantzakis : *Zobra the greek*

- Thomas Mann : *Buddenbrooks*
- Vedavyasa : *Mahabharata*

- **MODULE IV Literaray Forms (6 Hrs)**
- **M.H.Abrams** : *A Glossary of Literary Terms*
-
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Name:.....

**MODEL QUESTION PAPER
 B.A.DEGREE(CBCSS) EXAMINATION**

• ENG5CBP02: - WORLD LITERATURE

Time: Three Hours

Maximum Marks-80

Part A

1. Answer any **eight** of the following questions in a sentence or two.

1. Who is the author of *Kazantzakis*?
2. What is the name of Oedipus' s daughter ?
3. Greek Drama is written by whom?
4. Who is Zorba?
5. Name the protagonist of *Zorba the Greek*.
6. Name two works by Kalidasa?

7. What happens in the end of *Antigone*? Why?

8. Litotes

9. Allegory

10. Absurd Theatre.

(1x8=8)

Part B

II. Write short notes on any **six** of the following, each in a paragraph of about 50 words:

11. Kalidasa's greatness as a poet.
12. Tolstoy's style
13. Tradition
14. Classical Drama
15. T S Eliot.

16. Aeschylus.
17. Free Verse
18. Alliteration

(2x6=12)

Part C

III. Write short essays of about 100 words on any six of the following:

19. Evaluate Antigone as a Greek drama?
20. Comment on the ending of the play *Ritusamhara*?
21. Fallacies.
22. Objective Correlative
23. T S Eliot and Impersonality Theory
24. Ambiguity.
25. Discuss the major points of the essay World drama from Aeschylus to Anouilh?
26. Classical Literature.

(5x6=30)

IV. Write essays of about 300 words on any three of the following:

27. Attempt a critical appreciation of Antigone.
- Or
28. Characterization in *Ritusamhara*.
29. Explicate the plot of Tolstoy's *The Death of Ivan Ilyich*.
- Or
30. Write an essay on the important literary theories of T S Eliot.
- (2x15=30)

• **ENG5CBP03: - COPY EDITING**

• COURSE CODE	• ENG5CBP03
• TITLE OF THE COURSE	• COPY EDITING
• SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	• 5
• MAXIMUM MARKS	• 80
• NO. OF CONTACT HOURS	• 90

-
- **AIM OF THE COURSE**
- To familiarize students with the concepts of copy editing.

- To impart to them basic copy editing skills.
- To help them find employment in the publishing field.
- **OBJECTIVES OF THE COURSE**
- **On completion of the course , the students should be able to**
 1. Copy-edit non-technical materials of moderate difficulty.
 2. Produce consistently well-organized written discourse.
-
- **MODULE I: Poetry (18 Hrs)**
 - What is copy-editing---scope and need---various typescripts---electronic---conversion of manuscripts---copy editing
- **MODULE II: Novel (26 Hrs)**
 - Preparing the text---the quantity of copy-editing needed---copy editing blurbs and titles and cover descriptions---proof-reading.
- **MODULE III: Short Stories (10 Hrs)**
 - The problem of style-technical issues involved in copy-editing---legal and safety concerns---software tools.
- **MODULE IV: Drama (36 Hrs)**
 - Practical Session---grammatical trouble points---MLA handbook---use of electronic versions.
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Reg. No.....

Name:.....

**MODEL QUESTION PAPER
B.A.DEGREE(CBCSS) EXAMINATION**

• ENG5CBP03: - COPY EDITING

Time: Three Hours

Maximum Weight-80

Part A

1. Answer any **eight** of the following questions in one or two sentences.

1. Define copy editing.
2. What are the preliminary steps involved in copy editing.

3. Style of writing.
4. MLA Handbook.
5. The importance of Grammar.
6. Coherence and Consistency of writing style.
7. Editing.
8. Proper Nouns.

9. Concord.
10. Abbreviations.

(1x8=8)

Part B

II. Answer any **six** of the following, each in a paragraph of about 50 words:

11. Punctuation.
12. Indexing a book
13. Types of Copy-editing
14. Ambiguity.
15. Proof- reading.
16. Plagiarism.
17. Standard Book.
18. Translation.

(2x6=12)

Part C

III. Write short essays of about 100 words on any **six** of the following:

19. Write a short note on copy editing.
20. Grammatical trouble points.
21. Fallacies.
22. Legal and safety concerns of copy editing.
23. Scientific and technological books.
24. Bibliography
25. Purpose of the Copy Editing.
26. In- house style. (5x6=30)

IV. Write essays of about 300 words on any two of the following:

27. Write an essay on Copy editing.

Or

28. Explain with examples the problem of style .
29. How would you copy-edit a text?

Or

30. MLA Handbook is an indispensable factor in the process of copy editing. Elucidate.
(2x15=30)

COURSE CORE – PAPER 11: ENG6COR11 - WOMEN’S LITERATURE

COURSE CODE	ENG6COR11
TITLE OF THE COURSE	WOMEN’S LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

AIM OF THE COURSE

- To introduce students to women’s writing in various countries.
- To familiarize them with the diverse concerns addressed by feminism.
- To motivate them to critically analyse literary works from a feminist perspective.

OBJECTIVES OF THE COURSE

- To create an awareness of class, race and gender as social constructs and about how they influence women’s lives
- To acquire the skill to understand feminism as a social movement and a critical tool.
- To explore the plurality of female experiences.

To equip students with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms

MODULE I: Essays (18 hours)

Virginia Woolf : Extracts from *A Room of One's own*:
1) Women and Fiction
2) Shakespeare's Sister

Jamaica Kincaid : *Girl*

Elaine Showalter : *Towards a Feminist Poetics*

MODULE II: Poetry (18 hours)

Emily Dickinson : *Because I Could Not Stop for Death*

Anne Bradstreet : *In Reference to Her Children*

Kamala Surayya : *My Grandmother's House*

Maya Angelou : *Poor Girl*

MODULE III: Novel (18 Hours)

Toni Morrison : *The Bluest Eye*

MODULE IV: Short Fiction (18 Hours)

Kate Chopin : *The Story of an Hour*

Catherine Mansfield : *A Cup of Tea*

Gillman : *The Yellow Wall Paper*

Sarah Joseph : *The Masculine of 'Virgin'*

Meena Kanthaswami : *Casual Contact*

MODULE V: Drama (18 hours)

SUGGESTED READING:

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

Reg. No.....

Name:.....

**MODEL QUESTION PAPER
B.A.DEGREE(CBCSS) EXAMINATION
ENG6COR11- WOMEN'S LITERATURE**

Time: Three Hours

Maximum Marks-80

Part A

1. Answer any **eight** of the following questions in one or two sentences.
 1. Who is Judith Shakespeare? Who created this character?
 2. What is the status accorded to women in *Manusmriti*?
 3. What did Manasa become in the hands of Pratap?

4. Who wrote the poem *In Reference to her Children*?
5. The central theme of the story *A Cup of Tea*
6. What were the privileges enjoyed by Shakespeare as a male child?
7. What is the reason of Bhava's dissatisfaction?
8. Who is addressed as 'you' in Maya Angelou's poem?
9. The theme of *Yellow Wallpaper*
10. Who is the central character in *Swing of Desire*? (1x8=8)

Part B

II. Answer any **six** of the following, each in a paragraph of about 50 words:

11. Character sketch of Rosemary Fell in *A Cup of Tea*.
12. How do you think Mr. Mallard would feel if he knew what his wife really felt?
13. What were the privileges enjoyed by Shakespeare as a boy?
14. Dance in *The Swing of Desire*?
15. Death in Emily Dickinson's poetry.
16. Refrain in *Poor Girl*.
17. Comment on the Italicized replies of the girl in *Girl*.
18. Gyno-criticism. (2x6=12)

Part C

III. Write short essays of about 100 words on any **six** of the following:

19. *Voice and Memory* in *The Bluest Eye*?
20. Nostalgia .in Kamala Suraiyya's poems.
21. *Girl* as a dramatic monologue
22. Resistance in *The Swing of Desire*.
23. What is your impression of Manasa as an artist?
24. 'Anonymity runs in their blood'. Explain
25. How does Woolf describe the predicament of a sixteenth century woman aspiring to be a writer?
26. Melancholy in *My Grand Mother's House*. (5x6=30)

IV. Write essays of about 300 words on any **two** of the following:

27. Describe the plight of Judith Shakespeare?

Or

28. Racism in *The Bluest Eye*?

29. What are the similarities and differences between Western feminism and Indian Feminism? Explain with reference to specific writers.

Or

30. “*Poor Girl* is a cry of the deceived.” Substantiate.(2x15=30)

CORE COURSE – PAPER 12: ENG6COR12: INDIAN LITERATURE IN ENGLISH

COURSE CODE	ENG6COR12
TITLE OF THE COURSE	INDIAN LITERATURE IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

AIM OF THE COURSE

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

To introduce to the students the nuances of the cultural representation in Indian Literature in English.

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

MODULE I: PROSE (18 hours)

- Mulk Raj Anand : *Persian Paintings*
JawaharLal Nehru : Selections from *Letter to My Daughter*
Arundathi Roy : *The End of Imagination*

MODULE II – POETRY (18 hours)

- Toru Dutt : *Our Casaurina Tree*
Rabindranath Tagore : *Where the Mind is Without Fear*
Sarojini Naidu : *Awake*
A K Ramanujan : *Obituary*
Nissim Ezekiel : *The Night of the Scorpion*

MODULE III: SHORT STORIES(18 hours)

- Rabindranath Tagore : *Subha*
Thakazhi Sivasankara Pillai : *The Flood*
Khuswant Singh : *Portrait of a Lady*

MODULE IV: DRAMA (18 hours)

- GirishKarnad : *Nagamandala*
Mahesh Dattani : *Final Solutions*

MODULE V: AUTOBIOGRAPHY AND FICTION (18 hours)

U. R. Ananthamurthy : *Samskara*

Kamala Das : *My Story*

CORE TEXT:

Wilfred Abraham Ed. *Our Country, our Literature: An Anthology of Indian Writing in English*.
CUP.

QP Code:

Reg. No.....

Name:.....

BA/B.Sc. /B. Com DEGREE EXAMINATION
English–Semester VI: Core Course
- Indian Literature in English

Time: Three Hours

Maximum Mark: 80

Part A

1 Answer any **eight** of the following questions in a sentence or two.

.Fill in the blanks

1. 'Let us fear---and we will cease to fear man'.
2. Death is the -----of God's face
3. The poem 'Railway Clerk' has been taken from-----
- 4.Tagore's autobiography is-----.
- 5.Badal Sarkar was associated with-----
6. Ketu Shabar is fantasizing about----
7. Where do the bugs perch on?
- 8.What is a cold war?
9. Why does the protagonist find old age so boring in *The Wood rose*?
10. What according to Indrajith, is the tragic? (1x8=8)

Part B

II Answer any **six** of the following, each in a paragraph of about 50 words:

11. Who has become unhinged and lunatic ?
12. What are the advantages of water transport?
13. How is our religiosity related to money-making?
14. What according to God is life and death ?
15. What does the lone cry denote?
16. What was the mischief that got into the head of Pathik?
17. How does Indrajith express his fears of mortality?
18. Does the poem '*Her Garden*' carry bitter undertones of alienation? (2x6=12)

Part C

III Write short essays of about 100 words on any **six** of the following:

19. How does Gandhiji exemplify the steadfastness of great men?
20. What are the causes of soil erosion?
21. Do you think Arundathi's tone is rather hectoring?
22. Write a note on the Indian mythological and philosophical allusions in Ramanuja's poem.
23. Do you think the morning is out of joint?
24. Write a short note on the images used in the poem 'Nani'.
25. Describe the Arjun tree,
26. Write a note on the thematic role played by Mansi. (5x6=30)

Part D

IV Write essays of about **300** words on any **two** of the following:

27. Critically comment on Chaudhuri's views on Indians' attitude to money in the light of post-colonial thinking.

Or

28. Write an essay on the mystical elements in the poem 'Silent Steps'.

29. How far is Ketu a representation of the dispossessed tribesmen of India?

Or

30. Describe the characteristics of the dramaturgy of Badal Sarkar with special reference to Evam Indrajith. (2x15=30)

CORE COURSE - PAPER13:ENG6COR13: COMPARATIVE LITERATURE

COURSE CODE	ENG6COR13
TITLE OF THE COURSE	COMPARATIVE LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

AIM OF THE COURSE

To inculcate the basic idea of comparative literary analysis.
To familiarize students with the concepts and theories of comparative literary analysis.
To help students analyse and appreciate Malayalam literature both in the source and target language

OBJECTIVES OF THE COURSE

To help the students identify the shared features of various literatures and enable them to make comparative and contrastive analysis of literary texts.

MODULE 1: Theoretical Perspectives (36 Hours)

Various theories and the central concerns of comparative literature -Thematology, historiography, Genre Studies, Influence Studies, Movement or Intersemiotic Studies, Translation Studies and Aesthetic theoretical comparison and various other components of comparative literature. A historical analysis of the contributions of the French school of comparative literature. Study of the concepts of comparative literature in the east and the west .

Reading List:

Francois Jost : *Introduction to Comparative Literature*
Ayyappa Panicker and Bernard Fenny : *Studies in Comparative Literature*

MODULE II: Study of Specific Texts (54 hours)

In this module a comparative reading of texts from source and target language is incorporated. The emphasis will be on thematic, stylistic, cultural, linguistic and generic aspects of the texts. The study will be based on the following reading material. Care has been taken to choose texts from Malayalam to English for enhanced comprehension.

Readings

Poetry

Kumaranasan : *Fallen Flower*
Vylopilli Sreedhara Menon : *Son of Sahyan*
NalapatBalamaniamma : *The Story of the Axe.*
O. N. V. Kurup : *Requiem for Mother Earth*
Balachandran Chullikkad : *Ghazal*
Vijayalakshmi : *What Shall We Sell Next?*

Short Story

Vaikom Muhammed Basheer	: <i>Me Granddad 'ad an Elephant</i>
O.V.Vijayan	: <i>After the Hanging</i>
Kamala Das	: <i>Sweet Milk (Neipayasam)</i>
Ashita	: <i>In the Moonlit Land</i>
T.Padmanabhan	: <i>The Girl Who Spreads Light</i>

Play

C. N. Sreekantan Nair	: <i>Lankalakshmi</i>
C. J. Thomas	: <i>Crime</i>

Fiction

Bennyamin	: <i>Goat Days</i>
M. T. Vasudevan Nair	: <i>Mist</i>

BACKGROUND READING

Susan Bassnett	: <i>Comparative Literature</i>
Bijoy Kumar Das	: <i>Comparative Literature</i>
Amiya K Dev & Sisir Kumar Das	: <i>Comparative Literature: Theory and Practice</i>

Reg. No.....

Name:.....

MODEL QUESTION PAPER B.A.DEGREE(CBCSS) EXAMINATION

ENG6COR13: COMPARATIVE LITERATURE

Time: Three Hours

Maximum Marks-80

Part A

9. Answer any **eight** the following questions in a sentence or two.

1. Name the trilogy written by Sreekantan Nair based on Ramayana?
2. In which year was *Goat Days* published ?
3. Name two novels written by O.V.Vijayan.
4. What is the name of the autobiography of Kamala Das?
5. Who wrote the screenplay for the movie *Manju(Mist)*?
6. The central theme of the short story *Kunjipatthumma*.
7. Who is known as the Sultan of Bepore?
8. Who wrote the play *Behold!He Comes Again*?

9 Name the protagonist in *Goat Days*.

10 Who is the main character in *Mist*. (1x8=8)

Part B

II. Answer any **six** of the following, each in a paragraph of about 50 words:

11. Sketch the character of Mandodari?
12. What are the ecological issues in *Son of Sahyan*?
13. Write a note on the fictional world in *My Grandad 'ad an Elephant*.
14. Write a note on the thematic aptness of songs in *Mist*.
15. What is the significance of the literary allusion of Oedipus in *A Requiem for Mother Earth*?
16. Sketch the character of Parasurama in *The Story of Axe*.
17. Sketch the character of Vellaiappan.
18. What are the major concerns of Vijayalakshmi in *What Shall We Sell Next?*
(2x6=12)

Part C

III. Write short essays of about 100 words on any **six** of the following:

19. Treatment of Nostalgia in *Son of Sahyan*.
20. Comment on the modernist movement in Malayalam poetry after 1950s.
21. Significance of the title *Requiem for Mother Earth*.
22. Autobiographical elements in *The Girl Who Spreads Light*.
23. Thematic concerns of C.J.Thomas in *Crime*.
24. Theme of paternal suffering in *After the Hanging*.
25. Modernist techniques in Ashitha's *In the Moonlit land*.
26. The aptness of the title *Ghazal*.

(5x6=30)

IV. Write essays of about 300 words on any three of the following:

27. 'Lankalakshmi is more about mythopoeia than about myth.' Elucidate?

Or

28. Comment on the use of language as a narrative technique in Basheer's fictional world.

29. Compare and contrast O.V.Vijayan and T.Padmanabhan as contemporary short story writers with a difference, based on their prescribed works.

Or

30. Bring out the philosophical undercurrents in *The Story of the Axe* and *Fallen Flower*?

(3x10=30)

CORE COURSE - PAPER 14:ENG6COR14: COMMONWEALTH LITERATURE

COURSE CODE	ENG6COR14
TITLE OF THE COURSE	COMMONWEALTH LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

AIM OF THE COURSE

To introduce students to the glorious masterpieces of American literature—its unique flavor, style, form and themes.

To motivate students to attempt an intelligent appreciation and critical evaluation of American civilization and culture as revealed in the works.

To inspire them to make further explorations into contemporary American literary works.

OBJECTIVES OF THE COURSE

To acquire knowledge about American literature, its cultural themes, literary periods and key artistic features.

To understand the various aspects of American society through a critical examination of the literary texts representing different periods and cultures.

MODULE I: Essays (18 hours)

Edward Said : *Orientalism: Introduction*

Shashi Tharoor : *Bookless in Baghdad*

Thomas Macaulay : *Minutes: Introduction*

MODULE II: Poetry (18 hours)

Margaret Atwood : *Notes towards a Poem That Can Never Be Written*

Judith Wright : *Australia*

Derek Walcott : *A Far Cry from Africa*

MODULE III: Fiction (36 hours)

Gabriel Okara : *The Voice*

V S Naipaul : *Love, Love, Love Alone*

Katherine Mansfield : *The Garden Party*

Chinua Achebe : *Marriage is a Private Affair*

Margaret Lawrence : *A Bird in the House* (Collection of stories)

MODULE IV: Drama (18 hours)

Wole Soyinka : *Lion and the Jewel*

Mahesh Dattani : *Dance Like a Man*

Reg. No.....

Name:.....

**MODEL QUESTION PAPER
B.A.DEGREE(CBCSS) EXAMINATION**

ENG6COR14: COMMONWEALTH LITERATURE

Time: Three Hours

Maximum marks-80

Part A

Answer any eight of the following questions in a sentence or two .

Fill in the blanks;1 *Miguel Street* is the short story collection of _____

2.. English Education Act was passed in India in the year _____

3 *Piano and Drums* is a poem by _____

4. Wole Soyinka won Nobel Prize in the year _____

5. Name two plays by Harold Pinter?

6. Who is the 'Orient'? Who used this term first?

7. Who is the first playwright in English to be awarded the Sahitya Akademi award?

8. Who is Ugoye Nweke?

9. Macaulay's Minutes.

10. Post-colonial Literary theory.

(1x8=8)

Part B

II. Answer any **six** of the following, each in a paragraph of about 50 words:

11. Style of Margaret Atwood.

12. Character sketch of Lakunle in *The Lion and the Jewel*?

13. Why did Sidi refuse to marry Lakunle without the bride price?

14. Why does Walcott say that he is divided to the vein?
15. What is Walcott's attitude towards English language?
16. Tharoor's views on R.K.Narayan?
17. Describe the sacrifices made by Angela Mary in *Love Love Love Alone*?
18. Character sketch of Meg in *The Birthday Party*. (2x6=12)

Part C

III. Write short essays of about 100 words on any **six** of the following:

19. Comment on gender dynamics in *Dance Like a Man*.
20. Role of Yoruba poetry, music and dance in *The Lion and the Jewel*.
21. Bring out the irony in *Marriage is a private affair*.
22. What is the central idea in *A far Cry from Africa*?
23. Do you think Katherine Mansfield has succeeded in portraying the strained class relations in *The Garden Party*? Explain.
24. Irony in Atwood's poem.
25. Trace the role of Macaulay's Minutes in imparting English education in India.
26. Concept of *East* and *West* in Orientalism?

(5x6=30)

IV. Write essays of about 300 words on any **two** of the following:

27. 'Elsewhere you must write this poem because there is nothing more to do.' Bring out the feelings of Atwood as depicted in the poem?

Or

28. 'Money may be lost forever but words, teaching words, are the same in any age.' Justify with reference to Okara's *The Voice*?

29. Describe the conflict between tradition and modernity in Wole Soyinka's play *The Lion and the Jewel*?

Or

30. Analyze the conflict between three generations in *Dance Like a Man*?

(3x10=30)

ENG6CBP01: REGIONAL LITERATURES IN TRANSLATION

COURSE CODE	ENG6CBP01
TITLE OF THE COURSE	REGIONAL LITERATURES IN TRANSLATION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

AIM OF THE COURSE

This course aims at introducing the students to the priceless regional literary assemblage of India so as to enable them to have a better understanding of the unique nature of Indian Culture.

OBJECTIVES OF THE COURSE

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

- . Get familiarized with the cultural heterogeneity plurality of our country through its literatures written in regional languages.
- . Acquire a sense of national integration through the diverse experiences represented in the regional literatures of India.

Module I (36 hours)

- a) Essay –G. Koshy : Translation: an Introduction
- b) Poetry
 1. Thiruvalluvar: Thirukkural Part-1-chapter2-‘*The Excellence of Rain*’ (Tamil)
 2. Mirza Galib : *Philosophy of life* (urdu)
 3. Anonymous : *Baul Song* (Bangala)

4. Padma Sachdev : *Mother Tongue* (Dogri)
5. E M Shinde : *Habit* (Marathi)
6. Sitakant mahapatra : *Mother* (Oriya)
7. Vijaylekshmi : *Bhagavata* (Malayalam)

Module II-Drama (18 hours)

1. G. Sankara pillai : *Wings Flapping, Somewhere* (Malayalam)
2. Safdar Hashmi : *Machine* (Hindi)

Module III- Short Fiction (36 hours)

1. T S Pillai : *In The Flood* (Malayalam)
2. Jayant Kaikini: *Dagadu Parab's Ashwamedha*(kannada)
3. Abhuri Chaya Devi : *The Touch*(Telugu)
4. Bibhuthi Bhusan Bandhopadhyaya: *The Medal*(Bengali)
5. Atulananda Goswami: *The Tiffin Box*(Assamese)
6. Amrita Pritam : *The Weed*(Punjabi)
7. Ram Swaroop Kisan : *The Broker* (Rajasthani)
8. Motilal Jotwani : *A Desire to See the Sky*

Core text Dr. K Sujatha Ed. *Rainbow Colours:Anthology of Indian Regional Literatures in Translation* DC Books.

QP Code:

Reg. No.....

Name:.....

BA/B.Sc. /B. Com DEGREE EXAMINATION
English–Semester VI: ENG6CBP01
- Regional Literatures in Translation

Time: Three Hours

Maximum Mark: 80

Part A

- 1 Answer any **eight** of the following questions in a sentence or two.
1. Who is the 'shahni' in the poem *Mother Tongue*?
2. How did Chenna's dog die?
3. What was the warning Angoori's mother gave her?
4. Why is the machine called the younger sister of Kamadhenu?
5. What, according to Ghalib, is the only remedy for the worries of life?
6. Cite any two examples of calque.
7. Give the expansions of: SL, TL and CAT
8. How does Gulama try to provoke Bhanumati?

9. Why did Kunti wish to throw the baby into the river?
 10. What is Paresh's prayer for Milli? (1x8=8)

Part B

- II Answer any **six** of the following, each in a paragraph of about 50 words:
 11. What caused silent tears in the daughter as she sat by her father?
 12. Why is Chenna unwilling to quit his plot?
 13. What is commercial translation?
 14. What is the evening routine of the husband?
 15. Whose voice did Kunti hear as she was blessing her children?
 16. What are the metaphors used in "Baul Song"?
 17. What is borrowing?
 18. Why did Suren feel that he was safe in the room in his ancestral house? (2x6=12)

Part C

- III Write short essays of about 100 words on any **six** of the following:
 20. Do you think the father and the daughter in "The Touch" really loved each other?
 20. Why, according to the poet, are the underprivileged people incapable of any emotions?
 21. Examine Degadu Parab's adventures on horseback.
 22. Write about the importance of rain as presented in *Thirukkural*.
 23. How does the owner in *Machine* explain the difficulties faced by him?
 24. How does Milli prepare tiffin for her son every morning?
 25. Why does Angoori think that she has unknowingly consumed the weed?
 26. How does the poet describe the journey of his life in *Mother*? (5x6=30)

Part D

- IV Write essays of about **300** words on any **two** of the following:
 27. Analyse *Bhagavata* as a critique of the patriarchal social order.
or
 28. Has Bibhutibhushan Bandhopadhyay succeeded in bringing the element of the supernatural in the story. Explain.
 29. Trace Kunti's agony in *Wings Flapping Somewhere*.
or
 30. Write an appreciation of *The Broker* bringing out the irony in it. (2x15=30)

ENG6CBP02-NEW LITERATURES IN ENGLISH

COURSE CODE	ENG6CBP02
TITLE OF THE COURSE	NEW LITERATURES IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6

MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

AIMS:

. To initiate students into a discussion of the cultural differences in literary texts produced from the New world and identify different theoretical assumptions and practices in literature.

OBJECTIVES:

. To introduce the learner to the growth and development of literatures outside Britain and to learn to contest the very location of literature.

To know a wide range of writing in English .

To learn to critique the relations of power in colonial contexts and newly independent states.

To learn to subject the economic, political, social and cultural axioms of Imperialism to a thorough interrogation.

To learn to construct alternative readings of History.

Course Outline

Module-1 Essays(18 hours)

1. NgugiWaThingo:*Decolonising the Mind* (From Monuments of Prose, Delhi:Macmillan,2008)
2. Langston Hughes :*The Negro Artist and the Racial Mountain* (From Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism* . London: Norton,2000.

Module-11 –Drama(18 hours)

Wole Soyinka: *The Lion and the Jewel*

Module-111 Fiction (18 hours)

E R Braithwaite : *To Sir, With Love*

Module-1V Short Stories: (18 hours)

1.Piyaseeli Wijemanne : *Wild Buffalo*

2Molly Nungarrayi : *How we Fled When I Was A Girl*

3: PratimroothaZeng : *My Thai Cat*

4. Leslie Marmon Silko : *The Man to Send Rain Clouds*

5.: Alice Munro : *Dear Life*

Module- V Poetry (18 hours)

1. Christopher Okigbo : *Prayer to the Masks*

2. Leopold Senghor : *Overture*

3. Derek Walcott : *Far Cry from Africa*

4. Margaret Atwood : *Siren Song*

5. Naomi Shihab Nye : *Shoulders*

6. Edwin Thumboo : *Words*

7. Judith Wright : *Train Journey*

Suggested Reading:

1. Achebe, Chinua. *Hopes and Impediments: Selected Essays* 1965-1987. London: Heinemann, 1988.

2. Amuta, Chidi. *The Theory of African Literature*. London: Zed Books, 1989.

3. Said, Edward. *Orientalism*. London: Penguin, 1995.

BA/B.Sc. /B. Com DEGREE EXAMINATION

English–Semester VI: ENG6CBP02

New Literatures in English

Time: Three Hours

Maximum Marks-80

Part A

1. Answer any **eight** of the following questions in a sentence or two.

1. Who is the author of *Far Cry from Africa*?

2. What is the central theme of the poem *Train Journey*?

3. Who is the author of *Wild Buffalo*?

4. What is the major issue discussed in *Dear Life*?

5. Give the names of two poems written by Atwood?

6. Name two works by Derek Walcott.

7. Who wrote *Words*?

8. Name the short story written by Alice Munro.

9. Write the names of two post-colonial writers.
10. Name two works by Wole Soyinka. (1x8=8)

Part B

II. Answer any **six** of the following, each in a paragraph of about 50 words:

11. Images in the poem '*Far Cry From Africa*'.
12. The central theme of '*The Lion and the Jewel*'.
13. Who are the supporting characters in *The Lion and the Jewel*?
14. Edward Said.
15. A short critical appreciation of *To Sir With Love*.
16. Post-colonialism.
17. How we fled when I was a girl.
18. Overture (2x6=12)

Part C

III. Write short essays of about 100 words on any **six** of the following:

19. Plot of *To Sir, With Love*.
20. Characterization in *The Lion and the Jewel*.
21. Theme of the poem *Far Cry From Africa*.
22. Concept of *My Thai Cat*.
23. Siren Song as Canadian poem
24. Trace the history of post-colonial literature.
25. Christopher Okigbo.
26. Historiographical Metafiction. (5x6=30)

IV. Write essays of about 300 words on any **two** of the following:

27. Write an essay on 'Decolonising the Mind'.

Or

28. Write an appreciation of the short story *Dear Life*.

29. *To Sir, With Love* is based on true events concerned with Braithwaite while taking up a teaching post in a school. Comment.

Or

30. Trace the history of African Literature.

(2x15=30)

ENG6CBP03--DALIT LITERATURE

COURSE CODE	ENG6CBP03
TITLE OF THE COURSE	DALIT LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
MAXIMUM MARKS	80
NO. OF CONTACT HOURS	90

Aims:

- To make the students aware of the recent trends in literature.
- To inculcate the values of unity and broadmindedness.

Objectives:

- To unravel the politically and culturally constructed ideologies hidden in the life of Subaltern sectors in our society.

Module-1 Prose (18 hours)

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

Module-II Poetry (18hours)

1. Meena Kandasamy : *Touch*
2. K.K.S Das : *Black Dance*
3. Namdeo dhasal : *Hunger*
4. Hira Bansode : *Yasodhara*
5. Sukiratharani : *Gigantic trees*

6. Pratibha Jeyachandran : *The Question*

Module-III—Short Stories (18hours)

1. Bandhumadhav ; *The Poisoned Bread*

2. Anna Bhahu Sathe : *Gold from the Grave*

3. C. Ayappan : *Madness*

4. Abhimani : *The Show*

Module-IV-Drama (18 hours)

Mahaswetadevi *Mother of 1084*

Module-V Novel (18 hours)

P.Sivakami: : *The Grip of Change*

Bama : *Sangati*

Suggested Reading:

1. Autobiographies of Dalit Writers
2. Works of Dr. Ambedkar and Mulkraj Anand

BA/B.Sc. /B. Com DEGREE EXAMINATION

English—Semester VI: ENG6CBP03

Dalit Literature

Time: Three Hours

Maximum Marks-80

Part A

1. Answer any **eight** of the following questions in a sentence or two.

Fill in the blanks:

1. *Touch* is written by-----
2. *Hunger* is written in -----language.
3. Prathiba Jayachandran is ----- writer.
4. *Black Dance* is written by-----

5. *Abhimani* is translated from-----language

- 6 Name two Dalit writers.
7. Name a collection of Dalit anthology.
8. Name two Marathi Dalit writers.

9. Name a Malayalam Dalit writer.
10. Name a Kanada Dalit writer.

(1x8=8)

Part B

II. Answer any **six** of the following, each in a paragraph of about 50 words:

11. Sunny M Kappikad about Dalit Christians.
12. Dalit culture
13. Bandhumadhava
14. Poisoned Bread
15. C. Ayappan
16. Theme of Gigantic trees.
17. Subaltern studies.
18. Malayalam Dalit writers. (2x6=12)

Part C

III. Write short essays of about 100 words on any **six** of the following:

19. Characterization in *Mother of 1084*.
20. Theme of *Black Dance*.
21. Imagery in *Touch*.
22. Concept of Dalit Culture.
23. The central theme of *Gold from the Grave*.
24. *The Question* as a Dalit poem.
25. Trace the history of Malayalam Dalit Writing.
26. Aravind Malgatti.

(5x6=30)

IV. Write essays of about 300 words on any **two** of the following.

27. Write an essay on the contributions of Sharankumar Limbale.

Or

28. Attempt a critical appreciation of *Sangati*

29. Write an essay on the historical movements that caused the rise of Dalit literature.

Or

30. Analyze *Grip of Change* as a Dalit drama,

(2x15=30)

PROJECT : ENG6D01

VIVA : ENG6V01