

ENGLISH

KANNUR UNIVERSITY

(Abstract)

UG Programmes under Choice Based Course Credit System conducted by the School of Distance Education – Scheme & Syllabi of English Common Courses - English Core Courses (I year only) - Model Question Papers (I year only)- Implemented w.e.f 2011 Admission - Orders issued.

ACADEMIC BRANCH

U.O.No.Acad/C3/16642/2011 (6)

Dated, K.U.Campus.P.O,

28-12-2011

- Read: : 1.Minutes of the meeting of the Board of Studies in English (UG) held on 04.08.2011 .
2. Letter dated 18-08-2011 from the Chairman, Board of Studies in English (UG)
3 .U.O No.Acad/C2/11772/2011 dated 15 -10-2011

ORDER

1.The Board of Studies in English (UG) vide paper read (1) has finalised and recommended the Scheme (full), Syllabi & Model Question Papers for English Common Courses & English Core Courses (I Year only) of UG Programmes under Choice Based Course Credit System conducted by the School of Distance Education for implementation with effect from 2011 admission.

2. As per the paper read (2) above, the Chairman, Board of Studies in English (UG) has forwarded the finalized copy of the Scheme , Syllabi & Model Question Papers for implementation with effect from 2011 admission.

3. As per the paper read (3) above, the regulations for UG Programmes under Choice based Course Credit System conducted by the School of Distance Education were implemented in this University with effect from 2011 admission .

4.The Vice-Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council, as per Section 11 (1) of Kannur University Act, 1996 and all other enabling provisions read together with, has accorded sanction to implement the Scheme (full), Syllabi & Model Question Papers for English Common Courses & English Core Courses (I Year only) of UG Programmes under Choice Based Course Credit System conducted by the School of Distance Education with effect from 2011 admission, subject to report to the Academic Council.

5. Orders are therefore issued implementing the Scheme (full), Syllabi & Model Question Papers for English Common Courses & English Core Courses (I Year only) of UG Programmes under Choice Based Course Credit System conducted by the School of Distance Education with effect from 2011 admission, subject to report to the Academic Council.

6. The implemented Scheme,Syllabi & Model Question Papers are appended.

Sd/-

DEPUTY REGISTRAR (ACADEMIC)

For Registrar

To:

- 1.The Director, SDE
- 2.The Examination Branch (through PA to CE).

Copy to:

1. The Chairman, Board of Studies in English (UG)
2. PS to VC/PA to PVC/PA to Registrar.
3. DR/AR-I (Academic).
4. SF/DF/FC

Forwarded/By Order

SECTION OFFICER

PREAMBLE

Kannur University is the first university in Kerala State to successfully implement the Grading system of evaluation for the undergraduate programmes. It was done in 2008. In 2009-'10 Kannur University marked a seminal space in the map of Higher Education in Kerala by introducing the Choice-Based Credit Semester System to the undergraduate classes of regular mode. It involved a radical restructuring of Curriculum of the Undergraduate Programmes as suggested by the Government of Kerala and the Kerala State Higher Education Council. The UG Board of Studies in English organized a workshop for designing the curriculum and drafting the syllabus. Now in 2011, restructuring in the same direction is called for in the case of the students of the SCHOOL OF DISTANCE EDUCATION also. Taking into consideration the considerable number of students in the distance education mode and the limitations within which the Distance Education System functions, the UG board has decided not to deny the advantage of restructuring to them. Decisions were taken to restructure the academic programmes in English Language and Literature with some changes. Instead of the Semester System, the students of Distance Education would study and get evaluated in the Annual mode. The thrust of the whole academic endeavour in this instance also has been to bring in flexibility and interdisciplinarity on one hand and to rationalize the study of language and literature on the other. The restructuring puts emphasis on Critical Thinking and Communications Skill development of the students in the context of paramount importance of English using skills in the global context.

1. General Outline

The Undergraduate Programme is structured to offer **THREE COMMON COURSES IN ENGLISH**, a good number of Core Courses of which Methodology of Humanities, Methodology of Literature, Informatics, Women Studies, Film Studies and Translation oriented courses demand special mention. Complementary Courses and an Open Course are also there to supplement and enrich the depth and flexibility of the programme.

2. COMMON COURSES (IN ENGLISH) 1-3:

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

Students on completion of these courses are expected to:

- have mastery in critical reasoning and all modes of communication and presentation skills in English
- develop the ability to analyze, understand and challenge if needed the symbolic expressions of reality in literary and other discourses.
- have a commendable awareness of Indian constitution, secularism, plural traditions, environment and sustainable development along with a deep sense of contemporary vital issues which may enable her/him to be a more sensitive and better citizen.

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

3. CORE COURSES

The Board of Studies, as mentioned above, organized a five-day workshop exclusively for curriculum designing and, for the first time in the history of Higher Education in Kerala, college teachers of English spent five days on academic matters in a very creative way and the draft of BA English Language and Literature Programme for regular students has been prepared. The board would gratefully mention the fact that the discussions, insights and drafts evolved from that workshop guided to a considerable extent the restructuring work for Distance Education programmes in English also.

4. COMPLEMENTARY COURSES

Subsidiary papers of former dispensation are labeled as Complementary courses in the restructured curriculum. It is hardly a renaming since these courses are situated more prominently and in creative conjunction with the core courses as the new name signifies. Complementary courses are posted to the first and second year.

5. OPEN COURSES

A striking aspect of the curriculum is the Open Course in the final year. This course enhances the interdisciplinary character and promotes meaningful academic transaction and dialogue among various disciplines and community of learners. Horizontal mobility is introduced in a small way so that further revisions of the syllabus may take it forward increasing the horizontal mobility and interdisciplinarity.

6. USE OF ICT

The restructured curriculum envisages a multimedia classroom and ICT aided teaching and learning without which its true spirit cannot be passed on to the students. A radical shift from the one-sided classroom functioning is initiated and institution are to take this into account and provide the necessary infrastructure. The lecture method has to be supplemented effectively by all the modern means of curricular transaction which may include powerpoint presentation, screening of films, audio and video sessions and other study aids. Students may be encouraged to produce knowledge rather merely consume it.

7. Distribution of Courses for UG Programme in English & Common Courses in English for Distance Education

The Annual mode with three year duration with the following structure is prescribed for Distance Education:

TOTAL CREDITS: 22+62+4+16+16 =120

Common Courses in English: No 1-3 (Total 3 courses): Credits: 7+7+8 = 22

Core Courses: No 11 – 19 (total 9 courses): 8+7+7+5+7+7+7+7+7 =62

Open Course: No 20 (1 course): 4

Complementary Courses: 2 (Details can be had from notification of the syllabi of Complementary Subjects): 16

Additional Language: 16

8. TABLE OF COMMON COURSES IN ENGLISH

No	Course Code	Title of Course	Year	Credits
1	SDE 1 A 01 ENG *	Critical Reasoning and Communication Skills in English	1	7
2	SDE 1 A 02 ENG *	Literature and Vital Issues	1	7
3	SDE 2 A 03 ENG	Literature and Science	2	8
Total Credits				22

*For B Com and all other LRP

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

9. TABLE OF CORE COURSES

N0	Course Code	Title of Course	Year	Credits
11	SDE 1 B 01 ENG	Methodology of Humanities and English Literature	1	8
12	SDE 1 B 02 ENG	Prose and Poetry	1	7
13	SDE 2 B 03 ENG	Linguistics	2	7
14	SDE 2 B 04 ENG	Informatics	2	5
15	SDE 2 B 05 ENG	Fiction Studies	3	7
16	SDE 3 B 06 ENG	Drama Studies	3	7
17	SDE 3 B 07 ENG	Literary Criticism	3	7
18	SDE 3 B 08 ENG	Translation Studies	3	7
19	SDE 3 B 09 ENG	Film and Gender Studies	3	7
20	SDE 3 D 01 ENG (Open Course)	English for Competitive Examinations and Business Purposes	3	4
Total Credits				66

10. BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE

COURSES (YEAR-WISE)

YEAR 1

Course Code	Title of Course	Credits
SDE 1 A 01 ENG	Critical Reasoning and Communication Skills in English	7
SDE 1 A 02 ENG	Literature and Vital Issues	7
SDE 1 A 04 *	Additional language	6
SDE 1 B 01 ENG	Methodology of Humanities and English Literature	8
SDE 1 B 02 ENG	Prose and Poetry	7
SDE 1 C 01 *	Complementary -1	8

YEAR 2

Course Code	Title of Course	Credits
SDE 2 A 03 ENG	Literature and Science	8
SDE 2 A 05*	Additional language	5
SDE 2 A 06*	Additional language	5
SDE 2 B 03 ENG	Linguistics	7
SDE 2 B 04 ENG	Informatics	5
SDE 2 C 02 *	Complementary - 2	8

SDE-SYLLABI FOR COMMON COURSES: 2011 ADMISSION ONWARDS

COMMON COURSE I: CRITICAL REASONING AND COMMUNICATION SKILLS IN ENGLISH

COURSE CODE	SDE 1A 01 ENG
TITLE OF THE COURSE	CRITICAL REASONING AND COMMUNICATION SKILLS IN ENGLISH
YEAR	1
CREDITS	7
CORE TEXTS	Critical Reasoning & Academic Presentation Skills by Marilyn Anderson, Pramod K. Nayar et al, Pearson 2009

AIM OF THE COURSE

- To develop analytical and critical thinking skills in students in order to prepare them to logically analyze and critically evaluate a variety of texts and to speak and write and make presentations effectively
- General improvement of the student's ability in vocal and written modes of expression and reading.

OBJECTIVES OF THE COURSE: On completion of this course, student will be able:

- To differentiate between facts and opinions and to identify fallacies in arguments
- To appreciate the value of looking at an issue from various points of view and to develop the habit of questioning one's own views and possible biases
- To successfully manage academic writing and presentation.
- to communicate better vocally as well in writing in formal, semi-formal and informal situations.
- To speak, listen and read better

COURSE OUTLINE

PART A: CRITICAL REASONING AND PRESENTATION SKILLS

MODULE – 1 - INTRODUCTION TO CRITICAL THINKING

- A. Introduction to Critical Thinking: Benefits of Critical Thinking - Barriers to Critical Thinking
- B. Arguments: What is and what is not of argument - Recognizing Argument – Evaluation of Arguments - Deductive and Inductive argument -
- C. What are fallacies: Fallacies of relevance – appeal to emotion – the appeal to pity – the appeal to force – the argument against the person – irrelevant conclusion

- D. Critical thinking and evaluation of sources – social influence and critical thinking – Persuasion, conformity and Critical Thinking – Critical thinking and Prejudices.

MODULE – 2: THINKING AND WRITING CRITICALLY

Characteristics of Critical and Analytical Thinking – language of critical thinking – strategies and steps for critical thinking – Sense of audience – Precision and Clarity, Selection of Relevance – Sequencing of arguments – Sign posting, Conventions in Critical Thinking - Evaluating Critical Writing
Note: Lectures should be complemented by appropriate activities mentioned in the core text.

MODULE - III: THE PROCESS OF WRITING:

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

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

MODULE – V: Presentation Skills

- A. Soft Skills for Academic Presentations: Theory - The audience - primary and secondary and their knowledge and expectations - the objective of the presentation - choosing the appropriate medium for presentation - techniques of effective presentation - Structuring the presentation - visual presentation aids, handouts, Power point presentation, L.C.D - Clarity and persuasion - Non verbal communication - Opening and Closing – Time Management.

READING LIST:

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

B. REFERENCE TEXTS

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

WEB RESOURCES

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

PART B: Communication Skills

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

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

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

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

Note: Speaking and listening skill to be promoted using the CD provided with the text

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

B) TEXTS FOR CORE READING AND REFERENCE:

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

5. Web Resources: A significant number of sites can be accessed on search with keywords like: Reading Skill, Writing Skill, speaking Skill and Communication Skill.

EVALUATION PROCESS : EXTERNAL

COMMON COURSE 2: LITERATURE AND VITAL ISSUES

COURSE CODE	SDE 1A 02 ENG
TITLE OF THE COURSE	LITERATURE AND VITAL ISSUES
YEAR	1
CREDITS	7
CORE TEXTS	1. Readings on Indian Constitution, Secularism & Environment, Ed. Dr.K.C.Muraleedharan, Ane Books India Ltd, Delhi 2. Literature and Contemporary Issues, Foundation Books, Cambridge University Press

AIM OF THE COURSE

- To inspire in students a secular, democratic and environment- friendly attitude
- to give the students a general awareness of vital and contemporary issues of human right violations
- to enable the student to reach out to reality through literature, to develop in the students a concern for the happenings in the immediate and faraway world and to provide them an insight into social dynamics.

OBJECTIVES OF THE COURSE

On successful completion, students will acquire

- the spirit and essentials of the secular Indian constitution, a commendable awareness of the plural traditions of India and a healthy sense of nationalism
- a deep commitment to life forms, existence, environment and the universe
- an awareness of reality that is mediated through literary discourses and the process of subject formation
- the ability to reconnect cultural and literary artifacts to the real
- the ability to respond to political, cultural and literary manifestations and formations

Course Outline

Common course 2 has focus on constitution, secularism, sustainable environment, globalization and human rights. The selections are prompted by the guidelines of Kerala State Higher Education Council. Court directives on spreading awareness about Constitution, Secularism, Human rights and Environment among undergraduate students also worked as a decisive factor in the selection of different write-ups in the text.

PART A

MODULE I – INDIAN CONSTITUTION:

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

Racial Encounters:

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

Caste Issue:

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

Class conflicts:

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

Gender question:

7. Rabindranath Tagore: The Exercise Book (Story)
8. Marge Piercy: Barbie Doll (Poem)

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

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

MODULE III – SECULARISM

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

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

MODULE IV – SUSTAINABLE ENVIRONMENT:

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

12. Medha Patkar : Interview by Dilip D'Souza.
13. Krishna Kumar : Green Schools in a Greying World (*Essay*)
14. A.K.Ramanujan : Ecology (Poem)

4. Core Text: *Readings on Indian Constitution, Secularism & Environment*, Ed. Dr.K.C.Muraleedharan, Ane Books India Ltd, Delhi

5. Reference:

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

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

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

Narang, A S, *Indian Government and Politics*, Geethanjali Publishing House, New Delhi, 2000, pp.99-238 S R Bommai Vs Union of India, AIR 1994, SC 1918

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

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

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

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

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

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

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

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

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

PART B

This section highlights both Globalization and Human Rights. A collection of seven essays dealing with the issues of globalization and human rights titled as 'Literature and Contemporary Issues' published by Foundation Books, Cambridge University Press is prescribed for study.

MODULE – I: 'GLOBALIZATION' AND ITS CONSEQUENCES

1. Villages for Sale in Vidharbha : Dionne Bunsha
2. Decade of Discontent : P.Sainath (From The Hindu):
3. Future of Our Past : Satchidanandan.K
4. Agriculture: The Missing Dimension: Devinder Sharma from Practising Journalism: Values, Constraints, Implications: Editor: Nalini Rajan

MODULE – II – HUMAN RIGHTS

5. The End of Imagination: Arundathi Roy
6. Aruna: Behind Closed Doors: Rinki Bhattacharya
7. Children's Perspectives on Domestic Violence: An excerpt from the book Domestic Violence by Audrey Mullender, Gill Hague, Umme Imam, Liz Kelly, Ellen Malos, Linda Rega, SAGE Publications

EVALUATION PROCESS : EXTERNAL

COMMON COURSE 3: LITERATURE AND SCIENCE

COURSE CODE	SDE 2 A 03 ENG
TITLE OF THE COURSE	LITERATURE AND SCIENCE
YEAR	2
CORE TEXT	<i>Reading Literatures in English</i> , Ed. Dr.K.C Muraleedharan, Cambridge University Press, 2009 <i>Moments from History and Philosophy of Science</i> , Ane books, New Delhi

AIM OF THE COURSE:

1. To provide a general awareness about the scope and significance of literature as a cultural form through readings of selected literary works in English produced across cultures.
2. To inspire reading, appreciation and critical interpretation of literary works.
3. To make aware undergraduate students about the history and philosophy of science.

OBJECTIVES OF THE COURSE

On completion of this course, student will be able:

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

COURSE OUTLINE

Part A: The World of Literature

MODULE 1: PROSE

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

MODULE 2: POETRY

1. Shakespeare : Shall I Compare Thee
2. Blake : London
3. John Keats : La Belle Dame Sans Merci
4. P.B. Shelley : Ozymandias
5. W.B.Yeats : On Being Asked for a War Poem

- | | |
|----------------------|------------------------------|
| 6. Kamala Das | : Fancy Dress |
| 7. Gabriel Okara | : Once Upon a Time |
| 8. Emily Dickinson | : I'm a Nobody! Who are You! |
| 9. Robert Frost | : The Pasture |
| 10. Maya Angelou | : Women Work |
| 11. Yeshwant Vaghela | : Identity |
| 12. R. Viswanathan | : Grandfather |

MODULE 3: FICTION: SHORT STORY

13. Anton Chekhov : The Avenger

MODULE 4: DRAMA

14. Shakespeare : The Forum

PART B: THE WORLD OF SCIENCE

1. Our Ancestors: Carl Sagan
2. The origin of Science: Will Durant
3. The Scientific Method Charles M. Wynn and Arthur W. Wiggins
4. Archimedes: A N Kothare, Sudhanshu S Palsule, S M Parekh and M P Navalkar
5. Benzene Paul Board
6. Mathematics in Ancient India: Jawaharlal Nehru (The Discovery of India)
7. Galileo and His Times
8. The Star Splitter by Robert Frost
9. Anandi Gopal by Pooja Thakar

READING LIST:

CORE TEXT: MOMENTS FROM SCIENCE, ANE BOOKS, NEW DELHI, 2010.

FURTHER READING

1. A BRIEF HISTORY OF TIME STEPHEN HAWKING
2. BOOKS BY CARL SAGAN: COSMOS, BROCA'S BRAIN
3. ESSAYS ON SCIENCE BY BERTRAND RUSSELL
4. ESSAYS ON SCIENCE BY JACOB BRONOWSKI: ASCENT OF MAN
5. HISTORY AND PHILOSOPHY OF SCIENCE BY R V G MENON.
6. HISTORY OF SCIENCE, PHILOSOPHY AND CULTURE IN INDIAN CIVILIZATION,
GENERAL EDITOR: D.P. CHATTOPADHYAYA, VOLUME IX PART 3 WOMEN OF INDIA:
COLONIAL AND POST-COLONIAL PERIODS EDITED BY BHARATI RAY

EVALUATION PROCESS : EXTERNAL

SDE-SYLLABI FOR COMMON COURSES: 2011 ADMISSION ONWARDS

CORE COURSE ONE: METHODOLOGY OF HUMANITIES AND ENGLISH LITERATURE

COURSE CODE	SDE 1 B 01 ENG
TITLE OF THE COURSE	METHODOLOGY OF HUMANITIES AND ENGLISH LITERATURE
YEAR	I
CREDITS	8
CORE TEXT	<i>Methodology and Perspectives of Humanities</i> , Pramod Nayar, Abhijit Kundu & Shweta Mehra, Pearson Longman, 2009.

AIM OF THE COURSE:

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

OBJECTIVES OF THE COURSE:

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

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

COURSE OUTLINE:

PART A: METHODOLOGY OF HUMANITIES

MODULE I

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

MODULE II

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

MODULE III

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

MODULE IV

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

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

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

PART B: METHODOLOGY OF LITERATURE

COURSE OUTLINE

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

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

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

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

READING LIST

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

B) CORE AND REFERENCE READING

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

EVALUATION : EXTERNAL

CORE COURSE 2: PROSE AND POETRY

COURSE CODE	SDE 1 B 02 ENG
TITLE OF THE COURSE	PROSE AND POETRY
YEAR	I
CREDITS	7
CORE TEXT	1. PROSE WRITINGS: VISION BOOKS, THIRUVANANTHAPURAM)

PART A: PROSE

AIM OF THE COURSE

- To Promote imaginative and critical thinking of students and to enable them to critically interact with prose writings and poetry
- To enhance the pleasure that students gain from reading poetry. It further aims at equipping the undergraduate students to critically interact with poems from different contexts and different periods.

OBJECTIVES OF THE COURSE

- Students will learn to identify various modes of prose writing and will develop the ability to critically read them
- To introduce the students to the technical aspects, different types, genres and to new voices in poetry emerging from different cultures.
- To train students in various perspective readings in poetry like gender, race, caste, ethnicity, religion, region, environment and nation etc.

COURSE OUTLINE

MODULE 1: PROSE FORMS

Fiction/Short Story/Tales - Autobiography/Biography - Newspaper/Journal Articles - Philosophical/Scientific Essays – Travelogues - Speech

Introduce the students to the above modes of prose expression and let them identify the features that make them what they are in relation to the articles prescribed for study.

MODULE 2 (TEXT: PROSE WRITINGS: VISION BOOKS, THIRUVANANTHAPURAM)

1. From *The Bible* (King James Version) : Chronicles 2. Chapter. 9. “The Queen of Sheba Visits Solomon”; “Solomon’s Splendour;” “Solomon’s Death.” (Classics)
2. Francis Bacon : “Of Studies.”
3. Joseph Addison: Sir Roger and Mr Will Wimble
4. Oliver Goldsmith: The Man in Black
5. Charles Lamb : “Dream Children.”
6. Addresses at the Parliament of Religions
7. Virginia Woolf: “Judith Shakespeare.”
8. Desmond Morris: A Little Bit of What You Fancy (Scientific essay)
9. One of the Greats: The Hindu editorial on Viswanathan Anand
10. Court Summons Arundhati Roy
11. The Idea of Apocalypse
12. Report of Parliamentary Proceedings
13. Government Order

PART B: POETRY

COURSE OUTLINE

MODULE 1: BASIC ELEMENTS OF POETRY

Students may be introduced to the following terms:

What is poetry? Prosody—Rhythm, Meter, Rhyme, Diction - Figures of Speech: Simile, Metaphor, Metonymy, Imagery, Symbolism, Alliteration, Assonance and such figures - Forms and Genres: Ballad, Lyric, Ode, Sonnet, Elegy, Satire, Pastoral, Parody, Pastiche, Haiku, Limerick, Ghazal, Pantoum, Jintishi, Sestina, Ruba’I, Sijo - Narrative Poetry, Dramatic Poetry, Prose Poetry.

Module II

1. Geoffrey Chaucer :First 18 lines from the Prologue
2. William Shakespeare :The Marriage of True Minds (Sonnet 116)
3. John Donne : A Valediction: Forbidding Mourning
4. Alexander Pope :From An Essay on Man
 (“Know than thyself . . .
 . . . riddle of the World”)
5. William Wordsworth :Three Years She Grew in Sun and Shower
6. Robert Browning : My Last Duchess

Module III

1. T.S.Eliot :Journey of the Magi
2. Emily Dickinson :After Great Pain, A Formal Feeling Comes
3. Kathe Walker :We Are Going
4. A.K.Ramanujan :Obituary
5. R.Viswanathan : Cliché (From *Petals and Patches*)
6. E.V.Ramakrishnan : Alzheimer's Day

Module IV

1. Yvonne Legge :Agent Orange Knife
2. Judith Wright :Request to a Year
3. Sujata Bhatt :Search for My Tongue
4. Gieve Patel :Killing a Tree

REFERENCE:

B. Prasad. *A Background to the Study of English Literature*. Rev. Ed. 3. Delhi: Macmillan. 2008. (Module 1)

Peck, John and Coyle, Martin, *Practical Criticism: How to Write a Critical Appreciation*. London: Macmillan, 1995 (Chapters 2 to 9, Pages 14 to 120)

Abrams, M H. *Glossary of Literary Terms*, latest edition.

Jeffrey Wainwright. *Poetry: The Basics*. London: Routledge. 2004.

Bernard Blackstone. *Practical English Prosody*. Mumbai: Longman. 2003

Thaker, Praveen K. *Appreciating English Poetry*. Hyderabad: Longman. 1999

4. POEMS FOR FURTHER READING

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

EVALUATION : EXTERNAL

SDE - Model Question Paper

SDE - I YEAR BA/BSC/B.COM DEGREE EXAMINATION

1A 01 ENG - Critical Reasoning and Communication skills in English

Time: 3 hrs Total weightage:40

Section A

I. Answer any one of the following in about 200 words:- 1x4=4

- 1) What are the barriers of critical thinking?
- 2) Write an essay on the different kinds of arguments

II. Answer any one of the following in about 200 words:- 1x4=4

- 3) Dowry system – A Social evil.
- 4) Women Empowerment
- 5) The need for conserving forests.

III. Answer any two of the following in about 80-100 words each:- 2x2=4

- 6) The features of a good text of a seminar paper.
- 7) Uses and advantages of visual aids in communication.
- 8) Write a letter to your friend describing to him an accident that you had witnessed.
- 9) Prepare a summary of the passage given below:

Many people consider thirteen an unlucky number. Many hotels avoid using 13 in room numbers or in numbering the floors. Many hotels use M to refer to the thirteen floor because M is the 13th letter of the English alphabet. One explanation is that the number 13 brings bad luck because there were 13 people present at "The last supper". Jesus Christ had Judas, the last disciple to sit at the table, betrayed Jesus. To substantiate the view further many accidents are often quoted as evidences. However 13 is an important number in fields such as religion and mathematics. In Sikhism and Judaism, 13 is considered a lucky number. To mathematicians 13 is of great importance. The number 13 goes into

999,999 exactly 16,923 times. So vulgar fraction with 13 in the denominator have six digit replacing sequences in their decimal expansions.

IV. Fill in the blanks choosing the right words from the alternatives given in the brackets: $2 \times 2 = 4$

10) a. You _____ (ought to have, ought have) called yesterday as you had promised.

b. Shanti's breakfast consisted of _____ sandwich (a, an) two biscuits and _____ (a, an) glass of milk.

c) The number of women MPs has increased _____ (considerable, considerably) across the country.

d) The earth goes _____ (across, around) the sun.

11. a) A six _____ (foot, feet) rattle snake attacked Raju.

b) One of the main _____ (reason, reasons) for a warm winter is increase in auto emission.

c) She has great regard _____ him (for, in)

d) He is fond _____ music (of, about)

V. Choose the best answer:- $4 \times 1 = 4$

12. In which sentence do you find the time phrase used correctly.

A.

- i. The library is open
- ii. The library is currently open
- iii. The library is open during the present.
- iv. The library opens.

B. Which sentence has used the numerals correctly.

- i. 175 participants and 352 well-wishers were in the hall
- ii. One hundred seventy five participants and 352 well wishers were in the hall.
- iii. 175 participants and three hundred and fifty two well wishers were in the hall.
- iv. One, Seven, five participants and three, five, two well wishers were in the hall.

C. Which of the following is a compound sentence.

- i. I would like to go home.
- ii. I am not feeling well, and I would like to go home.
- iii. As I am not feeling well, I would like to go home.

D. WHO is an example of

- a. Shortened word
- b. Abbreviation
- c. Acronym
- d. Initialism

13. A. The adjective of the word 'destroy' is

- i. Destruction
- ii. Destructive
- iii. Destroying
- iv. Destroyness

B. Quotation marks are used

- i. To set off the exact words of a speaker.
- ii. To make an important phrase.
- iii. To make the names of places of interest.
- iv. To quote indirectly the opinion of some people.

C. Which of the following is correctly spelt.

- i. Fofeit
- ii. Forfeit
- iii. Forfiat
- iv. Forfect

D. Which of the following sentence is grammatically correct.

- i. We have invited the whole class and also the teacher.
- ii. We have invited the whole class and the teacher also.
- iii. We have invited also the whole class and the teacher.
- iv. We have invited the whole class; also the teacher.

14. A. Pierre is from France. He can speak _____

- i. Franchise
- ii. Franchese
- iii. French
- iv. Francee

B. Accuracy in critical thinking refers to

- a. Being true to facts
- b. Being careful
- c. Being clear
- d. Being selective

C. Which of the following is not a barrier to critical thinking.

- i. Ego-centrism
- ii. Reflection
- iii. Social brain washing
- iv. Personal likes and dislikes

D. Von Restroff effect refers to

- i. Passionate presentation
- ii. Direct and sharp beginning
- iii. Stating a surprising fact in the opening time
- iv. Silvering the opponents.

15.

A. Sequencing of arguments refers to _____

- i. Numbering the arguments
- ii. Organising the arguments judiciously
- iii. Writing down the arguments
- iv. Summarising the arguments

B. A deductive argument is

- i. An inference
- ii. A presumption
- iii. Always valid
- iv. Always invalid

C. Critical thinking teaches you to form opinions on the basis of

- i. Evidence
- ii. Words of elders
- iii. Gut feeling
- iv. Scriptures

D. An argument persuades by giving

- i. Good reasons
- ii. Good results
- iii. Emotional explanations
- iv. Personal appeal

Section-B - Communication Skills

I. Transcribe the words phonemically: $1 \times 3 = 3$

1. a) cattle b) butcher c) monitor d) passion
2. a) engineer b) skylark c) action d) machine
3. a) master b) spring c) chew d) worry

II. Make the sentence stress of the following. $1 \times 3 = 3$

4. She cut her finger with a knife.
5. They started early for the section.
6. You should teach the boy how to cook.

III. Mark the intonation of the following sentences: $1 \times 2 = 2$

7. Did the meeting start on time?

8. What a beautiful little girl!

IV. Answer any two of the following each in about 80-100 words. $2 \times 2 = 4$

9. Academic listening and selective listening

10. Do's and Dont's of telephone conversation

11. Influence of the mother tongue.

V. Answer any one of the following by constructing ten to twelve exchanges. $1 \times 2 = 2$

11. You are new to the town. Ask a person you meet to show you the way to a good hotel.

12. Seek an appointment with your dentist.

VI. Prepare a speech on any one of the following in about 80 words. $1 \times 2 = 2$

13. You are the secretary of star sports club. Prepare a vote of thanks for the occasion of the annual sports meet of your club.

14. Introduce yourself to a group of NCC cadets for whom you are going to give training in firing.

VII. Write a paragraph in about 80 words on any one of the following. $1 \times 2 = 2$

15. Describe a football.

16. The qualities of an ideal teacher.

VII. Read the passage given below and answer the questions given below. $2 \times 1 = 2$

A study was conducted to determine the effect of various kind of food on the mental and physical energy of human beings. Different groups of people were given different kinds of food and their mood and behaviour were watched. It was found that people who took protein-rich food were quite active afterwards whereas people who took carbohydrates were calm and sometimes even sleepy. Further studies, however, revealed that when the protein in the food was increased there was no corresponding increase in the level of alertness. Similarly, increase in the intake of carbohydrates did not bring about a corresponding increase in the level of calmness. Vegetables and fruits included in the food did not bring about any change in the mood of the people.

Thus the study reveals that protein helps the production of activating chemicals while carbohydrates help the production of calming chemicals.

Questions:-

1. What does the study reveals about carbohydrate intake?
2. Why was the study conducted?

MODEL QUESTION PAPER

SDE – 1A02 LITERATURE AND VITAL ISSUES

Time: 3 Hours

Max.Weightage:40

I. Answer any one of the following in about 200 words: (1x4=4)

1) What do you understand about racism in British India from the write up of Kamala Das?

2) What do you think of the discrimination suffered by Kumud Pawde in her early life?

II. Answer any one of the following in about 200 words: (1x4=4)

3) What idea of the constitution, Centre and States do you get from Palkhivala's speech?

4) What is the significance of Green School Contest?

III. Answer any one of the following in 200 words: (1x4=4)

5. Bring out the difference between globalization and internationalism.

What was the impact of globalization on Indian farmers?

IV. Answer any one of the following in 200 words: (1x4=4)

7. Aruna's sufferings as a woman?

8. Write an essay on domestic violence and its victims

V. Answer any two of the following, each in a paragraph of about 80 words: (2x2=4)

9) How does Soyinka frustrate the landlady in her game of racism?

10) The drowning incident described by Kottarathil Sankunni.

11) The early life of Medha Patkar.

VI. Annotate any two of the following in 80 words each: (2x2=4)

12) "I want to sell my land. But no one has money to buy it."

13) Rural India is a funny place.

14) I was actually married off.

VII. Answer the following bunches of questions, choosing from the options given against each: (4x1=4)

15) a) Protection of life and personal liberty are ensured by _____

i) Right to equality
Educational rights

ii) Cultural and

iii) Right against exploitation

iv) Right to freedom

b) 'Shirdey temple was the rage then'. The expression means:-

i) Object of hate

ii) intense anger

iii) Unfriendly
fashionable

iv) Popular and

c) ' Even before the mist clears, you will hear all these little pop-pop-pop sounds'. The sound came

from:

i) The early birds

ii) Splashing of water

iii) The lotus buds opening
rain

iv) Pattering of the

d) The person who would seize the exercise book of Pyarimohan and destroy it is:

i) a benefactor of mankind

ii) a fool

iii) a criminal

iv) a barbarian

16) a) Rural voters are persuaded by:-

i) Genuine service to the community

ii) Petty gifts

iii) Offer of employment
initiatives

iv) Development

b) 'Ali Raja' is a distortion of:-

i) Raja Mohammad Ali

ii) Arakkal Raja

iii) Raja of Ali family

iv) Ruler of the seas

c) Baba Amte is:-

i) The leader of Chipko movement

ii) A journalist

iii) Gandhian human rights activist
disciple

iv) Medha Patkar's

d) Ramanujan was enraged when the Champak tree flowered,
because__

i) He was not a lover of nature
useless

ii) Flowers were

iii) Flowers were inauspicious
mother migrane.

iv) Flowers gave his

17) A. Aruna escaped with the help of her -----

i. Father (ii) sister (iii) children (iv) mother-in-law.

B. Aruna describes her marriage as

(i) arbitrary (ii) of mutual consent (iii) a pleasant experience (iv) her
interest

C. Financial abuse is

(i) spending too much on wife and children (ii) keeping family short of
money

(iii) providing the family enough money to live (iv) none of these

D One abusive father threatened that he would

i. burn the house in the night (ii) look after the children well

(iii) stop quarreling (iii) make his home a nice place

18) A. One wife was not allowed to go out and dry clothes on the line
because

i. the husband was jealous (ii) the children were very young

(iii) she was sick (iii) none of these sick

B. Potato is

(i) ordinary potato (ii) hybrid potato (iii) another word for potato (iv) Protein rich potato

C. How much food was rotting?

(i) 25 million tons (ii) 2 million tons (iii) 5 million tons (iv) none of these

D. Devinder Sharma taken by surprise because

(i) the PM called him (ii) the PM's visit was downplayed

(iii) the BBC presenter shifted from an interview with Beckham to him.

(iv) None of these.

VIII. Answer six of the following, each in two or three sentences:

(6x1=6)

19) Why did Kamala Das say that she and her brother were neglected children?

20) Which are two temples described by Basavanna?

21) Who is Uma? What was her obsession?

22) What was the World Bank's decision in the wake of NBA movement?

23) What does Raju Solanki mean by the 'thorny weed of hate grown in the garden of your mind'?

24) Who were Arakkal Rajas?

25) What are the toys given to girl child?

IX. Answer any six of the following, each in two or three sentences:
(6x1=6)

25. Name a book by Amartya Sen.
26. Which organization did the PM address in the US?
27. How does the US restrict trade from developing countries?
28. What are the different sources of violence?
29. What is the subject matter of Arundhati Roy's essay?
30. Why are we called gullible subjects?
31. What was called 'White gold'? Why

PATTERN OF QUESTION PAPER

SDE – 1A02 LITERATURE AND VITAL ISSUES

Time: 3 Hours

Total weightage: 40

I. One essay of about 200 words, out of a choice of two, from Module 1 of 'Readings on Indian

Constitution, Secularism and Environment' (weightage: 4)

II. One essay of about 200 words, out of a choice of two, from Module 2, 3, & 4 of 'Readings

On Indian Constitution, Secularism and Environment' (weightage: 4)

III. One essay of about 200 words, out of a choice of two, from Module 1 of 'Literature and Contemporary Issues' (weightage: 4)

IV. One essay of about 200 words, out of a choice of two, from Module 2

f) 'Literature and Contemporary Issues' (weightage: 4)

V. Two paragraph questions out of three from 'Readings on Indian Constitution, Secularism and

Environment', to be answered in 80 words each. (weightage: $2 \times 2 = 4$)

VI. Two annotations out of three from "Literature and Contemporary Issues", to be answered in 80 words each

(weightage: $2 \times 2 = 4$)

VII. Four bunches of multiple choice questions, two each from 'Readings on Indian Constitution,

Secularism & Environment', and "Literature and Contemporary Issues' (weightage: $4 \times 1 = 4$)

VIII. Six short questions out of seven, from 'Readings on Indian Constitution, Secularism and

Environment'. (weightage: $6 \times 1 = 6$)

IX. Six short questions out of seven, from "Literature and Contemporary Issues'. (weightage: $6 \times 1 = 6$)

Pattern of Question Paper 1B 01

Time -- 3 hrs.

Total Weightage -- 40

SECTION A – METHODOLOGY OF HUMANITIES

and English
Literature

I. One essay of about 200 words, out of a choice of two based on the topics discussed in the four units of the core text prescribed.

(Weightage -- 4)

- II. Two paragraph questions (80 words) out of a choice of 4 covering all the units in the core text prescribed.

(Weightage -- $2 \times 2 = 4$)

- III. 8 short questions (2 or 3 sentences) out of a choice of twelve covering all the units

(Weightage -- $8 \times 1 = 8$)

- IV. Four bunches of four multiple choice questions covering all the units

(Weightage -- $4 \times 1 = 4$)

SECTION B – METHODOLOGY OF ENGLISH LANGUAGE AND LITERATURE

- I. One essay of about 200 words, out of a choice of two based on the topics discussed in the four units of the core text prescribed.

(Weightage -- 4)

- II. Two paragraph questions (80 words) out of a choice of 4 covering all the units in the core text prescribed.

(Weightage -- $2 \times 2 = 4$)

- III. 9 short questions (2 or 3 sentences) out of a choice of ten covering all the units

(Weightage -- $8 \times 1 = 8$)

- IV. Four bunches of multiple choice questions covering all the units

(Weightage -- $4 \times 1 = 4$)

MODEL QUESTION PAPER – 1B 01 –METHODOLOGY OF HUMANITIES AND ENGLISH LITERATURE

SECTION A (METHODOLOGY OF HUMANITIES)

Time -- 3 hrs. Total Weightage – 30

- I. Write an essay of about 200 words on any one of the following:

(Weightage -- 1X 4= 4)

1. Write an essay on objectivity in the subjective world.
2. Explain the narrative modes of thinking.

II. Answer any two of the questions in about 80 words: (Weightage -- 2X 2 = 4)

3. History as fiction
4. Tastes, Values and norm and mores
5. Explain the concept *Social Construction of Reality*
6. Compare the Indian and western concept of knowledge/jnana/prama

III. Answer any 9 short questions in 2 or 3 sentences: (Weightage -- 9X1 = 9)

7. What is the task of sociology according to Emile Durkheim?
8. What was the objection that Plato raised against artistic representation?
9. How does Marx explain the term *ideology*?
10. How do the Romantics regard a literary work?
11. What are discourses?
12. Comment on the racial undertones of the word 'denigrate'
13. Do women use *a different language* or use *language differently*, why?
14. Explain the term and concept *Diegesis*
15. What is the Epic Period of Indian philosophy?
16. Name the eight schools of Indian Philosophy (Weightage -- 10 X 1 = 10)
17. (a) The term 'Humanities' probably appeared during which renaissance

i. French (ii) English (iii) Italian (iv) Indian renaissance

(b) Aristotle stressed the _____ of literary texts

(i) aesthetic value (ii) truth and falsehood (iii) logical correctness

(iv) Similarity to Politics and Ethics

(c) Who among the following coined the term 'ideology'?

(i) Fredric Jameson (ii) Karl Marx (iii) Terry Eagleton (iv) Destutt de Tracy

(d) Which is a most important tool in the production and reproduction of

meanings of culture, literature and history?

(i) Narrative imagination (ii) Reason (iii) Accuracy (iv) Precision

26. (a) Language _____ reality

(i) mirrors (ii) constructs (iii) reflects (iv) none of the above

(b) What is true about language?

(i) a system of signs (ii) based on difference (iii) involves repeated use and convention (iv) All of these.

(c) Girls or women have femininity because

(i) it is an essence in them (ii) of the discourse of femininity (iii) of evolution (iv) of nationality.

(d) The term *agency* is the capacity to

(i) perform a task (ii) influence an incident (iii) influence people (iv) do all the three

27. (a) Paratexts include:

(i) epigraphs and prefaces (ii) forewords and epilogues (iii) acknowledgements and footnotes (iv) all these

(b) The narrative mode that concludes logically offer a sense of completion is in

(i) the annals mode (ii) Chronicle mode (iii) historical mode (iv) none of these

(c) Plot is: (i) story (ii) fibula (iii) cause and effect sequence (iv) events in the order of happening

(d) A.J.Greimas evolved a set of six actants of which one is

(i) Subject/Object (ii) Good/Bad (iii) Reason/Imagination (iv) Life/Death

28. (a) There are _____ schools of thought in Indian philosophy divisible into _____

(i) Five, three (ii) seven, two (iii) nine, two (iv) ten, five

(b) Which of the pairs depended directly on the Vedas?

(i) Vaisesika & Buddhism (ii) Jainism & Samkhya (iii) Mimamsa & Vedanta

(iv) Yoga & Nyaya

(c) What was the main aim of Mimamsa school?

(i) defending ritualism of the Vedas (ii) exposition of reality (iii) establish the primacy of matter (iv) to lead to vivekajnana through citta-vritti-nirodha

(d) Doubt in Indian philosophy is

(i) conflicting notions about the same object (ii) cognition of the object not as it really is (iii) two equally plausible yet contradictory alternatives on an issue

(Weightage -- 4 X 1 = 4)

SECTION B (METHODOLOGY OF ENGLISH LITERATURE)

1. Answer any *two* out of the three given in about 200 words: (1X4= 4 Weightage)

1. Write an essay on postcolonial literatures
2. Discuss the possibilities opened up by Psychoanalytic criticism with suitable examples.

II. Answer any two in about 80 words each: (2X2= 4 Weightage)

3. New criticism
4. Eco-feminism
5. Indian Novel in English
6. Give a brief account of African writing in English

III. Answer any nine in a sentence or two each (9 x 1 = 9 Weightage)

7. What do you mean by the term canon?

8. Name one archetypal critic.
9. What is marginalization?
10. What is close reading?
11. Name a work by Freud
12. What is the focus of the Reader Response Theory?
13. Mention the name of one of the pioneers of feminism in England
14. Name a formalist critic.
15. Name a book written by a New critic.
16. Who is the winner of the Nobel Prize for literature in 2010?

IV. Answer all the four bunches of four questions each: (3X1= 3Weightage)

17. A. Oedipus complex is a concept associated with : (i) Freud (ii) Melanie Klein (iii) Lacan (iv) none of these

B. Shakespeare is a canonical author: (i) True (ii) false (iii) cannot be decided (iv) none of these

C. Who among the following is an American woman poet: (i) Kamala Das (ii) Emily Dickinson (iii) Mary Shelley (iv) none of these

D. Who are the Indian novelists from Kerala: (i) Aundhati Roy (ii) Shashi Tharoor (iii) both (a) and (b) (iv) none of these.

18. A. Who is the American novelist: (i) Charles Dickens (ii) Conrad (iii) Mark Twain (iv) Defoe

B. Name of an English woman novelist (i) Jane Austen (ii) Shashi Desh Pande (iii) Kaveri Nambisan (iv) Amrita Preetham

C. Ferdinand Saussure is famous for his contribution to (i) linguistics (ii) Literary studies (iii) Indian English poetry (iv) none of these

D. Formalism developed into structuralism (i) true (ii) false (iii) cannot be decided (iv) none of these

19. A. -----is a textual approach? (i) New Criticism (ii) postmodernism (iii) naturalism (iv) Feminism

B. Who are marginalized in the Indian context? (i) Men (ii) women (iii) dalits (iv) both (b) and (c)

C. Derrida is associated with (i) Structuralism (ii) poststructuralism (iii)

Naturalism (iv) Formalism.

D. ----- is a Marxist literary critic (i) Terry Eagleton (ii) T.S.Eliot (iii) Cleanth Brooks (iv) Ezra Pound

PATTERN - 1 B 02 ENG SDE core - Prose and Poetry

SECTION A - PROSE (20 weightage)

1. Three bunches of 4 questions each:- (3x1= 3 weightage)

- II. 5 short questions out of 7: (5x1= 5 weightage)

- III. 4 out of 5 in 60 words each: (4x2= 8 weightage)

- IV. Essay – 200 words – one out of 2 (1x4= 4 weightage)

SECTION B - POETRY (20 weightage)

1. Three bunches of 4 questions each:- (3x1= 3 weightage)

- II. 5 short questions out of 7: (5x1= 5 weightage)

- III. 4 out of 5 in 60 words each: (4x2= 8 weightage)

- IV. Essay – 200 words – one out of 2 (1x4= 4 weightage)

Model Question Paper - 1 B 02 ENG SDE

I Year B.A. English Language and Literature - Core Course- Prose and Poetry

Time: 3 hrs

Total weightage: 40

Section A- Prose

I. Answer the following objective type questions (1x3=3)

A. 1. What possessed this beautiful earth according to Vivekananda?

(i) Secularism (ii) Bigotry (iii) Fanaticism (iv) All the above

2. The essay 'The man in Black' is written by

(i) Oliver Goldsmith (ii) Addison (iii) Richard Steele (iv) Charles Lamb

3. Will Wimble is a: (i) A baron (ii) Lord (iii) A baronet (iv) younger brother to a baronet

4. The history book referred to by Virginia was written by: (i) Trevelyan (ii) Charles Lamb (iii) Toynbee (iv) none

B. 5. Apocalypse is (i) final destruction (ii) betrayal (iii) Earthquake (iv) sin

6. Reading maketh a _____ man (i) ready (ii) wise (iii) full (iv) exact

7. King Solomon was noted for his (i) charity (ii) empire (iii) wealth and wisdom (iv) good looks

8. The narrator of the essay Dream Children: A Reverie is (i) Elia (ii) John Lamb (iii) Bridget (iv) None

C. 9. Anand's rival in the 2010 final was (i) Veselin Topalov, (ii) Vladimir (iii) Alexei Shirov (iv) Bobby Fischer

10. The subject of the Government Order is (i) D M S (ii) Ragging (iii) Grace marks (iv) mobile phones

11. Omnivore is a (i) Vegetarian (ii) Non-Vegetarian (iii) One who eats both (iv) All these.

12. Goldsmith wished the friendship of the man in black because he was

(i) rich (ii) miserly (iii) talkative (iv) very generous but pretended as a man-hater

11. . Answer any five of following in one or two sentence. (1x5=5)

13. Mention any two chief uses of studies

14. What was the charge against Arundhati Roy's book?
15. Who was Will Wimble?
16. What was the purpose of Sheba's visit to Jerusalem?
17. What should Roy do according to the reviewer?
18. How did Vivekanda address the gathering?
19. What was the story of the man in tattered finery?
111. . Answer any four in about 60 words (4x2=8)
20. Solomon's glory
21. Condition of sixteenth century women
22. The fate of younger brothers in a noble family in feudal times
23. Human body and food
24. The story of the frog and its implication
- 1V. Write an essay in about 200 words one of the following (1x4=4)
25. Virginia Woolfs' observations on Judith Shakespeare
26. The element of pathos in Lamb's essay

Section B - Poetry

V. Choose the correct answer (3x1=3)

A. 27. They came into the little town-----All that remained of their tribe. Who are 'they'

(i) Aborigines (ii) Conquerors (iii) White people (iv) Wild animals

28. What does Zephyrus mean? (i) A. God (ii) West wind (iii) Season (iv) The sun

29. The 'changed mother' implies: (i) Widowed mother (ii) forsaken mother (iii)

Another mother (iv) Step mother

30. In the poem 'Alzheimers' Day the poet talks of his: (i) father (ii) son (iii) friend (iv) husband

B. 31. A sonnet is a poem of : (i)14 lines (ii) 12 lines (iii) 16 lines (iv) 10 lines

32. 'My Last Duchess' is a (i). Confessional poem (ii) Dramatic monologue (iii) Sonnet (iv) Lyric

33. Agent Orange is the name of : (i) A herbicide (ii) an organisation (iii) a military operation (iv) a weapon

34. After great pain, a ----- feeling comes (i) special (ii) true (iii) formal (iv) informal

C. 35. I thought I spit it out, what? (i) food (ii) mother tongue (iii) sweet (iv) saliva

36. Metaphor is a (i) figure of speech (ii) kind of poem (iii) poet (iv) none

37. The Duchess was (i) saved (ii) killed (iii) imprisoned (iv) none of these

38. Who also sings about America (i) Langston Hughes (ii) Browning (iii) Gieve Patel (iv) none

IX. Answer any five of the following in one or two sentences:- (5x1=5)

39. What is true love according to Shakespeare?

40. What difficulties did the Magi face on their way?

41. What is the theme of Sujatha Bhatt's poem 'In Search of My Tongue'?

42. List some things that were left behind by the father.

43. What is the message of On killing a Tree?

44. What is the bora ring?

45. What commands did the Duke give?

X. Answer any four in about 60 words:- (4x2=8)

46. Write a note on the central idea of Donne's A Valediction Forbidding Mourning.

47. The irony contained in The Alzheimer's Day.

48. Write a paragraph on the behaviour of the Duchess as said by the Duke.

49. What are the effects of the chemical war waged at Vietnam.

50. Describe the process of killing a tree as presented by Gieve Patel.

XI. Answer any one essay in about 200 words. (1x4=4)

51. Critically examine Browning's My Last Duchess as a study of the personality of the Duke.

52. The theme of Kate Walker's 'We are Going'.

KANNUR UNIVERSITY**(Abstract)**

BA English (Language & Literature) Programme under Choice Based Course Credit System conducted by the School of Distance Education – Syllabi & Model Question Papers for English Core Courses of II year -Implemented w.e.f 2011 Admission - Orders issued.

ACADEMIC BRANCH

U.O.No.Acad/C3/16642/2011 (2)

Dated, K.U.Campus.P.O, 05-06-2012

- Read: : 1. U.O.No.Acad/C3/16642/2011 (6) Dated, 28-12-2011
2. Letter dated nil from the Chairman, Board of Studies in English (UG)

ORDER

1.The Scheme (full), Syllabi & Model Question Papers for English Common Courses & English Core Courses (I Year only) of UG Programmes under Choice Based Course Credit System conducted by the School of Distance Education were implemented in the University with effect from 2011 admission,as per the paper read (1) above.

2. As per the paper read (2) above, the Chairman, Board of Studies in English (UG) has forwarded the finalized copy of the Syllabi & Model Question Papers for the Core Courses of II year BA English (Language & Literature) Programme under Choice Based Course Credit System conducted by the School of Distance Education for implementation with effect from 2011 admission.

3.The Vice-Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council, as per Section 11 (1) of Kannur University Act, 1996 and all other enabling provisions read together with, has accorded sanction to implement the Syllabi & Model Question Papers for the Core Courses of II year BA English (Language & Literature) Programme under Choice Based Course Credit System conducted by the School of Distance Education with effect from 2011 admission, subject to report to the Academic Council.

5. Orders are therefore issued implementing the Syllabi & Model Question Papers for the Core Courses of II year BA English (Language & Literature) Programme Programme under Choice Based Course Credit System conducted by the School of Distance Education with effect from 2011 admission, subject to report to the Academic Council.

6. The implemented Syllabi & Model Question Papers are appended.

Sd/-
REGISTRAR

To:

1. The Director, SDE
2. The Examination Branch (through PA to CE).

Copy to:

1. The Chairman, Board of Studies in English (UG)
2. PS to VC/PA to PVC/PA to Registrar.
3. DR/AR-I (Academic).
4. SF/DF/FC

Forwarded/By Order

SECTION OFFICER

10MC 117
600
15MM 009

SDE 642 → BBA Suresh N. Sathyanarayanan

24



BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE
UNDER CHOICE BASED COURSE CREDIT SYSTEM & GRADING
CONDUCTED BY THE SDE W.E.F 2011 ADMISSION

SCHEME OF EXAMINATION & SYLLABI FOR II YEAR

Course Code	Title of Course	Credits
SDE 2 A 03 ENG	Literature and Science	8
SDE 2 A 05*	Additional language	5
SDE 2 A 06*	Additional language	5
SDE 2 B 03 ENG	Linguistics	7
SDE 2 B 04 ENG	Informatics	5
SDE 2 C 02*	Complementary – 2	8

KANNUR UNIVERSITY

SDE - BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

SYLLABI FOR CORE COURSE: LINGUISTICS

COURSE CODE	SDE 2 B 03 ENG
TITLE OF THE COURSE	LINGUISTICS
YEAR	2
NO. OF CREDITS	7

1. AIM OF THE COURSE

- To introduce the students to the key concepts of Language and Language study.
- To develop in the students the ability to approach the system of language and its structures analytically
- To make them familiar with the aspects of Phonetics and instill in them an interest in the process of pronunciation.

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

- speak, write and read English with a sense of grammaticality and acceptability
- approach and study language as a system of interrelated structures undergoing gradual changes
- have an awareness of the processes involved in the acts of speaking, reading and writing.
- better the skill for utterance in all contexts of life.

3. COURSE OUTLINE

MODULE I – LANGUAGE

1. Language defined (Form and Function)
2. Language and Linguistics (Language as a scientific study) (Qualities and parameters of scientific study.)
3. Animal communication system and human language. (Verbal and Non-verbal)
4. Branches of Linguistics. (Socio, psycho, computational, anthropological)

MODULE II – PHONETICS AND PHONOLOGY

1. Speech Organs
2. Speech Sounds
 - a. Classification of Vowels: pure vowels, diphthongs, triphthongs-
 - b. Classification of Consonants
3. Basic Principles of Phonology
 - a. Phone, phoneme, allophone
 - b. Discovery procedure (Contrast, Distribution, Free variant etc)
 - c. Consonant Clusters
 - d. Assimilation, Elision
4. Supra-segmental features
 - Stress, Pitch, Intonation, Juncture

5. Syllable Structure
6. Transcription
7. Articulation and Auditory Exercises

MODULE III – MORPHOLOGY AND SEMANTICS

1. Basic concepts of Morphology
Morph, Morpheme, Allomorph
2. Elements of Word building
 - a. Free morpheme, Bound morpheme, (Affix)
 - b. Root, Stem, Word; Simple, Complex, Compound words.
3. Word Formation
4. Basic Principles of Semantics
 - a. Concepts of Meaning
 - b. Types of Ambiguity

MODULE IV: SYNTAX

1. Grammar and Usage
2. Open classes and Closed Classes (Lexical and Grammatical)
3. Phrase, Clause and Sentence.
4. Phrases and their structures
5. Clauses and their structures
6. Clause elements or Verb patterns
7. Classification of Sentences according to 1. Word order & Meaning
2. Clause structure.
8. Auxiliary Verbs – Mood and Tense
9. Analysis, Synthesis and Transformation of all types of sentences

(Practical Exercises to be given in the prescribed areas)

4. READING LIST

A. CORE AND FURTHER READING

Sl No	Title	Author	Publisher/Year
CORE READING			
1	<i>An Introduction to the Pronunciation of English (Core)</i>	A.C Gimson	London, 1980
2	<i>A Textbook of English Phonetics for Indian Students (Core)</i>	T.Balasubramaniyan	
3	<i>Language and Linguistics: An Introduction (Core)</i>	John Lyons	Cambridge University Press, 1999
4	A Student's Introduction to English Grammar. (Core)	Rodney Huddleston and Geoffrey K.Pullum	

5	Contemporary English Grammar: Structures and Composition (Core)	David Green	Macmillan
FURTHER READING			
6	<i>Key Concepts in Language and Linguistics</i>	R.L.Trask	Routledge, 2004
7	<i>Elements of General Linguistics</i>	Andre Martinet	Midway Reprint Series
8	<i>Practical English Usage</i>	Michael Swan	Oxford University Press, 2005
9	<i>Linguistics and English Grammar</i>	H.A.Gleason	Holt, Rinehart & Winston, Inc., 1965.
10	<i>New Horizon in Language</i>	John Lyons (Ed.)	Pelican Books, 1970
11	<i>English Pronunciation in Use</i>	Mark Hengcock	Cambridge University Press, 2003
12	<i>A Practical English Grammar</i>	Thomson and Martinet	Oxford University Press
13	<i>An Introduction to Language and Linguistics</i>	Christopher.J. Hall	Viva Continuum Edition, 2008
14	<i>Introducing Phonology</i>	David Odden	Cambridge University Press, 2005
15	<i>Linguistics: A Very Short Introduction</i>	P. H. Matthews	Oxford University Press

5. Sample Topics for Assignments

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

6. Internal Assessment:

1. Assignment: 1 weightage
2. Presentation: Grammar/Phonetics: powerpoint presentation: 1 weightage (The student may be allowed to present the topic chosen for assignment as powerpoint if so desired)
3. Attendance: 1 weightage
4. Class test (best of the two): 2 weightage.

7. **written examination:**

Time: 3 hours, Maximum Weightage: 30

PATTERN OF THE QUESTION PAPER

- 1 Objective Type Questions: (4 bunches with 4 questions in each covering all modules)
(Weightage 1 x 4 = 4)
 - 2 Short Answer Questions (8 out of 10) – 1 or 2 sentences – at least 2 from each module -
(Weightage 1 x 8 = 8)
 3. Paragraph questions – 4 out of 6 – 100 words each – at least one from each module -
(Weightage 2 x 4 = 8)
 4. Phonetic transcription – 1 out of 2 – 30 words (weightage - 2)
 - 5 Long Essay – 250 words (1 of 2, one each from modules I and 2)
(Weightage 4x1 = 4) - Grammar part
 6. Long Essay - 250 words (1 of 2, one each from modules 3 and 4)
(Weightage 4x1 = 4) – Phonetics
8. **Model Question Paper**

KANNUR UNIVERSITY

(Model Question Paper –)

BA ENGLISH LANGUAGE AND LITERATURE PROGRAMME –

SDE 2 B 03 ENG - LINGUISTICS

Time: 3 hrs.

Weightage: 30

**I. Answer the four bunches of questions choosing the right option:
(Weightage 4x1 = 4)**

- 1) (a) Which of the following statements is not true about language?
(It is an open system, It exhibits structure, It is a system of rigid symbols, It is a system of arbitrary symbols)
 - (b) Application of the principles of language in reading a poem is an example of ____?
(socio-linguistics, computational linguistics, ethno linguistics, stylistics)
 - (c) Which of the following is the study of the selection and organisation of speech sounds in a particular language?
(phonetics, phonology, morphology, semantics)
 - (d) Who defined language as “a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols”?
(Edward Sapir, Bloomfield, Noam Chomsky, Bloch and Trager)
- 2) (a) When voiced sound are produced, the vocal cords will be _____.
(tightly held together, loosely held together, wide apart, at rest)
 - (b) Fricatives are articulated with the stricture of _____

- (complete closure and slow release, partial closure, close approximation, open approximation)
- (c) The difference between 'nitrate' and 'night rate' can be taken as an example of? (intonation, accent, juncture, pronunciation)
- (d) What is the syllable structure of the word 'mutton'? (CV-CC, CV-CV, VC-CC, VC-VC)
- 3(a) Linguistics is learning _____.
(a language, about language, by a language, about the study of language)
- (b) A person who knows many languages is called _____.
(linguist, polyglot, glottologist, grammarian)
- (c) The variety of language according to its use is called _____.
(dialect, lexicology, register, vernacular)
- (d) 'Parole' is the concrete manifestation of _____.
(performance, langue, signifier, structure)

- 4 (a) Complex words consist of _____.
(morpheme and inflectional suffix, base and derivational affix, free morphemes, two bound morphemes)
- (b) _____ is the first exponent of Transformational Generative Grammar.
(Edward Sapir, Bishop Lowth, Noam Chomsky, Franz Boas)
- (c) The structure of a prepositional phrase is _____.
(modifier, head and qualifier, head and qualifier, preposition and noun phrase, noun phrase and preposition, preposition and adverb)
- (d) 'I am a fool.' has the pattern _____.
(SVA, SVO, SVC, SVAC)

II. Answer any *eight* of the following questions in a sentence or two each : (Weightage 8x1 = 8)

5. What is computational linguistics?
6. Name any four subsystems that constitute the system of language.
7. What are implosives?
8. Define a phoneme.
9. Distinguish between progressive assimilation and regressive assimilation.
10. What is 'morphology'?
11. What is anthropological linguistics?
12. Why are some traditional definitions of parts of speech insufficient?
13. Mention three different branches of linguistics.
14. What are the three different types of ambiguity?

III. Write a paragraph of about 100 words each on any *four* of the following questions: (4x2 = 8)

15. Differences between human and animal communication systems.
16. Different criteria adopted for classifying vowels.
17. Consonant clusters.
18. Psycholinguistics.
19. Anomalous Finites.
20. Conjunctions.

IV. Transcribe any *one* of the following passages phonemically and mark sentence stress: (Weightage 1x2 = 2)

21. Antony: Friends, Romans, countrymen, lend me your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them,
The good is oft interred with their bones;
So let it be with Caesar.

22. Liberty is not a personal affair only, but a social contract. It is an accommodation of interests. In matters which do not touch anybody else's liberty, I may be as free as I like, but not so when someone else is involved in the matter.

V. Write an essay in 250 words on any *one* of the following: (Weightage 1x4 = 4)

23. Discuss the major definitions of language.
24. Explain the various organs of speech.

VI. Write an essay in 250 words on any *one* of the following: (Weightage 1x4 = 4)

25. Grammaticality and Acceptability. (Grammar and Usage.)
26. Explain Synchronic and Diachronic approaches to language.

KANNUR UNIVERSITY
SDE - BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE
INFORMATICS FOR ENGLISH LANGUAGE AND LITERATURES

COURSE CODE	SDE 2 B 04 ENG
TITLE OF THE COURSE	INFORMATICS
YEAR ASSIGNED TO THE COURSE	2
NO. OF CREDITS	5

1. AIMS OF THE COURSE

- To provide basic knowledge in Information and Communication Technology and use of computer.
- To encourage students to employ ICT for knowledge gathering, sharing and even production of knowledge.
- To inspire computer aided academic transactions

2. OBJECTIVES OF THE COURSE

On successful completion of the course:

- The student will have a good awareness of Computer hardware and software
- The student will be able to make use of computer as an academic accessory

3. COURSE OUTLINE

MODULE I: (13 HOURS): History of the development of computers - Types of computers- PC/ Workstations – Laptops – Palmtops - Mobile Devices – Notebooks - Significance of IT and the Internet

MODULE II: HARDWARE (8 HOURS)

Monitor - CRT and LCD – issues - CPU-mouse-keyboard-processor types - Ports - USB - Input-output devices - Printers-scanners-graphic tablet-thumb drive- modems-digital cameras-microphones-speakers - Bluetooth devices –e-bookreader (kindle) - ipod

MODULE III: SOFTWARES (15 HOURS)

Topics: Operating Systems - Windows- Windows versions- Linux – Free software- software licenses - GNU public license- other licenses - Windows software tools- Word, PowerPoint, Excel - Linux tools - Open Office - antivirus tools - File encryption- Cryptography - Various file formats and extensions- (eg: .jpg, .doc, .bmp .avi etc) format reading software- conversion between formats.

MODULE IV: NETWORKING AND THE INTERNET (18 HOURS)

What is Networking - LAN- WAN- Wireless networks - Benefits of Networking- file sharing-sharing of printers- examples - networking in an office- in an internet café. The Internet-HTML- websites – blogs - search engines- e-mail- chat- wikis- social networking- file sharing- net banking- shopping on the internet- booking a rail ticket online- checking telephone directories online Checking electoral rolls at the Election Commission site- Online maps – online registrations – online examinations etc.

MODULE V: INTERNET AND ACADEMIC PURSUIT (18 HOURS)

Encyclopedias – libraries - book sites – e- journals - content repositories - online education - other information sites - internet directories - websites of universities and research institutions

- Online courses and Virtual Universities – audio and video downloads for literary appreciation – E – content development - Machine Translation - Virtual Classrooms – EDUSAT –Authoring tools

Student activities:

- a. Making and presenting PowerPoints on literary topics and authors
- b. Reading Online magazines.
- c. Listening to audio books
- d. Online academic interactions with teachers and scholars
- e. Understanding about Blogs

4. TEXT:

1. Outlines of Informatics: An Introduction by K. Ravindran Asari, Ane Books, New Delhi
Web Resources:

1. <http://youtube.com>
2. <http://iberry.com>
3. <http://litsum.com>
4. <http://www.dramapod.com>
5. <http://googlevideos.com>

5. PATTERN AND MODEL QUESTION PAPER FOR 3 B 03 ENG(THIRDSEMESTER)

Informatics for English Language and Literature is a new course introduced at the undergraduate level and is handled by teachers of English with some interest in and knowledge of computer and information technology. The course is aimed to familiarize the students to the fundamentals of informatics and computers. Question setters are requested to keep in mind this aspect when papers are set. They are requested to keep the questions within the boundaries of knowledge of a beginner in the area. The book prescribed is ambitious in their scope and presentation and some of the topics have very high difficulty levels. Paper setters and evaluators are requested to remember these suggestions. Too much technical questions may be avoided.

PATTERN OF THE QUESTION PAPER

1. Two essays –out of four - 200 words – weightage 4 each(W -8) (one essay to be invariably from the first module)
2. Paragraphs/short essays – four out of seven - 60 words – weightage 2 each (W -8)
3. Short questions – 10 out of 13 - one or two sentences – weightage 1 each (W -10)
4. Four bunches of four questions each – weightage 1 each (W -4)

MODEL QUESTION PAPER -SDE 2 B 04 ENG INFORMATICS

Time: 3 hrs.

Weightage: 30

1. Attempt any two of the following in 200 words. (Weightage 2x4= 8)

1. The different types of computers.
2. Describe computer generations.
3. Which are the different services available on the internet?
4. Which are the main hardware components of a computer?

II. Attempt any four of the following in 60 words each (Weightage 4x2=8)

5. Mention three factors that determine screen clarity.
6. Mention any three input devices.
7. Describe computer hard disc and trace its evolution
8. What is a mother board and what are the various parts of a mother board?
9. What is a port? What are the different types of ports available?
10. What is a pen drive and what are its advantages compared to other portable memory?
11. What is Bluetooth? What are the differences between Bluetooth and WiFi?

III. Attempt any ten of the following in one or two sentences each(weightage 10x1= 10)

12. What is informatics?
13. What was the major difference between first and second generation computers?
14. What is Kindle?
15. What are the functions of escape key?
16. Explain LCD.
17. What is RAM?
18. Explain booting.
19. What is application software?
20. What is meant by bandwidth?
21. Give an example for the structure of a URL.
22. What is a barcode and what are its implications?
23. What is CPU and names its parts?
24. What is Moore's Law?

IV. Answer the four bunches of questions (Weightage 4x1= 4)

- A.
25. Paper was invented in _____. (BC 300, BC 100, 100 AD, 200 AD)
 26. Charles Babbage conceived the idea of an information processing machine in the _____. (1820s, 1850s, 1860s, 1920s)
 27. _____ has developed the system of binary numbers. (Charles Babbage, Von Neumann, Gordon Moore, Claud Shannon)
 28. ENIAC is the abbreviation of _____.
- B.
29. Eckert and Mauchly developed ENIAC at _____ University (Harvard, Georgia, Pennsylvania, Minnesota)

30. What was used for electronic circuit in the first generation computers? (Transistors, Silicon chips, ICs, Vacuum tubes)
31. Transistors were invented during which computer generation? (First, Second, Third, Fourth)
32. Which element was used in the transistors in the third generation computers? (Germanium, Silicon, Polonium, Copper)
- C. 33. Ordinary typewriter keyboard was first used by which company's PCs? (Microsoft, IBM, Apple, Intel)
34. Personal computers (PCs) made their entry during which generation? (First, Second, Third, Fourth)
35. MSDOS is the operating system developed by which company? (Microsoft, IBM, Apple, Intel)
36. According to Moore's Law, the speed of the computers and the number of circuits integrated into the microchip doubled every __ months (10, 15, 18, 20)
- D. 37. Which of the following is associated with only fifth generation computers? (Artificial intelligence, Semiconductor memory, Database management systems, Simulations)
38. Which of the following is not a mobile computer device? (Laptop, Smart phone, Minicomputer, PDA)
39. BlackBerry is a PDA launched by which company? (RIM, IBM, Apple, Nokia)
40. Find the odd one out from the given group. (Wi-Fi, Bluetooth, GSM/GPRS, Fibre optical cable)
