

**MAHATMA GANDHI UNIVERSITY**

**SYLLUBUS FOR MODEL 2 COURSES – 2017 ADMISSIONS ONWARDS**

**BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE**

**Common Courses**

**For Model II Semester I**

**COURSE 1- Fine-tune Your English**

Course Code	<b>EN1CC01</b>
Title of the course	<b>Fine-tune Your English</b>
Semester in which the course is to be taught	<b>1</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

The course is intended to introduce the students to the basics of grammar, usage and effective communication.

**OBJECTIVES OF THE COURSE**

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

1. confidently use English in both written and spoken forms.
2. Use English for formal communication effectively.

**COURSE OUTLINE**

**Module 1**

**(18 Hours)**

The Sentence and Its Structure - How to Write Effective Sentences – Phrases -What Are They? - The Noun Clauses - The Adverb Clause - “If All the Trees Were Bread and Cheese” - The Relative Clause - How the Clauses Are Conjoined -

Word-Classes and Related Topics - Understanding the Verb - Understanding the Auxiliary Verb - Understanding the Adverbs - Understanding the Pronoun - The Reflexive Pronoun - The Articles I - The Articles II - The Adjective - Phrasal Verbs - Mind Your Prepositions

## **Module 2**

**(18 Hours)**

To Err Is Human - Concord - A Political Crisis - Errors, Common and Uncommon - False Witnesses - The Anatomy of Mistakes- A Fault-finder Speaks - A Lecture on AIDS - A Test for You, Reader - Ungrammatical Gossip - Round Circles and Equal Halves: A Look at Tautology - Comparisons are Odious - In Defence Of A Friend - An Invitation

Spelling and Pronunciation - Pronunciation: Some Tips - More Tips on Pronunciation – Spelling - An Awesome Mess? - Spelling Part II

## **Module 3**

**(18 Hours)**

Singleness of Meaning - Shades of Meaning - Confusing Pairs - What Is the Difference? - Mismatching Mars the Meaning

The Tense and Related Topics - ‘Presentness’ and Present Tenses- The ‘Presentness’ of a Past Action - Futurity in English - Passivization

Idiomatic Language- ‘Animal’ Expressions - Idiomatic Phrases - ‘Heady’ Expressions - Body Language

## **Module 4**

**(18 Hours)**

Interrogatives and Negatives - Negatives- How to Frame Questions -What’s What? The Question Tag

Conversational English - Polite Expressions - Some Time Expressions - In Conversation - Is John There Please?

Miscellaneous and General Topics - On Geese and Mongooses - Pluralisation - On Gender and Sexisms

Reading – Kinds of Reading – Recreational Reading – Study-type Reading Survey Reading – The Process of Reading – Readability – The Importance of Reading – Previewing - Skimming

## **Module 5**

**(18 Hours)**

The world of words- have a hearty meal- word formation-Use the specific word- word games-the irreplaceable word- Let’s play games- body vocabulary

Very Good but Totally Incompetent - Long Live the Comma - The Possessive Case- Letter Writing- Academic Assignments

Get your doubts cleared

**Core Text: *Fine-tune Your English* by Dr Mathew Joseph.** Orient Blackswan and Mahatma Gandhi University

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**For Model II Semester II**  
**COURSE 3 - Issues that Matter**

Course Code	<b>EN2CC03</b>
Title of the course	<b>Issues that Matter</b>
Semester in which the course is to be taught	<b>2</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

To sensitize the learners to contemporary issues of concern.

**OBJECTIVES**

By the end of the course, the learner should be able to:

1. Identify the major issues of contemporary significance
2. Respond rationally and positively to the issues raised
3. Internalise the values imparted through the selections.

**COURSE OUTLINE**

**Module 1**

**(18 hours)**

Luigi Pirandello: War

Judith Wright: The Old Prison

Arundhati Roy: Public Power in the Age of Empire

**Module 2**

**(18 hours)**

Bertolt Brecht: The Burning of the Books

W. H. Auden: Refugee Blues

Romila Thapar: What Secularism is and Where it Needs to be Headed

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

Zitkala- Sa: A Westward Trip

Bandhumadhav: The Poisoned Bread

Temsula Ao: The Pot Maker

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

Khushwant Singh: A Hosanna to the Monsoons

Ayyappa Paniker: Where are the woods, children?

Sarah Joseph: *Gift in Green* [chapter 2] - Hagar: A Story of a Woman and Water**Module 5****(18 hours)**

Ghassan Kanafani: Six Eagles and a Child

Sanchari Pal: The Inspiring Story of How Sikkim Became India's Cleanest State

Indrajit Singh Rathore: Hermaphrodite

**Core Text: *Issues that Matter***

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**For Model II Semester III**

**COURSE 5 - Literature and/as Identity**

Course Code	<b>EN3CC05</b>
Title of the course	<b>Literature and/as Identity</b>
Semester in which the course is to be taught	<b>3</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

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

1. The subtle negotiations of Indigenous and Diasporic identities with-in Literature.
2. The fissures, the tensions and the interstices present in South Asian regional identities.
3. The emergence of Life Writing and alternate/alternative/marginal identities.

**COURSE OUTLINE**

**Module 1 (Diasporic Identities) (18 hours)**

Agha Shahid Ali: I See Kashmir from New Delhi at Midnight

M.G. Vassanji: Leaving

Imtiaz Dharker: At the Lahore Karhai

Chitra Banerjee Divakaruni: Indian Movie, New Jersey

**Module 2 (South Asian Identities) (18 hours)**

C. V. Velupillai: No State, No Dog

Sadaat Hasan Manto: The Dog of Tetwal

Intizar Hussain: A Chronicle of the Peacocks

Selina Hossain: Double War

**Module 3 (Life Writings)**

**(18 hours)**

Malcolm X: “Nightmare”, excerpt from *The Autobiography of Malcolm X*.

Sashi Deshpande: Learning to be a Mother in *Janani – Mothers, Daughters, Motherhood*, (ed.) Rinki Bhattacharya.

**Module 4 (Indigenous Identities)**

**(18 hours)**

Excerpts from *Binti*, the Santhal creation song of cosmology, the *Bhilli Mahabharat* and *Garhwali Songs* in *Painted Words - An Anthology of Tribal Literature* - Edited by G. N. Devy.

Amos Tutuola: *The Palm-Wine Drinkard*. [Excerpt]

**Module 5 (Alter Identities)**

**(18 hours)**

Nathaniel Hawthorne: The Birth Mark

John Henrik Clarke: The Boy Who Painted Christ Black

Ruskin Bond: The Girl on the Train

**Core Text: *Literature and/as Identity***

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**For Model II Semester IV**

**COURSE 6 – Illuminations**

Course Code	<b>EN4CC06</b>
Title of the course	<b>Illuminations</b>
Semester in which the course is to be taught	<b>4</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

To acquaint the learners with different forms of inspiring and motivating literature.

**OUTLINE OF THE COURSE**

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

1. maintain a positive attitude to life.
2. evaluate and overcome setbacks based on the insights that these texts provide.

**COURSE OUTLINE**

**Module 1 [Life Sketches] (18 hours)**

Helen Keller: Three Days to See  
Jesse Owens: My Greatest Olympic Prize  
Dominic Lapierre: Mother Teresa

**Module 2 [Essays] (18 hours)**

Lafcadio Hearn: On Reading  
Stephen Leacock: Are the Rich Happy?  
A.G. Gardiner: On Courage

**Module 3 [Speeches] (18 hours)**

J. K. Rowling: The fringe benefits of failure and the importance of imagination  
Malala Yousafzai: Nobel Lecture

**Module 4 [Short Stories] (18 hours)**

Oscar Wilde: The Nightingale and the Rose  
George Orwell: The Miser

John Galsworthy: Quality  
Paolo Coelho: The Beggar and the Baker

**Module 5 [Poems]**

**(18 hours)**

William Ernest Henley: Invictus  
Robert Frost: The Road Not Taken  
Kahlil Gibran: Of Good and Evil  
Joyce Kilmer: Trees

**Core Text: *Illuminations***



# Core Courses

## MAHATMA GANDHI UNIVERSITY

### SYLLABI FOR CORE COURSES - UG PROGRAMMES

#### 2017 ADMISSIONS ONWARDS

#### COURSE 1 - Methodology of Literary Studies

Course Code	<b>EN1CR01</b>
Title of the course	<b>Methodology of Literary Studies</b>
Semester in which the course is to be taught	<b>1</b>
No. of credits	<b>4</b>
No. of contact hours	<b>108</b>

#### AIM OF THE COURSE

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

#### OBJECTIVES OF THE COURSE

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

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

#### COURSE OUTLINE

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

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

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

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

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

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

**Module 3** (18 hours)

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

**Part B:** Mahasweta Devi: “Kunti and the Nishadin”

**Module 4** (18 hours)

**Part A:** Lois Tyson: “Feminist Criticism”

**Part B:** Sara Joseph: “Inside Every Woman Writer”

**Module 5** (18 hours)

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

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

**Module 6** (18 hours)

**Part A:** Pradeepan Pampirikunnu: “What did Literary Histories Say to You?”

**Part B:** Poikayil Appachan: “No Alphabet in Sight”

**Approaching the Course:**

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

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

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**COURSE 2 – Introducing Language and Literature**

Course Code	<b>EN2CR02</b>
Title of the course	<b>Introducing Language and Literature</b>
Semester in which the course is to be taught	<b>2</b>
No. of credits	<b>4</b>
No. of contact hours	<b>108</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

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

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

**COURSE OUTLINE**

**Module 1** **(18 hours)**

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

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

Periods in the history of English language:

Old English period - Old English Dialects - Old English vocabulary

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

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

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

Language Varieties

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

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

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

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

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

Clipping - Acronyms - Portmanteau words

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

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

Classical Genres: Epic - Drama - Poetry

Modern Genres: Novel - Short Story - Novella

Genre Types:

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

Monologue

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

Ambience:

Plot - Character - Point of View - Setting

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

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

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

Adaptation

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

Periods of Literature: British and American

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

Victorian - Modern - Postmodern - American Crossover - American Transcendentalism

**Core text for Modules 1 and 2:**V. Shyamala: *A Short History of English Language*.**Core Texts for Modules 3, 4 and 5:**Mario Klarer: *An Introduction to Literary Studies* [excluding the 4th chapter on 'Theoretical approaches to literature.']

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**COURSE 3 – Harmony of Prose**

Course Code	<b>EN3CR03</b>
Title of the course	<b>Harmony of Prose</b>
Semester in which the course is to be taught	<b>3</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

On completion of the course, the student shall be:

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

**COURSE OUTLINE**

**Module 1** **(18 hours)**

Francis Bacon: Of Friendship  
Jonathan Swift: The Spider and the Bee  
Joseph Addison: Meditations in Westminster Abbey

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

Samuel Johnson: Death of Dryden  
Charles Lamb: Dream Children; a reverie  
William Hazlitt: The Fight

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

Robert Lynd: Forgetting

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

Aldous Huxley: The Beauty Industry

**Module 4****(18 hours)**Nirad C. Choudhari: Indian Crowds (extract from *The Autobiography of an Unknown Indian*)

Amartya Sen: Sharing the World

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

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

Kamau Brathwaite: Nation Language

Pico Iyer: In Praise of the Humble Coma

William Dalrymple: The Dancer of Kannur (extract from *Nine Lives*)**Core Text: *Harmony of Prose***

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**COURSE 4 – Symphony of Verse**

Course Code	<b>EN3CR04</b>
Title of the course	<b>Symphony of Verse</b>
Semester in which the course is to be taught	<b>3</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

On completion of the course the students shall have:

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

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**COURSE OUTLINE**

**Module 1 (Renaissance and Restoration)**

**(18 hours)**

Edmund Spenser: One Day I Wrote Her Name

William Shakespeare: Sonnet 130

John Donne: Canonization

John Milton: Lycidas

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

**Module 2 (Romantic Revival)**

**(18 hours)**

William Wordsworth: Lucy Gray

Samuel Taylor Coleridge: Christabel (Part I)

Percy Bysshe Shelley: Ode to the West Wind

John Keats: To Autumn

**Module 3 (Victorian)**

**(18 hours)**

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

**Module 4 (Twentieth Century)**

**(18 hours)**

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

**Module 5 (Contemporary)**

**(18 hours)**

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

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



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**COURSE 5 – Modes of Fiction**

Course Code	<b>EN4CR05</b>
Title of the course	<b>Modes of Fiction</b>
Semester in which the course is to be taught	<b>4</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

To acquaint students with various modes of fiction.

**OBJECTIVES OF THE COURSE**

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

**COURSE OUTLINE**

**Module 1 [Short Fiction: British] (36 hours)**

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

**Module 2 [Short Fiction: Non British] (36 hours)**

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

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

**Module 3 [Fiction]**

**(18 hours)**

Charles Dickens: *Great Expectations*

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

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**COURSE 6 – Language and Linguistics**

Course Code	<b>EN4CR06</b>
Title of the course	<b>Language and Linguistics</b>
Semester in which the course is to be taught	<b>4</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

This course seeks to achieve the following:

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

**COURSE OUTLINE**

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

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

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

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

Respiratory System - Phonatory System –Voiced and Voiceless Sounds

Articulatory System - Oral, nasal & nasalised sounds

Classification of Speech Sounds: Consonants and Vowels -

Criteria for Classification of Consonants - The Consonants of English RP

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

## **Module 2 [Morphology]**

**(36 hours)**

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

## Word

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

Lexeme

Form class and Function Class words

## Morphological Operations/Processes

Affixation

Reduplication

Ablaut

Suppletion

## Structure of Words

Simple Words

Complex Words

Compound Words

## SEMANTICS

### Basic Notions

What is semantics?

Lexical and grammatical meaning

Sense, reference, referent

### Sense Relations

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

## Module 3 [Syntax & Branches of Linguistics]

(18 hours)

### Basic Notions

What is syntax?

Grammar

Grammaticality and Acceptability

Descriptive and Prescriptive Grammar

Synchronic and Diachronic Grammar

Syntagmatic and Paradigmatic Relationships

Sign, Signified and Signifier

Langue and Parole

Competence and Performance

### Introduction to theories on Grammar

Traditional Grammar

Problems with traditional Grammar

Structural grammars

Phrase Structure Grammars

Transformational Generative Grammars

Kernel Sentences

Deep and Surface Structures

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

## READING LIST

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

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

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

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

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

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

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

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

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

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

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**COURSE 7 – Acts on the Stage**

Course Code	<b>EN5CR07</b>
Title of the course	<b>Acts on the Stage</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>4</b>
No. of contact hours	<b>108</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

On completion of the course, the student shall be:

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

**COURSE OUTLINE**

**Module 1** **(72 Hours)**

William Shakespeare: *King Lear*

**Module 2** **(36 Hours)**

**One Act Plays**

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

Anton Chekov: *The Boor*

Maurice Maeterlinck: *The Intruder*

John Galsworthy: *Strife*

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

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR CORE COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**

**COURSE 8 – Literary Criticism and Theory**

Course Code	<b>EN5CR08</b>
Title of the course	<b>Literary Criticism and Theory</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

On completion of the course, the student:

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

**COURSE OUTLINE**

**Module 1 [Literary Criticism]**

**(36 hours)**

- A. Classical Criticism**  
Plato - Aristotle
- B. Neoclassical Criticism**  
Neoclassicism in England - Dryden, Pope, Aphra Behn, Samuel Johnson
- C. Romantic criticism**  
German Idealism - British Romantic criticism: Wordsworth, Coleridge
- D. Victorian Criticism**  
Matthew Arnold
- E. From Liberal Humanism to Formalism**  
The poetics of Modernism: Yeats, Pound, Eliot  
Formalism - Russian Formalism: Boris Eichenbaum, Mikhail Bakhtin, Roman Jakobson- New Criticism: John Crowe Ransom, Wimsatt and Beardsley



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

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

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

**Module 2 [Literary Theory]**

**(36 hours)**

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

**B.** Ideology and Discourse

**C.** Postmodernism

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

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

**(18 hours)**

**A.** Indian Aesthetics

Rasa - Dhvani - Vakrokti

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

**B.** Practical Criticism

Critical analysis of poetry

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

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

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

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR CORE COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**  
**COURSE 9 – Indian Writing in English**

Course Code	<b>EN5CR09</b>
Title of the course	<b>Indian Writing in English</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

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

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

**COURSE OUTLINE**

**Module 1 (Poetry)**

**(18 Hours)**

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

**Module 2 (Fiction)**

**(18 Hours)**

Anita Nair: *Ladies Coupe*

**Module 3 (Drama)**

**(18 Hours)**

Girish Karnad: *Tughlaq*

**Module 4 (Short Fiction)**

**(18 Hours)**

R. K. Narayan: The Antidote

Salman Rushdie: The Free Radio

Jhumpa Lahiri: The Interpreter of Maladies

Chitra Banerjee Divakaruni: Mrs Dutta Writes a Letter

**Module 5 (Prose)**

**(18 Hours)**

Rabindranath Tagore: Nationalism in India

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

Satyajit Ray: Odds Against Us

Amitav Ghosh: The Imam and the Indian

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

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR CORE COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**

**COURSE – Environmental Science and Human Rights**

Course Code	<b>EN5CREN01</b>
Title of the course	<b>Environmental Science and Human Rights</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

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

**VISION**

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

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

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

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

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

## **OBJECTIVES**

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

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

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

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

## **Module I**

**(18 hours)**

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

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

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

erosion and desertification.

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

### **Unit 3: Ecosystems**

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

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

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

## **Module II**

**(26 hours)**

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

Introduction - Bio-geographical classification of India

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

India as a mega-diversity nation.

Hot-spots of biodiversity

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

Endangered and endemic species of India

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

Definition - Causes, effects and control measures of: Air pollution - Water pollution - Soil pollution - Marine pollution - Noise pollution - Thermal pollution - Nuclear hazards

Solid Waste Management: Causes, effects and control measures of urban and industrial wastes

Role of an individual in prevention of pollution - Pollution case studies

Disaster management: floods, earthquake, cyclone and landslides

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

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

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

Environmental ethics: Issues and possible solutions

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

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

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

Issues involved in enforcement of environmental legislation - Public awareness

## **Module III**

**(10 hours)**

Jean Giono: *The Man Who Planted Trees*

K. Satchitanandan: Hiroshima Remembered

**Module IV**

**(10 hours)**

Bessie Head: Heaven is not Closed

Safdar Hashmi: Machine

**Module V**

**(26 hours)**

**Unit 1: Human Rights**

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

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

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

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

**Unit 3: Environment and Human Rights**

Right to Clean Environment and Public Safety

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

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

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

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

**Internal: Field study**

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

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

Study of simple ecosystem: pond, river, hill slopes, etc  
(Field work Equal to 5 lecture hours)

**REFERENCES**

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- Cunningham, W. P., Cooper, T. H., Gorhani, E & Hepworth, M. T. 2001 *Environmental Encyclopaedia*, Mumbai: Jaico. (Ref)
- Dc A. K. *Environmental Chemistry*, Wiley Eastern. (Ref)
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- Heywood, V. H & Watson, R. T. 1995. *Global Biodiversity Assessment*, Cambridge UP (Ref)
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- Trivedi R. K. *Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards*, Vol I and II, Enviro Media (Ref)
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- Wanger, K. D. 1998. *Environmental Management*. Philadelphia: W.B. Saunders (Ref)
- (M) Magazine (R) Reference (TB) Textbook
- Human Rights
- Amartya Sen. *The Idea Justice*. New Delhi: Penguin, 2009.
- Chatrath, K. J. S. Ed. *Education for Human Rights and Democracy*. Shimla: Indian Institute of Advanced Studies, 1998.
- Law Relating to Human Rights*. Asia Law House, 2001.
- Shireesh Pal Singh, *Human Rights Education in 21<sup>st</sup> Century*. New Delhi: Discovery
- S. K. Khanna. *Children and the Human Rights*. Common Wealth, 2011.
- Sudhir Kapoor. *Human Rights in 21<sup>st</sup> Century*. Jaipur: Mangal Deep, 2001.



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

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

#### **Teaching Methodologies**

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

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

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

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

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

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR CORE COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**  
**COURSE 10 – Postcolonial Literatures**

Course Code	<b>EN6CR10</b>
Title of the course	<b>Postcolonial Literatures</b>
Semester in which the course is to be taught	<b>6</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

On completion of the course, the student will:

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

**COURSE OUTLINE**

**Module 1 [The Domain] (36 hours)**

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

**Module 2 [Poetry] (18 hours)**

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

**Module 3 [Fiction]**

**(18 hours)**

Peter Carey: *Jack Maggs*

**Module 4 [Drama]**

**(18 hours)**

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

**Core Text: *Postcolonial Literatures***

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR CORE COURSES - UG PROGRAMMES**

**2017 ADMISSIONS ONWARDS**

**COURSE 11 – Women Writing**

Course Code	<b>EN6CR11</b>
Title of the course	<b>Women Writing</b>
Semester in which the course is to be taught	<b>6</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

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

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

**COURSE OUTLINE**

**Module 1 [Essays] (36 hours)**

Betty Friedan: The Problem that has No Name (Chapter 1 of *The Feminine Mystique*)  
Elaine Showalter: Towards a Feminist Poetics  
Patricia Hill Collins: Mammies, Matriarchs and Other Controlling Images (Chapter 4 of *Black Feminist Thought* pp. 79-84)

**Module 2 [Poetry] (18 hours)**

Anna Akhmatova: Lot's Wife  
Mamta Kalia: After Eight Years of Marriage  
Julia Alvarez: Women's Work  
Meena Alexander: House of a Thousand Doors

Sutapa Bhattacharya: Draupadi  
Kristine Batey: Lot's Wife  
Vijayalakshmi: Bhagavatha

**Module 3 [Short Fiction]**

**(18 hours)**

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

**Module 4 [Fiction]**

**(18 hours)**

Alice Walker: *The Color Purple*

**Core Text: *Women Writing***

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR CORE COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**  
**COURSE 12 – American Literature**

Course Code	<b>EN6CR12</b>
Title of the course	<b>American Literature</b>
Semester in which the course is to be taught	<b>6</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

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

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

**COURSE OUTLINE**

**Module 1 [Prose] (18 hours)**

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

**Module 2 [Poetry] (18 hours)**

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

Marianne Moore: Poetry

**Module 3 [Short Story]**

**(18 hours)**

Nathaniel Hawthorne: My Kinsman, Major Molineux

Edgar Allan Poe: The Purloined Letter

Mark Twain: How I Edited an Agricultural Paper

Leslie Marmon Silko: Lullaby

Kate Chopin: A Respectable Woman

**Module 4 [Drama]**

**(18 hours)**

Arthur Miller: *The Crucible*

**Module 5 [Novel]**

**(18 hours)**

Harper Lee: *To Kill a Mocking Bird*

**Core Text: *American Literature***

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR CORE COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**  
**COURSE 13 – Modern World Literature**

Course Code	<b>EN6CR13</b>
Title of the course	<b>Modern World Literature</b>
Semester in which the course is to be taught	<b>6</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

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

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

**COURSE OUTLINE**

**Module 1 [Poetry] (18 hours)**

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

**Module 2 [Short Stories: European] (18 hours)**

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



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

**Module 3 [Short Stories: Non-European]**

**(18 hours)**

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

**Module 4 [Novel]**

**(18 hours)**

Italo Calvino: *The Cloven Viscount*

**Module 5 [Drama]**

**(18 hours)**

Eugene Ionesco: *Chairs*

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

# Complementary Courses

MAHATMA GANDHI UNIVERSITY

SYLLABI FOR COMPLEMENTARY COURSES - UG PROGRAMMES

2017 ADMISSIONS ONWARDS

SEMESTER 3 (BA English Model 1 & Model 2)

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

Course Code	EN3CM03
Title of the course	<b>The Evolution of Literary Movements: The Shapers of Destiny</b>
Semester in which the course is to be taught	<b>3</b>
No. of credits	<b>4</b>
No. of contact hours	<b>108</b>

## 1. AIM OF THE COURSE

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

## 2. OBJECTIVES OF THE COURSE

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

## 3. COURSE OUTLINE

### Module 1: Moulding and Being Moulded

**18 hours**

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

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

**36 hours**

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

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

**36 hours**

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

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

**18 hours**

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

### **Reading List**

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

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

**MAHATMA GANDHI UNIVERSITY**

**SYLLABI FOR COMPLEMENTARY COURSES - UG PROGRAMMES**

**2017 ADMISSIONS ONWARDS**

**SEMESTER 4 (BA English Model 1 & Model 2)**

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

Course Code	<b>EN4CM04</b>
Title of the course	<b>The Evolution of Literary Movements: The Cross Currents of Change</b>
Semester in which the course is to be taught	<b>4</b>
No. of credits	<b>4</b>
No. of contact hours	<b>108</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

By the end of the course it is hoped that:

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

**COURSE OUTLINE**

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

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

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

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

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

- a. Literature and feminism
- b. Dalit writing

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

**(18 hours)**

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

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

# Open Courses

MAHATMA GANDHI UNIVERSITY

SYLLABI FOR OPEN COURSES - UG PROGRAMMES

2017 ADMISSIONS ONWARDS

COURSE 1 – Appreciating Films

Course Code	<b>EN5CROP01</b>
Title of the course	<b>Appreciating Films</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>3</b>
No. of contact hours	<b>72</b>

## AIM OF THE COURSE

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

## OBJECTIVES OF THE COURSE

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

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

## COURSE OUTLINE

### Module 1 (Broad Film Genres)

(18 hours)

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

Narrative Cinema vs. Documentary Cinema

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

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

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

### Module 2 (Film Languages)

(18 hours)

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

*Times*]

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

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

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

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

**(18 hours)**

Cinema and Ideology/Identity Politics

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

Cinema and Feminism

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

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

**(18 hours)**

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

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

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

George Melies: *An Impossible Voyage*

Lumiere brothers: *Arrival of a Train*

Sergei Eisenstein: *Battleship Potemkin*

Charlie Chaplin: *Modern Times*

Werner Herzog: *Aguirre, Wrath of God*

Francis Ford Coppola: *The Godfather*

Orson Welles: *The Magnificent Ambersons*

Jean Luc-Godard: *Breathless*

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

**Core Text: *Appreciating Films***

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR OPEN COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**  
**COURSE 2 – Theatre Studies**

Course Code	<b>EN5CROP02</b>
Title of the course	<b>Theatre Studies</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>3</b>
No. of contact hours	<b>72</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

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

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

**COURSE OUTLINE**

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

Kalidasa: *Abhijnanasakunthalam* – Act I

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

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

Eugene O'Neil: *Before Breakfast*

Langston Hughes: *Soul Gone Home*



**Module 3 (Comic Vision)**

**(18 hours)**

Bernard Shaw: How He Lied to Her Husband

Anton Chekov: The Proposal

**Module 4 (Folk/Street)**

**(18 hours)**

Kavalam Narayana Panicker: Maraattom

Malini Bhattacharya: Giving Away the Girl

**Core Text: *Theatre Studies***

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR OPEN COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**  
**COURSE 3 – English for Careers**

Course Code	<b>EN5CROP03</b>
Title of the course	<b>English for Careers</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>3</b>
No. of contact hours	<b>72</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

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

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

**COURSE OUTLINE**

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

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

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

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

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

**(18 hours)**

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

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

**(18 hours)**

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

### **Reading List**

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

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

# Choice Based Courses

MAHATMA GANDHI UNIVERSITY

SYLLABI FOR CHOICE BASED COURSES - UG PROGRAMMES

2017 ADMISSIONS ONWARDS

## COURSE 1 – Comparative Literature

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

### AIM OF THE COURSE

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

### OBJECTIVES OF THE COURSE

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

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

### COURSE OUTLINE

#### Module 1 [Themes and Contexts]

(18 hours)

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

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

#### Module 2 [Envisioning]

(18 hours)

#### Part A: Writing

Ted Hughes: The Thought Fox

Seamus Heaney: Personal Helicon

**Part B: Death Wish**

Sylvia Plath: Tulips

Dorothy Parker: Resume

**Part C: Hamlets**

Anna Akhmatova: Reading Hamlet

C. P. Cavafy: King Claudius

Salman Rushdie: Yorick

**Module 3 [Nuance]**

**(18 hours)**

**Part A: Myth**

Rabindranath Tagore: Karna Kunti Samvad

G. Sankarapilla: Wings Flapping, Somewhere

**Part B: Sleuthing**

Arthur Conan Doyle: The Adventure of the Blue Carbuncle

V. K. N.: Sherlock Holmes

**Module 4 [Motif]**

**(18 Hours)**

Carlo Collodi: The Adventures of Pinocchio

Nikolai Gogol : The Nose

Vaikom Muhammad Basheer : The World Renowned Nose

**Core Text: *Comparative Literature***

**MAHATMA GANDHI UNIVERSITY**

**SYLLABI FOR CHOICE BASED COURSES - UG PROGRAMMES**

**2017 ADMISSIONS ONWARDS**

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

Course Code	<b>EN6CB02</b>
Title of the course	<b>Modern Malayalam Literature in Translation</b>
Semester in which the course is to be taught	<b>6</b>
No. of credits	<b>4</b>
No. of contact hours	<b>72</b>

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

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

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

**COURSE OUTLINE**

**Module 1 (Poetry)**

**(18 hours)**

Balamani Amma: The Pen

Ayyappa Paniker: Theft

Kadamanitta: Feline Fancies

Satchidanandan: The Mad

Balachandran Chullikkad: Possessed

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

S. Joseph: Group Photo

Anitha Thampi: Sweeping the Front Yard

Bindu Krishnan: Certain Days, Like This

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

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

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

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

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

Vaikom Muhammad Basheer: Walls

**Background Reading**

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

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

MAHATMA GANDHI UNIVERSITY

SYLLABI FOR CHOICE BASED COURSES - UG PROGRAMMES

2017 ADMISSIONS ONWARDS

COURSE 3 – Regional Literatures in Translation

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

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

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

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

**COURSE OUTLINE**

**Module 1 [Prose] (18 hours)**

Susan Bassnett: Introduction to *Translation Studies*

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

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

**Module 2 [Poetry] (18 hours)**

Jibanananda Das: Banalata Sen

Kedarnath Agarwal: Freedom of the Writer

Amin Kamil: Naked Thoughts

P Lankesh: Mother (Avva)

P. P. Ramachandran: Iruppu

S Joseph: Fish Monger

**Module 3 [Drama] (18 hours)**

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



Vijay Tendulkar: *Kanyadaan*

**Module 4 [Short Story]**

**(18 hours)**

Saadat Hasan Manto: Toba Tek Singh

Amrita Pritam: The Weed

Annabhau Sathé: Gold from the Grave

Sujatha: Washing Machine

Devanuru Mahadeva: Tar Arrives

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

**MAHATMA GANDHI UNIVERSITY**

**SYLLABI FOR CHOICE BASED COURSES - UG PROGRAMMES**

**2017 ADMISSIONS ONWARDS**

**COURSE 4 – Voices from the Margin**

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

**AIM OF THE COURSE**

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

**OBJECTIVES OF THE COURSE**

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

**COURSE OUTLINE**

**Module 1**

**(36 Hours)**

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

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

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

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

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

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

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

## **Module 2**

**(36 Hours)**

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

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

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

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

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

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

**MAHATMA GANDHI UNIVERSITY**  
**SYLLUBUS FOR MODEL 2 COURSES – 2017 ADMISSIONS ONWARDS**  
**BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE**

**MODEL 2 – (VOCATIONAL) ADMINISTRATIVE ASSISTANT**  
**COURSES SEMESTER-WISE**

**SEMESTER I**

Course Code	Title of Course	No. of hours/Week	Credit
EN1CC01	Fine-tune Your English	5	4
EN1CR01	Methodology of Literary Studies	5	4
	Common Course- Second Language	5	4
EN1CM01(Ad)	Complementary Course 1- English for Business Communication- 1	5	4
EN1VO01(C)	Vocational 1: Information Technology and Computer Applications	5	4

**SEMESTER II**

EN2CC03	Issues that Matter	5	4
	Common Course – Second Language	5	4
EN2CR02	Introducing Language & Literature	5	4
EN2CM02(Ad)	Complementary 2: English for Business Communication- 2	5	4
EN2VO02(C)	Vocational 2: Computer Applications and DTP (Practical)	5	4

**SEMESTER III**

EN3CC05	Literature and/as Identity	5	4
EN3CR03	The Harmony of Prose	5	4
EN3CR04	The Symphony of Verse	5	4
EN3CM03	Evolution of Literary Movements: The Shapers of Destiny	5	4
EN3VO03(Ad)	Vocational 3: Business Accounting	5	4

**SEMESTER IV**

EN4CC06	Illuminations	5	4
EN4CR05	Modes of Fiction	5	4
EN4CR06	Language & Linguistics	5	4
EN4CM04	Evolution of Literary Movements: The Cross Currents of Change	5	4
EN4VO04(Ad)	Vocational 4: Office Procedures & Practices	5	4

### SEMESTER V

EN5CR07	Acts on the Stage	6	4
EN5CR08	Literary Criticism & Theory	5	4
EN5CROP01,02,03	Open Course	4	3
EN5CR09	Indian Writing in English	5	4
EN5CREN01	Environmental Science & Human Rights	5	4

### SEMESTER VI

EN6CB01,02,03,04	Choice Based Course	4	3
EN6CR10	Postcolonial Literatures	5	4
EN6CR11	Women Writing	5	4
EN6CR12	American Literature	5	4
EN6CR13	Modern World Literature	5	4
EN6PR01/ENOJT01	Project/On the Job Training	1	2

## **Complementary and Vocational Courses**

### **MODEL II (VOCATIONAL): ADMINISTRATIVE ASSISTANT**

#### **Semester 1**

##### **Complementary 1: English for Business Communication – 1**

1. Written communication of different forms: Using mechanics of letter-writing (format, organizing of information, style and tone).
2. Writing various kinds of business letters (e.g. Letters of enquiry and answers to queries, letters of reference, sales letter, letters of complaints and answers to complaints, collection letters and replies, letters relating to legal transactions, follow-up letters, D. O. letters within and outside the office, letters relating to placing of orders and compliance with orders).
3. Writing circulars, memos, notices, agendas, minutes etc.
4. Preparing notes, outlines, writing summaries of letters/reports.
5. Handling mail (preparing notes on action taken/to be taken).
6. Maintaining a diary and using memory aids.
7. Issuing and asking for testimonials and certificates.
8. Writing business telegrams, telex messages.
9. Writing advertisements for newspapers, souvenirs.

##### **Vocational 1: Information Technology and Computer Applications**

Information Transfer and storage theory: reprography – micrography and computer - online information – retrieval – CD-ROM – Email – facsimile – National and International information systems – NIS, AGRIS, NICNET, INDONET.

## Semester II

### Complementary 2: English for Business Communication – II

1. Writing a short project (8-10 pages) at the beginning of the year on some aspect of Commercial Correspondence (e.g. Essentials of Commercial Correspondence; the New and Old concept in Letter-writing- Sincerity, Brevity, Proper Presentation and Format; Courtesy and Etiquette in Letter-writing; Good and Bad Letters) – Editing draft letters; proof-reading typed matter and making corrections.
2. Expansion of vocabulary: using words related to commercial correspondence appropriately – Acquiring familiarity with abbreviations used in commercial correspondence and advertisement – Spelling words related to commercial correspondence correctly.
3. Oral communication related to business: Receiving messages and replying to messages on the telephone – Dealing with business clientele with clarity, courtesy and persuasiveness.
4. Study skills; consulting a dictionary for meanings, usage and spelling – Retrieving relevant information from files, reports, letters etc.

### Recommended Books

Saunders, Alta Gwinn. *Effective Business English*. 3<sup>rd</sup> ed. New York, Macmillan, 1957.  
Binham Philip. *Executive English*. London, Longman Group, 1968-70.  
Blundell, J. A and Nigel Middlemiss. *Career: English for the Business and Commercial World Pt.2: Developments*. Oxford, OUP, 1982.  
Carrad, H.L. *English and Commercial Correspondence*. 3ed. London: Cassel, 1964.  
Jasmin S. & Bright J. S. *Business Letter Writing*. New Delhi: Universal, n.d.  
King F.W.& Ann Cree D. *Modern English Business Letters: Commercial Correspondence for Foreign Students*. London: Longman Group, 1962.  
Kane T. S. *The Oxford Guide to Writing*. New York: OUP, 1983.  
Ghose P. C. *Commercial English and Correspondence*. Calcutta: World Press, 1957.

### Vocational 2: Computer Application and D.T.P. (Practical)

1. Page-maker – Ventura – Coreldraw – Paint Brush etc.

### Recommended Books;

Rouby, Jennifer. *The Basic Information Technology*.  
Umamathy, K. S. *Information Sources*.

## Semester III

### Vocational 3: Business Accounting

Accounting – meaning, objectives, meaning of basic terms.

1. Journal and Ledger – journal entries, posting.
2. Sub-division of journal – cash book (simple), purchase day book, returns book, B/R book.
3. Preparation of Trial balance from sub-division of journals.
4. Preparation of Trading Profit and Loss Accounting and Balance Sheet from Trial Balance

### Recommended Books:

Jain S. P. *Advanced Accountancy*

Gupta R. L. *Advanced Accountancy*

Basu and Das. *Practice in Accountancy*



## Semester IV

### Vocational 4: Office Procedures and Practices

1. Nature and functions of office – meaning and importance of office, relationship of office with other departments. Functions – basic and auxiliary. Position and role of an Office Manager in an organization.
2. Office layout and working conditions – location of office, Office building, open and private offices, office environment, lighting, ventilation, temperature and interior decoration (general outline).
3. Work flow in office – concept of workflow and flowcharts, difficulties in workflow.
4. Office organization – principles, type-line, line and staff and service organization, office charts and manuals, meaning and usefulness.
5. Office communication – basic principles, methods of internal and external communication.
6. Office mechanization – need for mechanization, considerations in mechanization, types of office machines and equipment including computers.
7. Handling inward and outward mail – organizations of the mailing section, arrangements with post offices for receipt and dispatch of mail, inword, mail routine, dealing with correspondence, mechanizing mail service.
8. Filing and indexing – filing (a) meaning and importance (b) bases of classification of papers for filing (c) methods of filing: horizontal and vertical indexing, meaning and importance, basis of indexing, types of indexing.
9. Company meetings – types, procedures, duties of secretary.

### Recommended Text Books:

Bhushan V. K. *Office Organisation and Management*

Chopra P. K. *Office Management*

Chopra P. K. *Office Organisation and Management*

Saboo & Bai. *Office Management*

**MAHATMA GANDHI UNIVERSITY**  
**SYLLUBUS FOR MODEL 2 COURSES – 2017 ADMISSIONS ONWARDS**  
**BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE**  
**MODEL 2 – (VOCATIONAL) CAREERS AND COMMUNICATION SKILLS**  
**COURSES SEMESTER-WISE**

**SEMESTER I**

Course Code	Title of Course	No. of hours/Week	Credit
EN1CC01	Fine-tune Your English	5	4
EN1CR01	Methodology of Literary Studies	5	4
	Common Course- Second Language	5	4
EN1CM01(Ad)	Complementary 1: English for Business Communication -1	5	4
EN1VO01(Cc)	Vocational 1: Print Media and Journalism -1	5	4

**SEMESTER II**

EN2CC03	Issues that Matter	5	4
	Common Course – Second Language	5	4
EN2CR02	Introducing Language & Literature	5	4
EN2CM02(Ad)	Complementary 1: English for Business Communication -2	5	4
EN2VO02(Cc)	Vocational 2: Print Media and Journalism - 2	5	4

**SEMESTER III**

EN3CC05	Literature and/as Identity	5	4
EN3CR03	The Harmony of Prose	5	4
EN3CR04	The Symphony of Verse	5	4
EN3CM03	Evolution of Literary Movements: The Shapers of Destiny	5	4
EN3VO03(Tc)	Vocational 3: Methodology of Teaching English	5	4

**SEMESTER IV**

EN4CC06	Illuminations	5	4
EN4CR05	Modes of Fiction	5	4
EN4CR06	Language & Linguistics	5	4
EN4CM04	Evolution of Literary Movements: The Cross Currents of Change	5	4
EN4VO04(Cc)	Vocational 4: Translation: Theory and Practice	5	4

### SEMESTER V

EN5CR07	Acts on the Stage	6	4
EN5CR08	Literary Criticism & Theory	5	4
EN5CROP01,02, 03	Open Course	4	3
EN5CR09	Indian Writing in English	5	4
EN5CREN01	Environmental Science & Human Rights	5	4

### SEMESTER VI

EN6CB01,02,03,04	Choice Based Course	4	3
EN6CR10	Postcolonial Literatures	5	4
EN6CR11	Women Writing	5	4
EN6CR12	American Literature	5	4
EN6CR13	Modern World Literature	5	4
EN6PR01/ENOJT01	Project/On the Job Training	1	2

## **Complementary and Vocational Courses**

### **MODEL II (VOCATIONAL): CAREERS AND COMMUNICATION SKILLS**

#### **Semester 1**

#### **Complementary 1: English for Business Communication – 1**

1. Written communication of different forms: Using mechanics of letter – writing (format, organizing of information, style and tone)
2. Writing various kinds of business letters (e.g., letters of enquiry and answers to queries, letters of reference, sales letters, letters of complaint and answers to complaints, collection letters and replies, letters relating to legal transactions, follow-up letters, D.O. letter within and outside the office, letters relating to placing of orders and compliance with orders.
3. Writing circulars, memos, notices, agendas, minutes etc.
4. Preparing notes, outlines; writing summaries of letters / reports.
5. Handling mail (preparing notes on action taken / to be taken)
6. Maintaining a diary and using memory aids.
7. Issuing and asking for testimonials and certificates.
8. Writing business telegrams, telex messages.
9. Writing advertisements for newspapers, messages.

#### **VOCATIONAL 1 : PRINT MEDIA AND JOURNALISM I**

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

This course intends to familiarize the students with the history and growth of World Journalism and Indian Journalism

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

This course aims to introduce the various phases of Journalism to the students

It also explains the emerging trends and news challenges in media

#### **Module I**

**(22 Hours)**

#### **World Journalism**

Concept, Evolution and Development of Journalism. Evolution and Development of Printing Press (Brief History – From Medieval Period). Role of Press in Social, Economic and Political Transformation. Comparative study of Journalism of Developed and Developing Countries (historical perspective). Brief Introduction of Important World Newspapers specially European & American. Brief Introduction of Important News Channels and Websites.

## **Module II**

**(24 Hours)**

### **Development of Journalism in India**

Early Newspaper Publications in India. Press, Literature and Renaissance. Indian Language Press and English Press. Press and the Independence Struggle. Press and British Rule. Indian Press and Social Reform Movements (Untouchability, Women Issues, Communal Harmony, Swadeshi Movement etc). Indian Language Press and English Press in the Last Phase of Freedom Movement (1940-1947). History of Journalism in Kerala

## **Module III**

**(24 Hours)**

### **Post Independence Journalism**

Press and Post Independence Challenges (Division, Communal Riots, First Election, Formation of First Government, Plan Period, Land Reforms, Abolition of Zamindari, Reorganization of States). Post Independence Governments and Press Regulations (Press Commission, Press Council of India). Press and Political System (Parliament, Constitution, Political Parties etc). Changing Nature of India Press after Independence (Publication of New National and Regional Newspapers and Magazines). Parallel Journalism (Dalit Journalism, Small Magazines), Missionary Journalism.

## **Module IV**

**(20 Hours)**

### **Changing Face of Journalism and news Challenges**

Modernization of Press and Press Management. National Press, Regional Press, District Level Press. Electronic Medium and Internet Journalism. Representative Newspapers and Magazines (Times of India, The Hindu, Indian Express, Hindustan Times, Malayala Manorama, Mathrubhumi, Outlook, India Today – Brief Introduction). Press and Contemporary Issues (Multilevel Governments, Human Right, Terrorism, Nationalism, Regionalism, Constitution Review, Social Justice etc.) Press and Secularism.

### **Reference Books:**

Journalism in India from the earliest times to the present day, Ranga swami Parthasarathy, Sterling Publishers.

The Press Council, Dr. N.K. Trikha, Somaiya Publication.

Mass Communication in India, Keval J. Kumar, Jaico Publication – New Delhi.

India's Newspaper Revolution, Robbin Jeffery, Oxford University Press.

## SEMESTER II

### Complementary 2: English for Business Communication – II

1. Writing a short project (8-10 pages) at the beginning of the year on some aspect of Commercial Correspondence (e.g. Essentials of Commercial Correspondence; the New and Old concept in Letter-writing- Sincerity, Brevity, Proper Presentation and Format; Courtesy and Etiquette in Letter-writing; Good and Bad Letters) – Editing draft letters; proof-reading typed matter and making corrections.
2. Expansion of vocabulary: using words related to commercial correspondence appropriately – Acquiring familiarity with abbreviations used in commercial correspondence and advertisement – Spelling words related to commercial correspondence correctly.
3. Oral communication related to business: Receiving messages and replying to messages on the telephone – Dealing with business clientele with clarity, courtesy and persuasiveness.
4. Study skills; consulting a dictionary for meanings, usage and spelling – Retrieving relevant information from files, reports, letters etc.

### Recommended Books

- Saunders, Alta Gwinn. *Effective Business English*. 3ed. New York, Macmillan, 1957.
- Binham, Philip. *Executive English*. London, Longman Group, 1968-70.
- Blundell J. A & Middle Miss, NMG. *Career: English for the Business and Commercial World Pt.2: Developments 2v*. Oxford, OUP, 1982.
- Carrad, H.L. *English and Commercial Correspondence*. 3ed. London: Cassel, 1964.
- Jasmin S. & Bright J.S. *Business Letter Writing*. New Delhi: Universal, n.d
- King F.W. and Ann Cree D. *Modern English Business Letters: Commercial Correspondence for Foreign Students*. London: Longman Group, 1962.
- Kane T. S. *The Oxford Guide to Writing*. New York: OUP, 1983.
- Ghose P. C. *Commercial English and Correspondence*. Calcutta: World Press, 1957.

### VOCATIONAL 2: PRINT MEDIA AND JOURNALISM II

#### AIM OF THE COURSE

This course intends to familiarize the students with the practical aspects of Reporting, Photojournalism, Editing and Magazine journalism

#### OBJECTIVES OF THE COURSE

This course aims to provide firsthand experience in the field of Journalism

#### Module I

(24 Hours)

## **Reporting and Photojournalism.**

Reporter's Role- Duties and qualities- Basic components of a news story- Human Interest story- structure of a news report- news leads- curtain raiser- live reporting- investigative reporting- news sources- reporting public affairs, meetings, conferences and social events- crime, legislature, courts and sports reporting- specialized reporting- environment, health, science etc.

Expression through photographic image- picture editing- persuasive photographs- photo essays and photo magazines.

**Module II** (22 Hours)

### **Editing**

The Indian Editor: yesterday, today and tomorrow- editing news- tools of the editor- functions of editors- editorial writing- how to write headlines- glossary of terms for editors- making up the paper- elements and principles of good writing- freelancing.

**Module III** (24 Hours)

### **Magazine Journalism**

Difference between feature writing and news writing- types of features –building up the feature—publication-illustration-book,art, theatre reviews-prospects and problems of feature writing.

Origin of magazine journalism- categories of magazine- writing for women and children, industry, science, sports, films- columns and columnists- magazine covers- magazine editing- layout and design- future of magazines in India

**Module IV** (20 Hours)

### **Printing and Production**

Brief history of printing- typography- digitalization of the process- digital photography- production of online newspapers and magazines.

### **Practical**

Visit and tour of a newspaper organization

Production of a newspaper

### **Reference Books:**

Professional Journalism by M.V. Kamath

India's Communication Revolution by Arbind Singhal.

Broadcast Technology – A Review by Dr. H.O. Srivastava.

Understanding of Media: The Extension of Man by Marshall McLuhan.

### **Semester III**

#### **Vocational Course 3: Methodology of Teaching English**

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

To provide a basic knowledge in developing the four basic language skills and an insight into the various issues in teaching English

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

Highlights the importance of teaching English effectively through the application of improved methods of teaching and classroom procedures

##### **Module 1**

**(22 Hours)**

The role of English in India – historical developments – present day needs – English as a link language, library language and as an international language

Present day conditions in India

Principles of learning a foreign language – Contribution of Linguistics and Psychology.

Problems of learning a foreign language – Influence of the mother-tongue – comparison with learning the mother-tongue – development and sequence in acquiring the four skills.

A brief review of traditional methods – Translation Method – Direct Method.

##### **Module 2**

**(22 Hours)**

Approaches to Modern Language Teaching – Situational approach – oral approach (speech before reading and writing) – Structural approach (the teaching of language patterns)

Vocabulary control and grading – basic English structures – Control and grading.

The four-fold language skills and their co-ordination. Standards to be reached in each skill at the various stages.

Oral approach – the presentation and practice of new items – vocabulary and sentence pattern – need for repetition and variety – choral and individual practice – kinds of drills

##### **Module 3**

**(24 Hours)**



Situational teaching – different types of situations – use of objects and actions – pupil participation – use of blackboard and simple pictures – verbal situations – the use of mother-tongue.

Reading: early stage – methods of teaching reading – relation to oral work – use of the blackboard – Flannel graph phonics – place of workbooks and readers – early comprehension exercises – development of reading skills – loud reading – silent reading – rapid silent reading – place of the readers – characteristics of a good supplementary class and school libraries.

Writing – relation to oral and reading skills – early stages – importance and characteristics of a good handwriting – advantages of italic script – development from un-joined to cursive script – use of blackboard – writing scripts – Transcription – Copy Book – development of writing skills – oral and written exercises

Spelling – causes for poor spelling – remedial measures – Dictation.

Place of the reader in teaching English – Characteristics of a good reader – Planning the lesson from the Reader.

Teaching of prose – Objectives and specifications – Introduction, presentation, establishment

#### **Module 4**

**(22 Hours)**

Teaching of Grammar – Formal and Functional – Inductive and deductive approaches.

Rhymes, songs and language games.

Testing and evaluation in English- Instructional and language-teaching objectives – their specifications - merits and demerits of each – Constructing a test – analysis of the syllabus – choice of questions – balancing objectives – Scoring key and marking scheme.

Audio-visual aids in teaching English – Visual aids – simple class room aids – objects, children, the blackboard, pictures, flash cards, school surroundings, preparing a teaching kit, flannel graph, wall news-paper, slide and film projector – audio aids – radio lessons.

Teaching Literature: Aims: enjoyment, appreciation, widening cultural background

#### **Books for Reference;**

Billows, F. L. The Techniques of Language Teaching. Longman

Bright and Gregor, MC. Teaching English as a Second Language. Longman

Harris D. Testing English as a Second Language. Longman

French F. G. Teaching English as an International Language, OUP.

Frisby A.N. Teaching English.

Gatenby E.V. English as a Foreign Language, Longman.

Gurrey. Teaching English as a Foreign Language.OUP.

Horburgh, D. How to Use the Blackboard in Teaching English. Orient Longman

Hornby A.S and others. The advanced Learner's Dictionary of Current English. OUP.

Hornby A.S. The Teaching of Structural Words and Sentence Patterns, Part 1-1V Vols. ELBS

Lec W. R. and Corper Helen. Simple Audio-Visual Aids to Foreign Language Teaching. OUP.

Morris. The Art of Teaching English as a Living Language. Longman.

Spencer B. H. Guided Composition Exercise. Longman.

### **Semester IV**

#### **VOCATIONAL COURSE 4: TRANSLATION: THEORY AND PRACTICE**

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

To familiarize the student with the theories and problems of translation.

To train the student in prose, poetry and media translation.

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

Upon completion of the course:

The students will have a thorough general awareness of different theories of translation.

The students will have good practical skill in translating different literature and media based works from English to Malayalam, Tamil or Hindi & vice versa.

The students are expected to submit different translated works in different areas.

##### **COURSE OUTLINE**

##### **MODULE I: Theories of translation**

**(36 HOURS)**

Translation - inter-cultural contacts - creative use of language - complexity and hereditary weight of language - creativity and translation – transcreation. Source language - Target language - concept of equivalence - total, approximate and null equivalences- producing an appeal of transfer in the target language - registers - distinction between narrative language

and conversational language - translated into good and bad forms in the target language  
translation of polyphonic language. Kinds of translation: literary, technical and machine

**MODULE II: Translation Problems**

**(18 HOURS)**

Imitation - adaptation – interpretation –text, genre and discourse shifts in translation-  
ideology and translation - problems with titles- cultural untranslatability- translation of poetry  
and problems associated with it- translation of prose and problems related to it -- problems of  
translation in journalism and in print media

**MODULE III: Practice on translation**

**(36 HOURS)**

Translation of Poetry –Translation of Prose -- Translation of News Paper News –  
Translation into and from one source language to a target language - Passages for  
comparison involving two or more translations of the same text

**READING LIST**

Bassnett. Susan. *Translation Studies*

Catford. J.C. *A Linguistic Theory of Translation.*

Duff, Alan. *Translation*

Hatin, Basil and Jermy Munday. *Translation: An advanced resource book.*  
Routledge, New York:2009

Mukherjee, Sujit. *Translation as Discovery*

Nida, Eugene and Charles Taber. *The Theory and Practice of Translation*

Nida, Eugene. *Towards a Science of Translating*

----- *Language , Structure and Translation.*

Tejaswami, Niranjana. *Sitting Translation: History, Post - Structuralism and Colonial  
Context*

Venuti, Lawrence. *Rethinking Translation, Discourse, Subjectivity Ideology*

**MAHATMA GANDHI UNIVERSITY**  
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**BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE**

**MODEL 2 – (VOCATIONAL) COPY EDITOR**  
**COURSES SEMESTER-WISE**

**SEMESTER 1**

Course Code	Title of Course	No. of hours/Week	Credit
EN1CC01	Fine-tune Your English	5	4
EN1CR01	Methodology of Literary Studies	5	4
	Common Course- Second Language	5	4
EN1CM01(Cp)	Complementary Course 1- English for Copy Editing: 1	5	4
EN1VO01(C)	Vocational 1: Information Technology and Computer Applications	5	4

**SEMESTER II**

EN2CC03	Issues that Matter	5	4
	Common Course – Second Language	5	4
EN2CR02	Introducing Language & Literature	5	4
EN2CM02(Cp)	Complementary 2: English for Copy Editing: 2	5	4
EN2VO02(C)	Vocational 2: Computer Applications and DTP (Practical)	5	4

**SEMESTER III**

EN3CC05	Literature and/as Identity	5	4
EN3CR03	The Harmony of Prose	5	4
EN3CR04	The Symphony of Verse	5	4
EN3CM03	Evolution of Literary Movements: The Shapers of Destiny	5	4
EN3VO03(Cp)	Vocational 3: Copy Editing: An Over View	5	4

**SEMESTER IV**

EN4CC06	Illuminations	5	4
EN4CR05	Modes of Fiction	5	4
EN4CR06	Language & Linguistics	5	4
EN4CM04	Evolution of Literary Movements: The Cross Currents of Change	5	4
EN4VO04(Cp)	Vocational 4: The Technique of Copy Editing	5	4

### SEMESTER V

EN5CR07	Acts on the Stage	6	4
EN5CR08	Literary Criticism & Theory	5	4
EN5CROP01,02,03	Open Course	4	3
EN5CR09	Indian Writing in English	5	4
EN5CREN01	Environmental Science & Human Rights	5	4

### SEMESTER VI

EN6CB01,02,03,04	Choice Based Course	4	3
EN6CR10	Postcolonial Literatures	5	4
EN6CR11	Women Writing	5	4
EN6CR12	American Literature	5	4
EN6CR13	Modern World Literature	5	4
EN6PR01/ENOJT01	Project/On the Job Training	1	2

## **Complementary and Vocational Courses**

### **MODEL II (VOCATIONAL): COPY-EDITOR**

#### **Semester 1**

##### **Complementary 1: English for Copy-editing 1**

1. Basic Principles of Essay writing: introduction to the Essay form – prewriting- outlining- revising – editing – proof-reading – steps in essay writing- thesis – unity – support – coherence – sentence-skills.
2. Types of Essay development: description - narration - process – cause and effect – examples – comparison and contrast – definition – division and classification- argumentation.

##### **Vocational 1: Information Technology and Computer Applications**

Information Transfer and storage theory: reprography – micrography and computer - online information – retrieval – CD-ROM – Email – facsimile – National and International information systems – NIS, AGRIS, NICNET, INDONET.

Information Transfer and storage theory: reprography – micrography and computer - online information – retrieval – CD-ROM – Email – facsimile – National and International information systems – NIS, AGRIS, NICNET, INDONET.

## Semester II

### Complementary II: English for Copy-editing II

Sentence Skills: Grammar: subjects and verbs – fragments – run-ons – regular and irregular verbs – subject-verb agreement – verb – tense – pronoun – adjectives – adverbs – modifiers – parallelism.

1. Mechanics: Manuscript form – capital letters – numbers and abbreviations.
2. Punctuations: apostrophe – quotation marks – comma – other punctuation marks.
3. Word use: using the dictionary – spelling – vocabulary – word choice – sentence variety.

### Core Text

John Langan. *College Writing Skills*. McGraw Hills, 1996.

### Vocational 2: Computer Application and D.T.P. (Practical).

Page-maker – Ventura – Coreldraw – Paint Brush etc.

### Recommended Books

Rouby, Jennifer. *The Basic Information Technology*.  
Umamathy, K.S. *Information Sources*.



## Semester III

### Vocational 3: Copy-editing: an Overview

Selection of manuscripts – commissioning and acquisition – screening unsolicited manuscripts – evaluation and vetting – dealing with external evaluation and experts – developing manuscripts with authors – list development – the importance of being an editor – interacting with other departments for estimates, production costs and schedules, market possibilities etc. – developing a house style – preparing manuscripts for press – overall editing and copy-editing – dealing with contracts, royalties, advances and working with authors – balancing editorial priorities and preferences with market demands.

## Semester IV

### Vocational 4: The Technique of Copy-editing

What is copy-editing? Editing tools – editing and proof reading symbols – checking facts – correcting language – typography – typesetting process – press copy – preparation of index – preparation of foot notes – style sheet.

### Recommended Books

University of Chicago. *A Manual of Style*

Perkins E. Maxell. *Editor to Author*

Gross, GERALD (ed). *Editors on Editing*

Indian Standards Institution. *Rules for Making Alphabetic Index*

Clark, GILES. *Inside Book Publishing*, Book House Training Centre, London

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**BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE**

**MODEL 2 – (VOCATIONAL) TEACHING**  
**COURSES SEMESTER-WISE**

**SEMESTER I**

Course Code	Title of Course	No. of hours/Week	Credit
EN1CC01	Fine-tune Your English	5	4
EN1CR01	Methodology of Literary Studies	5	4
	Common Course- Second Language	5	4
EN1CM01(T)	Complementary Course 1: Education in India	5	4
EN1VO01(T)	Vocational 1: School Organization	5	4

**SEMESTER II**

EN2CC03	Issues that Matter	5	4
	Common Course – Second Language	5	4
EN2CR02	Introducing Language & Literature	5	4
EN2CM02(T)	Complementary 2: Educational Psychology	5	4
EN2VO02(T)	Vocational 2: Conversational English	5	4

**SEMESTER III**

EN3CC05	Literature and/as Identity	5	4
EN3CR03	Harmony of Prose	5	4
EN3CR04	Symphony of Verse	5	4
EN3CM03	Evolution of Literary Movements: The Shapers of Destiny	5	4
EN3VO03(Tc)	Vocational 3: Methodology of Teaching English	5	4

**SEMESTER IV**

EN4CC06	Illuminations	5	4
EN4CR05	Modes of Fiction	5	4
EN4CR06	Language & Linguistics	5	4
EN4CM04	Evolution of Literary Movements: The Cross Currents of Change	5	4
EN4VO04 (Tc)	Vocational 4: Educational Technology	5	4

### SEMESTER V

EN5CR07	Acts on the Stage	6	4
EN5CR08	Literary Criticism & Theory	5	4
EN5CROP01,02,03	Open Course	4	3
EN5CR09	Indian Writing in English	5	4
EN5CREN01	Environmental Science & Human Rights	5	4

### SEMESTER VI

EN6CB01,02,03,04	Choice Based Course	4	3
EN6CR10	Postcolonial Literatures	5	4
EN6CR11	Women Writing	5	4
EN6CR12	American Literature	5	4
EN6CR13	Modern World Literature	5	4
EN6PR01	Project	1	2

## Complementary and Vocational Courses

### MODEL II (VOCATIONAL): TEACHING

#### Semester 1

#### Complementary 1: Education in India

##### Course Outline

1. Its meaning – how philosophy and sociology determine the aim, content and method
2. Its function – transmission and transformation of culture – education as an instrument of social change.
3. Education during the British period and since Independence – Macaulay's Minutes and Wood's Dispatch. University Commission report (1949) – Secondary Education Commission Report (1953)- Education Commission Report (1964-66).
4. Approaches to Education – idealistic – naturalistic – realistic – pragmatic.
5. Types of Education – formal – informal – non-formal – teacher centred – child centred- life centred – the basic scheme.
6. Problems of education and attempted solutions – universalization of primary education – equalization of educational opportunities - vocationalization
7. Educational Planning and adult education and continuing education
8. Education for democracy – education for development – education for national integration – education for international understanding

#### Vocational 1: School Organisation

##### Course Outline

Administrative framework – The Head Master – the staff council – students' assembly, school parliament – discipline – maintenance committee etc. – Administrative network of education in Kerala.

1. School and social provision – School – a community – community service programmes as the focus of community's interest in schools.
2. Celebration of Festivals and national Days.
3. Provision of moral instruction – developing respect for all religions
4. Maintenance of school records
5. Examinations and assessment
6. Role of Professional Organisations.

##### Recommended Books

Kochar S. K. *School Organisation*. University Publications, Ambala  
Ryburn W. M. *Suggestions for Organisation of Schools in India*. OUP  
Varghese Paul T. *School Organisation*. Macmillan

## Semester II

### Complementary II: Educational Psychology

#### Course Outline

1. Meaning, relevance and scope of modern Educational Psychology.
2. Growth and Development – the concept and principles of development – stages of development with special emphasis on childhood and adolescence – different aspects of development – needs and problems of children and adolescents.
3. Learning Process – the concept of learning – types of learning – Trial and Error – Thorndike's laws of learning – concept of reinforcement – Skinner and Hull – Insight learning – Field concept and gestalt Cagne's hierarchy – learning of concepts, values, skill and problem solving – conditions influencing learning with respect to the learner, learning material and the learning situations – special problems of the culturally disadvantaged child – compensatory education – exploiting the environmental potentialities – maturation – the relevance of the stages of development – permanence in learning – remembering and forgetting – motivation, intrinsic and extrinsic.

#### Recommended Books

Biggie, Morries L. *Learning Theories for Teachers*

Bruner, Jerome S. *Process of Education*

Gagne N. L. *Educational Psychology*

Munn N. L. *Introduction to Psychology*

Skinner C. R *Educational Psychology*

### Vocational 2: Conversational English

#### Course Outline

Language and society – register and Style – Elements of speaking – Greetings – Introduction – Leave-taking – Making, Granting requests – Thanking – Making Enquiries – Giving Information – Giving directions – Withholding Information – Describing People, Processes, Procedures, Objects – Narrating Events – Extending Invitations – Accepting and declining Invitations – Making Complaints and Suggestions – Apologizing – Offering Excuses – Negotiating and persuading People - Expressing Dissent and Caution – Offering Emotional Support – Motivating People – Expressing Condolence, warning – Expressing Disapproval and Displeasure – Group Discussions, Debates – facing an Interview – Conducting an Interview.

#### Core Text

*Spoken English for You*: Radhakrishna Pillai and Rajeevan. Emerald Publishers

## Semester III

### Vocational 3: Methodology of Teaching English

#### Course Outline

1. The role of English in India – historical developments – present day needs – English as a link language, library language and as an international language
2. Present day conditions in India
3. Principles of learning a foreign language – Contribution of Linguistics and Psychology.
4. Problems of learning a foreign language – Influence of the mother-tongue – comparison with learning the mother-tongue – development and sequence in acquiring the four skills.
5. A brief review of traditional methods – Translation Method – Direct Method.
6. Approaches to Modern Language Teaching – Situational approach – oral approach (speech before reading and writing) – Structural approach (the teaching of language patterns)
7. Vocabulary control and grading – basic English structures – Control and grading.
8. The four-fold language skills and their co-ordination. Standards to be reached in each skill at the various stages.
9. Oral approach – the presentation and practice of new items – vocabulary and sentence pattern – need for repetition and variety – choral and individual practice – kinds of drills
10. Situational teaching – different types of situations – use of objects and actions – pupil participation – use of blackboard and simple pictures – verbal situations – the use of mother-tongue.
11. Reading: early stage – methods of teaching reading – relation to oral work – use of the blackboard – Flannel graph phonics – place of workbooks and readers – early comprehension exercises – development of reading skills – loud reading – silent reading – rapid silent reading – place of the readers – characteristics of a good supplementary class and school libraries.
12. Writing – relation to oral and reading skills – early stages – importance and characteristics of a good handwriting – advantages of italic script – development from un-joined to cursive script – use of blackboard – writing scripts – Transcription – Copy Book – development of writing skills – oral and written exercises
13. Spelling – causes for poor spelling – remedial measures – Dictation.
14. Place of the reader in teaching English – Characteristics of a good reader – Planning the lesson from the Reader.
15. Teaching of prose – Objectives and specifications – Introduction, presentation, establishment
16. Teaching of Grammar – Formal and Functional – Inductive and deductive approaches.
17. Rhymes, songs and language games.
18. Testing and evaluation in English- Instructional and language-teaching objectives – their specifications - merits and demerits of each – Constructing a test – analysis of the syllabus – choice of questions – balancing objectives – Scoring key and marking scheme.
19. Audio-visual aids in teaching English – Visual aids – simple class room aids – objects, children, the blackboard, pictures, flash cards, school surroundings, preparing

a teaching kit, flannel graph, wall news-paper, slide and film projector – audio aids – radio lessons.

20. Teaching Literature: Aims: enjoyment, appreciation, widening cultural background

### **Recommended Books**

Billows, F. L. *The Techniques of Language Teaching*. Longman

Bright and Gregor, MC. *Teaching English as a Second Language*. Longman

Harris D. *Testing English as a Second Language*. Longman

French F. G. *Teaching English as an International Language*, OUP.

Frisby A.N. *Teaching English*.

Gatenby E.V. *English as a Foreign Language*. Longman.

Gurrey. *Teaching English as a Foreign Language*. OUP.

Horburgh, D. *How to Use the Blackboard in Teaching English*. Orient Longman

Hornby A.S et. al. *The advanced Learner's Dictionary of Current English*. OUP.

Hornby A.S. *The Teaching of Structural Words and Sentence Patterns*, Part 1-1V Vols. ELBS

Lec W. R. and Corper Helen. *Simple Audio-Visual Aids to Foreign Language Teaching*. OUP.

Morris. *The Art of Teaching English as a Living Language*. Longman.

Spencer B. H. *Guided Composition Exercise*. Longman.

## Semester IV

### Vocational 4: Educational Technology

#### Course Outline

1. Concept of Educational Technology – Different approaches.
2. A. V. technology concept of Cone Experience – use of A.V. aids in teaching – learning process – Acquaintance with various aids like projector, slide projector, overhead projector etc. Preparation of slides, filmstrips etc.
3. Individualising Instruction
4. Programmed training – contributions of Skinner and Crowdar – styles of programming.
5. Modules – preparation and use.
6. Different learning strategies like Keeler Plan
7. Training of Teachers: Micro-teaching concept and procedure – teacher behaviour communication in the classroom – classroom interaction and Flanders Interaction Analysis category System (FIACS).

#### Recommended Books

Sampath K. *Introduction to Educational Technology*. New Delhi: sterling Publishers Pvt. Ltd., 1981.

Dececco, John P. (ed). *Educational Technology*. Holt Rinehart and Winston



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**BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE**

**MODEL 2 – (VOCATIONAL) TUTOR IN CONVERSATIONAL ENGLISH**  
**COURSES SEMESTER-WISE**

**SEMESTER I**

Course Code	Title of Course	No. of hours/Week	Credit
EN1CC01	Fine-tune Your English	5	4
EN1CR01	Methodology of Literary Studies	5	4
	Common Course- Second Language	5	4
EN1CM01(T)	Complementary Course 1: Education in India	5	4
EN1VO01(T)	Vocational 1: School Organization	5	4

**SEMESTER II**

EN2CC03	Issues that Matter	5	4
	Common Course – Second Language	5	4
EN2CR02	Introducing Language & Literature	5	4
EN2CM02(T)	Complementary 2: Educational Psychology	5	4
EN2VO02(T)	Vocational 2: Conversational English	5	4

**SEMESTER III**

EN3CC05	Literature and/as Identity	5	4
EN3CR03	Harmony of Prose	5	4
EN3CR04	Symphony of Verse	5	4
EN3CM03	Evolution of Literary Movements: The Shapers of Destiny	5	4
EN3VO03(At)	Vocational 3: English for Informal Situations	5	4

**SEMESTER IV**

EN4CC06	Illuminations	5	4
EN4CR05	Modes of Fiction	5	4
EN4CR06	Language & Linguistics	5	4
EN4CM04	Evolution of Literary Movements: The Cross Currents of Change	5	4
EN4VO04(Tr)	Vocational 4: Computer Application for Tutor in English	5	4

### SEMESTER V

EN5CR07	Acts on the Stage	6	4
EN5CR08	Literary Criticism and Theory	5	4
EN5CROP01,02,03	Open Course	4	3
EN5CR09	Indian Writing in English	5	4
EN5CREN01	Environmental Science& Human Rights	5	4

### SEMESTER VI

EN6CB01,02,03,04	Choice Based Course	4	3
EN6CR10	Postcolonial Literatures	5	4
EN6CR11	Women Writing	5	4
EN6CR12	American Literature	5	4
EN6CR13	Modern World Literature	5	4
EN6PR01	Project	1	2

## Vocational and Complementary Courses

### MODEL II (VOCATIONAL): TUTOR IN CONVERSATIONAL ENGLISH

#### Semester I

##### Complementary 1: Education in India

1. Its meaning – how philosophy and sociology determine the aim, content and method.
2. Its function – transmission and transformation of culture – education as an instrument of social change.
3. Education during the British period and since Independence –Macaulay’s Minutes and-Wood’s Dispatch - University Commission Report (1949) – Secondary Education Commission Report (1953) – Education Commission Report (1964-66).
4. Approaches to education – idealistic – naturalistic – realistic pragmatic.
5. Types of education – formal – informal – non – formal – teacher centred –child centred – life centred – the basic scheme.
6. Problems of education and attempted solutions – universalisation of primary education – equalization of education opportunities vocationalisation.
7. Educational planning and adult education and continuing education.
8. Education for democracy – education for development – education for national integration – education for international understanding.

##### Vocational 1: School Organisation

1. Administrative framework – The Headmaster – staff council – students assembly – School Parliament – Discipline – maintenance committee etc. – Administration network of education in Kerala.
2. School and social provision: School – a community – community service programmes as the focus of community’s interest in school.
3. Celebration of Festivals and National days
4. Provision of moral instruction – developing respect for all religions
5. Maintenance of school records
6. Examinations and assessment
7. Role of professional organizations.

##### Recommended Books

Kochar S.K. *School Organisation*. University Publications, Ambala  
Ryburn W. M. *Suggestions for Organisation of Schools in India*. OUP  
Varghese Paul T. *School Organisation*. Macmillan

## Semester II

### Complementary II: Educational Psychology

1. Meaning, relevance and scope of modern Educational Psychology.
2. Growth and Development – the concept and principles of development – stages of development with special emphasis on childhood and adolescence – different aspects of development – needs and problems of children and adolescents.
3. Learning Process – the concept of learning – types of learning – Trial and Error – Thorndike's laws of learning – concept of reinforcement – Skinner and Hull – Insight learning – Field concept and gestalt Cagne's hierarchy – learning of concepts, values, skill and problem solving – conditions influencing learning with respect to the learner, learning material and the learning situations – special problems of the culturally disadvantaged child – compensatory education – exploiting the environmental potentialities – maturation – the relevance of the stages of development – permanence in learning – remembering and forgetting – motivation, intrinsic and extrinsic.

### Recommended Books

Biggie, Morries L. *Learning Theories for Teachers*  
Bruner, Jerome S. *Process of Education*  
Gagne N. L. *Educational Psychology*  
Munn N. L. *Introduction to Psychology*  
Skinner C. R *Educational Psychology*

### Vocational 2: Conversational English

Language and society – register and Style – Elements of speaking – Greetings – Introduction – Leave-taking – Making, Granting requests – Thanking – Making Enquiries – Giving Information – Giving directions – Withholding Information – Describing People, Processes, Procedures, Objects – Narrating Events – Extending Invitations – Accepting and declining Invitations – Making Complaints and Suggestions – Apologizing – Offering Excuses – Negotiating and persuading People - Expressing Dissent and Caution – Offering Emotional Support – Motivating People – Expressing Condolence, warning – Expressing Disapproval and Displeasure – Group Discussions, Debates – facing an Interview – Conducting an Interview.

**Core Text:** *Spoken English for You:* Radhakrishna Pillai and Rajeevan: Emerald Publishers

## Semester III

### Vocational 3: English in Informal Situations

#### Objectives

1. To be able to speak English with a high degree of confidence, accuracy and fluency.
2. To be capable of answering questions of a conversational nature and to have a command of a range of questions to elicit information from other people with an awareness of contextual appropriateness.
3. To take part with confidence in conversation, to initiate, sustain and close a conversation.

#### Topics for Study

English in informal situations – Greetings – at the post office- receiving and seeing of a guest – catching a train – booking a room at a hotel-telephone conversation – asking the time – making an apology – at a party – at a doctor's at the hospital – at the reception desk.

Describing people, process, procedures, objects – narrating events – accepting and dealing invitations – making complaints and suggestions – apologizing – offering excuses – negotiating and persuading people – motivating people- expressing condolence. -

Practical work: Visits to various places – shops, bank, travel agency, hotel etc. to practice conversation in actual situations – discussions and debates in the classroom – listening to conversation in English.

Media and Methods employed: Printed text, tutorials, travel, audio/video

**Core Text:** Mohan, Krishna Singh – Speaking English Effectively, Macmillan

#### Suggested Reading

O'Neil, R. *English in Situations*. OUP

Taylor, Grant. *English Conversation Practice*. Tata- Mc Graw-Hill

Ur, Penny. *Discussion at Work*. CUP

Spencer. D. H. *English Conversation Practice*. OUP

## Semester IV

### Vocational IV: Computer Application for Tutor in English

#### Objectives

1. To gain familiarity with the new trends in English language teaching
2. To gain computer literacy and familiarity with the internet
3. To retrieve teaching material from the internet
4. Career prospects and the internet

#### Course Outline

An introduction to PC. Commonly used operating systems, introduction to the internet  
New trends in English language teaching, The ELT Websites  
The use of computers in English language teaching  
Multimedia and computer programmes for conversational English from WWW  
The internet English  
Career options related to computers and language teaching

#### Practical Work

Learning the use of PC and Windows  
Browsing WWW  
Practicing English pronunciation using multimedia  
Retrieving material for learning and teaching Conversational English from www

#### Suggested Reading

Crawford, Sharon. *Windows 98 Skills for Success* bpb publications  
*Journal Literary and Linguistic Computing* <http://www.oup.co.uk/lit.in/chat>  
Levy, Michael. *Computer Assisted Language learning*. U. of Queensland  
*ELT Journal* CD-ROM. <http://www.nichepublications.co.uk> Wordsmith Tools programmes  
[www.oup.co.uk/elt/software/wsmith](http://www.oup.co.uk/elt/software/wsmith)  
Grapevine Video and Streamline English Video  
Advanced Listening and Speaking Cassettes [www.oup.co.uk/elt](http://www.oup.co.uk/elt)  
Gitiski, Christina. *Internet English*. OUP, 2000  
The internet English Website: [www.oup.com/elt/mtemet-english](http://www.oup.com/elt/mtemet-english)

**MAHATMA GANDHI UNIVERSITY**  
**SYLLUBUS FOR MODEL 2 COURSES – 2017 ADMISSIONS ONWARDS**  
**BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE**

**MODEL 2 – (VOCATIONAL) JOURNALISM**  
**COURSES SEMESTER-WISE**

**SEMESTER 1**

Course Code	Title of Course	No. of hours/Week	Credit
EN1CC01	Fine-tune Your English	5	4
EN1CR01	Methodology of Literary Studies	5	4
	Common Course- Second Language	5	4
EN1CM01(Jr)	Complementary Course 1: Constitutional Law	5	4
EN1VO01(Jr)	Vocational 1: Introduction to Mass Communication	5	4

**SEMESTER II**

EN2CC03	Issues that Matter	5	4
	Common Course – Second Language	5	4
EN2CR02	Introducing Language & Literature	5	4
EN2CM02(Jr)	Complementary 2: Media Laws	5	4
EN2VO02(Jr)	Vocational 2: History and Development of Journalism	5	4

**SEMESTER III**

EN3CC05	Literature and/as Identity	5	4
EN3CR03	Harmony of Prose	5	4
EN3CR04	Symphony of Verse	5	4
EN3VO03(Jr)	Vocational 3: News Reporting	5	4
EN3VO04(Jr)	Vocational 4: News Editing	5	4

**SEMESTER IV**

EN4CC06	Illuminations	5	4
EN4CR05	Modes of Fiction	5	4
EN4CR06	Language & Linguistics	5	4
EN4VO05(Jr)	Media Management and Introduction to Information Technology	5	4
EN4VO06(Jr)	Vocational VI: Public Relations and Advertisement	5	4

### SEMESTER V

EN5CR07	Acts on the Stage	6	4
EN5CR08	Literary Criticism and Theory	5	4
EN5CROP01,02,03	Open Course	4	3
EN5CR09	Indian Writing in English	5	4
EN5CREN01	Environmental Science& Human Rights	5	4

### SEMESTER VI

EN6CB01,02,03,04	Choice Based Course	4	3
EN6CR10	Postcolonial Literatures	5	4
EN6CR11	Women Writing	5	4
EN6CR12	American Literature	5	4
EN6CR13	Modern World Literature	5	4
EN6PR01/ENOJT01	Project/On the Job Training	1	2



## Complementary and Vocational Courses

### MODEL II (VOCATIONAL): JOURNALISM

#### Semester 1

##### **Complementary 1: Constitutional Law**

- UNIT I Salient features of Indian constitution – The preamble Fundamental rights and duties – Directive principles of state policy. The Union parliament.
- UNIT II Centre – State relations – Govt. of the union – Union executive – The President – Vice – president – The council of ministers – Govt. of the state – The role of Governor- The state Legislature.
- UNIT III Freedom of the press and parliamentary privileges Press freedom – Rights and restrictions under the constitution of India Constitutional limitations.
- UNIT IV Indian judicial system – Supreme Court and the judicial review – Emergency provisions Articles 352m 356m 360 of the constitutions.
- UNIT V Procedure for the amendment of the constitution of India – The Election commission: Structure, powers and functions – secularism in India.

##### **Vocational 1: Introduction to Mass Communication**

- UNIT I Communication – Definition, Scope, functions and process – Theories of communication – Evolution of human communication – Historical perspective Early forms of communication.
- UNIT II Communication and Society in developed countries and developing countries Types of communication: interpersonal, group and mass communication Emergence of mass society and mass media.
- UNIT III Mass Communication: Meaning, characteristics and functions – Basic models of mass communications – Psychology and effects of mass communications.
- UNIT IV Mass Communication: Types: Print, radio, T.V., film-Nature and scope of mass media – Role of mass media – Role of mass media in national development – Media institutions.
- UNIT V Modern Communication technologies: Satellite communication, Information super highway, the Internet, Interactive media, hypertext.

## Semester II

### Complementary 2: Media Laws

- UNIT I History of press legislation – Freedom of the press and contempt of the court: The court: The Contempt of Courts Act, 1971- Important provisions – Press and Registration of Books Act 1867: Main Provisions.
- UNIT II Official secrets Act, 1923: Secrecy and the press, need for an open government, obligation on the government to supply official information – The working journalists Act, 1955: Important provisions – Drugs and Magical Remedies Act, 1954: Main Provisions.
- UNIT III The copy Right Act, 1957: What is protected, Significance of registration, Remedies for infringement – Young persons (Harmful publications) Act, 1956: Relevant provisions –The press council Act, 1978: Important provisions.
- UNIT IV Cinematograph Act, 1952 & 1984: Main provisions, video piracy and the law-provisions in the Indian penal code affecting the press: relating to Libel, defamation, sedition, class hatred public mischief, obscenity etc. criminal procedure code: arrest, F.I.B Bailable and Non-bailable offences, cognizable and Non-cognizable offences, incamera proceedings – Civil procedure code.
- UNIT V Prasar Bharathi Act: Main provisions – Cable Regulatory Act: Relevant provisions- Media ethics.

### Vocational 2: History and Development of Journalism

- UNIT I What is journalism? Principles and functions of journalism – journalism as a profession – Role and responsibilities of journalists – Ethics of journalism.
- UNIT II World journalism – Origin and growth of Indian journalism. The early press in India – Contributions of James Augustus Hickey, Serampore missionaries, James Silk Buckingham, Raja Ram Mohan Roy.
- UNIT III Newspaper and freedom struggle – Indian press during the first war of independence – Contributions of Mahatma Gandhi, Tilak etc. – Growth of press in post Independence India – Press Councils and Press Commissions in India – Press Trust of India – News agencies – Professional Organisations – New trends in journalism.

UNIT IV Brief history of Malayalam journalism – Characteristic features of Malayalam journalism – Early Malayalam Newspapers – Prominent Personalities – Malayalam news writing and headline writing styles.

UNIT V Malayalam magazine – Future of Malayalam journalism Impact of modern technology in Malayalam journalism Big news papers Vs small and medium newspapers in Malayalam – Evening dailies and tabloids.

## Semester III

### Vocational 3: News Reporting

- UNIT I News Definitions, purpose, and ingredients – classification and types of news – sources of news – sources of news.
- UNIT II Structure of a news copy – Lead- Different kinds of lead – Techniques of news writing – changing styles of news writing –Accuracy – objectivity.
- UNIT III News gathering methods – Interview – types of interview –speeches, court proceedings, press conferences, accident, death disaster, Elections etc.- Beat.
- UNIT IV Reporter – Correspondent – Qualities and qualifications of reporter – Rights, responsibilities and role in modern society – News Bureau – Special correspondent – Foreign Correspondent.
- UNIT V Specialized reporting : Business / Science / Finance/ War – Investigative reporting – Indepth reporting – New journalism – Interpretative journalism – precision journalism – News reporting for the Electronic media – Difference in Technique ,style and contents.

### Vocational 4: News Editing

- UNIT I What is editing? General Principles and functions of editing – Organisational structure of editorial department.
- UNIT II Editing process –Selecting news, checking facts, correcting language, rewriting lead, condensing stories, localizing news – Handling agency copy and correspondent’s copy.
- UNIT III Editing and proof reading symbols – Electronic editing – Editing terminology – Style book – Editing for print media, radio, television.
- UNIT IV Headlines – Functions and types of headlines – Writing headlines and subheadlines – Unit count – picture editing – Writing captions and outlines.
- UNIT V Edit page – Editorial – letters to editor, Newspaper design – Dummy preparation.

## Semester IV

### Vocational 5: Media Management and Introduction to Information Technology

- UNTI I Management of newspaper establishment: Organisation and personnel – Co-ordination of various departments: Production and service – circulation promotion strategies.
- UNIT II Types of newspaper ownership – Newspaper economics Management of audio-visual news media – economics of audio-visual news media.
- UNIT III Introduction to computers – characteristics and basic structure of computers – Information storage and retrieval devices – operating systems – Basics of DOS and Windows.
- UNIT IV Introduction to word processing software – Principles of D.T.P – D.T.P layout/Pagemaking software – Teleconferencing – PSTN – interactive multimedia – Video conferencing – WAN, LAN & Internet.

### Vocational 6: Public Relations and Advertising

- UNIT I Public Relations – Definition Scope and history Functions and responsibilities of a public relations manager organizational set up of public relations organization.
- UNIT II Public relations in public and private sectors – public relations in Government – Method and ethics of public relations – public relation codes – Professional Organisations.
- UNIT III Public relation tools – Press release, exhibitions, information and publicity campaigns, open house, house journals, company and its publics.
- UNIT IV History and growth of advertising – Functions of advertising – Types of advertising – structure of an ad – Principles of copy writing – Visualisation, advertisement campaigns – Sports and Advertising.
- UNIT V Advertising agency- Structure and operation – Advertising research – code of ethics in advertising – professional agencies – socio – economic aspects of advertising.

## Semester VI

### On-the-Job-Training and Project

- UNIT I **On-the-Job-Training:** Definition Concept, and Relevance - Characteristics Advantages - Procedure -Pre- , OJT Activities - Criteria for selecting work Situation - Organization Profile -Student- Profile - Monitoring Review and Evaluation -Reassessment .

UNIT II **Project Report:** Importance of the project - Preparing a Synoptic Outline - Giving the format or structure of the report - introduction, describing the purpose, methodology etc. - Presenting findings, conclusions etc - Identifying major findings - Describing their importance and implications - Summarization of findings and formulating recommendations with reference to supportive evidence in the main body of the report - Appendices such as references of sources of data etc.