## MAHATMAGANDHIUNIVERSITY SYLLABUSFORB.APROGRAMMEINENGLISHLITERATURE

**ANDCOMMUNICATIONSTUDIES(MODELIII, Double Main) 2017ADMISSIONSONWARDS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl No  1 | Semester  I | Course Code | Title | Hours- Credits |  |
| EN1CCT01 | Common Course 1 Fine-tune Your English | 5-4 |
| 2 | I | EN1CST01 | English in Informal Situations | 4-4 | |
| 3 | I | EN1CRT01 | Methodology of Literary Studies | 6-4 | |
| 4 | I | EN1CST02 | Conversational Skills | 4-4 | |
| 5 | I |  | Complementary I. Sociology | 6-4 | |
| 6 | II | EN2CCT03 | Common Course 3 Issues that Matter | 5-4 | |
| 7 | II | EN2CRT02 | Introducing Language and Literature | 4-4 | |
| 8 | II | EN2CST03 | Introduction to Communication | 6-4 | |
| 9 | II | EN2CST04 | Business Communication | 4-4 | |
| 10 | II |  | Complementary II Sociology | 6-4 | |
| 11 | III | EN3CST05 | Print Media and Journalism | 5-4 | |
| 12 | III | EN3CRT03 | Harmony of Prose | 5-4 | |
| 13 | III | EN3CRT04 | Symphony of Verse | 4-4 | |
| 14 | III | EN3CRT05 | Indian Writing in English | 5-4 | |
| 15 | III | EN3CMT03 | Complementary1-Evolution of Literary Movements: The Shapers  of Destiny | 6-4 | |
| 16 | IV | EN4CST06 | Print Media and Journalism 2 | 5-4 | |
| 17 | IV | EN4CRT05 | Modes of Fiction | 4-4 | |
| 18 | IV | EN4CRT06 | Language and Linguistics | 5-4 | |
| 19 | IV | EN4CRT07 | Acts on the Stage | 5-4 | |
| 20 | IV | EN4CMT04 | Complementary2-Evolution of Literary Movements: Cross Currents of Change | 6-4 | |
| 21 | V | EN5CROPG01 EN5CROPG02  EN5CROPG03 | Appreciating Films Theatre Studies English for Careers | 4-3 | |
| 22 | V | EN5CRENT01 | Environmental Science and Human  Rights | 5-4 | |
| 23 | V | EN5CST07 | Creative Writing and Translation Studies | 6-4 | |
| 24 | V | EN5CST08 | Mass Communication and Broadcasting | 5-4 | |

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| 25 | V | EN5CST09 | Public Relations 1 | 5-4 |
| 26 | VI | EN6CST10 | Entrepreneurship Development | 5-4 |
| 27 | VI | EN6CST11 | Visual Media: Television and Cinema | 5-4 |
| 28 | VI | EN6CST12 | Public Relations 2 | 5-4 |
| 29 | VI | EN6CST13 | Office Administration and Human Resource Management | 5-4 |
| 30 | VI | Choice Based Course | EN6CB01Comparative Literature EN6CB02  Modern Malayalam Literature in TranslationEN6CB03  Regional Literatures in Translation EN6CB04  Voices from the Margins. | 4-3 |
| 31 | VI | EN6PR01 | Project(Individual or group) | 1-2 |

**CommonCourses**

**MAHATMAGANDHIUNIVERSITY SYLLABIFORCOMMONCOURSES-UGPROGRAMMES**

**2017ADMISSIONSONWARDS**

**COURSE1-Fine-tuneYourEnglish**

|  |  |
| --- | --- |
| Course Code | **EN1CCT01** |
| Title of the course | **Fine-tune Your English** |
| Semester in which the course is to be taught | **1** |
| No. of credits | **4** |
| No. of contact hours | **90** |

**AIMOFTHECOURSE**

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

## OBJECTIVESOFTHECOURSE

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

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

## COURSEOUTLINE

**SECTIONA:The Sentence and its Structure** CHAPTER ONE: How to Write Effective Sentences CHAPTER TWO: Phrases—What are They?

CHAPTER THREE: The Noun Clauses CHAPTER FOUR: The Adverb Clause

CHAPTER FIVE: “If All the Trees Were Bread and Cheese” CHAPTER SIX: The Relative Clause

CHAPTER SEVEN: How Clauses are Conjoined

**SECTIONB:Word-ClassesandRelatedTopics** CHAPTER EIGHT: Understanding the Verb CHAPTER NINE: Understanding Auxiliary Verbs

CHAPTER TEN: Understanding Adverbs CHAPTER ELEVEN: Understanding Pronouns CHAPTER TWELVE: The Reflexive Pronoun CHAPTER THIRTEEN: The Articles I CHAPTER FOURTEEN: The Articles II CHAPTER FIFTEEN: The Adjective CHAPTER SIXTEEN: Phrasal Verbs

CHAPTER SEVENTEEN: Mind your Prepositions

## SECTIONC:ToErrisHuman

CHAPTER EIGHTEEN: Concord

CHAPTER TWENTY: Errors, Common and Uncommon CHAPTER TWENTY-ONE: False Witnesses **SECTIOND:TheWorldofWords** CHAPTER

THIRTY-TWO: Word Formation

CHAPTER THIRTY-THREE: Using the Specific Word CHAPTER THIRTY-SEVEN: Body Vocabulary **SECTIONG:TenseandRelatedTopics**

CHAPTER FORTY-SEVEN: ‘Presentness’ and Present Tenses CHAPTER FORTY-EIGHT: The ‘Presentness’ of a Past Action CHAPTER FORTY-NINE: Futurity in English

CHAPTER FIFTY: Passivisation

**SECTIONH:IdiomaticLanguage**CHAPTER FIFTY-ONE: ‘Animal’ Expressions CHAPTER FIFTY-TWO: Idiomatic Phrases **SECTIONI:InterrogativesandNegatives** CHAPTER FIFTY-FIVE: Negatives

CHAPTER FIFTY-SIX: How to Frame Questions CHAPTER FIFTY-SEVEN: What’s What?

CHAPTER FIFTY-EIGHT: The Question Tag **SECTIONJ:ConversationalEnglish** CHAPTER SIXTY TWO: Is John There Please? **SECTIONK:MiscellaneousandGeneralTopics** CHAPTER SEVENTY-THREE: Letter Writing

In addition there will be an essay question on a general topic.

**CoreText:*Fine-tuneYourEnglish* by Dr MathewJoseph.**Orient Blackswan andMahatma Gandhi University

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCOMMONCOURSES-

**UGPROGRAMMES2017ADMISSIONSONWARDSCOURSE**

**3-IssuesthatMatter**

|  |  |
| --- | --- |
| Course Code | **EN2CCT03** |
| Title of the course | **Issues that Matter** |
| Semester in which the course is to  be taught | **2** |
| No. of credits | **4** |
| No. of contact hours | **90** |

1. **AimoftheCourse:**

To sensitize the learners about contemporary issues of concern; to enhance their linguistic skills in English language.

## Objectives:

By the end of the course, the learner is able to

* + identify major issues of contemporary significance
  + respond rationally and positively to the issues raised
  + internalise the values imparted through the excerpts
  + re-orient himself/ herself asconscious, cautious, concerned, conscientious and concerned human being and
  + articulate these values in error free English.

## CourseOutline:

**Module1 (18hours)**

1. TheUnsurrendered People - Kenzaburo Oe
2. The Old Prison – Judith Wright
3. War– Luigi Pirandello

## Module2 (18hours)

1. Persuasions on the Power of the Word - Salman Rushdie

Peril - Toni Morrison

1. The Burning of the Books- Bertolt Brecht
2. The Censors - Luisa Valenzuela

## Module3

1. “The Poisoned Bread” – Bandhumadhav 8.*AWestwardTrip-ZitkalaSa*
2. “The Pot Maker” – TemsulaAo

## Module4

1. Does it Matter –Richard Leaky
2. On Killing A Tree - Gieve Patel

## (18hours)

**(18hours)**

1. Hagar: A Story of a Woman and Water (Gift in Green [chapter 2]) – Sarah Joseph

## Module5 (18hours)

1. Understanding Refugeeism: An Introduction to Tibetan Refugees in India 14.Refugee Blues – W. H. Auden

15. The Child Goes to the Camp (from Palestine’s Children)–GhassanKanafani

## CoreText:ISSUESTHATMATTER

**CoreCourses**

**MAHATMAGANDHIUNIVERSITY SYLLABIFORCORECOURSES-UGPROGRAMMES**

**2017ADMISSIONSONWARDS**

**COURSE1-MethodologyofLiteraryStudies**

|  |  |
| --- | --- |
| Course Code | **EN1CRT01** |
| Title of the course | **MethodologyofLiteraryStudies** |
| Semester in which the course is to be taught | **1** |
| No. of credits | **4** |
| No. of contact hours | **108** |

**AIMOFTHECOURSE**

The courseseeks to introduce the student to the major signposts in the historicalevolution of literarystudies from its inception to the currentpostcolonialrealm.

## OBJECTIVESOFTHECOURSE

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

1. The emergence of literature asa specific discipline within the humanities.
2. Thetenets of what is now known as ‗traditional‘approaches and also that of

‗formalism.‘ 3. Theshift towards contextual-political critiques of literarystudies.

1. Thequestions raised byCultural Studies and Feminism(s)
2. Theissues of sublaternityand regionalityin the literarydomain.

## COURSEOUTLINE

**Module1 (18hours)**

**PartA:**W. H. Hudson: ―SomeWays of Studying Literature‖from

*AnIntroductiontotheStudyofLiterature.*

**PartB**: William Shakespeare: Sonnet 116 – ―Let Me Not to the Marriage of TrueMinds‖

## Module2 (18hours)

**PartA**: Cleanth Brookes: ―The FormalistCritics‖from the *MyCredo*

series:*TheKenyonReview*

**PartB**: EmilyDickinson: ―Because I could not stop for Death‖(poem 479)

## Module3 (18hours)

**PartA**: TerryEagleton: ―WhatisLiterature?‖from*LiteraryTheory:AnIntroduction*.

**PartB**: MahaswetaDevi:―Kuntiand theNishadin‖

## Module4 (18hours)

**PartA**:Lois Tyson: ―Feminist Criticism

**PartB**: Sara Joseph: ―InsideEveryWoman Writer‖

## Module5 (18hours)

**PartA**: Peter Barry: Postcolonial Criticism

**PartB**: 2 Poems in tandem: Mahmoud Darwish: ―Identity Card‖and S. Joseph: ―Identity Card‖

## Module6 (18hours)

**PartA**: PradeepanPampirikunnu: ―WhatdidLiteraryHistories Sayto You?‖**PartB**: PoikayilAppachan: ―NoAlphabet in Sight‖

## ApproachingtheCourse:

Ideallythis paper shouldhave aconsistentlinearityfrom Module1to6; sucha step-by-step progressionwillhelptracethefollowing trajectoryeffectively:**Traditional**to**Formalist**to **Political-Contextual**to **Feminist** to **Postcolonial**to**Regional-Subaltern** methodologies.

**CoreText:*Nuances:MethodologyofLiteraryStudies.*** Macmillan and Mahatma Gandhi University

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCORECOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE2–IntroducingLanguageandLiterature**

|  |  |
| --- | --- |
| Course Code | **EN2CRT02** |
| Title of the course | **Introducing Language and Literature** |
| Semesterinwhichthecourseistobe taught | **2** |
| No. of credits | **4** |
| No. of contact hours | **108** |

**AIMOFTHECOURSE**

The courseseeks to introduce the student to the basics of English languageand literature.

## OBJECTIVESOFTHECOURSE

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

1. The evolution and the differential traits ofthe English languagetill the present time. 2. The evolution of literature from antiquityto postmodern times.

3. Thediversityofgenres and techniques of representation and narration 4. Thelinks between literature and film as narrative expressions.

5. The emergence of British and American Literature through diverse periods

## COURSEOUTLINE

**Module1**

**(18hours)**

**L**anguage families-IndoEuropean familyoflanguages:BranchesofIndoEuropean-Home of the Indo Europeans -Main characteristics ofIndo European languages

Germanic familyofLanguages: Characteristics-Grimm'sLaw - Verner's Law.- The position of English inIndo European family

Periods in the historyof 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: Earlymodern English - The Great Vowel Shift- Renaissance and Reformation -Theinvention of printing - Authors and Books: The Bible - Shakespeare- Milton - Dictionaries -Loan words: Celtic, Scandinavian,Latin, French

## Module2

LanguageVarieties

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

## (18hours)

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

## Module3 (36hours)

Classical Genres: Epic-Drama-Poetry Modern Genres: Novel - Short Story- Novella GenreTypes:

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

Drama -Tragedy-Comedy-Closet Drama – EpicTheatre - Theatre of theAbsurd Ambience:

Plot - Character-Point of View - Setting

## Module4 (18hours)

Filmand Literature - Dimensions of Film: Visual, Auditory and Spatial- Film Language: Montage and Mise-en-scene - Cut and theShot -Styles of acting – Auteurtheory -Adaptation

## Module5 (18hours)

Periods of Literature: British and American

Old English - Middle English - Renaissance - Restoration - Neo-classical - Romantic - Victorian -Modern- Postmodern - American Crossover - American Transcendentalism

## CoretextforModules1and2:

1. Shyamala: *AShortHistoryofEnglishLanguage*.

## CoreTextsforModules3,4and5:

Mario Klarer: *AnIntroductiontoLiteraryStudies* [excludingthe 4th chapter on 'Theoretical approaches to literature.']

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCORECOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE3–HarmonyofProse**

|  |  |
| --- | --- |
| Course Code | **EN3CRT03** |
| Title of the course | **Harmony of Prose** |
| Semester in which the course is to be taught | **3** |
| No. of credits | **4** |
| No. of contact hours | **90** |

**AIMOFTHECOURSE**

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

## OBJECTIVESOFTHECOURSE

On completion of the course, the student shall be:

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

## COURSEOUTLINE

**Module1**

Francis Bacon: Of Friendship Jonathan Swift: TheSpider and the Bee

Joseph Addison: Meditations in WestminsterAbbey

## Module2

Samuel Johnson: Death of DrydenCharlesLamb: Dream Children; a reverie

William Hazlitt: The Fight

## (18hours)

**(18hours)**

**Module3**

Robert Lynd:Forgetting

Virginia Woolf: A Room of One‘s Own (an extract) Aldous Huxley:The BeautyIndustry

## Module4

**(18hours)**

**(18hours)**

Nirad C. Choudhari: Indian Crowds (extract from *TheAutobiographyofanUnknownIndian*) AmartyaSen: Sharingthe World

A. K. Ramanujan: A FloweryTree: A Woman‘sTale

## Module5

KamauBrathwaite: NationLanguage PicoIyer:In Praise of the Humble Coma

William Dalrymple: TheDancer of Kannur (extract from*NineLives*)

**CoreText:*HarmonyofProse***

## (18hours)

**MAHATMAGANDHIUNIVERSITY SYLLABIFORCORECOURSES-UGPROGRAMMES**

**2017ADMISSIONSONWARDS**

**COURSE4–SymphonyofVerse**

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| --- | --- |
| Course Code | **EN3CRT04** |
| Title of the course | **Symphony of Verse** |
| Semesterinwhichthecourseistobe taught | **3** |
| No. of credits | **4** |
| No. of contact hours | **90** |

**AIMOFTHECOURSE**

To acquaint the studentwith the rich texture of poetryin English.

## OBJECTIVESOFTHECOURSE

On completion of the course the students shall have:

* + 1. an understanding of the representation of poetryin various periods of the English tradition.
    2. an awareness of the emerging cultural andaesthetic expressions that poetrymakespossible.

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## COURSEOUTLINE

**Module1(RenaissanceandRestoration) (18hours)**

Edmund Spenser: OneDay IWrote Her Name WilliamShakespeare: Sonnet 130

John Donne: Canonization John Milton: Lycidas

John Dryden: A Songfor St. Cecilia‘s Day

## Module2(RomanticRevival) (18hours)

WilliamWordsworth:LucyGray

Samuel Taylor Coleridge: Christabel (Part I) PercyBysshe Shelley: Ode to the West Wind John Keats: To Autumn

## Module3(Victorian) (18hours)

Alfred, Lord Tennyson: Ulysses Robert Browning: Porphyria‘sLover

Matthew Arnold:Dover Beach Christina Rossetti: A HopeCarol

## Module4(TwentiethCentury) (18hours)

W. B. Yeats: Easter1916

T S Eliot: TheLoveSong of J Alfred Prufrock Philip Larkin: The Whitsun Weddings

Sylvia Plath:Lady Lazarus

## Module5(Contemporary) (18hours)

A. D. Hope: Australia MayaAngelou: Phenomenal Woman Seamus Heaney:Digging

Carol Ann Duffy: Stealing

**CoreText:*SymphonyofVerse***

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCORECOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**CORECOURSE–Indian Writing in English**

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| --- | --- |
| Course Code | **EN3CRT05** |
| Title of the course | **IndianWritinginEnglish** |
| Semesterinwhichthecourseistobe taught | **3** |
| No. of credits | **4** |
| No. of contact hours | **90** |

**AIMOFTHECOURSE**

The courseis intended to sensitivise students to thevarious ways in which literaturewritten in English, in theIndian sub-continent serves as aplatform for forming,consolidating, critiquingand re-workingthe issue of national ‗identity‘at various levels.

## OBJECTIVESOFTHECOURSE

On completion of the course, the student should beaware of thefollowing: 1.Thesubtleflavoursthatdistinguishthe‗Indian‘quotientinEnglishwritings fromIndia. 2.ThedifferentconcernsthatIndianEnglishwritersshare,cuttingacrosssub-nationalities and regionalities.

* + 1. The*locusstandi* of diasporic‗Indian‘writers.

## COURSEOUTLINE

**Module1(Poetry) (18Hours)**

HenryDerozio: The HarpofIndia Nissim Ezekiel: The Patriot JayantaMahapatra:Freedom KamalaDas:Introduction

Dom Moraes: Absences

## Module2(Fiction) (18Hours)

Anita Nair: *LadiesCoupe*

## Module3(Drama) (18Hours)

GirishKarnad: *Tughlaq*

## Module4(ShortFiction) (18Hours)

R. K. Narayan: The Antidote Salman Rushdie: The Free Radio

JhumpaLahiri: The Interpreterof Maladies ChitraBanerjee Divakaruni: Mrs Dutta Writes a Letter

## Module5(Prose) (18Hours)

Rabindranath Tagore: Nationalism in India

B. R. Ambedkar: Back from the West and Unable to FindLodginginBaroda Satyajit Ray:Odds Against Us

Amitav Ghosh: The Imam and theIndian

**CoreText:*IndianWritinginEnglish***

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCORECOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE5–ModesofFiction**

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| --- | --- |
| Course Code | **EN4CRT05** |
| Title of the course | **ModesofFiction** |
| Semesterinwhichthecourseistobe taught | **4** |
| No. of credits | **4** |
| No. of contact hours | **90** |

**AIMOFTHECOURSE**

To acquaint students with various modes of fiction.

## OBJECTIVESOFTHECOURSE

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 literaryexpression.

## COURSEOUTLINE

**Module1[ShortFiction:British] (36hours)**

MaryShelley: The MortalImmortal Jerome K.Jerome: The Dancing Partner

H. G. Wells: The Stolen Body Somerset Maugham: Rain

G. K. Chesterton: The Blue Cross JamesJoyce: Araby

Muriel Spark: TheExecutor

A. S. Byatt: On the Day E. M.Forster Died

## Module2[ShortFiction:NonBritish] (36hours)

HenryLawson:TheDrover‘sWife MaximGorky:MotherofaTraitor Stephen Crane: A Dark Brown Dog

Katherine Mansfield: A Cup of Tea Pearl S Buck: Once upon a Christmas

Gabriel Garcia Marquez:A VeryOld Man withEnormous Wings

MaryLerner:Little Selves

Nadine Gordimer: Once Upon a Time

## Module3[Fiction] (18hours)

Charles Dickens: *GreatExpectations*

**CoreTextforModules1and2:*ModesofFiction***

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCORECOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE6–LanguageandLinguistics**

|  |  |
| --- | --- |
| Course Code | **EN4CRT06** |
| Title of the course | **LanguageandLinguistics** |
| Semesterinwhichthecourseistobe taught | **4** |
| No. of credits | **4** |
| No. of contact hours | **90** |

**AIMOFTHECOURSE**

This course is an introduction to the scienceof linguistics.It seeks togivean overview of the basic concepts of linguistics and linguistic analysis tothe students.

## OBJECTIVESOFTHECOURSE

This course seeks to achieve the following:

1. To show the various organs and processes involved in the production of speech, the types and typologyof 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 structuredependent and generative and to develop their abilityto observe, describe and explain grammatical processesand phenomena.

## COURSEOUTLINE

**Module1[IntroductiontoLanguage,LinguisticsandPhonetics] (36hours)**

What is Language?- What isLinguistics?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 RespiratorySystem - PhonatorySystem –Voicedand Voiceless Sounds ArticulatorySystem- Oral, nasal &nasalised sounds

Classification of Speech Sounds: Consonants andVowels -

Criteria for Classificationof Consonants- The Consonants of English RP

PlaceofArticulation- Bilabial,Labio-Dental, Dental, Alveolar, Post-Alveolar, Palato- Alveolar, Palatal& VelarSounds

Manner of Articulation –Plosives, Fricatives, Affricates, Nasals,Lateral, Frictionless Continuants, Semi-Vowels, Trills &Taps

Criteria for Classificationof Vowels - The Vowelsof English RP

Tongueheight: Close Vowels, Open Vowels, Half-Close Vowels, Half-Open Vowels Part of the Tongue Raised: Front Vowels,Back Vowels, and Central VowelsPosition of Lips: Rounded Vowels, Unrounded Vowels

Diphthongs: Monophthongs andDiphthongs,Falling and Rising Diphthongs, Centring and Closing Diphthongs,Frontingand Retracting Diphthongs

Cardinal Vowels

Vowel Diagram – Diphthongs - Tense and laxVowels Phonemes and Allophones

Phone, Phoneme, Minimal pairs - Allophone, Aspiration, Dark and Clear /l / Contrastive Distributionand ComplementaryDistribution

Syllable

What is a syllable?- Syllabic Structure – Onset, Nucleus, Coda - Syllabic Consonants Consonant Clusters, AbuttingConsonants

Suprasegmentals

Segmentals and Suprasegmentals- Suprasegmental Phonemes Word Stress - SentenceStress - Weak formsand Strong Forms

Rhythm–Intonation - Tone, Tonic Syllable, Tonicity-Intonation patterns Intonation –Functions

Juncture Liasion Assimilation Elision

Linking/ r / and Intrusive / r / Transcription

The incongruitybetween spelling and pronunciation in English

IPA

Broadand narrow Transcription Transcription Practice

## Module2[Morphology] (36hours)

Basic Notions

What is morphology? Morph, Morpheme

Morpheme Typesand Typology Free and bound morphemes Root, Base, Stem

Different types of affixes: Prefix, Suffix,Infix Inflection

Inflectional and derivational affixes

Class-changing and class- maintainingaffixes Allomorphy

Allomorph Zero Morph

Conditioning of allomorphs: Phonological &Morphological

Word

Whyis a word adifficultconcept todefine in absolute terms? Lexeme

Form classand Function Class words

Morphological Operations/Processes Affixation

Reduplication Ablaut Suppletion

Structureof WordsSimple Words Complex Words Compound Words

SEMANTICS

Basic Notions

What is semantics?

Lexical and grammaticalmeaning Sense, reference, referent

Sense Relations

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

## Module3[Syntax&BranchesofLinguistics] (18hours)

Basic Notions

What is syntax?

Grammar

Grammaticalityand 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 StructureGrammars Transformational Generative Grammars

Kernel Sentences

Deep and Surface Structures

## Onequestionfromtheessaysectionwillbecompulsoryandshalldealwithtranscribingapassag eoffivelinesofconversationandasetoffivewordsusingIPAsymbols.

**READINGLIST**

S. K. Vermaand N. Krishnaswamy: *ModernLinguistics:AnIntroduction*. New Delhi: OUP, 1989.

H. A. Gleason: *LinguisticsandEnglishGrammar*. New York: Holt, Rinehart &. Winston, Inc.,

1965.

Radford A, Atkinson M,Britain D, ClahsenH andSpencer A: *Linguistics-AnIntroduction*. Cambridge UniversityPress, Cambridge, 1999

Robins R H:*GeneralLinguistics:AnIntroductorySurvey*,Longman GroupLimited,London: 1971 Fasold R. W. and Connor-Linton J(ed.): *AnIntroductiontoLanguageandLinguistics*, Cambridge

UniversityPress, Cambridge, 2006

DanielJones: *ThePronunciationofEnglish*. New Delhi: Blackie and Sons,1976

A. C. Gimson. *AnIntroductiontothePronunciationofEnglish*. London: Methuen, 1980. J.D. O‘Conner.*BetterEnglishPronunciation*. New Delhi: CUP, 2008.

T. Balasubramanian. *ATextbookofEnglishPhoneticsforIndianStudents*. New Delhi: Macmillan, 1981.

T. Balasubramanian. *EnglishPhoneticsforIndianStudents:AWorkbook*.New Delhi: Macmillan, 1992.

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCORECOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE7–ActsontheStage**

|  |  |
| --- | --- |
| Course Code | **EN4CRT07** |
| Title of the course | **ActsontheStage** |
| Semesterinwhichthecourseistobe taught | **4** |
| No. of credits | **4** |
| No. of contact hours | **108** |

**AIMOFTHECOURSE**

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

## OBJECTIVESOFTHECOURSE

On completion of the course, the student shall be:

1. familiarwith the works of the playwrights included in the course.
2. informedabout the broad genre-based nuances in the realm of drama.
3. able to appreciate andcritique drama as an art form.

## COURSEOUTLINE

**Module1 (72Hours)**

WilliamShakespeare:*KingLear*

## Module2 (36Hours)

**OneActPlays**

George Bernard Shaw:The Dark Ladyof theSonnets Anton Chekov: The Boor

MauriceMaeterlinck: TheIntruder John Galsworthy: Strife

**CoreText:*ActsontheStage***

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCORECOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE–EnvironmentalScienceandHumanRights**

|  |  |
| --- | --- |
| Course Code | **EN5CRENT01** |
| Title of the course | **EnvironmentalScienceandHumanR ights** |
| Semesterinwhichthecourseistobe taught | **5** |
| No. of credits | **4** |
| No. of contact hours | **90** |

**CoremodulesyllabusforEnvironmentalStudies&HumanRightsforunder- graduatecoursesofallbranchesofhighereducation**

**VISION**

The importanceof environmental science and environmental studies cannot be disputed. The need forsustainable development is a keyto the future of mankind. Continuingproblems of pollution, solid waste disposal, degradation of environment, issues like economicproductivityand national security, Global warming, the depletion of ozone layer and loss of biodiversityhave made everyoneaware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janerioin 1992 and World SummitonSustainable Development at Johannesburgin 2002 have drawn the attentionof people aroundthe 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 biodiversitywhich provides various resources forpeople. Onlyabout 1.7 million livingorganisms havebeen described and namedglobally. Still manymore remain to be identified and described. Attempts aremade toconservethem in ex-situ and in-situ situations.Intellectual propertyrights (IPRs) have become important in abiodiversity-rich countrylikeIndia to protect microbes, plants and animals that haveuseful genetic properties.

Destruction of habitats, over-use of energyresource and environmental pollution has been found to be responsible for the loss of alarge numberof life-forms. It is feared that a large proportion of lifeon earth may get wiped out in the near future.

In spite of thedeteriorating status of the environment, studyof environment has so far not received adequate attention in our academic programme. Recognizing this, the Hon‘ble

Supreme Court directed the UGC to introduceabasic courseon environment at everylevel in college education. Accordingly, the matter was considered byUGC and it was decided that a six months compulsorycore module course in environmental studies maybe prepared and compulsorilyimplemented in all the University/Colleges ofIndia.

The syllabus of environmental studies includes five modules includinghuman rights. The first two modules arepurely environmental studies accordingto theUGC directions. The second two modules are strictlyrelated with the core subject andfifth module is for human rights.

## OBJECTIVES

Environmental Education encourages students to research, investigate howand whythings happen, and make their own decisions about complexenvironmental issues bydeveloping and enhancing critical and creative thinkingskills.It helps to foster a newgeneration of informed consumers, workers, as well as policyor decision makers.

Environmental Education helps students to understand how their decisionsand actions affect the environment, builds knowledge and skillsnecessaryto addresscomplexenvironmental 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 senseof awareness amongthe students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps toprotect the nature and natural resources.

To help the students in acquiringthe basic knowledge about environment and thesocial norms that provides unitywith environmental characteristics and createpositive attitude about the environment.

## ModuleI (18hours)

**Unit1:** Multidisciplinarynatureof environmental studies- Definition, scope and importance Need for public awareness.

**Unit2:** Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

1. Forest resources: Useand over-exploitation, deforestation: case studies-Timber extraction, mining, dams and their effects on forestand tribal people.
2. Water resources: Useand over-utilization of surface and ground water, floods, drought, conflicts overwater, dams-benefits and problems.
3. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources: case studies.
4. Food resources: World food problems - changes causedbyagriculture and overgrazing - effects of modern agriculture – fertilizer & pesticide problems– water logging – salinity: case studies.
5. Energy resources: Growing energyneeds - renewable and non renewable energysources-

use of alternate energysources: case studies.

1. 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 sustainablelifestyles.

**Unit3:** Ecosystems

Conceptof an ecosystem- Structure and functionof an ecosystem- Producers, consumers and decomposers - Energyflow in the ecosystem.

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

Introduction, types, characteristic features, structure andfunction of thegiven ecosystem - Forest ecosystem

## ModuleII (26hours)

**Unit1:**Biodiversityand its conservation

Introduction - Bio-geographical classification ofIndia

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

India as a mega-diversity nation. Hot-sports of biodiversity

Threats to biodiversity: habitat loss, poachingofwildlife, man-wildlifeconflicts - Endangered and endemicspecies of India

**Unit2:** Environmental Pollution

Definition - Causes, effects and control measuresof: Air pollution- Water pollution - Soil pollution - Marine pollution - Noisepollution- 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

**Unit3:** Social Issues andthe 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: casestudies - Consumerism and waste products

Environment Protection Act - Air (Prevention and Control of Pollution) Act– Water (Prevention and control of Pollution) Act - WildlifeProtection Act-ForestConservation Act Issues involved in enforcement of environmental legislation- Public awareness

## ModuleIII (10hours)

Jean Giono: *TheManWhoPlantedTrees*

K. Satchitanandan: Hiroshima Remembered

## ModuleIV (10hours)

Bessie Head: Heaven is not Closed Safdar Hashmi:Machine

## ModuleV (26hours)

**Unit1:** 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).

**Unit2:** Human Rights and United Nations

Contributions, main human rightsrelated organs -UNESCO, UNICEF, WHO,ILO, Declarations for women and children, UniversalDeclaration of Human Rights.

Human Rights inIndia –Fundamental rights andIndian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes andMinorities

**Unit3:** Environment and Human RightsRightto Clean Environment and Public Safety

Issues ofIndustrial Pollution- Prevention, Rehabilitation and SafetyAspect of New Technologies such as Chemical and Nuclear Technologies -Issues of Waste Disposal - Protection of Environment

Conservation of naturalresources and human rights: Reports, Case studies andpolicy formulation.

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

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

## Internal:Fieldstudy

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

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

Studyof simple ecosystem: pond, river, hill slopes, etc (Field workEqual to 5 lecturehours)

## REFERENCES

Bharucha, Erach. *TextBookofEnvironmentalStudiesforUndergraduateCourses*. UniversityPress, 2nd Edition 2013 (TB)

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

Cunningham, W. P., Cooper, T. H., Gorhani, E& Hepworth, M. T. 2001

*EnvironmentalEncyclopaedia*, Mumbai:Jaico. (Ref)

Dc A.K. *EnvironmentalChemistry*, WileyEastern. (Ref)

*DowntoEarth*, Centre for Science and Environment (Ref)

Heywood, V. H & Watson, R.T. 1995. *GlobalBiodiversityAssessment*, Cambridge UP (Ref)

Jadhav, H &Bhosale,V.M. 1995. *EnvironmentalProtectionandLaws*. Delhi: Himalaya (Ref)

McKinney, M. L &Schock, R. M. 1996. *EnvironmentalScienceSystems&Solutions*. Web enhanced edition (Ref)

Miller T.G. Jr., *EnvironmentalScience*, Wadsworth (TB)

Odum, E. P 1971. *FundamentalsofEcology*. W.B. Saunders (Ref)

Rao, M. N. &Datta, A.K. 1987.*WasteWaterTreatment* Oxford &IBII(Ref) Rajagopalan, R. *EnvironmentalStudiesfromCrisisandCure*, Oxford UP,2016 (TB) SharmaB.K., 2001.*EnvironmentalChemistry*. Meerut: Geol. (Ref)

Townsend C. Harper J, and Michael Begon, *EssentialsofEcology*, Blackwell Science (Ref)

Trivedi R. K. *HandbookofEnvironmentalLaws,RulesGuidelines,CompliancesandStandards*, VolIandII, Enviro Media (Ref)

Trivedi, R. K. and P. K.Goel. *IntroductiontoAirPollution*. Techno-Science (Ref) Wanger, K. D. 1998. *EnvironmentalManagement*. Philadelphia: W.B. Saunders (Ref)

(M) Magazine (R) Reference(TB) Textbook Human Rights

Amartya Sen. *TheIdeaJustice*. New Delhi: Penguin, 2009.

Chatrath, K. J. S. Ed. *EducationforHumanRightsandDemocracy*. Shimla:IndianInstitute of Advanced Studies, 1998.

*LawRelatingtoHumanRights*. AsiaLaw House,2001.

Shireesh Pal Singh, *HumanRightsEducationin21stCentury*. New Delhi: Discovery

S. K. Khanna. *ChildrenandtheHumanRights*. Common Wealth, 2011. Sudhir Kapoor. *HumanRightsin21stCentury*. Jaipur: Mangal Deep, 2001.

United Nations Development Programme. *HumanDevelopmentReport2004:CulturalLibertyinToday’sDiverseWorld*. New Delhi: Oxford UP, 2004.

## SixmonthscompulsorycoremodulecourseinEnvironmentalStudies&HumanRightsforund ergraduates

**TeachingMethodologies**

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five modules covering72 lectures. The first two modules will cover 44 lectures which are class room based to enhanceknowledgeskills and attitude to environment. Thethird and forth is based on subject related environmentalstudies which will be covered in 20 lecturehours and would provide student a multidisciplinaryknowledge on environmental issues in relation with the coresubject. Human rights is alsoincluded in the fifth module and 8 lectures areset apart for that.Field studyis one of themost effective learning tools for environmental concerns and is purelyforinternal evaluation. This movesout of the scopeof thetext book mode of teaching into the realmof real learning in the field, wherethe 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 workand form an irreplaceable synergistictoolin the entirelearning process.

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

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

Environmental CoreModule shall be integrated intothe teachingprogrammes of all undergraduate courses.

**CoreTextforModule3&4:*GreeningKnowledge***

# ComplementaryCourses

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCOMPLEMENTARYCOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDSSEMES**

**TER3(BAEnglishModel1&Model2) COURSE3:TheEvolutionofLiteraryMovements:TheShapersofDestiny**

|  |  |
| --- | --- |
| Course Code | **EN3CMT03** |
| Title of the course | **TheEvolutionofLiteraryMovements: TheShapersofDestiny** |
| Semesterinwhichthecourseistobe taught | **3** |
| No. of credits | **4** |
| No. of contact hours | **108** |

1. **AIMOFTHECOURSE**

To makethe learner awareof the wayin whichhistoryshapes the lifeand literatureof a people

1. **OBJECTIVESOFTHECOURSE**
   * To give thelearner a comprehensive overview of the historyof Britain and its impact upon the rest of the world
   * To enable him to understand English literature in the light of historical events
   * To analysethe manner inwhich a person is mouldedbythe historical events of his personaland communal life
2. **COURSEOUTLINE**

## Module1:MouldingandBeingMoulded 18hours

Earlysettlers and invaders- theIberians, theCeltsand Romans, theAngles, 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 theConfessor, Harold Godwin- Societyand literature of thetime-the Witangemot -the Anglo Saxon Chronicle, Beowulf,Caedmon, Cynewulf,Venerable Bede and others-

## Module2:TheTrueBriton 36hours

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- HenryIII – Simon de Montfort,and the Parliament- Edward I, annexation of Wales, Scotland and Ireland – EdwardII and EdwardIII – The Black Death, The Hundred Years War, The Peasants Revolt– the effects of theseon societyand literature- TheWars of the Roses – Chaucer and the growth of the East Midland dialect into standard English– Growth

of drama and stageperformances- Chaucer‘s contemporaries- John Wycliffe and the Lollards..

## ModuleThree:BrittanniaRulestheWaves 36hours

TheTudor Dynasty-benevolentdespots–Renaissance–maritimediscoveries–thescientific temperandscientificinventions-flamboyantHenryVIII,Reformation-religiouspersecution- ThomasMore,Erasmus,ThomasCromwell-TheBookofCommonPrayer-ElizabethI- Shakespeare–nestofsingingbirds-FrancisDrake-peaceandprosperity-TheStuartsand theDivineRightTheory-TheAuthorisedVersion-TheCivilWar-OliverCromwellandthe Protectorate–JohnMilton-theJacobeanplaywrights–Restoration-Carolinewriters-The Whigs andTories- Queen Anne and the expansion of colonialism– The Glorious Revolution

## ModuleFour:APreciousStoneSetintheSilverSea 18hours

The United Kingdom today- Physical features of the BritishIsles,geography, demography– Customs and practices –myths and legends –thegrowth and development of the English language–the position held bythe UK in today‘s world

## ReadingList

1.Trevelyan,G.M.IllustratedEnglishSocialHistory(Vol1-6).England:Penguin, 1968. 2.Churchill,Winston.AHistoryoftheEnglishSpeakingPeoples(Vol1-12).London: Cassel and

Co., 1966.

1. Nehru, Jawaharlal. Glimpses of World History.New Delhi: Penguin, 2004. 4.Alexander,Michael(ed.)AHistoryofEnglishLiterature.NewYork:Palgrave-Macmillan,

2007.

5.Sampson, George(ed.) AHistoryof EnglishLiterature. Delhi: Foundation, 2004. 6.Thorndike,Lynn.EncyclopediaofWorldCivilization(Vol2).Delhi:Shubi Publications,

1990.

7.Yeats, W. B. Writings onIrish Folklore Legend and Myth.London: Penguin, 1999. 8.Warner, Marina. From the Beast to the Blond.London: Vintage, 1995.

1. **CoreText:** Susan Varghese.*EvolutionofLiteraryMovements:TheShapersofDestiny*. Current Books.

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCOMPLEMENTARYCOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDSSEMES**

**TER4(BAEnglishModel1&Model2) COURSE4:TheEvolutionofLiteraryMovements:TheCrossCurrentsofChange**

|  |  |
| --- | --- |
| Course Code | **EN4CMT04** |
| Title of the course | **TheEvolutionofLiteraryMovements:Th eCrossCurrentsofChange** |
| Semesterinwhichthecourseistobe taught | **4** |
| No. of credits | **4** |
| No. of contact hours | **108** |

**AIMOFTHECOURSE**

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

**OBJECTIVESOFTHECOURSE**

Bytheend of the courseitis hoped that:

1. students will be competent tounderstand literature against the backdrop ofhistory.
2. students will be inspired to contribute dynamicallyto historical and literaryprocesses.

**COURSEOUTLINE**

## Module1[LiteratureandRevolution] (36hours)

a. Theinteraction between the French Revolution and the literature of the age b.Literature in the context of the Russian Revolution

## Module2[LiteratureandRenaissance] (18hours)

a. Thesocialcontext of the burgeoningof literatureinLatin America b. Kerala at the dawn ofawakening

## Module3[LiteratureandLiberation] (36hours)

1. Literature and feminism
2. Dalit writing

## Module4[LiteratureandtheThirdWorld] (18hours)

1. Articulatingthe Postcolonial Experience
2. An overview of NewLiteratures

**CoreText:**DrB Keralavarma. *EvolutionofLiteraryMovements:TheCross- currentsofChange*.

# OpenCourses

## MAHATMAGANDHIUNIVERSITY SYLLABIFOROPENCOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE1–AppreciatingFilms**

|  |  |
| --- | --- |
| Course Code | **EN5CROP01** |
| Title of the course | **AppreciatingFilms** |
| Semesterinwhichthecourseistobe taught | **5** |
| No. of credits | **3** |
| No. of contact hours | **72** |

**AIMOFTHECOURSE**

The course seekstointroducethestudent tothemajorelements thatconstitutecinema. Also theattemptwillbetoequipthestudenttoacademically discusscinemaintermsofcritiques and close analyses.

## OBJECTIVESOFTHECOURSE

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

* 1. Thebroad contours of the historyandaestheticsof films.
  2. Theoverarchingfilmgenres andthe basic terminologyof film studies.
  3. Thedistinction between mere appreciation of films andsustained ideological film analysis. 4. Thequestions raised byCultural Studies and Feminism(s) in their encounterwith films.

5. Theissues raised by cinematic adaptations of literature.

.

## COURSEOUTLINE

**Module1(BroadFilmGenres) (18hours)**

Lumiere vs. Melies [*ArrivalofaTrain*vs. *AnImpossibleVoyage*] Narrative Cinemavs. DocumentaryCinema

Hollywood Style as Norm- [Roland Emmerich‘](https://en.wikipedia.org/wiki/Roland_Emmerich)s*IndependenceDay* (1996) German Expressionism- F.W. Murnau's*Nosferatu*(1922)

Neo-realism - Vittorio De Sica‘s*BicycleThieves*(1948)

## Module2(FilmLanguages) (18hours)

Montage Theory: [Clippings from Eisenstein‘s*BattleshipPotemkin* and Chaplin‘s

*ModernTimes*]

Mise-en-scene: [The opening sequence from Werner Herzog‘s *Aguirre*,*WrathofGod***(**1972) and the infamous ‗horsehead‘ scenefrom Francis Ford Coppola‘s*TheGodfather* (1972)] Deep Focus, theLong Take and psychological representation: [Select scenes from Orson

Welles‘ *TheMagnificentAmbersons* (1942)]

JumpCut (anti-seamless-dissolve) [Examples from Godard‘s *Breathless*(1960)]

## Module3(ReadingFilms) (18hours)

Cinema and Ideology/IdentityPolitics

[Kamal Haasan‘s*HeyRam*(2000) and Shaji Kailas‘s]*AaraamThampuran* (1997)]

Cinema and Feminism

[RajkumarHirani‘s*PK* (2014) and K. G. George‘s *AadaminteVariyellu* (1983))

## Module4(FilmAdaptations) (18hours)

Shakespeare/Hamlet: Vishal Bhardwaj‘s *Haider*(2014) Basheer/Mathilukal: AdoorGopalakrishnan‘s*Mathilukal* (1990)

## FilmsRecommendedforBackgroundViewing

GeorgeMelies: *AnImpossibleVoyage*Lumiere brothers: *ArrivalofaTrain* SergeiEisenstein: *BattleshipPotemkin* Charlie Chaplin: *ModernTimes*Werner Herzog: *Aguirre*,*WrathofGod* Francis Ford Coppola: *TheGodfather*

Orson Welles: *TheMagnificentAmbersons*Jean Luc- Godard: *Breathless*

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

**CoreText:*AppreciatingFilms***

## MAHATMAGANDHIUNIVERSITY SYLLABIFOROPENCOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE2–TheatreStudies**

|  |  |
| --- | --- |
| Course Code | **EN5CROP02** |
| Title of the course | **TheatreStudies** |
| Semesterinwhichthecourseistobe taught | **5** |
| No. of credits | **3** |
| No. of contact hours | **72** |

**AIMOFTHECOURSE**

The students will be introduced to a selection of playsfrom the West andthe East,ranging from the tragic and the comic, the folk and the street, so as togenerate interest in theatre and makethem awareof thenew trends in modern theatre.

## OBJECTIVESOFTHECOURSE

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

1. An understandingof a selection of well-discussed playsacross the world. 2. The classicaland modern theatre in the West and the East.

1. Theform and contentof various kinds of theatre.
2. Colonial and subversivepostcolonial aspects inIndian theatre.
3. Issues ofgender, identity, caste, tradition, morality, etc dealt with bymodern theatre.

.

## COURSEOUTLINE

**Module1(Classics) (18hours)**

Kalidasa: *Abhijnanasakunthalam* – ActI WilliamShakespeare:*Othello* – ActI, SceneIII, 1-295

## Module2(TragicVision) (18hours)

Eugene O'Neil: Before Breakfast Langston Hughes: Soul Gone Home

## Module3(ComicVision) (18hours)

Bernard Shaw: HowHeLied to Her Husband Anton Chekov: TheProposal

## Module4(Folk/Street) (18hours)

KavalamNarayanaPanicker: Maraattom MaliniBhattacharya: Giving Awaythe Girl

**CoreText:*TheatreStudies***

## MAHATMAGANDHIUNIVERSITY SYLLABIFOROPENCOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE3–EnglishforCareers**

|  |  |
| --- | --- |
| Course Code | **EN5CROP03** |
| Title of the course | **EnglishforCareers** |
| Semesterinwhichthecourseistobe taught | **5** |
| No. of credits | **3** |
| No. of contact hours | **72** |

**AIMOFTHECOURSE**

To makethe students competent in their job-seeking, job-getting, and job-holdingneeds. The courseshall caterto equipping the students in Comprehensive Language Enhancement.

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## OBJECTIVESOFTHECOURSE

On completion of the course, the students shouldbe able:

1. To develop communicative skills, which will enable themto prepare fora career and function effectivelyin it.
2. To equip themselves in oral and written communication to enhance their academic and professionaluse oflanguage.
3. To train themselves inmaking effective presentations.

## COURSEOUTLINE

**Module1[OralandWrittenSkillsforJobsandCareers] (18hours)**

* 1. Applying forjobs—Preparing Resumes—Writing Coveringletters.
  2. Preparingfor interviews—TakingInterviews—Post-Interview follow-up-Promotion c.Interviews—Group Discussions

## Module2[CorrectnessofLanguageUsage] (18hours)

1. Common errors in communication and how to avoid them.
2. Some Notions—Conventional and idiomatic expressions.
3. Today‘s Vocabulary
4. Grammar for Grown-ups

## Module3[FacingPeople] (18hours)

1. Structuring and delivering a presentation.
2. Communication inthe Management context.
3. Importance of Words/Language.
4. Horizontal and DemocraticCommunication.

## Module4[KeepingtheJob] (18hours)

1. Human relationships in academic and professional life.
2. Front OfficeManagement and Keepingpublic relations (Telephone Skills) c. Soft Skills for Team Building.

d. Keepingthe Job—Professional Ethics

e. Managing Multiple Roles- HealthyBalancingoffamily and career.

## ReadingList

1. Samson et al. *EnglishforLife-4***.** New Delhi: Cambridge UP.
2. Vasudev,Murthy.*EffectiveProposalWriting***.** New Delhi: Response, 2006.
3. *TowardsAcademicEnglish:DevelopingEffectiveWritingSkills***.** New Delhi:Cambridge UP, 2007.
4. *OxfordGuidetoEffectiveWritingandSpeak*ing. OUP, 2007.
5. Bhatnagar, R. P.*EnglishforCompetitiveExaminations***.** New Delhi: Macmillan, 2009.
6. *EnglishforCareers****.****Pearson*.
7. *ABCofCommonGrammaticalErrors*. Macmillan, 2009
8. Kaul, Asha. *TheEffectivePresentation*. New Delhi: Response
9. Shepherd, Kerry. *PresentationsatConferences,SeminarsandMeetings***.**New Delhi: Response.
10. Vilanilam, J. V. *MoreEffectiveCommunication:aManuelforProfessionals.*Response 2008
11. *EnglishforCareerDevelopment***.** Orient Longman, 2006.

**CoreText:*EnglishforCareers***

# ChoiceBasedCourses

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCHOICEBASEDCOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE1–ComparativeLiterature**

|  |  |
| --- | --- |
| Course Code | **EN6CBT01** |
| Title of the course | **ComparativeLiterature** |
| Semesterinwhichthecourseistobe taught | **6** |
| No. of credits | **3** |
| No. of contact hours | **72** |

**AIMOFTHECOURSE**

To introducethe student to the various concepts relating to comparative studyof literature and to promote an international approach to the studyof literature.

## OBJECTIVESOFTHECOURSE

On completion of the course, the student should beable to:

1. Develop strategies andmethodologies in the studyof literatures in comparison.
2. Undertake a methodological investigation of problems involving morethan one literature so that she/he mayacquire a broader sense of literaryhistoryand tradition.
3. Criticallyanalyze literarytexts in a broader perspectiveof WorldLiterature. .

## COURSEOUTLINE

**Module1[ThemesandContexts] (18hours)**

K. M. Krishnan: ‗Introduction‘in the anthology*BetweentheLines* Susan Bassnett: ‗Whatis Comparative Literature

Today‘ from*ComparativeLiterature:AnIntroduction*

## Module2[Envisioning] (18hours)

**PartA:Writing**

Ted Hughes: The Thought Fox Seamus Heaney: Personal Helicon

## PartB:DeathWish

Sylvia Plath: Tulips DorothyParker: Resume

## PartC:Hamlets

Anna Akhmatova: Reading Hamlet

C. P. Cavafy: KingClaudius Salman Rushdie: Yorick

## Module3[Nuance] (18hours)

**PartA:Myth**

Rabindranath Tagore: KarnaKuntiSamvadG. Sankarapilla: WingsFlapping, Somewhere

## PartB:Sleuthing

Arthur Conan Doyle: The Adventureof theBlue Carbuncle

1. K. N.: Sherlock Holmes

## Module4[Motif] (18Hours)

Carlo Collodi: The Adventures of Pinocchio Nikolai Gogol : The Nose

Vaikom Muhammad Basheer: TheWorld Renowned Nose

**CoreText:*ComparativeLiterature***

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCHOICEBASEDCOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE2–ModernMalayalamLiteratureinTranslation**

|  |  |
| --- | --- |
| Course Code | **EN6CBT02** |
| Title of the course | **ModernMalayalamLiteratureinT ranslation** |
| Semesterinwhichthecourseistobe taught | **6** |
| No. of credits | **3** |
| No. of contact hours | **72** |

**AIMOFTHECOURSE**

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

## OBJECTIVESOFTHECOURSE

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

* 1. An understandingof a selection of much discussed writers/literarypieces in Malayalam.
  2. Thevariousgenres inMalayalam.
  3. Themodern trends inMalayalam literature.
  4. Experiments with form in Malayalam poems and prose.

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## COURSEOUTLINE

**Module1(Poetry) (18hours)**

BalamaniAmma: The Pen AyyappaPaniker: Theft Kadamanitta: Feline Fancies Satchidanandan: The Mad

BalachandranChullikkad:PossessedV.

M. Girija: A Tree IWas Long Back S. Joseph: Group Photo

AnithaThampi: Sweepingthe Front Yard Bindu Krishnan: Certain Days, Like This

## Module2(ShortFiction) (18hours)

M. T. VasudevanNair: For You Madhavikutti: Neypayasam

1. Mukundan: TheEyesight of the Mirror Paul Zacharia:Last Show
2. S. Madhavan:Afterword

SanthoshEchikkanam: The Hunters in aPictureStory SubhashChandran: BloodyMary

AnvarAbdulla: Sea-Roar

## Module3(Novel) (18hours)

1. V. Vijayan:*TheLegendsofKhasak*

## Module4(Novella/Memoir/PrisonNarrative) (18hours)

Vaikom Muhammad Basheer: Walls

## BackgroundReading

* 1. Sujit Mukherjee, ‗Translationas Discovery‘ (139-150 in *TranslationasDiscovery*)
  2. A K Ramanujan, ‗ThreeHundred Ramayanas:Five Examples and Three Thoughts on Translation.‘(131 – 160 in*TheCollectedEssaysofAKRamanujan*)
  3. GayatriChakravortySpivak, ‗ThePolitics of Translation.‘ (397- 416 in*TheTranslationStudiesReader*)
  4. G N Devy, ―‘Translationand LiteraryHistory:AnIndian View (pp 182– 88 in

*PostcolonialTranslation:TheoryandPractice*)

* 1. Walter Benjamin, ‗TheTask of theTranslator.‘(15- 25 in

*TheTranslationStudiesReader*)

**CoreText:*ModernMalayalamLiteratureinTranslation***

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCHOICEBASEDCOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE3–RegionalLiteraturesinTranslation**

|  |  |
| --- | --- |
| Course Code | **EN6CBT03** |
| Title of the course | **RegionalLiteraturesinTranslation** |
| Semesterinwhichthecourseistobe taught | **6** |
| No. of credits | **3** |
| No. of contact hours | **72** |

**AIMOFTHECOURSE**

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

## OBJECTIVESOFTHECOURSE

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

1. An understandingof much discussed writers/literarypieces in the vernaculars.
2. Themodern trends in regional literatures. .

## COURSEOUTLINE

**Module1[Prose] (18hours)**

Susan Bassnett:Introduction to*TranslationStudies*

KeyaMajumdar: Appropriating the Other - SomeChallenges of Translationand its Theories‖ RomilaThapar: ‗TheAbhijnana-Sakuntalam of

Kalidasa‘ from*Shakuntala:Texts,ReadingsandHistory*

## Module2[Poetry] (18hours)

JibananandaDas: BanalataSen

Kedarnath Agarwal: Freedom of the Writer Amin Kamil: Naked Thoughts

PLankesh: Mother (Avva) P.

1. Ramachandran:Iruppu S Joseph: Fish Monger

## Module3[Drama] (18hours)

C. J. Thomas: *Crime27in1128*

VijayTendulkar: *Kanyadaan*

## Module4[ShortStory] (18hours)

SaadatHasanManto:Toba Tek Singh Amrita Pritam: The Weed AnnabhauSathe: Gold from the Grave Sujatha: WashingMachine DevanuruMahadeva:Tar Arrives

**CoreText:*RegionalLiteraturesinTranslation***

## MAHATMAGANDHIUNIVERSITY SYLLABIFORCHOICEBASEDCOURSES-UGPROGRAMMES

**2017ADMISSIONSONWARDS**

**COURSE4–VoicesfromtheMargin**

|  |  |
| --- | --- |
| Course Code | **EN6CBT04** |
| Title of the course | **VoicesfromtheMargins** |
| Semesterinwhichthecourseistobe taught | **6** |
| No. of credits | **3** |
| No. of contact hours | **72** |

**AIMOFTHECOURSE**

To introduce―voices‖from the margins to the students, as an attemptto understand suppressed histories and discourses.

## OBJECTIVESOFTHECOURSE

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

## COURSEOUTLINE

**Module1 (36Hours)**

‗Subaltern‘-Entryin *RoutledgeDictionaryofLiteraryTerms*byPeterChilds and Roger Fowler

PoikayilAppachan.

―Remembering theTravails.‖*WritingintheDark:ACollectionofMalayalamDalitPoetry*. Eds.

M.B. Manoj and GeorgeK. Alex.Mumbai:VAK. 2008. 21-25.

SharankumarLimbale.―Dalit Literature:Form and Purpose.‖*TowardsanAestheticsofDalitLiterature.*Hyderabad: OrientLongman. 2004. 23-39.

KallenPokkudan. *MyLife* (Excerpts).

*TheOxfordIndiaAnthologyofMalayalamDalitWriting*. New Delhi: OUP. 2012. 185-195.

HiraBansode.―Yashodhara.‖*PosionedBread*. Ed. Arjun Dangle. Hyderabad: Orient Blackswan. 2009. 36-37.

M. B. Manoj.

―Anonymous.‖*NoAlphabetinSight:NewDalitWritingfromSouthIndia:Dossier1:Tamiland Malayalam*. Eds. K. Satyannarayana and Susie Tharu.New Delhi: Penguin. 532-533.

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

## Module2 (36Hours)

RamanikaGupta. ―Adivasi Literature: An EmergingConsciousness.‖*Indigeneity:CultureandRepresentation.*Hyderabad: Orient Blackswan. 2009. 191-202.

G. N. Devy. ―Aphasia:The Fate of the IndigenousLanguages‖Introductionto*TheLanguageLossoftheIndigenous*. Eds. G. N. Devy, Geoffrey V. Davis and K. K. Chakravarty. New Delhi: New York: Routledge. 2016. 1-6.

DakxinBajrange. ―Budhan‖in*.PaintedWords:AnAnthologyofTribalLiterature.*Ed. G. N. Devy. Vadodara: PurvaPrakash. 2012. 245-272.

Narayan/Catherine Thankamma. ―Wewant to be understood . . . and allowed to live with dignity.‖Interview. *Kocharethi:TheArayaWoman.*New Delhi: OUP. 2011. 208-216.

Bhaskaran. *MotherForest*: *TheUnfinishedStoryofC.K.Janu*. New Delhi: Kali forWomen. 2004.

**CoreText:*VoicesfromtheMargins***

**MODEL 3**

**B.A.ProgrammeinEnglishLiteratureandCommunicationStudies(DoubleMain)**

**Semester–I**

**EnglishinInformalSituations**

|  |  |
| --- | --- |
| **Course Code** | **EN1CST01** |
| **TitleoftheCourse** | **EnglishinInformalS ituations** |
| **Semester** | **1** |
| **Credits** | **4** |
| **Contact Hours** | **90** |

**Objectives**

* 1. ToabletospeakEnglishwithahighdegreeofconfidence,accuracyand fluency. 2.Tobecapableofansweringquestionsofaconversationalnatureandtohavea

commandofarangeofquestionstoelicitinformationfromotherpeoplewith an awareness of contextual appropriateness.

3.Totakepartwithconfidenceinconversation,toinitiate,sustainandclosea conversation.

## TopicsforStudy

1. English in informal situations– Greetings – at the post office- receiving and seeing ofaguest – catching a train– booking a room at a hotel-telephoneconversation–asking the time – making an apology– at a party– at a doctor‘s at the hospital – at the reception desk.
2. Describingpeople, process, procedures, objects–narrating events– accepting and dealinginvitations – making complaints and suggestions– apologizing – offering excuses – negotiating and persuadingpeople – motivatingpeople- expressing condolence.
3. Practical work

Visits to various places – shops, bank, travel agency, hotel etc. to practice conversation in actualsituations– discussions and debates in the classroom– listeningto conversation in English.

1. Media and Methods employed:

Printed text, tutorials, travel, audio/video

## Requiredreading(text):

Mohan, KrishnaSingh. *SpeakingEnglishEffectively*. Macmillan

## SuggestedReading:

O‘Neil, R. English in Situations, OUP

Taylor, Grant. English ConversationPractice,Tata-McGraw-Hill Ur, Penny. Discussion at Work. CUP

Spencer. D. H.English Conversation Practice. OUP

## Semester–I

**ConversationalSkills**

|  |  |
| --- | --- |
| **Course Code** | **EN1CST0**2 |
| **Title ofthe Course** | **Conversational Skills** |
| **Semester** | **1** |
| **Credits** | **4** |
| **Contact Hours** | **90** |

## OBJECTIVESOFTHECOURSE

1. To sensitize studentstothe nuancesof spoken forms of English
2. To familiarize students with the speech sounds and the phonological aspects of the English language
3. To developa neutralaccent and improve the generalstandard of pronunciation 4. To develop the conversational skills of the learners in various situations

## OUTLINEOFTHECOURSE

**ModuleI:Phonetics (30hours)**

* 1. Phonetics – Air-StreamMechanism– Organs of Speech – RespiratorySystem, PhonatorySystem, ArticulatorySystem.
  2. Classification and Description of Speech Sounds– Vowels – Cardinal Vowels

– Vowels of English RP– Diphthongs – Diphthongs of English RP.

* 1. Consonants – Points of Articulation – Manner of Articulation – Consonants of English RP.

## ModuleII:Phonology (30hours)

1. Phonology– Phoneme –Contrastive and Non-Contrastive Distribution– Minimal Pairs – Allophones – Free Variation – Phonotactics – English RP Consonants –Linking /r/ - Intrusive /r/- Pure Vowelsand Diphthongs.
2. Syllable – Syllabic and Nonsyllabic Sounds– Releasing andArresting Consonants – Open and Closed Syllable– Consonant Clusters in English.
3. Suprasegmentals – Word Stress – SentenceStress– Rhythm – Strong and Weak Forms – Junctureor Transition.
4. Pitch and Intonation – Tone or Tonic –FallingTone – Rising Tone – Fall-Rise Tone – Assimilation – Elision –Phonetic Transcription-Phonemic and

Allophonic Transcription–International Phonetic Alphabet- Standard English – Received Pronunciation.

## ModuleIII:ConversationPractice (30hours)

A.Discourse Events inLife Situations.

Introducingoneself andone‘s friends to others-Inviting someoneto an important event- Making a request- Asking for help and refusinghelp politely-Expressing one‘s gratitude - Persuading someone to do something – Complimenting and congratulatingpeople- Expressingsympathy-Apologizing Givinga fair warning- Intimatinga conversationwith a total stranger -Complainingeffectively- Making suggestions - Carryingona telephone conversation.

B.English in Situations

Receiving and seeingoffa guest- at the travel agency - at theairport - at the policestation - at the restaurant -at the hospital - at the railwaystation - at the bank - at the information bureau

## BooksRecommended

Broughton, Geoffrey. Success with English, Penguin Books. O‘Neil, R. English in situation, Oxford University Press.

Syamala, V. A Textbook of English Phonetics and Structurefor Indian Students,Sharath GangaPublications,1992

Taylor, Grant. English ConversationPractice, McGraw Hill, 1975

## SemesterII

|  |  |
| --- | --- |
| **Course Code** | **EN2CST03** |
| **TitleoftheCourse** | **Introductionto Communication** |
| **Semester** | **2** |
| **Credits** | **4** |
| **Contact Hours** | **90** |

Course Outline MODULEI

Meaning and need for communication-Different definitions ofCommunication-Types of Communication-Intrapersonal, interpersonal, group communication, mass communication-the process ofcommunication-the main elements in the process-barriers to communication-new information technologies

MODULE II

Verbal and non-verbal communication-bodylanguage-personal appearance-posture-gestures- facial expression-eye contact-space distancing-pictorial communication-symbolic communication-communication through the five senses

MODULEIII

Communication Theories-Western communicationtheories-Laswell-Wilbur Schramm-Berlo- Indian communication theories-bhava, sadharanikaran-sahridaya.

MODULEIV

Communication in Organisations-influenceof technologyon communication-seminars and conferences-telephonic communication-interviews-group dynamics-audio-visual aids- communication and culture-importance of communication

## SemesterII

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| --- | --- |
| **Course Code** | **EN2CST04** |
| **Title ofthe Course** | **Business Communication** |
| **Semester** | **2** |
| **Credits** | **4** |
| **Contact Hours** | **90** |

The objective of modules 1& 2 is to introducestudentsof Communicative stream to Business Communication and related aspects

Course Outline Module-1

What is Business Communication?Definitions---Theprocess of communication--- Objectives of Communication --- Types of communication--- Media of communication

---Principles of communication. (22 hours)

Module-2

What is Corporate Communication?Definitions --- Corporate citizenship and social responsibility---Corporate communication strategy --- Cross cultural Communication. (24 hours)

The objective of Module-3 is to enable students to write effective business letters Module-3

What arethe essentials of an effectivebusiness letter?---Thelay-out---Letters of inquiry and reply--- orders: Their execution and cancellation---Circularletters --- Complaints and adjustments --- Collection letters --- Bank Correspondence ---Insurance Correspondence --- Import-Export Correspondence--- Correspondence with Government Departments and Public bodies ---Memos--- Notices.

(22 hours)

The objective of Module-4 is to introducestudents of Communicativestream to the role of Technologyin communication.

Module-4

Role of Technologyin communication--- Technologybased Communication Tools--- Word Processor--- Telex --- Facsimile ---E-mail --- Voice mail ---Internet --- Multimedia --- Teleconferencing.

(22 hours)

## SemesterIII

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| --- | --- |
| **Course Code** | **EN3CST05** |
| **TitleoftheCourse** | **PrintMediaand Journalism- I** |
| **Semester** | **3** |
| **Credits** | **4** |
| **Contact Hours** | **90** |

**OutlineoftheCourse**

Module I WorldJournalism

Concept, Evolution and Development of Journalism. Evolution and Development of Printing Press (Brief History–From Medieval Period Time). Role of Press in Social, Economic and Political Transformation. Comparative studyof Journalism of Developed and Developing Countries (historical perspective). BriefIntroduction ofImportant World Newspapers

specially European & American.Brief Introduction ofImportantNews Channels and Websites.

Module II

Development of Journalism inIndia

EarlyNewspaper Publications inIndia. Press,Literature and Renaissance. IndianLanguage Press and English Press. Press and the Independence Struggle. Press and British Rule. Indian Press and SocialReformMovements (Untouchabililty, WomenIssues, Communal Harmony, Swadeshi Movementetc).IndianLanguage Press and English Press in the Last Phase of Freedom Movement (1940-1947). Historyof Journalism in Kerala

Module III

PostIndependence Journalism

Press and PostIndependence Challenges (Division, Communal Riots, FirstElection, Formation of First Government, Plan Period,LandReforms, Abolition of Jamindari, Reorganization of States). PostIndependence Governments and Press Regulations(Press Commission, Press Council of India). Pressand Political System(Parliament, Constitution, Political Parties etc). Changing Nature ofIndia Press after Independence (Publication of New National and Regional Newspapers and Magazines). Parallel Journalism (Dalit Journalism, Small Magazines), MissionaryJournalism.

Module IV

Changing Face of Journalism and news Challenges

Modernization of Press and Press Management. National Press, Regional Press, District Level Press. ElectronicMedium andInternet Journalism. Representative Newspapers and

Magazines (Times of India, The Hindu, Indian Express, Hindustan Times,MalayalaManorama, Mathrubhumi, Outlook,India Today– BriefIntroduction). Press and ContemporaryIssues (Multilevel Governments, Human Right, Terrorism, Nationalism, Regionalism, Constitution Review, Social Justice etc.)Press and Secularism.

Reference Books:

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

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

Mass Communication in India, KevalJ. Kumar, Jaico Publication – New Delhi. India‘s Newspaper Revolution, Robbin Jeffery, Oxford UniversityPress.

## SemesterIV

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| --- | --- |
| **Course Code** | **EN4CST06** |
| **TitleoftheCourse** | **PrintMediaand Journalism- II** |
| **Semester** | **4** |
| **Credits** | **4** |
| **Contact Hours** | **90** |

**CourseOutline**

Module I

Reportingand Photojournalism.

Reporter‘s Role-Duties and qualities- Basic components of a news story-HumanInterest story-structureof a news report- news leads- curtain raiser- live reporting- investigative reporting-news sources-reportingpublic affairs, meetings, conferences and social events- crime,legislature, courtsand sports reporting- specialized reporting- environment, health, science etc.

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

Module II Editing

The Indian Editor:yesterday, todayand tomorrow- editing news- tools of the editor- functions of editors- editorial writing-how to write headlines-glossaryof terms foreditors- makingup the paper- elements and principles of good writing- freelancing.

Module III

Magazine Journalism

Differencebetween feature writing and news writing- types of features –building up the feature—publication-illustration-book,art, theatrereviews-prospects and problems of feature writing. Origin of magazine journalism- categoriesof magazine- writingfor women and children, industry, science, sports, films- columns and columnists- magazine covers- magazine editing-layout and design- future of magazines inIndia

Module IV

Printing and Production

Brief historyof printing-typography-digitalization of theprocess- digital photography- production of online newspapers and magazines.

Practical

Visit and tour of anewspaper organization Production of anewspaper

Reference Books:

Professional JournalismbyM.V. Kamath

India‘s Communication Revolution byArbindSinghal. Broadcast Technology– A Review byDr. H.O. Srivastava.

Understandingof Media: The Extension of Man byMarshall McLuhan.

## SemesterV

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| --- | --- |
| **Course Code** | **EN5CST07** |
| **TitleoftheCourse** | **CreativeWritingand Translation Studies** |
| **Semester** | **5** |
| **Credits** | **4** |
| **Contact Hours** | **108** |

**CourseOutline**

PART A – CREATIVE WRITING

(No. of contact hours: 54)

The objective of modules 1 &2 is to preparestudents of the Communicative stream to achieve effective communication in all situations.

Module – 1

Imaginative use of partsof speech- accepted figurative uses ofwords- idioms and phrases- culture-bound idioms-verb patterns-phrasal verbs-deferred preposition-substitution and ellipsis-rhetorical devices-transferred epithet

Module – 2

Sentence connectors-cohesion-coherence-figuresof speech such as similie, metaphor,personification,apostrophe,hyperbole,euphemism,oxymoron,epigram,irony,pun,met onymy-sentencevariations and rewriting of sentences-cleft sentences-periodic an loose sentences.

No coretext book is needed for Modules 1& 2

The objective of modules 3&4 is to preparestudents for different kinds ofwriting. Module – 3

Word choicein formal writing-argumentative writing-formal and informal style in writing- differences between spoken and written language-circumlocution-theme and rhyme and thematization-use of jargon-topic sentence-rank shift-epitomization of passage and answering comprehension questions-paragraph planning.

Module – 4

Letter writing-different kinds of letters-format-organizing information-styleand tone- paraphrasing and expansion-critical appreciation of poetry-paraphrasing poems-general essays-descriptive writing-report writing.

Core Reference- 1) Tricia HedgeWriting,OUP,1986

2)KithJohnsonCommunicate in Writing, Longman 1981

PART B – TRANSLATION STUDIES

(No. of contact hours: 54) Module 1

What is translation?–Definitions –Is it scienceorart or craft?Is it interpretation or is it creation?Significanceoftranslation – Aids and tools of translation – Text analysis, transfer and restructuring– Wordfor word translation andsense forsense translation.

Module – 2

Equivalencein translation– Areas where the concept of equivalenceis applicable– Paradigmatic equivalence – Stylistic equivalence– textual equivalence – dynamic equivalence and formal equivalence –Levels of language – Rank bound translation and unbounded translation –Decoding and recoding.

No text book is needed forModules 1&2 Module – 3

Translation and interpretation-exegesis and hermeneutics – untranslatability– translating idioms and jokes – culturebound expressions– transparencyin translation– back translation– transliteration – the different stages of the process of translation-John Dryden‘s classification of translation– Roman Jakobson‘sclassification of interlingual translation, intralingual translation and intersemiotic translation– translation from non-related language– loss and gain in translation– the function of footnotes in translation.

Module – 4

Historyof translation – Bible translators and their contributions– Translation and objectivity – Fidelityof the translator – Types of translation– Semantic translation and communicative translation – Machine translation– Domestication oftranslation and foreignisation of translation – Creativityin translation– Translating scientific and technical texts– Significance of cultureintranslation–Limitations of the translator – Typesof equivalences in translation – Translation and linguistic bridgebuilding.

Core Reference: Translation Studies bySusan Bassnett; Routledge, 1980 Toward a Scienceof Translation byEugene Nida, 1964 TheTranslators invisibilitybyLawrence Venuti, 1995

## SemesterV

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| --- | --- | --- |
| **Course Code** | **EN5CST08** | |
| **TitleoftheCourse** | **MassCommunicationand Broadcasting Media: Radio** |  |
| **Semester** | **5** |
| **Credits** | **4** | |
| **Contact Hours** | **90** | |

**CourseOutline**

Module I RADIO

Introduction to BroadcastJournalism- BroadcastingProduction-Broadcasting Performance- Broadcastingstyle and language-Broadcasting policy-Ethics of Broadcasting

Radio as aMass Medium- Origin, Development and Futureof Radio-Advantages and disadvantages of Radio Broadcast-Important Radio services in the world-Radio in India:All India radio services, the regional services and the local services. Radio forthe urban and rural India- Radio Journalism-Radio commercials

FM Broadcasting: private FMBroadcasting and new trends: the shift to music, entertainment, chat and phone\_ ins.

Digital Audio Broadcasting Module II

radio genres andradio presentation

Important Radio Genres-News Bulletins, Documentaries, Radio Plays, Interviews, Talks, Discussions, Educational Programmes, Specific audience programmes, Music programmes– CommunityRadio, Amateur radio,Internet radio,Satellite Radio

Radio Presentation: Writingfor the ear, concept of good presentation, link announcement and continuitypresentation. News Reading: Pronunciation, Use of Silence, Voice Culture,keeping rapport with the listener, forming personalityforthe programme/station, Qualities of Radio Jockey.

PRACTICAL

Presentation of Radio news bulletins, radio plays.

Module III

Introduction to visual media

Visual media–characteristics, principles andfunctions.Television as a mass medium– TV in India- TV and culture -TV for information, TV for entertainment. Policyon TVBroadcasting- PrasarBharati Act- TheBroadcasting Bill- Ethics of telecasting.

Historyof cinema-Milestones inIndian Cinema

Module IV

CYBER JOURNALISM

Introduction to Cyber Journalism- Fundamentals of Cyber Media, Comparison of Cyber Media with Print, TV, Radio mediums, Advantages & Disadvantages of Cyber Journalism.

Web writing- Basic rules, Do‘s &Don‘ts, Writing News stories, Features& Articles on the Web. Presentation &Layout of Web Newspapers& Magazines. Analysis of importantIndian News-Based Web-sites. Trends in Cyber Reporting & Editing- Future of web journalism

SUGGESTED READINGS:1.

Cyberspace Aur Media

1. Fundamentals ofInformation Technology
2. Multimedia Systems Tiwari
3. IT in the new millenium
4. IT
5. ElectronicMedia & theInternet

SudhirPachauri Deepak Bharihoke

Ramesh Agarwal &Bharat Bhushan

V D Dudeja SLSah

Y K D‘souza

## SemesterV

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| --- | --- |
| **Course Code** | **EN5CST09** |
| **Title ofthe Course** | **Public Relations I** |
| **Semester** | **5** |
| **Credits** | **4** |
| **Contact Hours** | **90** |

**CourseOutline**

Module I

What is PR- Definitionsof PR- ABC of PR- Purpose of PR- Elements of PR: empathy, persuasion and dialogue-What PR can and cannot do- Personal contact for better PR

Module II

Historyof PR. PR in olden times and growth ofPR. PR in India and current scenario. Public Relations inIndian Economic Development and people‘s participation. Public in PR. Influence of Public. ‗Public‘and Public Opinion.Impact of public opinion on PR.

Module III

Tools of PR- Media Relations, Advertising, Publicity, HouseJournals, Exhibitions and Trade fairs etc. PR Campaigns-objective, planning, execution and evaluation.

Module IV

PR department in an organization. The PR professional- qualities and qualifications. Reference Text

Handbook ofPublic Relations & Communications byPhilipLesley Public Relations byEdward L.Bernays

The Fall of Advertising & TheRise Of PrbyAl Ries& Laura Ries

## SemesterVI

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| --- | --- |
| **Course Code** | **EN6CST10** |
| **TitleoftheCourse** | **Entrepreneurship Development** |
| **Semester** | **6** |
| **Credits** | **4** |
| **Contact Hours** | **90** |

**CourseOutline**

Definition of Entrepreneurship– Difference between an Entrepreneur andself-employed person – Role ofan Entrepreneur in Economic development– Characteristicsof an Entrepreneur – Entrepreneurial support systems: DIC KVIC, Statefinancialcorporations, small scale and export industries, SIDBI, NSIC, SISI – Activities and functions of District Industries Centres – Consideration in Product/Project selection– Market survey– Project Classification – writinga Business Plan – Appraisal Criteria and formalities to be completed for Financial assistance.

Suggested Readings:

Bhanusali. Entrepreneurship Development

Gupta C.B. and Sivaraman N.P Entrepreneurial Development Sivaraman S. Entrepreneurship and Enterprise Growth

Chandra, Prasanna. Project Preparation, Appraisal,Budgeting and Implementation Desai, Vasanth. Dynamic Entrepreneurial Development and ManagementMeredith C.G.& Nelsonet al. Practiceof Entrepreneurship,ILO

Rao, T.V. &Pareek U.Developing Entrepreneurship:A Handbook of Learning Systems

## SemesterVI

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| --- | --- |
| **Course Code** | **EN6CST1**1 |
| **TitleoftheCourse** | **VisualMedia:Television and Cinema** |
| **Semester** | **6** |
| **Credits** | **4** |
| **Contact Hours** | **90** |

**CourseOutline**

Module I TELEVISION

Different types of TV Programmes-Information based, Entertainment based-Documentaries, Interviews, Game shows,Quiz shows, Realityshows, Children‘s programmes, Business programmes, Music and Danceprogrammes, Sports, Culture, Art , Fashion andLife Style, analysis of Soap Operas,Presentation of women in TV serials.

TV commercials: Different types of TV Commercials-The Ethics of TV advertising- Live coveragethrough satellite- Digital TV andcable TV.Cable TV-Advantages and disadvantages- -Impact of cinema on TV.

TV Programmes Production techniques: Introduction to Pre-Production, production and post- production-editing, special effects– TV News room structure and operations- – News casting: TV Producer-TV Correspondents, news readers-TV Anchoring: PracticalTraining- Facingthe camera- Gestures- Speech- Face expression-Lip movement- Stress-Intonation. PRACTICAL Learning to useavideo camera

News Reading-facingthe camera-speech, stress, intonation, gestures MODULE II

TV PROGRAMMING

Description of aTV studio floor and control room-Equipments and personnel-TV camera mountings-microphone, lightings- Editing techniques-Cut, Fade, Mix, Dissolve, Wipe, Superimpose.

Script Writing-the different steps-storyboard-visualization -effectiveuse oflanguage and music-writingthe script of aTV play, TV documentary, news bulletin (terminology-sound bite, stand up, package etc)

PRACTICAL

Visit to TV studio

Production of a10 minute TV play/Documentary

Module III CINEMA

Types of films: feature films, animated films, documentaryfilms, children‘s films, educational films, parallel cinema. NFDC– Film censorship

Grammar of films: Shot, Scene, Sequence.

Cinematography-Camera shots-Close up, Medium shot,Long shot, Angle of shot, Pointof View-Camera Movements-Pan, Track, Tilt.Mis-en-scene. Off Screen space. Setting: On Location, Sound Stage.Lighting: 3 point lighting. Editing-Cut, dissolve, fade, wipe, cross- cutting, continuity editing, Montage, longtake, 30 degree rule, 180 degree rule.

Stages offilm making: Pre Production: Screenplay, Casting, location selection.

Production; Post Production: Use of special effects. Sound recording-digetic, non- digeticsound,dubbing-distribution, publicity.

Digital technologyin film making.

PRACTICAL

Visit to a shootingsite Writing a film screenplay Reference Texts

FilmStudies the Basics byAmyVillarejo Techniques ofTV production byMilerson TapeRecording from A to ZbyDongCrawford Mass Communication byKevalJ. Kumar

## SemesterVI

|  |  |
| --- | --- |
| **Course Code** | **EN6CST1**2 |
| **Title ofthe Course** | **Public Relations II** |
| **Semester** | **6** |
| **Credits** | **4** |
| **Contact Hours** | **90** |

**CourseOutline**

Module I

Professionalism in PR- Ethics in PR- Code of Athens, Code ofBrussels and Code of Venice)- PR as a management function- Corporate PR. Objectives of corporate PR. Planning and execution of Corporate PR objectives. Social audit. Women in PR.

Module II

PR in Industry, PR in Public Sector, PR in Private sector, Government and PR, PR in manufacturingindustriesetc

Module III Practical

On the Job Trainingin a PR agency

Module IV Practical

PR Campaign Reference Text

Applied Public Relations and Communication byK.R. Balan

## SemesterVI

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| --- | --- |
| **Course Code** | **EN6CST13** |
| **TitleoftheCourse** | **OfficeAdministrationand HumanResource Management** |
| **Semester** | **6** |
| **Credits** | **4** |
| **Contact Hours** | **90** |

**CourseOutline**

Module I

What is an Office?Purposeof office- basic and management functions of an office. Communication in an office. Centralized vs Decentralized office. Officemanager-functions- duties-necessaryqualities-Common faults of office manager

Module II

Layout and environment-principles of office layout-accommodation- open and closed office- advantages and disadvantages of open and closed office.

Module III

Human resourcemanagement. Nature of HumanFactor and models of Human Behavior. Definition of Personnel/HR management, scope and function, challenges of personnel management. Manpower Planning.

Module IV

Manpower planning,recruitment and selection, induction, transfer and promotion, career development, performance appraisal system, job satisfaction, alienation and stress. Discipline and Grievance procedure. Motivation and Morale.

Reference Text Office Administration by J.C. Denyer

Office Administration & Management byKhorshedDpMadon and HomaiMcdowell Office and Administration Management byR.K. Malhotra

Human Resource management: concepts and issues by Dr. T. N. Chhabra Personal Management by Sasi K. Gupta

Personal Management by Tripathi

Personal Management by Memoria&Memoria