



**SACRED HEART COLLEGE  
(AUTONOMOUS), THEVARA  
KOCHI, KERALA, 682013**

**PROGRAMME:  
BA ENGLISH LANGUAGE AND LITERATURE  
(MODEL II – COPY EDITOR)**



## **CURRICULUM AND SYLLABUS**

**CHOICE BASED CREDIT AND SEMESTER SYSTEM**

**(CBCSS)**

**INTRODUCED FROM 2019 ADMISSION ONWARDS**

**BOARD OF STUDIES IN ENGLISH**  
**SACRED HEART COLLEGE (AUTONOMOUS)**  
**Thevara, Kochi, Kerala**

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## Preface

Sacred Heart College, Thevara, has been offering an undergraduate programme titled BA English (Model II Copy Editor) as an affiliated course under the MG University, Kottayam, since 1998 and has been following the Curriculum and the Syllabus prepared by the Board of Studies in English, MG University.

Originally conceived as a vocational programme, the B.A. English Copy Editor has, since then, undergone significant modifications with the inclusion of more courses in literature in the programme and has been renamed B.A. English Language and Literature (Model II Copy Editor). The Board of Studies for English of Sacred Heart College (Autonomous) has taken cognizance of the fact that the majority of the students who graduate in English (Model II - Copy Editor) pursue postgraduate programme in English Literature, and hence has decided to retain the Literature courses in the curriculum. The Board was also of the view that in spite of the semi-vocational nature of the programme there was a serious inadequacy in its practical/applied components and hence it was decided that 20% weight should be given to the practical components in the question papers of vocational courses.

Another major change introduced in the new syllabus is with regard to the introduction of environmental studies as a core paper (4 credits) in the 5<sup>th</sup> semester in response to the UGC directive.

Based on the recommendations from various bodies, the board has also recommended the award of 1 additional credit on the successful completion of the on-the-job training, based on the report submitted to the college at the end of the 5<sup>th</sup> semester.

### General:

1. B. A. English Language and Literature (Model II Vocational – Copy Editor) is a three-year undergraduate programme spread over six semesters.
2. There are five courses in each semester, one project work during the entire programme, and a 21-day on-the job training programme.
3. The programme consists of 15 Core courses, 6 Common courses, 4 Complementary courses, 4 Vocational Courses, 1 Open course, a project work and a 21-day on-the-job training. While Common Course - I is compulsory, Common Course II (second language) is elective. All the Core, Complementary and Vocational courses are also compulsory for all the students. Of the 15 core courses, one is chosen from the given electives in semester 6. Similarly, Open Course can be from any discipline other than English.
4. The grading shall be indirect. That is, the marks obtained will be converted into grades.
5. Evaluation of core/elective components and the dissertation will be done in two parts, that is, through Continuous Internal Assessment and the end-semester examination.
6. All courses have been divided into 3-6 modules based on certain thematic unity.

7. The project work can be of 3 types. A dissertation, a work of creative writing or a magazine of prescribed length.

## REGULATIONS FOR CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) FOR UNDER GRADUATE PROGRAMMES – 2019

### Preamble

Sacred Heart College, Thevara, became an autonomous college under Mahatma University Kottayam in 2014. The college revised the choice based credit and semester system (CBCSS) for under graduate programmes in 2015-16 academic year and credit and semester system (CSS) for postgraduate programmes in 2016-17 academic year. Now, the college desires to revise the CBCSS for under graduate programmes and, as part of the process, the Academic Council, which met on 21-07-2018, approved the regulations for CBCSS and the syllabi revised by the various Boards of Studies. The revised regulations are as follows.

### 1. Title

These regulations shall be called “SACRED HEART COLLEGE THEVARA REGULATIONS FOR CREDIT AND SEMESTER SYSTEM 2019”

### 2. Scope

Applicable to all programmes of the college with effect from 2019 admissions, except otherwise approved by the Academic Council of the College

### 3. Definitions

- i. ‘Programme’ means the entire course of study and examinations.
- ii. ‘Duration of Programme’ means the period of time required for the conduct of the programme. The duration of under graduate programmes shall be 6 semesters, post-graduate programme shall be of 4 semesters and M. Phil. programmes shall be 2 semesters.
- iii. ‘Semester’ means a term consisting of a minimum of 90 working days, inclusive of examination, distributed over a minimum of 18 weeks of 5 working days each with 5 contact hours of one hour duration each.
- iv. ‘Course’ means a segment of subject matter to be covered in a semester. Each Course is to be designed variously under lectures / tutorials / laboratory or fieldwork / study tour /seminar / project / practical training / assignments/evaluation etc., to meet effective teaching and learning needs.
- v. ‘Common Course I’ means a course that comes under the category of courses for English and ‘Common Course II’ means additional language, a selection of both is compulsory for all students undergoing undergraduate programmes (Model I)
- vi. ‘Core course’ means a course in the subject of specialization within a degree programme.
- vii. ‘Complementary Course’ means a course, which would enrich the study of core courses.

- viii. 'Open course' means a course outside the field of his/her specialization, which can be opted by a student.
- ix. 'Additional core course' means a compulsory course for all under graduate students (as per the UGC directive) to enrich their general awareness.
- x. The U.G. programmes shall include (a) Common courses (b) Core courses (c) Complementary Courses (d) Open Course (e) Study tour and (f) Internship for selected programmes.
- xi. 'Additional Course' is a course registered by a student over and above the minimum required courses.
- xii. 'Credit' (Cr) of a course is the numerical value assigned to a course according to the relative importance of the content of the syllabus of the programme.
- xiii. 'Extra credits' are additional credits awarded to a student over and above the minimum credits required for a programme for achievements in co-curricular activities carried out outside the regular class hours OR curricular activities/courses completed for value addition, as directed by the College/ department. It is the numerical value assigned to Club activities, Social service, Internship etc. which is not added with the total academic credits of the students. Additional credit components are:-
- (a) Talent & career club activity (optional)
  - (b) Social service (mandatory)
  - (c) Internship for Commerce, Communication and Computer applications (mandatory)
  - (d) Internship (desirable for other programmes)
  - (e) Add on courses (optional)
- xiv. 'Programme Credit' means the total credits of the UG/PG/M Phil Programmes.
- xv. 'Programme Elective course' means a course, which can be chosen from a list of electives. A minimum number of courses is required to complete the programme.
- xvi. 'Programme Project' means a regular project work with stated credits on which the student undergoes a project under the supervision of a teacher in the parent department / any appropriate Institute in order to submit a dissertation on the project work as specified.
- xvii. 'Internship' is on-the-job training for professional careers.
- xviii. 'Plagiarism' is the unreferenced use of other authors' material in dissertations and it is considered a serious academic offence.
- xix. 'Tutorial' means a class to provide an opportunity to interact with students at their individual level to identify the strength and weakness of individual students.
- xx. 'Seminar' means a lecture by a student which is expected to train the student in self-study, collection of relevant matter from the books and Internet resources, editing, document writing, typing and presentation.
- xxi. 'Evaluation' consists of continuous (internal) assessment (25%) and end course/end semester (external) assessment (75%).
- xxii. 'Repeat course' is a course that is repeated by a student for having failed in that course in an earlier registration.

- xxiii. 'Audit Course' is a course for which no credits are awarded.
- xxiv. 'Department' means any teaching Department offering a course of study approved by the college / Institute as per the Act or Statute of the University.
- xxv. 'Parent Department' means the Department which offers a particular UG/PG programme.
- xxvi. 'Department Council' means the body of all teachers of a Department in a College.
- xxvii. 'Faculty Advisor' is a teacher nominated by a Department Council to coordinate the continuous evaluation and other academic activities undertaken in the Department.
- xxviii. 'College Co-ordinator' means a teacher from the college nominated by the College Council to look into the matters relating to CBCS-PG System.
- xxix. 'Letter Grade' or simply 'Grade' in a course is a letter symbol (O, A, B, C, D, etc.) which indicates the broad level of performance of a student in a course.
- xxx. Each letter grade is assigned a 'Grade point' (GP) which is an integer indicating the numerical equivalent of the broad level of performance of a student in a course.
- xxxi. 'Credit point' (CP) of a course is the value obtained by multiplying the grade point (GP) by the Credit (Cr) of the course  $CP = GP \times Cr$ .
- xxxii. 'Semester Grade point average' (SGPA) is the value obtained by dividing the sum of credit points (CP) obtained by a student in the various courses taken in a semester by the total number of credits taken by him/her in that semester. The grade points shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.
- xxxiii. 'Cumulative Grade point average' (CGPA) is the value obtained by dividing the sum of credit points in all the courses taken by the student for the entire programme by the total number of credits and shall be rounded off to two decimal places.
- xxxiv. 'Grace Marks' means marks awarded to course/s, as per the orders issued by the college from time to time, in recognition of meritorious achievements in NCC/NSS/Sports/Arts and cultural activities.

#### 4. ATTENDANCE

Being a regular college, physical presence in the regular activities, especially, classes and exams, is mandatory for the students. However, if a student secures 75% of attendance s/he is eligible to appear for the exams, provided there are no other impediments like disciplinary proceedings, malpractice record etc.

- i. A maximum of 5 marks (5%) for a course is given for attendance
- ii. Absence: A student found absent for one hour in the forenoon or afternoon session is deprived of the attendance for the entire session as far as eligibility for final exam is concerned.
- iii. The hour related calculation in a course is meant for awarding marks for the course concerned.
- iv. Late entry: A student is supposed to be in time for the class. Late arrival related treatment is left to the discretion of the individual teacher. However, as a norm, a late arriving student may be permitted to the class, if it is not inconvenient or distraction to the class as such; though attendance MAY NOT BE GIVEN. Late arrival beyond 5

minutes is treated as ABSENCE; though the teacher may consider permitting the student to sit in the class.

- v. Leave: A student has to formally report his/her absence with reasons either in advance, or immediately after the absence for obtaining an approved leave. This applies to all sorts of leave – medical, on duty or other.
- vi. The student is supposed to report in prescribed format on the very next day of the absence; however, up to a week's time is permitted. Afterwards, the leave applications will not be considered.
- vii. The student has to retain a copy/section of the approved leave form and produce the same as proof, in case there is any confusion regarding the leave sanctioning. In the absence of such proof, the claims will not be entertained.
- viii. Duty Leave: A student representing the college in sports, arts, social service or academic matters, has to get sanction from the class teacher concerned and submit the leave application form duly endorsed by teacher concerned & the class teacher, and submit it to the faculty Dean (or Vice Principal). The same will be forwarded by the Dean/Vice Principal for attendance entry. Sports: The approval of the Department of Physical Education and the class teacher is required. The time limit for submission mentioned above is applicable in the case of duty leave as well.
- ix. Condonation: a student may have the privilege of condonation of attendance shortage (up to a maximum of 10 days) on the basis of genuineness of the grounds of absence (medical reasons or college duty), duly recommended by the department. This is not a matter of right. It is a matter of privilege based on Principal's discretion and the good conduct of the student on the campus. A student of UG programme may have a maximum of two such opportunities and that of PG programmes only one opportunity.
- x. Re-Admission – a student whose attendance is inadequate will have to discontinue the studies. Such students, whose conduct is good, may be re-admitted with the approval of governing council, on the basis of recommendation from the department, and assurance from the student and the guardian regarding good conduct and compliance with the academic and discipline matters. For this the prescribed re-admission fee has to be paid.

As a condition for re-admission, the student should have cleared all academic arrears, or should have appeared for the exams in which he/she is having an arrear (if the results are not out), and should have fulfilled all academic assignments prescribed by the department for compensating for his lack of attendance.

- xi. Unauthorised Absence & Removal from Rolls: A student absent from the classes continuously for 10 consecutive days without intimation or permission, shall be removed from the rolls, and the matter shall be intimated to the student concerned. On the basis of recommendation of the department concerned, re-admission process may be permitted by the Principal.

## 5. PROGRAMME REGISTRATION

- i. A student shall be permitted to register for the programme at the time of admission.
  - ii. A UG student who registered for the programme shall complete the same within a period of 12 continuous semesters and a PG student within a period of 8 continuous semesters from the date of commencement of the programme.
6. PROMOTION: A student who registers for the end semester examination shall be promoted to the next semester. However, in extreme circumstances, a student having



sufficient attendance who could not register for the end semester examination may be allowed to register notionally by the Principal with the recommendation of the Head of the department concerned and by paying the prescribed fee.

## 7. UNDERGRADUATE PROGRAMME STRUCTURE

### Model I BA/B.Sc.

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	22
d	Credits required from Common Course II	16
e	Credits required from Core course and Complementary courses including Project	79
f	Open Course	3
g	Minimum attendance required	75%

### Model I/II B.Com

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	14
d	Credits required from Common Course II	8
e	Credits required from Core and Complementary/ Vocational courses including Project	95
f	Open Course	3
g	Minimum attendance required	75%

### Model II BA/B.Sc.

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	16
d	Credits required from Common Course II	8
e	Credits required from Core + Complementary + Vocational Courses including Project	93
f	Open Course	3
g	Minimum attendance required	75%

## 8. EXAMINATIONS

All the End Semester Examinations of the college will be conducted by the Controller of Examinations. The Principal will be the Chief Controller of Examinations. An Examination committee consisting of the Chief Controller of Examinations, Controller of Examinations, Additional Chief Superintendent, Deans, IQAC Coordinator and other faculty members nominated by the Principal will act as an advisory body of the matters relating to the conduct of examinations.

## 9. EVALUATION AND GRADING

The evaluation scheme for each course shall contain two parts:

- a. Continuous Internal Evaluation (CIA) and
- b. End Semester Examination (ESE).

The internal to external assessment ratio shall be 1:3 for both courses with or without practical. For courses without practical, there shall be a maximum of 75 marks for external evaluation and maximum of 25 marks for internal evaluation. For courses with practical examinations, the external evaluation shall be, generally, for a maximum of 60 marks and the internal evaluation shall be for 20 marks. Both internal and external evaluations shall be carried out in the mark system and the marks are to be rounded to the nearest integer.

- a. Continuous Internal Assessment (CIA)/ Continuous Assessment: The internal evaluation shall be based on predetermined transparent system involving periodic written tests, assignments, seminars/viva/field survey and attendance in respect of theory courses and based on written tests, lab skill/records/viva and attendance in respect of practical courses. The marks assigned to various components for internal evaluation are as follows:

Components of Internal Evaluation (for theory without practical)

	Components	Marks
i.	Assignments	5
ii	Seminar/Quiz/Field survey /Viva etc.	5
lii	Attendance	5
iv	Two Test papers (2x5)	10
	Total	25

- i. Assignments: Every student shall submit one assignment as an internal component for every course.

Components	Marks
Punctuality	1
Content	2

Conclusion	1
Reference/Review	1
Total	5

- ii. Seminar: The seminar lecture is expected to train the student in self-study, collection of relevant matter from the books and Internet resources, editing, document writing, typing and presentation.

Components	Marks
Content	2
Presentation	2
Reference/Review	1
Total	5

iii. Evaluation of Attendance

2.10 The attendance of students for each course shall be another component of internal assessment.

% of attendance	Mark
Above 90%	5
Between 85 and below 90	4
Between 80 and below 85	3
Between 76 and below 80	2
Between 75 and below 76	1

Components of Internal Evaluation (for theory with practical)

Components of Theory – Internal Evaluation	Marks
Attendance	5
Seminar/ Assignment ( Written assignments, preparation of models, charts, posters etc., field survey, field work )	5
Test paper(s)	10
Total	20

Components of Practical- Continuous internal assessment

Components	Marks
Attendance and Lab involvement	2
Record	2
Viva/Model Exam	1
Total	5

- iv. Class Tests: Every student shall undergo two class tests as an internal component for every course.
- b. End Semester Examination (ESE): The End Semester Examination in theory courses shall be conducted by the college with question papers set by external experts/question bank. The evaluation of the answer scripts shall be done by the examiners based on a well-defined scheme of evaluation given by the question paper setters/Prepared as per the direction of the Chairman, Board of Examiners. The evaluation of the End Semester Examinations shall be done immediately after the examination preferably through the centralised valuation.
- c. Project  
Project work is a part of the syllabus of most of the programmes offered by the college. The guidelines for doing projects are as follows:
  - i. Project work shall be completed by working outside the regular teaching hours.
  - ii. Project work shall be carried out under the supervision of a teacher in the department concerned or an external supervisor.
  - iii. A candidate may, however, in certain cases be permitted to work on the project in an industrial / Research Organization/ Institute on the recommendation of the Supervisor.
  - iv. There should be an internal assessment and external assessment for the project work in the ratio 1:3
  - v. The external evaluation of the project work consists of valuation of the dissertation (project report) followed by presentation of the work and viva voce.
  - vi. The mark and credit with grade awarded for the project should be entered in the grade card issued by the college.

Components of Internal Evaluation for Projects

Components	Marks
Topic/Area selected	2
Experimentation/Data collection	5
Punctuality-Regularity	3
Compilation	5
Content	5
Presentation	5
Total	25

d. Comprehensive Viva-voce

Comprehensive Viva-voce shall be conducted at the end of the programme, which covers questions from all courses in the programme as per the syllabus.

e. Grade and Grade Points

For all courses (theory & practical), Letter grades and grade point are given on a 10-point scale based on the total percentage of marks, (CIA+ESE) as given below:-

Percentage of Marks	Grade	Grade Point (GP)
95 and above	O Outstanding	10
85 to below 95	A+ Excellent	9
75 to below 85	A Very Good	8
65 to below 75	B+ Good	7
55 to below 65	B Above Average	6
45 to below 55	C Average	5
*35 to below 45	D Pass	4
*Below 35	F Fail	0
	Ab Absent	0

Grades for the different semesters and overall programme are given based on the corresponding SGPA/CGPA as shown below:

SGPA/CGPA	Grade
Equal to 9.5 and above	O Outstanding
Equal to 8.5 and below 9.5	A+ Excellent
Equal to 7.5 and below 8.5	A Very Good
Equal to 6.5 and below 7.5	B+ Good
Equal to 5.5 and below 6.5	B Above Average
Equal to 4.5 and below 5.5	C Average
**Equal to 3.5 and below 4.5	D Pass
**Below 3.5	F Failure

A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% are required for a pass for a UG programme.

A candidate who has not secured minimum marks/credits in internal examinations can re-do the same registering along with the end semester examination for the same semester, subsequently. A student who fails to secure a minimum marks/grade for a pass in a course can be permitted to write the examination along with the next batch.

After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below. For the successful completion of semester, a student should pass all courses and score at least the minimum CGPA grade 'D'. However, a student is permitted to move to the next semester irrespective of her/his SGPA.

Credit Point (CP) of a course is calculated using the formula

$CP = Cr \times GP$ , where Cr = Credit; GP = Grade point

Semester Grade Point Average (SGPA) of a Semester is calculated using the formula

$SGPA = TCP/TCr$ , where

TCP = Total Credit Point of that semester:  $\sum_1^n CP$ ;

TCr = Total Credit of that semester:  $\sum_1^n Cr$

Where n is the number of courses in that semester

Cumulative Grade Point Average (CGPA) of a Programme is calculated using the formula

$$CGPA: \frac{\sum_1^n (SGPA \times TCr)}{\sum TCr}$$

SGPA/CGPA shall be rounded off to two decimal places.

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be published on the notice board/website at least one week before the commencement of external examination. There shall not be any chance for the improvement of the internal marks.

The course teacher and the faculty advisor shall maintain the academic record of each student registered for the course which shall be forwarded to the Controller of Examinations through the Head of the Department and a copy should be kept in the department for at least two years for verification.

#### 10. Registration for the examination

- a. All students admitted to a programme with remittance of prescribed fee are eligible for the forthcoming semester examinations.
- b. Online application for registration to the various End Semester Examinations shall be forwarded to the CE along with prescribed fee for each course in prescribed format.
- c. The eligible candidates who secure the prescribed minimum attendance of the total duration of the course and possess other minimum qualifications prescribed in the regulations for each course shall be issued the hall tickets. The hall ticket shall be downloaded by the students from the college website.
- d. The mode of fee remittance shall be through the prescribed bank.

#### 11. Supplementary Examinations

Candidates who failed in an examination can write the supplementary examination conducted by the College along with regular examinations.

#### 12. Improvement of Examination

A candidate can improve his/her marks once by appearing again for the examination with

the subsequent batch with the remittance of prescribed fee. In such cases the better of the two marks shall be taken as the marks awarded to him.

Internal assessment marks shall be carried over to the subsequent semester examination.

There shall not be any provision for improving internal assessment marks.

There will be no improvement examinations for PG programmes

### 13. Promotion to the Next Semester

A candidate shall be eligible for promotion from one semester to the next semester if:-

- a. He/she secures a minimum 75 % attendance and registered for the End Semester Examination of the programme for which he/she is studying.
- b. His/her progress of study and conduct are satisfactory during the semester completed, as per the assessments recorded by the course teachers and the Head of the Department concerned.

### 14. Certificates

1. Diploma and Degree certificates are issued by the Mahatma Gandhi University, Kottayam, as per the act and statues of the University on the submission of the consolidated mark/score cards of the students by the College.
2. A consolidated mark/scored card shall be issued to the candidates after the publication of the results of the final semester examination taken by the candidate.
3. A Course Completion Certificate with classification shall be issued to students till the provisional certificate is issued by the university.

### 15. Award of Degree

The successful completion of all the courses with 'D' grade shall be the minimum requirement for the award of the degree. For M. Phil., minimum grade required is 'C'

### 16. Monitoring

There shall be a Monitoring Committee constituted by the principal consisting of faculty advisors, HoD, a member from teaching learning evaluation committee (TLE) and the Deans to monitor the internal evaluations conducted by college. The Course teacher, Class teacher and the Deans should keep all the records of the internal evaluation, for at least a period of two years, for verification.

Every Programme conducted under Choice Based Credit System shall be monitored by the College Council under the guidance of IQAC Coordinator, Controller of Exams, academic deans and HoDs.

#### 17. Grievance Redressal Mechanism

In order to address the grievance of students regarding Continuous Internal Assessment (CIA) a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if the grievance is not addressed at the lower level.

Level 1: At the level of the concerned course teacher

Level 2: At the level of a department committee consisting of the Head of the Department, a coordinator of internal assessment for each programme nominated by the HoD and the course teacher concerned.

Level 3: A committee with the Principal as Chairman, Dean of the Faculty concerned, HOD of the department concerned and one member of the Academic council nominated by the principal every year as members.



## DISTRIBUTION OF COURSES FOR UG PROGRAMME

There are 5 courses in each semester and 30 courses in six semesters.

Common Courses

Core Courses

Core Electives

Complementary Courses

Open Course (General)

### 1. OUTLINE OF COMMON COURSES

Course Code	Title of Course	No. of Contact Hours/ Week	Credit	Semester
19U1CCENG01	Homo Loquens: Effective Listening and Speaking	5	4	1
19U1CCENG02	Pearls from the Deep	4	3	1
19U2CCENG03	Text and Context: A Guide to Effective Reading and Writing	5	4	2
19U2CCENG04	Savouring the Classics	4	3	2
19U3CCENG05	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	5	4	3
19U4CCENG06	Illuminations	5	4	4

COMMON COURSES FOR B COM ( MODEL I & II)				
Course Code	Title of Course	Contact Hours/ Week	Credit	Semester
19U1CCENG01	Homo Loquens: Effective Listening and Speaking	5	4	1
19U2CCENG03	Text and Context: A Guide to Effective Reading and Writing	5	4	2
19U3CCENG01	India Retold: Readings on Indian Polity, Secularism and Sustainability	3	3	3
19U4CCENG02	Ruminations	3	3	4

COMMON COURSES FOR MODEL II PROGRAMMES (BA/Bsc)				
Course Code	Title of Course	Contact Hours/ Week	Credit	Semester
19U1CCENG01	Homo Loquens: Effective Listening and Speaking	5	4	1
19U2CCENG03	Text and Context: A Guide to Effective Reading and Writing	5	4	2
19U3CCENG05	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	5	4	3
19U4CCENG06	Illuminations	5	4	4

## 2. OUTLINE OF OPEN COURSES

OPEN COURSES (GENERAL) FOR STUDENTS OF OTHER DISCIPLINES				
Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester
19U5OCENG01	Theory, Language and Appreciation of Films	4	3	5
19U5OCENG02	Media Studies	4	3	5
19U5OCENG03	English for Careers	4	3	5
ELECTIVE COURSES (FRONTIER AREAS) FOR STUDENTS OF BA ENGLISH				
Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester
19U6ELENG01	Regional Literatures in Translation	4	3	6
19U6ELENG02	Comparative Literature	4	3	6
19U6ELENG03	Creative Writing in English	4	3	6

## SCHEME OF EXAMINATION

a) CONTINUOUS EVALUATION (25%)		
Module	%	Marks
1. Attendance	5%	5
2. Test Papers (average of 2)	10%	10
3. Assignment	5%	5
4. Seminar	5%	5
Total	25%	25

### Components of CE

Component	Weightage	Marks
a. Attendance	1	75%: : 1 76-79% : 2 80-84% : 3 85-89% : 4 >90% : 5
b. Test Paper (min.2)	2	10 (5x2)
c. Assignment	1	Depending on quality (1-5)
d. Seminar	1	Depending on quality (1-5)

### b) END SEMESTER EXAMINATION 75% (Total weightage 25)

Sl No	Type of Question	Marks	No. of questions to be answered
1	Very Short Answer Questions	1	10/10
2	Short answer questions	2	8/10
3	Short essays (100 words)	5	5/7
4	Long essays (300 words)	12	2/4

**Common Course I: Homo Loquens: Effective Listening and Speaking  
Oral Test**

The end-semester oral test will be for a total of 15 marks, in which listening comprehension constitutes 8 marks and speaking component 7 marks. While listening comprehension can be tested in groups of 20, accuracy and fluency must be tested individually.

The end-semester oral test will be conducted by two external examiners appointed by the College. The college must provide essential facilities for the oral test.

The pattern of questions for the end-semester oral test:

**1. Listening Comprehension**

Listening Comprehension		Marks
I	Listen and identify a specific sound. Write it down.	1
II	Write down the words you hear. Mark the stressed syllable.	1
III	Identify and mark the tone you hear in the following sentences.	1
IV	Listen to a dialogue/speech and identify: <ul style="list-style-type: none"> <li>➤ the speakers (who)</li> <li>➤ the topic (what)</li> <li>➤ the situation (where)</li> </ul>	1
V	Listen and take down a message left on the answering machine	1
VI	Follow given instructions/directions on a map or picture	1

**2. Speaking**

Accuracy Test		
I	Identify and pronounce the following words given in phonetic transcription.	1
II	Pronounce the following words with the correct stress.	1
III	Read out the following passage using proper stress and intonation.	1
IV	Pronounce the following words correctly.	1

**3. Oral Communication**

Fluency Test		
I	Introduce yourself to the interviewer.	1
II	Answer questions /talk about yourself, your hobbies, likes, dislikes etc.	1
III	Make a phone call; leave a message for someone.	1
IV	Give instructions/directions on how to reach some place.	1
V	Speak on any simple personal topic.	1

**PROGRAMME BA ENGLISH LANGUAGE AND LITERATURE  
(MODEL II - VOCATIONAL): COPY-EDITOR**

**COURSES SEMESTER-WISE**

**SEMESTER 1**

Course Code	Title of Course	Contact Hours/Week	Credit
19U1CCENG01	Homo Loquens: Effective Listening and Speaking End-semester Oral Test	5	3 1
	Common-Second Language 1	5	4
19U1CRENG01	Introduction to the Study of English Literature	5	4
19U1CPENG01	Complementary 1: English for Copy-editing 1	5	4
19U1VCENG01	Vocational 1: Information Technology and Computer Applications	5	4

**SEMESTER 2**

Course Code	Title of Course	Contact Hours/Week	Credit
19U2CCENG03	Text and Context: A Guide to Effective Reading and Writing	5	4
	Common- Second Language 2	5	4
19U2CRENG02	Methodology of Humanities and Literature	5	4
19U2CPENG02	Complementary 2: English for Copy-editing 2	5	4
19U2VCENG02	Vocational 2: Computer Applications and DTP (Practical)	5	4

**SEMESTER 3**

Course Code	Title of Course	Contact Hours/Week	Credit
19U3CCENG05	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	5	4
19U3CRENG03	Literature and Informatics	5	4
19U3CRENG04	Reading Prose	5	4
19U3CPENG03	English Literature in Context: A Historical Perspective	5	4
19U3VCENG03	Vocational 3: Copy-editing: An Overview	5	4

SEMESTER 4

Course Code	Title of Course	No. of Hours	Credit
19U4CCENG06	Illuminations	5	4
19U4CRENG05	Reading Poetry	5	4
19U4CRENG06	Reading Fiction	5	4
19U4CPENG04	English Literature in Context: A Literary Perspective	5	4
19U4VCENG04	Vocational 4: The Technique of Copy-editing	5	4

SEMESTER 5

Course Code	Title of Course	Contact Hours /Week	Credit
19U5CRENG07	Reading Drama	5	4
19U5CRENG08	Language and Linguistics	5	4
19U5CRENG09	Literary Criticism: Theory and Practice	6	5
19U5CRENG10	Environmental Science and Human Rights	5	4
19U5OCENG01	English for Careers - Open Course (General)	4	3

SEMESTER 6

Course Code	Title of Course	No. of Contact Hours/Week	Credit
19U6CRENG11	Postcolonial Literatures	5	4
19U6CRENG12	Women's Literature	5	4
19U6CRENG13	Indian Writing in English	5	4
19U6CRENG14	American Literature	5	4
19U6CRENGEL1	Regional Literatures in Translation (Core Elective 1)	4	3
19U6CRENGEL2	Creative Writing (Core Elective 2)	"	"
19U6CRENGEL3	Comparative Literature (Core Elective 3)	"	"
19U6PJENG01	Project Report & On-the-job Training	1	1

Total credits for core and complementary	-	89
Additional core course		4
Open	-	3
		-----
		96
Total credits for English and second language	-	24
		-----
Total		120

### 1.11. MARKS DISTRIBUTION FOR END-SEMESTER EXAMINATION AND INTERNAL EVALUATION

The distribution of marks for the end-semester and internal assessments is as shown below:

For all courses without practical

- a) Total marks of end-semester examination : 75
- b) Total marks of internal evaluation : 25

All the three components of the internal assessment are mandatory. There shall be internal oral examination for Common Course English Homo Ludens in Semester 1.

#### Components of Internal Evaluation and the Distribution of Marks

Components	MARKS
Attendance	5
Assignment ( Written assignments, preparation of models, charts, posters etc., field survey, field work )	5
Seminar/Viva	5
Test papers-2	10
Total	25

Project Evaluation: (Max. marks - 100)

Components of Project & On-the-job report Evaluation	Marks
Dissertation/Written work/Magazine & On-the-job report	50
Internal	25
Presentation	25
Total	100

Attendance Evaluation:

[For all courses without practical]

% of attendance	Marks
90 and above	5
85 – 89	4
80-84	3
76-79	2
75	1

(Decimals are to be rounded off to the next higher whole number)

## Guidelines for Project Work

Taking cognizance of the semi-vocational nature of the programme, the Board of Studies proposes certain changes in the nature of the project to be undertaken by the students as a part of the curricular requirements.

1. The project can be of three types:  
Type 1. A dissertation on a topic pertaining to literary/cultural studies  
Type 2. A piece of creative writing  
Type 3. A magazine (of not less than 12 pages)
2. There shall be a faculty member in charge of the entire class. One teaching hour is to be allotted to that teacher to familiarize the students with research methodology and project writing.
3. A faculty member of the department shall supervise a group of three or four students in the project work. Students should identify their topics in consultation with the supervising teacher.
4. Credit shall be given to original contributions. Plagiarism is proscribed.
5. The award of the internal marks for the project shall be on the basis of the documentation of the process recorded in the project journal.
6. In the case of type 2, if the proposed work belongs to genres of short length, it should be an anthology consisting of not less than 3-4 pieces.
7. Type 3 project can be an individual task or a group task. The journal should have 20-30 A4 size pages. The articles for the journal can be outsourced; however, editing, lay out, illustrations etc. shall be carried out by the candidate/s themselves.
8. Project types 2 and 3 shall be accompanied by a report documenting the processes involved in the making of the work.
9. There shall be an end-semester evaluation of the project by external examiner/s. This includes a presentation of the reports. The evaluation shall be on the basis of the quality of the work as well as the documentation of the research carried out by the candidate. There shall be no viva voce.
10. The length of the project report shall be between 20-30 pages (A4 size). The methodology of research must be followed while writing the project. The candidates shall follow the guidelines given in MLA Handbook (latest edition).
11. The project report shall be submitted as a bound volume.
12. The last date for submitting the project is February 28 (tentatively).
13. End semester evaluation of the project shall be done by March 31 (tentatively).



## Project Work and On-the-job Evaluation

1. The candidates shall submit two copies of their Project. The evaluation of projects shall be done by external examiners.
2. Plagiarism of any kind will be penalized.
3. The weights for project evaluation are distributed in the following manner:

Total Marks: 100

Internal : 25

Presentation of the project and on-the job report : 25

End semester evaluation : 50

<b>Programme Outcome for the Undergraduate Students of Sacred Heart College, Thevara</b>	
<b>1.</b>	<b>Critical Thinking</b>
<b>2.</b>	<b>Effective Communication</b>
<b>3.</b>	<b>Effective Citizenship</b>
<b>4.</b>	<b>Ethics</b>
<b>5.</b>	<b>Environment and Sustainability</b>
<b>6.</b>	<b>Global Perspective</b>

## B A English Language and Literature (Model II – Copy Editor)

### Programme Specific Outcome

<b>At the end of the programme a student should be able to:</b>	
<b>PSO_1</b>	Demonstrate knowledge about the socio-historical and cultural context of the literary works in English and demonstrate in-depth knowledge about the select texts.
<b>PSO_2</b>	Identify and describe the thematic and literary features of select works in English and align them with the socio-political and cultural milieu.
<b>PSO_3</b>	Articulate knowledge in oral, written or performative means, using appropriate style and register.
<b>PSO_4</b>	Edit text, set the lay out, create illustrations and publish articles, journals and books.
<b>PSO_5</b>	Demonstrate an understanding of various critical theories and reading strategies and engage with texts - literary, performance, visual etc. – from the point of view of the various critical approaches and to draw from them the dynamics relationship between nature and culture.
<b>PSO_6</b>	Conduct independent research in the area of literary and cultural studies and produce new and critical knowledge.

## SYLLABI FOR COMMON COURSES

### COURSE 1: HOMO LOQUENS: EFFECTIVE LISTENING AND SPEAKING

Course Code	19U1CCENG01
Title of the course	Homo Loquens: Effective Listening and Speaking
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	90

#### 1. COURSE DESCRIPTION

The course is designed as a practical guide to help the students acquire higher levels of listening and speaking skills. The listening part consists of audio recordings of various kinds of speeches which are graded from basic comprehension involving information gathering to advanced listening skills involving deductive comprehension. Each listening unit comprises a series of exercises intended to help the learners improve their vocabulary and sense of grammar. Since the course is designed as a student-centered series of activities, the role of the teacher here is that of a coach. The exercises recommended in the course are intended to be practised in the class.

#### 2. AIM OF THE COURSE

The course is intended to enable the students to acquire higher level of listening comprehension skills and to help them acquire the ability and confidence to use English language in their oral communication.

#### 3. COURSE OUTCOME

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Understand the mechanics of English language and comprehend the plain meaning of simple narrations, announcements and instructions	*			*		
CO 2	Make inferences about the implications of statements from stress and tone recognise the various registers of speech.	*			*		
CO 3	Listen to formal presentations and prepare lecture notes using the appropriate format.				*		
CO 4	Use English language for a variety of speaking contexts including conversations, discussions presentations, speeches, and negotiations.				*		
CO 5	Critically evaluate presentations, narrations, speeches and analyse and evaluate their content and respond to them appropriately.					*	*
CO 6	Creatively respond to one's surroundings						*

through dramatic works, poetry, songs and narrations, and perform them before an audience.						
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#### 4. COURSE OUTLINE

##### Module 1

[18 Hours]

Listening Comprehension 1: Information Gathering

Skills in focus: Recognising key words and key ideas and extracting specific information from announcements, conversations, presentations and short narrations

Vocabulary in focus: Diction, Collocations, synonyms, antonyms

Grammar in focus: Content words - Nouns, Adjectives, Verbs, Adverbs; Grammatical words – Articles, Pronouns, Prepositions, Conjunctions, Auxiliaries

##### Module 2

[18 Hours]

Listening Comprehension 2: Forming Inferences

Skills in focus: Drawing inferences related to themes, events, characters, actions etc. from announcements, conversations, presentations and short narrations; Identifying attitudes and emotions of the speaker; Distinguishing between fact and opinion; Identifying the sequence of events, turning points, and the type of discourse; Making predictions based on available information

Vocabulary in focus: Phrasal verbs, Transition words, Idiomatic expressions, Metaphorical use of language

Grammar in focus: Phrases, Clauses, Sentences, Subject verb agreement, Tenses, Active and Passive sentences, Reported speech

##### Module 3

[18 Hours]

Language in Everyday Use

Skills in focus: Using language to perform various functions in formal and informal contexts:

Appropriate expressions for greeting, agreeing, disagreeing, expressing sympathy, expressing gratitude, giving opinions, making suggestions, asking for information, complimenting, expressing obligation or necessity

Asking questions, making requests, asking for permission, refusing permission, accepting invitation, declining invitation, asking for directions, giving directions, expressions of time, making complaints, offering thanks, apologizing

##### Module 4

[18 Hours]

Language as Performance

Skills in focus: Developing confidence to respond to various situations through a series of group activities; Engaging in problem solving through short presentations (group); Performing role plays; Participating in group discussions; Responding creatively through various literary forms

**Module 5****[18 Hours]**

Contextual use of language

Skills in focus: Using language confidently and effectively on formal occasions; Using stress and intonation accurately; Engaging in small talk (chat show); Initiating and participating in telephone conversations; Conducting/Attending interviews; Speaking on ceremonial occasions (welcome speech, presenting someone, felicitations, vote of thanks); Speaking to persuade: Making presentations and participating in debates.

**Core Text:** Homo Loquens: A Guide to Effective Speaking and Listening

## SYLLABI FOR COMMON COURSES

### COURSE 2: PEARLS FROM THE DEEP

Course Code	19U1CCENG02
Title of the course	Pearls from the Deep
Semester in which the course is to be taught	1
No. of credits	3
No. of contact hours	72

#### 1. AIM OF THE COURSE

To introduce students to the different genres of literature and to the niceties of literary expression.

#### 2. COURSE OUTCOME

On completion of the course, the students should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	explain the nuances of English Language through literature			*			
<b>CO 2</b>	Compare the varied parameters of English language			*			
<b>CO 3</b>	discover comprehensive ability				*		
<b>CO 4</b>	connect the efficiency of the students with realities of life	*	*				
<b>CO 5</b>	evaluate the beauty of literary expressions					*	*

#### 3. COURSE OUTLINE

##### **MODULE I: Fiction**

(18 hours)

Ernest Hemingway : The Old Man and the Sea

##### **MODULE II: One-act Plays**

(18 Hours)

Susan Glaspell : Trifles

Asif Currimbhoy : The Refugee  
A. A. Milne : The Boy Comes Home

**MODULE III: Short Stories**

(18 Hours)

Guy De Maupassant : Two Friends  
O. Henry : The Gift of the Magi  
K. A. Abbas : Sparrows  
Flora Annie Steel : Valiant Vicky, the Brave Weaver

**MODULE IV: Poetry**

(18 hours)

Rumi : The Chance of Humming  
Walter Scott : Lochinvar  
John Keats : La Belle Dame sans Mercy  
Robert Frost : After Apple Picking  
Chinua Achebe : Refugee Mother and Child  
Kamala Das : My Grandmother's House  
Ted Hughes : Jaguar  
Pablo Neruda : Tonight I can Write the Saddest Lines  
P. P. Ramachandran : How Simple!

**CORE TEXT**

Pearls from the Deep. Cambridge University Press and Mahatma Gandhi University.

5. Model Question Paper (To be incorporated later)



## SYLLABI FOR COMMON COURSES

### COURSE 3 - TEXT AND CONTEXT: A GUIDE TO EFFECTIVE READING AND WRITING

Course Code	19U2CCENG03
Title of the course	Text and Context: A Guide to Effective Reading and Writing
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

#### 1. COURSE DESCRIPTION

The course is conceived as a practice-oriented guide to the development of harder language skills namely, reading and writing. The reading exercises are designed in such a way that it helps slow learners as well to acquire adequate skills to go to the higher levels where the students are expected not only to comprehend factual and implied information, but also to discern the mechanics with which authors infuse affective elements into writing. Writing tasks are also graded from simple compositions to attempting sophisticated literary pieces towards the end of the course. Instead of the conventional lecture method, the course is to be delivered as guided sessions involving composition writing and one-to-one mentoring sessions and hence the course material is prepared as a pair of books consisting of a textbook and a workbook.

#### 2. AIM OF THE COURSE

The course is intended to hone the reading and writing skills of the students through a series of exercises and composition work.

#### 3. COURSE OUTCOME:

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Demonstrate an understanding of the different registers of language.	*			*		
<b>CO 2</b>	Demonstrate an understanding of the implicit and explicit meaning of written materials	*			*		
<b>CO 3</b>	Perform different reading strategies such as skimming and scanning.				*		
<b>CO 4</b>	Analyse the use of various writing strategies used by writers through close reading and				*		

	critically evaluate them.						
<b>CO 5</b>	Create original texts for various purposes and for various contexts.				*	*	*
<b>CO 6</b>							

**Module 1:** [18 Hours]

Reading Strategies 1: Skimming and Scanning

Reading for general and specific information

Skimming the given passages and answer comprehension questions based on the text.

Vocabulary work: words, phrases, phrasal verbs, idioms, plural forms, synonyms, antonyms,

Grammar work: cue words, conjunctions, intensity words, compound words, sequence of tense

**Module 2** [18 Hours]

Strategies of Reading 2: Intensive Reading

Skills in focus: Answering factual, inferential, evaluative and extrapolative questions based on the given text. Inferring the meaning of unfamiliar words from context:

Writing précis

Writing integrated summaries

**Module 3** [18 Hours]

Academic Writing

Skills in focus: Employing writing strategies; writing letters, biodata, brochures, reviews and essays

**Module 4** [18 Hours]

Dynamics of Writing

Skills in focus: Employing strategies to read literary passages identifying affective components in literary texts; Recognising literary devices (Metaphors, similes, personification, synecdoche, understatement, hyperbole, paradox, imagery, transferred epithet, allusions, and acoustic effects). Writing critical commentaries on literary passages bringing out the strategies adopted by the author to create the affective content.

**Module 5** [18 Hours]

Writing Creatively: Directed Writing:

Skills in focus: Writing descriptions, narrations, conversations, plays, poems, advertisements, brochures, dramatic sequences, poems, etc. based on a given text or prompt

**Core Text:** Text and Context: A Guide to Effective Reading and Writing

MODEL QUESTION PAPER (To be incorporated)

## SYLLABI FOR COMMON COURSES

### COURSE 4: SAVOURING THE CLASSICS

Couse Code	19U2CCENG04
Title of the Course	Savouring Classics
Semester	2
No. of credits	3
No. of contact hours	72

#### 1. AIM OF COURSE

To introduce the students to the taste of time tested world classics.

#### 2. COURSE OUTCOME

On completion of the course, the students should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Demonstrate familiarity with the classics from various lands.						
<b>CO 2</b>	Demonstrate an understanding of the features that go into the making of a classic.						
<b>CO 3</b>							
<b>CO 4</b>							
<b>CO 5</b>							

#### 3. OUTLINE OF THE COURSE

##### Module 1 [Poems]

(18 hours)

Homer	:	Odysseus tells Eurycleaia to conceal his identity (Odyssey - Book 19: 476 - 507)
Sappho	:	Jealousy
Kalidasa	:	Look to This Day
Omar Khayyam	:	Rubaiyat (last four quatrains: 72-75)

Dante : Dante meets Virgil (Inferno - Canto 1: 61-99)  
Matsuo Basho : Haikus  
Alexander Pushkin : The Song of the Kazak

**Module 2 [Shakespeare Excerpts] (18 hours)**

Shakespeare : Romeo and Juliet (ACT II, Scene ii)  
Shakespeare : The Merchant of Venice (ACT IV, Scene I )

**Module 3 [Novel Excerpts] (18 hours)**

Victor Hugo : Les Miserables (Part 1- Fantine Book II)  
Mark Twain : The Adventures of Huckleberry Fin (Raft Passage)

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

Dostoyevsk : A Christmas Tree and a Wedding

Arthur Conan Doyle: The Adventure of the Dancing Men Core Text:

**Savouring the Classics**

Recommended Reading:

Italo Calvino: Why Read the Classics?

A. C. Bradley: Shakespearean Tragedy

Katherine Armstrong: Studying Shakespeare: A Practical Introduction

Gemma McKenzie: Foundations of European Drama

Harold Bloom: The Western Canon

Jeremy Hawthorn: Studying the Novel

C. Marydas: Shakespearean Aesthetics for University Wits

Model Question Paper  
(To be incorporated later)

## SYLLABI FOR COMMON COURSES

### Common Course

#### SCRIPTING THE NATION:

#### READINGS ON INDIAN POLITY, SECULARISM AND SUSTAINABILITY

Course Code	19U3CCENG05
Title of the Course	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability
Semester	3
No. of credits	4
No. of contact hours	90

#### 1. COURSE DESCRIPTION

The course is conceived as an essential reader for the undergraduate students to become more informed citizens through a close reading of some of the fundamental assumptions of Indian polity and secularism by examining the praxis of Gandhian thought and reflecting on sustainable environment. The course is divided into four modules incorporating multiple genres such as essay, speech, interview, story and poetry. Module one focuses on the salient aspects of Indian polity that includes constitution, democracy, federalism etc. Module two comprises readings on secularism and module three is on the praxis of Gandhian thought.

Module four chiefly addresses issues of sustainable environment.

#### 2. AIM OF THE COURSE

The course aims at empowering the learners' understanding of the vital aspects of Indian polity, ideas of secularism and sustainable environment as well as reinforcing English language skills by familiarising them with a variety of styles.

#### 3. COURSE OUTCOME

On completion of the course, the students should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Communicate effectively in English.			*			
<b>CO 2</b>	Understand the vital aspects of Indian polity viz. democracy, federalism and secularism.	*					
<b>CO 3</b>	Respond critically to the questions of sustainable development.				*		

<b>CO 4</b>	Assimilate and creatively respond to Gandhian thoughts.			*			
<b>CO 5</b>	Compare and contrast scholarly texts (both content and style).		*				*
<b>CO 6</b>	Appreciate the literary and the aesthetic dimensions of select texts.		*				*

#### 4. COURSE OUTLINE

##### Module One: Indian Polity

(18 Hours)

1. B.R. Ambedkar : On the Constitution of India
2. A.S. Hornby : A Dialogue on Democracy
3. Jawaharlal Nehru : The Choice before Us
4. S. Viswanathan : Signs of Change
5. Rabindranath Tagore : Heaven of Freedom
6. Amarlal Hingorani : Brother Abdul Rahman

##### Module Two: Secularism

(18 Hours)

7. Asghar Ali Engineer : Secularism in India
8. J.B. Kripalini : Deep Roots
9. Shashi Tharoor : The Idea of India
10. Kumar Vikal : Can You Make Out
11. Ismat Chughtai : Roots

##### Module Three: The Praxis of Gandhian Thought

(18 Hours)

12. M.K. Gandhi : The Condition of India
13. C.E. M. Joad : The Gandhian Way
14. Mohinder Singh Sarna : The Smaller Gandhis
15. Saadat Hasan Manto : Toba Tek Singh

##### Module Four: Sustainability

(36 Hours)

16. Fritjof Capra : Deep Ecology
17. Medha Patkar : A Different Kind of Perspective

18. Barbara Eichler : Earth's Carrying Capacity
19. K. Satchidanandan : What the Elements have Taught Me
20. Thakazhi Sivasankara Pillai : In the Flood

**Core Text:** Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability

Model Question Paper  
(To be incorporated later)

**SYLLABI FOR COMMON COURSES**  
**COURSE 6: Illuminations: Vignettes from Inspirational Literatures**

COURSE CODE	19U4CCENG06
Title of the Course	ILLUMINATIONS
Semester	4
No. of credits	4
No. of contact hours	90

**1. AIM OF THE COURSE**

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

**2. COURSE OUTCOME**

On completion of the course, the students should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Appreciate inspirational literatures of various literary genres across cultures		*				
<b>CO 2</b>	Critically engage with literary texts written in different languages and later translated into English.	*					
<b>CO 3</b>	Critically engage with biographical sketch of the authors and familiarize their personality, oeuvre and style.	*	*				
<b>CO 4</b>	Develop a creative and insightful perspective towards life			*			
<b>CO 5</b>	Apply the unfathomable power of literatures in their writings and creative endeavors.				*		*



### 3. OUTLINE OF THE COURSE

#### **MODULE I: Life Sketches** (18 hours)

1. Helen Keller : Three Days to See
2. Jesse Owens : My Greatest Olympic Prize
3. Prof. Kerala Varma : ECG Sudharshan

#### **MODULE II: Essays** (18 hours)

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

#### **MODULE III: Gender Questions** (18 hours)

1. J. K. Rowling : The fringe benefits of failure and the importance of imagination
2. Chimamanda Ngozi Adichie: An Ode to Make up

#### **Module IV:** (18 Hours)

1. Oscar Wilde: The Nightingale and the Rose
2. George Orwell: The Miser
3. John Galsworthy: Quality
4. Paolo Coelho: The Beggar and the Baker

#### **Module VI:** (18 Hours)

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

**Core Text:** Illuminations

**Model Question Paper (To be incorporated later)**

## SYLLABI FOR COMMON COURSES FOR B.COM (Model I & II)

### COURSE 1: HOMO LOQUENS: EFFECTIVE LISTENING AND SPEAKING

Course Code	19U1CCENG01
Title of the course	Homo Loquens: Effective Listening and Speaking
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	90

#### 1. COURSE DESCRIPTION

The course is designed as a practical guide to help the students acquire higher levels of listening and speaking skills. The listening part consists of audio recordings of various kinds of speeches which are graded from basic comprehension involving information gathering to advanced listening skills involving deductive comprehension. Each listening unit comprises a series of exercises intended to help the learners improve their vocabulary and sense of grammar. Since the course is designed as a student-centered series of activities, the role of the teacher here is that of a coach. The exercises recommended in the course are intended to be practised in the class.

#### 2. AIM OF THE COURSE

The course is intended to enable the students to acquire higher level of listening comprehension skills and to help them acquire the ability and confidence to use English language in their oral communication.

#### 3. COURSE OUTCOME

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Understand the mechanics of English language and comprehend the plain meaning of simple narrations, announcements and instructions	*			*		
CO 2	Make inferences about the implications of statements from stress and tone recognise the various registers of speech.	*			*		
CO 3	Listen to formal presentations and prepare lecture notes using the appropriate format.				*		
CO 4	Use English language for a variety of speaking contexts including conversations, discussions presentations, speeches, and negotiations.				*		
CO 5	Critically evaluate presentations, narrations, speeches and analyse and evaluate their content and respond to them appropriately.					*	*
CO 6	Creatively respond to one's surroundings						*

through dramatic works, poetry, songs and narrations, and perform them before an audience.						
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**4. COURSE OUTLINE**

Module 1 [18 Hours]

Listening Comprehension 1: Information Gathering

Skills in focus: Recognising key words and key ideas and extracting specific information from announcements, conversations, presentations and short narrations

Vocabulary in focus: Diction, Collocations, synonyms, antonyms

Grammar in focus: Content words - Nouns, Adjectives, Verbs, Adverbs; Grammatical words – Articles, Pronouns, Prepositions, Conjunctions, Auxiliaries

**Module 2** [18 Hours]

Listening Comprehension 2: Forming Inferences

Skills in focus: Drawing inferences related to themes, events, characters, actions etc. from announcements, conversations, presentations and short narrations; Identifying attitudes and emotions of the speaker; Distinguishing between fact and opinion; Identifying the sequence of events, turning points, and the type of discourse; Making predictions based on available information

Vocabulary in focus: Phrasal verbs, Transition words, Idiomatic expressions, Metaphorical use of language

Grammar in focus: Phrases, Clauses, Sentences, Subject verb agreement, Tenses, Active and Passive sentences, Reported speech

**Module 3** [18 Hours]

Language in Everyday Use

Skills in focus: Using language to perform various functions in formal and informal contexts:

Appropriate expressions for greeting, agreeing, disagreeing, expressing sympathy, expressing gratitude, giving opinions, making suggestions, asking for information, complimenting, expressing obligation or necessity

Asking questions, making requests, asking for permission, refusing permission, accepting invitation, declining invitation, asking for directions, giving directions, expressions of time, making complaints, offering thanks, apologizing

**Module 4** [18 Hours]

Language as Performance

Skills in focus: Developing confidence to respond to various situations through a series of group activities; Engaging in problem solving through short presentations (group); Performing role plays; Participating in group discussions; Responding creatively through various literary forms

**Module 5**

[18 Hours]

Contextual use of language

Skills in focus: Using language confidently and effectively on formal occasions; Using stress and intonation accurately; Engaging in small talk (chat show); Initiating and participating in telephone conversations; Conducting/Attending interviews; Speaking on ceremonial occasions (welcome speech, presenting someone, felicitations, vote of thanks); Speaking to persuade: Making presentations and participating in debates.

**Core Text:** Homo Loquens: A Guide to Effective Speaking and Listening

## COURSE 2 - TEXT AND CONTEXT: A GUIDE TO EFFECTIVE READING AND WRITING

Course Code	19U2CCENG03
Title of the course	Text and Context: A Guide to Effective Reading and Writing
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

### 1. COURSE DESCRIPTION

The course is conceived as a practice-oriented guide to the development of harder language skills namely, reading and writing. The reading exercises are designed in such a way that it helps slow learners as well to acquire adequate skills to go to the higher levels where the students are expected not only to comprehend factual and implied information, but also to discern the mechanics with which authors infuse affective elements into writing. Writing tasks are also graded from simple compositions to attempting sophisticated literary pieces towards the end of the course. Instead of the conventional lecture method, the course is to be delivered as guided sessions involving composition writing and one-to-one mentoring sessions and hence the course material is prepared as a pair of books consisting of a textbook and a workbook.

### 2. AIM OF THE COURSE

The course is intended to hone the reading and writing skills of the students through a series of exercises and composition work.

### 3. COURSE OUTCOME:

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Demonstrate an understanding of the different registers of language.	*			*		
<b>CO 2</b>	Demonstrate an understanding of the implicit and explicit meaning of written materials	*			*		
<b>CO 3</b>	Perform different reading strategies such as skimming and scanning.				*		
<b>CO 4</b>	Analyse the use of various writing strategies used by writers through close reading and critically evaluate them.				*		
<b>CO 5</b>	Create original texts for various purposes and for various contexts.				*	*	*

<b>CO 6</b>							
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**Module 1:** [18 Hours]

Reading Strategies 1: Skimming and Scanning

Reading for general and specific information

Skimming the given passages and answer comprehension questions based on the text.

Vocabulary work: words, phrases, phrasal verbs, idioms, plural forms, synonyms, antonyms

Grammar work: cue words, conjunctions, intensity words, compound words, sequence of tense

**Module 2** [18 Hours]

Strategies of Reading 2: Intensive Reading

Skills in focus: Answering factual, inferential, evaluative and extrapolative questions based on the given text. Inferring the meaning of unfamiliar words from context:

Writing précis

Writing integrated summaries

**Module 3** [18 Hours]

Academic Writing

Skills in focus: Employing writing strategies; writing letters, biodata, brochures, reviews and essays

**Module 4** [18 Hours]

Dynamics of Writing

Skills in focus: Employing strategies to read literary passages identifying affective components in literary texts; Recognising literary devices (Metaphors, similes, personification, synecdoche, understatement, hyperbole, paradox, imagery, transferred epithet, allusions, and acoustic effects). Writing critical commentaries on literary passages bringing out the strategies adopted by the author to create the affective content.

**Module 5** [18 Hours]

Writing Creatively:

Directed Writing:

Skills in focus: Writing descriptions, narrations, conversations, plays, poems, advertisements, brochures, dramatic sequences, poems, etc. based on a given text or prompt

**Core Text:** Text and Context: A Guide to Effective Reading and Writing

5. MODEL QUESTION PAPER  
(To be incorporated)

**COMMON COURSE 3**  
**INDIA RETOLD: READINGS ON INDIAN POLITY, SECULARISM AND SUSTAINABILITY**

Couse Code	19U3CCENG3
Title of the Course	India Retold: Readings on Indian Polity, Secularism and Gandhian Thought
Semester	3
No. of credits	3
No. of contact hours	54

**1. COURSE DESCRIPTION**

The course is conceived as an essential reader for the undergraduate students to become more informed citizens of the world through a close reading of some of the fundamental assumptions of Indian polity and secularism by examining the praxis of Gandhian thought and reflecting on sustainable environment. The course is divided into four modules incorporating multiple genres such as essay, speech, interview, story and poetry. Module one focuses on the salient aspects of Indian polity that includes constitution, democracy, federalism etc. Module two comprises readings on secularism and module three is on the praxis of Gandhian thought.

**2. AIM OF THE COURSE**

The course aims at illuminating the learner's understanding of the vital aspects of Indian polity, ideas of secularism and Gandhian ideals as well as reinforcing English language skills by familiarizing them with a variety of styles.

**3. COURSE OUTCOME**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Communicate effectively in English.			*	*		
CO 2	Understand the vital aspects of Indian polity viz. democracy, federalism and secularism	*	*				
CO 3	Assimilate and creatively respond to Gandhian thoughts.					*	
CO 4	Appreciate the literary and the aesthetic dimensions of select texts.		*			*	
CO 5	Assimilate and critically estimate certain fundamental notions on Indian polity, secularism and Gandhian thought					*	*

<b>CO 6</b>	Respond critically, creatively and aesthetically		*				*
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#### 4. Course Outline

##### Module One: Indian Polity

(18 Hours)

1. B.R. Ambedkar : On the Constitution of India
2. A.S. Hornby : A Dialogue on Democracy
3. Jawaharlal Nehru : The Choice Before Us
4. S. Viswanathan : Signs of Change
5. Rabindranath Tagore : Heaven of Freedom
6. Amarlal Hingorani : Brother Abdul Rahman

##### Module Two: Secularism

(18 Hours)

7. Asghar Ali Engineer : Secularism in India
8. J.B. Kripalani : Deep Roots
9. Shashi Tharoor : The Idea of India
10. Kumar Vikal : Can You Make Out
11. Ismat Chughtai : Roots

##### Module Three: The Praxis of Gandhian Thought

(18 Hours)

12. M.K. Gandhi : The Condition of India
13. C.E. M. Joad : The Gandhian Way
14. Mohinder Singh Sarna : The Smaller Gandhis
15. Saadat Hasan Manto : Toba Tek Singh

##### Core Text: India Retold

5. Model Question Paper  
(To be incorporated later)



**SYLLABI FOR COMMON COURSES FOR B.COM (Model I &II)**

**COURSE 4: RUMINATIONS**

Course Code	19U4CCENG4
Title of The Course	Ruminations
Semester in which the Course is to be Taught	4
No. Of Credits	3
No. Of Contact Hours	54

**1. Aim of the Course**

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

**2. Course Outcome**

On completion of the course, the students should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Appreciate inspirational literatures of various literary genres across cultures	*	*				
<b>CO 2</b>	Critically engage with literary texts written in different languages and later translated into English.	*				*	
<b>CO 3</b>	Critically engage with biographical sketch of the authors and familiarize their personality, oeuvre and style.	*	*				
<b>CO 4</b>	Develop a creative and insightful perspective towards life			*		*	
<b>CO 5</b>	Apply the unfathomable power of literatures in their writings and creative endeavors.			*			*

### 3. OUTLINE OF THE COURSE

#### **MODULE I: Essays** (18 hours)

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

#### **Module II** (18 Hours)

4. Oscar Wilde : The Nightingale and the Rose
5. George Orwell : The Miser
6. John Galsworthy : Quality
7. Paolo Coelho : The Beggar and the Baker

#### **Module III** (18 Hours)

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

#### **Core Text: Illuminations**

5. Model Question Paper (To be incorporated later)

**B.A. ENGLISH LANGUAGE AND LITERATURE  
MODEL II - COPY EDITOR  
Courses**

**COMMON COURSE 1: HOMO LOQUENS: EFFECTIVE LISTENING AND  
SPEAKING**

Course Code	19U1CCENG01
Title Of The Course	Homo Loquens: Effective Listening and Speaking
Semester in which the Course is to be Taught	1
No. Of Credits	4
No. Of Contact Hours	90

**1.COURSE DESCRIPTION**

The course is designed as a practical guide to help the students acquire higher levels of listening and speaking skills. The listening part consists of audio recordings of various kinds of speeches which are graded from basic comprehension involving information gathering, to advanced listening skills involving deductive comprehension. Each listening unit comprises a series of exercises intended to help the learners improve their vocabulary and sense of grammar. Since the course is designed as a student-centred series of activities, the role of the teacher here is that of a coach. The exercises recommended in the course are intended to be practised in the class.

**2.AIM OF THE COURSE**

The course is intended to enable the students to acquire higher level of listening comprehension skills and to help them acquire the ability and confidence to use English language in their oral communication.

**3.COURSE OUTCOME:**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Understand the mechanics of English language and comprehend the plain meaning of simple narrations, announcements and instructions	*			*		
CO 2	Make inferences about the implications of statements from stress and tone recognise the various registers of speech.	*			*		
CO 3	Listen to formal presentations and prepare lecture notes using the appropriate format.				*		
CO 4	Use English language for a variety of speaking contexts including conversations,				*		

	discussions presentations, speeches, and negotiations.						
<b>CO 5</b>	Critically evaluate presentations, narrations, speeches and analyse and evaluate their content and respond to them appropriately.					*	*
<b>CO 6</b>	Creatively respond to one's surroundings through dramatic works, poetry, songs and narrations, and perform them before an audience.						*

#### 4. COURSE OUTLINE

##### Module 1

[18 Hours]

Listening Comprehension 1: Information Gathering

Skills in focus: Recognising key words and key ideas and extracting specific information from announcements, conversations, presentations and short narrations; Following instructions

Vocabulary in focus: Diction, Collocations, Synonyms, Antonyms

Grammar in focus: Content words - Nouns, Adjectives, Verbs, Adverbs;

Grammatical words – Articles, Pronouns, Prepositions, Conjunctions, Auxiliaries

##### Module 2

[18 Hours]

Listening Comprehension 2: Forming Inferences

Skills in focus: Drawing inferences related to themes, events, characters, actions etc. from announcements, conversations, presentations and short narrations; Identifying attitudes and emotions of the speaker; Distinguishing between fact and opinion; Identifying the sequence of events, turning points, and the type of discourse; Making predictions based on available information

Vocabulary in focus: Phrasal verbs, Transition words, Idiomatic expressions, Metaphorical use of language

Grammar in focus: Phrases, Clauses, Sentences, Subject verb agreement, Tenses, Active and Passive sentences, Reported speech

##### Module 3

[18 Hours]

Language in Everyday Use

Skills in focus: Using language to perform various functions in formal and informal contexts:

Appropriate expressions for greeting, agreeing, disagreeing, expressing sympathy, expressing gratitude, giving opinions, making suggestions, asking for information, complimenting, expressing obligation or necessity

Asking questions, making requests, asking for permission, refusing permission, accepting invitation, declining invitation, asking for directions, giving directions, expressions of time, making complaints, offering thanks, apologizing

**Module 4**

[18 Hours]

Language as Performance

Skills in focus: Developing confidence to respond to various situations through a series of group activities; Engaging in problem solving through short presentations (group); Performing role plays; Participating in group discussions; Responding creatively through various literary forms

**Module 5**

[18 Hours]

Contextual use of language

Skills in focus: Using language confidently and effectively on formal occasions; Using stress and intonation accurately; Engaging in small talk (chat show); Initiating and participating in telephone conversations; Conducting/Attending interviews; Speaking on ceremonial occasions (welcome speech, presenting someone, felicitations, vote of thanks); Speaking to persuade: Making Presentations and participating in debates.

**Core Text:** Homo Loquens: A Guide to Effective Speaking and Listening

**BA ENGLISH MODEL II - COPY EDITOR**  
**Course 2: Common Course II**

COURSE CODE	15U1CCMAL1B/ 15U1CCHIN1B/ 15U1CCSAN1B/ 15U1CCFRN1B
TITLE OF THE COURSE	
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

**BA ENGLISH MODEL II - COPY EDITOR****COURSE- 3: INTRODUCTION TO THE STUDY OF ENGLISH LITERATURE**

Course Code	15U1CRENG01
Title of the Course	Introduction to the Study of English Literature
Semester in which the Course is to be Taught	1
No. of Credits	4
No. of Contact Hours	90

**1. AIMS OF THE COURSE:**

The course aims at introducing the students to English Literature; its major genres and movements. It is also intended to familiarize the students with the main writers of English Literature, their texts and their relation to various literary movements.

At the end of the course the students are expected to develop the capacity to understand and appreciate different forms of literary writing, develop familiarity with major writers and their forms of writing.

**2. COURSE OUTCOME:**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Understand what constitutes literature as a discipline.	*		*			
CO 2	Familiarise with the main writers, various genres and movements of English literature.	*	*				
CO 3	Outline major literary trends and theoretical developments.		*			*	
CO 4	Appreciate different forms of literary writing.		*			*	

	Evaluate literary texts in relation to their genres and periods.						
CO 5	Illustrate ideas with relevant examples.			*			*
CO 6							

### Module I

(54 Hours)

Eagleton, Terry. "What is Literature" Literary Theory: An Introduction. Minneapolis:

Minnesota, UP, 2008. 1-14

Fiction and Non- Fiction Writing: Epistolary – Picaresque - Historical Novel - Gothic Fiction - Realistic Fiction – Bildungsroman - Stream of Consciousness novel - Science Fiction - Fantasy Fiction – Metafiction.

The Essay: polemical – personal – expository - narrative and descriptive.

The Short Story, Biography and Autobiography, Travelogue.

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

### Module II

(27 Hours)

Drama and Film

Major Genres

Core Text: Mario Klarer. "Major Genres in Textual Studies." An Introduction to Literary Studies.

### Module III

(27 Hours)

Poetry: Schools and Movements: The metaphysical school of poets - The classical movement - The romantic revival - The Pre-Raphaelites - The fin –de- siècle movement - The Georgian poets.

Poetic types and trends 1900 to 1922 - The war poets - The high modernist mode - Poetry of the thirties - Poets of the second world war – Postmodernism - Postmodern poetry.

Core Text: Mario Klarer. An Introduction to Literary Studies

Suggested Readings:

- 1 Pramod K. Nayar. A Short History of English Literature. Cambridge University Press.
- 2 Andrew Sanders. The Short Oxford History of English Literature. Oxford University Press.



**BA ENGLISH (MODEL II - COPY EDITOR)****COURSE- 4: ENGLISH FOR COPY EDITING – I**

Course Code	15U1CPENG1
Title of the course	English for Copy Editing – I
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	90

**1. AIMS OF THE COURSE:**

Basic grammar concepts and mechanisms like the application of punctuation marks are introduced to the learner. Learner gets ample practice sessions to cement the notions in the mind.

**2. COURSE OUTCOME:**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Understand the salient aspects of essay development			*	*		
CO 2	Apply effectively various English grammar rules in different language compositions.			*	*		
CO 3	Develop essays employing different patterns of essay writing				*	*	
CO 4	Demonstrate skill to express ideas clearly in oral and written expressions			*	*		
CO 5	Edit prose passages to make them worthy of publication				*	*	*

CO 6	Distinguish between various levels of linguistic competence		*	*	*		
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**Module 1: Basic Grammar**

(28 Hours)

- Subject verb agreement – Fragments - Run-ons - Regular and irregular verbs – Tenses – Adjectives - Adverbs - Functional words – Modals - Active and Passive structures - Direct and indirect speech - Sentence structures: Simple, compound and complex

**Module 2: Mechanisms**

(28 Hours)

- Manuscript form - Capital letters - Numbers and abbreviation - Punctuation marks - Use of dictionary - Improving spelling - Vocabulary development - Slangs and clichés - Sentence variety

**Module 3: Editing unseen passages**

(34 Hours)

Text for reference:

Langan, John. College Writing Skills with Readings. New York: Mc Graw Hill, 2008.

Thomson A.J., A.V. Martinet. A Practical English Grammar. New Delhi: OUP, 2014

**BA ENGLISH (MODEL II - COPY EDITOR)**

**COURSE 5: INFORMATION TECHNOLOGY AND COMPUTER APPLICATIONS**

Course Code	19U1VCENG1
Title of the course	Information Technology and Computer Applications
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	90

**1. AIM OF THE COURSE**

- To introduce students to the various relevant aspects of Information Technology.
- To equip the students to make use of ICT to supplement classroom instruction.

**2. COURSE OUTCOME**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Understand the history of computing and internet.	*					
<b>CO 2</b>	Be familiar with emerging trends and technologies in computing such as 3D printing, virtual reality and artificial intelligence.	*		*			
<b>CO 3</b>	Identify, evaluate and utilize online information sources.				*		
<b>CO 4</b>	Demonstrate the awareness of emerging web technologies and applications. Demonstrate proficiency in day-to-day computing skills including the use of software such as web browsers, word processors and media players and editors.			*	*		

<b>CO 5</b>	Use information technology in creative applications such as blogging, online book reviews and constructive use of social networking				*		*
<b>CO 6</b>							

**MODULE I: ICT SKILLS FOR HIGHER EDUCATION**

(20 HOURS)

- A brief history of Computing
- Hardware, Software.
- Data, Information and Knowledge
- Computer fundamentals
- Navigating the internet:
- Internet basics. A brief history of the Internet. How does the internet work?
- What is a website? Hyperlinks and Hypertext. Web 2.0, Web 3.0
- Web Browsers and how to use them
- Using Search Engines.

**MODULE II: ICT SKILLS FOR HIGHER EDUCATION**

(40 HOURS)

- Communicating online:
- Using Email.
- Using forums and bulletin boards.
- Netiquette. Precautions to prevent identity theft, ensure privacy and avoid software piracy.
- Social Networking and Blogs. Microblogging, Podcasts.
- Instant Messaging, Video conferencing.
- Finding Information Online
- Advanced Search using Search Engines
- Metasearch Engines
- Image and Video search.
- Using Wikis, Web Directories and Archives.
- Online Repositories, Web libraries, E-Journals.
- Academic Databases and Journals.
- MOOCs, Moodle.
- Dark Web/Deep Web.
- Intellectual Property, Intellectual Property Rights Online.
- Plagiarism: What it is and how to avoid it.
- Web Applications

- Machine Translation, Transliteration
- Indian Language software support
- Cloud computing, Crowdsourcing, crowdfunding.
- 3D Printing, Augmented Reality, Virtual Reality, Navigation and Mapping, Speech recognition.
- The Internet of Things.

#### **Module II: Hands on Training**

(30 HOURS)

- Using a Word Processor: MS Word.
- Creating various kinds of documents including letters, notices, brochures, business cards.
- Using footnotes, references, collecting and formatting citations according to the MLA guidelines.
- Using MS PowerPoint. Each student has to make a brief PowerPoint presentation based on a topic assigned.
- Creating and maintaining a personal webpage/blog.
- Contributing to Wikis, Web forums, websites etc.
- Content creation for an online journal. Each student will contribute one original article towards an online journal to be edited and published during the second semester.

#### **References**

The course material consists of articles sourced mainly from the internet. A compilation of the same will be prepared and used as reference.

B.A. ENGLISH (MODEL II - COPY  
EDITOR) COURSE 6 (COMMON  
COURSE 2)

TEXT AND CONTEXT: A GUIDE TO EFFECTIVE READING AND WRITING

Course Code	19U2CCENG03
Title of the course	Text and Context: A Guide to Effective Reading and Writing
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

**1. COURSE DESCRIPTION**

The course is conceived as a practice-oriented guide to the development of harder language skills namely, reading and writing. The reading exercises are designed in such a way that it helps slow learners also to acquire adequate skills to go to the higher levels where the students are expected not only to comprehend factual and implied information, but also to discern the mechanics by which authors infuse affective elements into writing. Writing tasks are also graded simple compositions to attempting sophisticated literary pieces towards the end of the course. Instead of the conventional lecture method, the course is to be delivered as guided sessions involving composition writing and one-to-one mentoring sessions and hence the course material is prepared as a pair of books consisting of a textbook and a workbook.

**2. AIM OF THE COURSE**

The course is intended to hone the reading and writing skills of the students through a series of exercises and composition work.

**3. COURSE OUTCOME:**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Demonstrate an understanding of the different registers of language.	*			*		
<b>CO 2</b>	Demonstrate an understanding of the implicit and explicit meaning of written materials	*			*		
<b>CO 3</b>	Perform different reading strategies such as skimming and scanning.				*		
<b>CO 4</b>	Analyse the use of various writing strategies used by writers through close reading and critically evaluate them.				*		

<b>CO 5</b>	Create original texts for various purposes and for various contexts.				*	*	*
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**Module 1:**

[18 Hours]

Reading Strategies 1: Skimming and Scanning

Reading for general and specific information

Skimming the given passages and answer comprehension questions based on the.

Vocabulary work: words, phrases, phrasal verbs, idioms, plural forms, synonyms, antonyms

Grammar work: cue words, conjunctions, intensity words, compound words, sequence of tense

**Module 2**

[18 Hours]

Strategies of Reading 2: Intensive Reading

Skills in focus: Answering factual, inferential, evaluative and extrapolative questions based on the given text. Inferring the meaning of unfamiliar words from context:

Writing précis

Writing integrated summaries

**Module 3**

[18 Hours]

Academic Writing

Skills in focus: Employing writing strategies; Writing letters, biodata, brochures, reviews and essays

**Module 4**

[18 Hours]

Dynamics of Writing

Skills in focus: Employing strategies to read literary passages identifying affective components in literary texts; Recognising literary devices (Metaphors, similes, personification, synecdoche, understatement, hyperbole, paradox, imagery, transferred epithet, allusions, and acoustic effects). Writing critical commentaries on literary passages bringing out the strategies adopted by the author to create the affective content.

**Module 5**

[18 Hours]

Writing Creatively:

Directed Writing:

Skills in focus: Writing descriptions, narrations, conversations, plays, poems, advertisements, brochures, dramatic sequences etc. based on a given text or prompt

**Core Text: Text and Context: A Guide to Effective Reading and Writing**

**B.A. ENGLISH (MODEL II - COPY EDITOR)**

**COURSE 7: COMMON COURSE II**

Course Code	15U2CCMAL2B 15U2CCHIN2B 15U2CCFRN2B
Title of the course	MALAYALAM/HINDI/FRENCH
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90



**BA ENGLISH MODEL II - COPY EDITOR**

**COURSE 8: METHODOLOGY OF HUMANITIES AND LITERATURE**

Course Code	19U2CRENG02
Title of the course	Methodology Of Humanities And Literature
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

**1. AIM OF THE COURSE:**

This course is designed to introduce the students to the methodology of humanities in general and literature in particular. The course will introduce them to the distinctive characteristics of humanities and literature, i.e., how they differ from natural sciences and social sciences, the main pre-occupations, the subject matter, the artifices of representation and finally the contemporary theories and techniques to analysis literary texts

**2. COURSE OUTCOME:**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Familiarize with the methodology of humanities in general and literature in particular.	*	*				
<b>CO 2</b>	Analyse the main pre-occupations of literature, its subject matter, and the artifices of representation.		*	*			
<b>CO 3</b>	Illustrate major issues of literary studies drawing on textual excerpts.		*			*	
<b>CO 4</b>	Familiarise with the major theoretical approaches to literature.	*	*			*	

<b>CO 5</b>	Examine larger questions such as culture, gender, marginality etc.		*			*	*
<b>CO 6</b>	Interpret literary texts from various theoretical perspectives.					*	*

### 3. COURSE OUTLINE

#### Module I

(18 Hours)

Understanding the humanities - the scientific method – how humanities explore reality – the natural and social sciences – facts and interpretation –study of natural and subjective world - tastes, values and belief systems

#### Module II

(18 Hours)

Language, culture and identity- language in history- language in relation to caste, class, race and gender- language and colonialism.

#### Module III

(18 Hours)

Narration and representation - what is narration - narrative modes of thinking - narration in literature, philosophy and history – reading.

#### Module IV (54 Hours)

Peter Barry: “Theory before ‘theory’ – liberal humanism”. Beginning Theory: An Introduction to Literary and Cultural Theory. New York, Manchester. 1995. 11-38

Mario Klarer. “Theoretical Approaches to the Study of Literature” An Introduction to Literary Studies. Delhi: Routledge, P. 63-96.

#### Recommended Text:

Kundu, Abhijit. The Humanities: Methodology and Perspectives. Delhi: Pearson, 2009.

#### Suggested Readings:

**BA ENGLISH MODEL II - COPY EDITOR**  
**COURSE 9: ENGLISH FOR COPY EDITING II**

Course Code	19U2CPENG2
Title of the course	English for Copy Editing II
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

**1. AIM OF THE COURSE**

This syllabus is designed to introduce to the learner the rudiments of academic writing, editing and the bases of evaluating such writings. The syllabus acquaints the learner with the major patterns of essay development with sufficient items for practice.

**2. COURSE OUTCOME**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Understand the basics of English grammar			*	*		
CO 2	Apply punctuation marks promptly			*	*		
CO 3	Create different sentence structures in English			*	*		
CO 4	Edit amateur prose pieces			*	*		*
CO 5	Develop standard oral and written communication			*	*		
CO 6	Evaluate various levels of language proficiency	*		*	*		

### **3. COURSE OUTLINE**

#### **Module 1:**

Basic principles:

Four steps of writing Essays: Outlining – Revising – Editing - Proof-reading

#### **Module 2**

Four bases for evaluating essays:

Unity – Support – Coherence – Sentence Skills

Practice in using the four bases

#### **Module 3**

Patterns of essay development:

Description – Narration – Exemplification – Process - Cause and effect - Comparison and contrast – Definition - Division and classification - Argument

#### **Module 4**

Writing practice for essay development

Core Text: Langan, John. College Writing Skills with Readings. New York: Mc Graw Hill, 2008.

Recommended Reading:

Seely, John. Ed. Oxford Guide to Effective Writing and Speaking. New Delhi: OUP, 2007

**B.A. ENGLISH (MODEL II – COPY EDITOR)****COURSE 10: COMPUTER APPLICATIONS  
AND DTP**

Course Code	19U1VCENG2
Title of the course	Computer Applications and DTP
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

**1. AIM OF THE COURSE**

Demonstrate a comprehensive understanding of printing and publishing technology

**2. COURSE OUTCOME**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Demonstrate a comprehensive understanding of printing and publishing technology.	*			*		
CO 2	Apply the methods and procedures of online publication.			*	*		
CO 3	Operate desktop printing applications such as CorelDraw, Photoshop and InDesign.				*		
CO 4	Be able to successfully complete simple typesetting works.			*	*		
CO 5	Acquire proficiency in graphic design and image manipulation.			*			*
CO 6	Gain experience in editing, typesetting and publishing a student newsletter and magazine.			*	*		*

### **3. COURSE OUTLINE**

#### **MODULE 1: Introduction to DTP**

- Introduction to Publishing and editing software :
- Basics of Graphic design, illustrations, content editing and page setting.
- Creating logos and trademarks
- Designing visiting cards
- Invitations, advertisements, menu cards etc
- Cover designs
- Creating Visual data.

#### **MODULE 2: CorelDRAW X5**

- CorelDRAW Graphic Suite X6 - How to use the Artistic Media Tool in creating Text Effect
- Creating 3D Effect Using Drop Shadow in CorelDraw X6
- How to design curves
- Creating a logo using CorelDRAW
- Introduction to Color Harmonies in CorelDRAW
- Creating a flyer in CorelDRAW® Graphics Suite using the Table Tool and Live Text Preview
- Creating Text Effects in CorelDraw

#### **MODULE 3: Adobe InDesign**

- Software Overview
- Create a new document
- Add text and art in frames
- Apply color to an object
- Add pages to your document
- Create a PDF for print
- How to make a brochure
- How to create and print business cards
- Wrap text around objects
- Bulleted and numbered lists
- How to create a resume
- How to make a flyer

#### **MODULE 4: Photoshop**

- Remove a person from the background with masking
- Combine photos in group shots
- How to correct color and tone
- Improving tonal quality with Levels
- Fix flaws and repair photos
- Crop a photo
- Align objects with guides
- Vector shape tools
- Create a Facebook cover photo
- How to edit a photo in PS

- How to sharpen photos in PS

### **MODULE 5: Online Platforms**

Online Publishing: Using online publishing platforms. WEEBLY, WordPress, Tumblr, ISSUU etc

Evaluation

Internal: 25 Marks

- Attendance: 5 marks
- Assignment credit (5 marks) will be given based on the student's individual contribution to an online journal to be published by the class.
- Seminar Presentation using MS PowerPoint: 5 marks
- Internal Exam : 10 marks

External Exam (Practical): 75 marks.

References:

Learning resources of the software included in the syllabus is available online at

- Discovery Center: Graphics at <http://learn.corel.com>
- Adobe InDesign and Adobe Photoshop resources are available at <http://helpx.adobe.com>

## B.A. ENGLISH (MODEL II – COPY EDITOR)

### Course 11 (Common Course 3)

#### SCRIPTING THE NATION: READINGS ON INDIAN POLITY, SECULARISM AND SUSTAINABILITY

Course Code	19U3CCENG6
Title of the Course	Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability
Semester in which the course is taught	3
No. of credits	4
No. of contact hours	90

### 1. COURSE DESCRIPTION

The course is conceived as an essential reader for the undergraduate students to become more informed citizens of the world through a close reading of some of the fundamental assumptions of Indian polity and secularism by examining the praxis of Gandhian thought and reflecting on sustainable environment. The course is divided into four modules incorporating multiple genres such as essay, speech, interview, story and poetry. Module one focuses on the salient aspects of Indian polity that includes constitution, democracy, federalism etc. Module two comprises readings on secularism and module three is on the praxis of Gandhian thought. Module four chiefly addresses issues of sustainable environment.

### 2. AIM OF THE COURSE

The course aims at empowering the learner's understanding of the vital aspects of Indian polity, ideas of secularism and sustainable environment as well as reinforcing English language skills by familiarizing them with a variety of styles.

### 3. COURSE OUTCOME

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Assimilate and critically estimate certain fundamental notions on Indian polity, secularism and sustainable environment		*	*			
CO 2	Respond critically, creatively and aesthetically		*	*		*	
CO 3	Articulate the views and opinions using the appropriate diction and register.			*	*		



CO 4					*		
CO 5					*	*	*
CO 6							

#### 4. COURSE Outline

##### Module One: Indian Polity

1. On the Constitution of India : B.R. Ambedkar
2. A Dialogue on Democracy : A.S. Hornby
3. The Choice Before Us : Jawaharlal Nehru
4. Signs of Change : S. Viswanathan
5. Heaven of Freedom : Rabindranath Tagore
6. Brother Abdul Rahman : Amarlal Hingorani

##### Module Two: Secularism

7. Secularism in India : Asghar Ali Engineer
8. Deep Roots : J.B. Kripalini
9. The Idea of India : Shashi Tharoor
10. Can You Make Out : Kumar Vikal
11. Roots : Ismat Chughtai

##### Module Three: The Praxis of Gandhian Thought

12. The Condition of India : M.K. Gandhi
13. The Gandhian Way : C.E. M. Joad
14. The Smaller Gandhis : Mohinder Singh Sarna
15. Toba Tek Singh : Saadat Hasan Manto

##### Module Four: Sustainability

16. Deep Ecology : Fritjof Capra
17. A Different Kind of Perspective : Medha Patkar
18. Earth's Carrying Capacity : Barbara Eichler
19. What the Elements have Taught Me : K. Satchidanandan
20. In the Flood : Thakazhi Sivasankara Pillai

**Core Text: Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability**

5. Model Question Paper  
(To be incorporated later)

## B.A. ENGLISH (MODEL II - COPY EDITOR)

### COURSE 12: LITERATURE AND INFORMATICS

Course Code	15U3CRENG03
Title of the course	Literature and Informatics
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	90

#### 1. AIMS OF THE COURSE

- To introduce students to major areas of the application of Information Technology
- To develop in students the ability to engage in close, detailed analysis of implications of Information Technology in everyday life.
- To encourage, to critically evaluate impact of Information Technology on society, culture and ecosystem.

#### 2. COURSE OUTCOME

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Understand the relationship between technology and literature	*		*			
CO 2	Analyze how technology is transforming important aspects of life			*		*	
CO 3	Examine the various activities of life from the point of view of the long term implications of technology	*		*		*	
CO 4	Explore the possibilities of information technology in enriching human activities.			*		*	*
CO 5	Use technology ethically			*		*	
CO 6	Apply the concepts learnt from the course in evaluating in critiquing literary and cultural texts.	*	*				*

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### 3. COURSE OUTLINE

#### Module I

(45 Hours)

1. Morello, John. "Human Face of War"
2. Eichler, A. Barbara, ed., "Earth's Carrying Capacity: Not So Easy When Applied to Humans"
3. Blanton, Thomas and Balch C. David, "Telemedicine: Health System of Tomorrow"
4. Khan, S. Ahmed. "Application of Telecommunication Technologies in Distance Learning"
5. Lisa Gitelman, *Always Already: New Media, History and the Data of Culture*

#### Module II

(45 Hours)

6. R. Scott Bakker. "The Future of Literature in the Age of Information"
7. Banaji, Shakuntala, and David Buckingham. "Conclusion." *The Civic Web: Young People, the Internet and Civic Participation*. Cambridge: MIT, 2013. 153-65. Print.
8. Watkins, S. Craig. "Introduction". *The Young and the Digital: What the Migration to Social-network Sites, Games, and Anytime, Anywhere Media Means for Our Future*. Boston: Beacon, 2009. ix-xxi. Print.
9. Alcorn, Paul. "The Relationship Between Ethics and Technology"
10. Mayers, Norman. "Creating the Future"

Core text: Collection of Essays Edited by the Board of Studies

## B.A. ENGLISH (MODEL II - COPY EDITOR)

### COURSE 13: READING PROSE

Course Code	19U3CRENG04
Title of the course	Reading Prose
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	90

#### 1. AIM OF THE COURSE

- To enhance the level of critical thinking of students to enable them to critically interact with prose writings from different contexts

#### 2. COURSE OUTCOME

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Explore the evolution of English prose writing.	*			*		
CO 2	Understand the range and variety of prose writings across literature.	*			*		
CO 3	Explore various global literary themes that appear in prose writings.				*		
CO 4	Compare and contrast the issues, conflicts and preoccupations of writers across the globe.				*		
CO 5	Evaluate and analyse historical contexts of various ideologies across the world.				*	*	*
CO 6	Critically engage with the complex nature of writing around the world.				*	*	*
CO 7	Critically appreciate the diversity prose in the light of a rational and logical temperament.			*	*	*	*

#### 3. COURSE OUTLINE

##### Module 1: Different Types of Prose

(36 hours)

- Prose : An Introduction (from The Word and the World. pp. 9 - 15)
- Amartya Sen : "Banquet Speech"
- Charles Lamb : "Valentine's Day"
- Susan Sontag : "On Photography"
- Francis Bacon : "Of Studies"
- Oscar Wilde : "Children in Prison"
- Abraham Lincoln : "Letter to Horace Greeley"

**Module 2: Perspectives on Current Issues**

(36 hours)

1. Sylvia Nazar : "A Quiet Life"
2. Kenneth Kaunda : "The Colour Bar"
3. Stephen Leacock : "With the Photographer"
4. Bertrand Russell : "An Ideal Individual"
5. A G Gardiner : "All about a Dog"
6. George Orwell : "You and the Atomic Bomb"
7. Christopher Hitchens : "Who is that Girl"

Core text: Dr. K.M. Krishnan ed., The Word and the World: Representative Prose Selections,

DC Books

## B.A. ENGLISH (MODEL II-COPY EDITOR)

### COURSE14-ENGLISH LITERATURE IN CONTEXT: A HISTORICAL OVERVIEW- PART 1

Course Code	19U4CPENG4
Title of the Course	English Literature in Context: A Historical Overview
Semester	3
No. of credits	4
No. of contact hours	108

#### 1. COURSE DESCRIPTION

This course is intended to familiarize the students with the social and historical context of English Literature. This includes a detailed chronology giving a quick reference guide to each period. The course provides thorough historical and literary overviews. In depth readings of key literary texts and structured and annotated suggestions for further reading and research are also incorporated in the course. Module 1 focus on the background of the medieval period; Module 2 focuses on the significance of Renaissance; Module 3 gives a historical and literary overview of the Restoration and Eighteenth century literature; Module 4 discusses the Romantic age.

#### 2. AIM OF THE COURSE

The course aims at providing the students with the necessary historical and social sense to understand and appreciate English literary works of various ages.

#### 3. COURSE OUTCOME

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Recall key historical and cultural contexts of English literature from the Medieval period to the Romantic Age.	*			*		
CO 2	Assimilate social, political and literary trends, movements and concepts.	*			*		
CO 3	Interpret representative texts and movements of a specific age.				*		
CO 4	Compare individual authors and their significant literary contributions.				*		
CO 5	Evaluate critically the inter connections between texts and contexts.				*	*	*

#### **4. COURSE OUTLINE**

##### **Module1: Medieval English, 500-1500: (36Hours)**

Chronology

Historical Overview

Literary Over view

Text and Issues

Readings

##### **Module2: The Renaissance, 1485-1660 (18Hours)**

Chronology

Historical Overview

Literary Over view

Text and Issues

Readings

##### **Module 3: The Restoration and Eighteenth Century, 1660-1780**

Chronology

Historical Overview

Literary Over view

Text and Issues

Readings

##### **Module 4: The Romantic Period, 1780-1832**

Chronology

Historical Overview

Literary Over view

Text and Issues

Readings

**B.A. ENGLISH (MODEL II - COPY EDITOR)**  
**COURSE 15: COPY EDITING: AN OVERVIEW**

Course Code	19U3VCENG03
Title of the Course	Copy Editing: An Overview
Semester in which the Course is to be taught	3
No. of Credits	4
No. of Contact Hours	90

**1. AIM OF THE COURSE**

- The course is intended to introduce the student to the rudiments of Copy editing.

Course Outcome

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Develop a comprehensive understanding of the theoretical and practical aspects of copy editing.			*	*	*	
<b>CO 2</b>	Develop an awareness of the roles and functions of copy editors.			*	*		
<b>CO 3</b>	Understand the legal and ethical issues confronting copy editors.			*	*	*	
<b>CO 4</b>	Familiarize himself with the invention and evolution of printing.	*		*	*		
<b>CO 5</b>	Master the technical terminologies used in copy editing.	*		*	*		



CO 6	Demonstrate practical skills of editing different genres of Edit and proof read a text to get into print. literary and non literary works.			*	*		*
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## 2. COURSE OUTLINE

### MODULE 1

(10 Hours)

Brief History of printing - Invention of printing - Contribution of Guttenberg-  
Development of printing in the East & the West

### MODULE 2

(30 Hours)

What is Copy editing- Scope- Role of the copy editor - Typescripts – Hard copy  
Typescript, Electronic Typescript, Camera Ready Copy- Five C’s - Onscreen copy editing  
- Editing for content, language, style, grammar, precision, accuracy etc.

### MODULE 3

(30 Hours)

What is Proofreading - Proof reading symbols - How to read proofs – How to mark  
corrections - Colour coding corrections- Author’s corrected proof- collating the proofs-  
Second proof-press proof-jacket & cover proof-After passing proofs for press - Proof  
reading tasks

### MODULE 4

(20 Hours)

Glossary (From Butcher’s Copy Editing)

**BOOKS FOR REFERENCE:** Butcher, Judith et.al: Butcher’s Copy Editing, Cambridge  
University Press, 2011.

Raghavan D.: An Introduction to Book Publishing, Sterling Publishers, New Delhi

University of Chicago: A Manual of Style

**B.A. ENGLISH (MODEL II - COPY EDITOR)****COURSE 6: ILLUMINATIONS**

COURSE CODE	19U4CCENG06
Title of the Course	ILLUMINATIONS
Semester	4
No. of credits	3
No. of contact hours	90

**1. AIM OF THE COURSE**

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

Course Outcome

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Appreciate inspirational literatures of various literary genres across cultures	*	*			*	
<b>CO 2</b>	Critically engage with literary texts written in different languages and later translated into English.	*	*	*		*	
<b>CO 3</b>	Critically engage with biographical sketch of the authors and familiarize their personality, oeuvre and style.	*	*			*	
<b>CO 4</b>	Develop a creative and insightful perspective towards life		*	*		*	
<b>CO 5</b>	Apply the unfathomable power of literatures in their writings and creative endeavors.	*		*	*		

**2. OUTLINE OF THE COURSE****Module 1 Life Sketches**

(18 hours)

- Helen Keller : Three Days to See

2. Jesse Owens : My Greatest Olympic Prize
3. Prof. Kerala Varma : ECG Sudharshan

**Module 2 Essays (18 hours)**

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

**Module 3 Gender Questions (18 hours)**

7. J. K. Rowling : The fringe benefits of failure and the importance of imagination
8. Chimamanda Ngozi Adichie: An Ode to Make up

**Module 4 (18 Hours)**

9. Oscar Wilde : The Nightingale and the Rose
10. George Orwell : The Miser
11. John Galsworthy : Quality
12. Paolo Coelho : The Beggar and the Baker

**Module 5 (18 Hours)**

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

**3. Core Text: Illuminations**

**4. Model Question Paper**  
(To be incorporated later)

## B.A. ENGLISH (MODEL II - COPY EDITOR)

### COURSE 17: Reading Poetry

Course Code	19U4CRENG05
Title of the Course	READING POETRY
Semester in which the Course is to be taught	4
No. of Credits	4
No. of Contact Hours	90

#### 1. AIM OF THE COURSE

- Enjoy the experience of reading literature
- Understand and respond to literary texts in different forms and from different periods and cultures
- Experience literature's contribution to aesthetic, imaginative and intellectual growth
- To introduce the students to the basic elements of poetry and to enrich the students through various perspectives or readings in poetry.
- To enhance the level of critical thinking and appreciation of poems from different contexts and genres

#### 2. COURSE OUTCOME

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them.	*	*				*
CO 2	Demonstrate an understanding of the ways in which cultural values are expressed in literature.	*	*			*	
CO 3	Identify the significance of the context in which a work is written and received.	*	*			*	
CO 4	Analyse language, structure, techniques and style and evaluate their effects on the reader as well as the connections between style and meaning	*	*	*		*	

<b>CO 5</b>	Engage in independent literary criticism on both familiar and unfamiliar literary texts.		*			*	*
<b>CO 6</b>	Write a sustained literary commentary using an effective choice of register and style using the terminology and concepts appropriate to the study of literature	*	*				*

### 3. COURSE OUTLINE

#### MODULE 1 Nature and Elements of Poetry

(18 hours)

1. The Poet
2. Poetry: Its Nature and Function
3. Forms of Poetry
4. Poetic Genres
5. Figures of Speech
6. Stanzas
7. Rhythm and Metre
8. Rhyme and Sound
9. How to Read a Poem – (Compulsory Component)
  - a. Theory
  - b. Practical Component – Analysis of an Unknown Poem

#### MODULE-2 Reading British Poets (36 Hours)

10. William Shakespeare: "Poor Soul, the Centre of My Sinful Earth" (Sonnet 146)
11. John Donne : "The Sunne Rising"
12. William Wordsworth : "Ode – Intimations of Immortality from Recollections of Early Childhood"
13. P.B. Shelly : "Ozymandias"
14. Robert Browning : "My Last Duchess"
15. T.S. Eliot : "Preludes"
16. Dylan Thomas : "Do Not Go Gentle Into That Goodnight"
17. Stephen Spender : "What I Expected was...."

#### MODULE-3 Other Perspectives In Poetry (36 Hours)

18. W.B. Yeats : "The Wild Swans at Coole"

19. Mervyn Morris : “Little Boy Crying”  
20. Pablo Neruda : “Tonight I Can Write...”  
21. Robert Frost : “Mending Wall”  
22. Robert Kroetsch : “I’m Getting Old Now”  
23. Sylvia Plath : “Tulips”  
24. Dilip Chitre : “Father Returning Home”  
25. Gabriel Okara : “The Mystic Drum”  
26. Michael Laskey : “The Page Turner”

#### **4. CORE TEXT**

1. C A Varghese Ed. Spring Rhythms: Poetic Selections. DC Books.
2. Anthology of poems recommended by the Board.

**B.A. ENGLISH (MODEL II - COPY EDITOR)****COURSE 18: READING FICTION**

Course Code	19U4CRENG06
Title of the Course	Reading Fiction
Semester in which the Course is to be Taught	4
No. of Credits	4
No. of Contact Hours	72

**1. Aim of the Course**

To introduce the students to various forms of fiction and to help them appreciate and critically evaluate works of fiction.

**2. Course Outcome**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Explore the evolution of English prose writing.	*			*		
<b>CO 2</b>	Understand the range and variety of prose writings across literature.	*			*		
<b>CO 3</b>	Explore various global literary themes that appear in prose writings.				*		
<b>CO 4</b>	Compare and contrast the issues, conflicts and preoccupations of writers across the globe.				*		
<b>CO 5</b>	Evaluate and analyse historical contexts of various ideologies across the world.				*	*	*
<b>CO 6</b>	Critically engage with the complex nature of writing around the world.		*		*	*	*
<b>CO 7</b>	Critically appreciate the diversity prose in the light of a rational and logical temperament.		*	*	*	*	*

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

- Appreciate long and short works of narrative fiction.
- Demonstrate familiarity with cultural diversity through the reading of representative works.

## COURSE OUTLINE

### **Module 1: Novel**

1. Ernest Hemingway : The Old Man and the Sea (36 Hours)

### **Module 2: Short Fiction (36 Hours)**

1. James Thurber : "Quality"
2. John Galsworthy : "Too Dear"
3. Leo Tolstoy : "The Verger"
4. Somerset Maugham : "The Terror"
5. Guy de Maupassant : "The Gold Watch"
6. Mulk Raj Anand : "The Rocking Horse Winner"
7. D H Lawrence : "The Night the Ghost Got in"
8. Arthur C Clarke : "Nine Billion Names of God"
9. George Louis Borges : "The Shape of the Sword"
10. Chinua Achebe : "The Sacrificial Egg"
11. Katherine Mansfield : "The Garden Party"
12. V S Naipaul : "Love, Love, Love Alone"

## **REFERENCES**

Sadasivan, Leesa, Dr., ed. Tales to Remember: An Anthology of Short Stories. Delhi: OUP, 2010. Print.

Hemingway, Ernest. The Old Man and the Sea. New York: Scribner, 1952. Print.



## B.A. ENGLISH (MODEL II-COPY EDITOR)

### COURSE14-ENGLISH LITERATURE IN CONTEXT: A HISTORICAL OVERVIEW PART II

Course Code	19U4CPENG4
Title of the Course	English Literature in Context: A Historical Overview PART II
Semester	4
No. of credits	4
No. of contact hours	108

#### 1. COURSE DESCRIPTION

This course is intended to familiarize the students with the social and historical context of English Literature. This includes a detailed chronology giving a quick reference guide to each period. The course provides thorough historical and literary overviews. In depth readings of key literary texts and structured and annotated suggestions for further reading and research are also incorporated in the course. Module I focus on the background of Victorian period; Module 2 provides an understanding of the historical and social contexts of the Twentieth century; Module 3 gives an overview of the new trends in literature focusing on Twentieth and Twenty First century; Module 4 gives an awareness of the emergence of the New Literatures/Postcolonial writings.

#### 2. AIM OF THE COURSE

The course aims at providing the students with the necessary historical, social and literary sense to understand and appreciate English literary works of various ages.

#### 3. COURSE OUTCOME

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Define the major historical processes, literary concepts and cultural movements from the Victorian age to the emergence of New Literatures.	*	*				
<b>CO 2</b>	Understand the interconnections between history and literature.	*	*			*	
<b>CO 3</b>	Interpret select texts and authors by contextualizing them	*	*			*	*

<b>CO 4</b>	Analyse texts to establish the processes of the textual construction of history	*	*			*	
<b>CO 5</b>	Critique the evolution of ideas and their potential import on subsequent ages	*	*			*	*

#### 4. COURSE OUTLINE

##### **Module1: The Victorian Age, 1832-1901 (36Hours)**

Chronology

Historical Overview

Literary Over view

Text and Issues

Readings

##### **Module2: The Twentieth Century, 1901-1939**

Chronology

Historical Overview

Literary Over view

Text and Issues

Readings

(18Hours)

##### **Module 3: The Twentieth and Twenty- First Centuries, 1939-2019**

Chronology

Historical Overview

Literary Over view

Text and Issues

Readings

## **Module 4: Third World Literature/ New Literatures**

Chronology

Historical Overview

Literary Over view

Text and Issues

Readings

**CORE TEXT:** ENGLISH LITERATURE IN CONTEXT ED.BY PAUL POPLAWSK

**B.A. ENGLISH (MODEL II - COPY EDITOR)**  
**COURSE 20: THE TECHNIQUE OF COPY EDITING**

Course Code	19U4VCENG04
Title of the Course	The Technique of Copy Editing
Semester in which the Course is to be taught	4
No. of Credits	4
No. of Contact Hours	90

**1. AIM OF THE COURSE**

The course is intended to introduce the students to the art of copy editing and to provide the fundamentals of book publishing.

**2. COURSE OUTCOME**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Develop a comprehensive understanding of the theoretical and practical aspects of different techniques of copy editing	*		*	*		
<b>CO 2</b>	Develop an awareness of the roles and functions of copy editors while producing varieties of books including the text books.			*	*		
<b>CO 3</b>	Understand the legal and ethical issues related to copy editing.			*	*	*	
<b>CO 4</b>	Familiarize contemporary practices of			*	*	*	

	techniques in copy editing.						
<b>CO 5</b>	Master the technical terminologies and apply those terms in the practice of copy editing.			*	*		*
<b>CO 6</b>	Demonstrate different techniques of copy editing while editing different kinds of books. Copy edit a book before it goes to the final print.			*	*		*

### 3. COURSE OUTLINE

#### Module 01

(40 Hours)

Indexes – Illustrations - Footnotes & Endnotes - Bibliographical references - Developing Style sheet & House style - Unsolicited manuscripts – Author - Publisher relationship - interaction between different Depts.- vetting - subject experts - Casting off - Typesetting process – Binding - The Literary Agents - Professional Guilds & Societies - Sales & promotional measures.

#### Module 02

(35 Hours)

Preliminary copy editing - design & specimen pages - Briefing the designer - Preparing text for the typesetter - Various legal issues - How much copy editing to do - Writing to the author - complete self-explanatory copy - Well organized & consistent book - Marking up typescript - copyright permissions & acknowledgements

#### Module 03

(15 Hours)

Copy editing academic papers, journalism, non-fiction, fiction, reports, magazines, newspapers, translation copy editing, text books for children  
Subjective elements in copy editing - ethical aspects.

#### Books for reference:

Butcher, Judith et.al: Butcher’s Copy Editing, Cambridge University Press, 2011. Raghavan. D: An Introduction to Book Publishing, Sterling Publishers, New Delhi University of Chicago: A Manual of Style

**B.A. ENGLISH (MODEL II - COPY EDITOR)****COURSE 21: READING DRAMA**

Course Code	19U5CRENG07
Title of the Course	Reading Drama
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	90

**1. AIM OF THE COURSE**

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

**2. COURSE OUTCOME**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Identify the aspects and features of theatre	*	*	*			
CO 2	Describe the development of dramatic techniques in different drama traditions	*	*			*	
CO 3	Demonstrate familiarity with the plays of master dramatists	*	*	*		*	
CO 4	Analyse dramatic texts on the basis of structure, characterisation, staging etc.	*	*	*		*	
CO 5	Apply a variety of dramatic techniques	*	*			*	*

	in performing one act plays						
<b>CO 6</b>	Critique theatrical productions and evaluate directorial styles and acting  Write and perform short plays			*		*	*

### 3. COURSE OUTLINE

#### **MODULE 1** (54 HOURS)

William Shakespeare : Macbeth

#### **MODULE 2** (36 HOURS)

1. Anton Chekhov : "The Swan Song"
2. George Bernard Shaw : "How He Lied to Her Husband"
3. Eugene O'Neil : "Before Breakfast"
4. Serafin and Joaquin Alvarez Quintero: "A Sunny Morning"
5. Erisa Kironde : "The Trick"

#### **CORE TEXT**

Dr K Sujatha Ed. On the Stage: One-Act Plays. Orient Black Swan.

**B.A. ENGLISH (MODEL II - COPY EDITOR)**  
**COURSE 22: LANGUAGE AND LINGUISTICS**

Course Code	19U5CRENG08
Title of the Course	Language and Linguistics
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	90

**1. AIM OF THE COURSE:**

- Module one imparts knowledge about the origin, nature and evolution of language. It also incorporates the fundamental concepts of linguistics.
- Module two incorporates the basic facts about speech mechanism, phonetics and other major aspects of articulation.

**2. COURSE OUTCOME**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Understand the origin, nature and evolution of language.	*	*				
CO 2	Analyze the key concepts of linguistics.	*	*	*			
CO 3	Recognize the structure and various parts of language.			*	*		
CO 4	Apply various phonetic rules.			*	*		
CO 5	Examine English language at phonemic, morphemic and syntactic levels.			*	*		
CO 6	Distinguish various dialectal aspects of English.			*	*		*



### 3. COURSE OUTLINE

#### MODULE I

LANGUAGE AND LINGUISTICS

(36 Hours)

Origin of language – various theories; Language families; Human language - characteristics: Arbitrariness – Interchangeability – Cultural transmission; Dialect – Sociolect – Idiolect – Register – Pidgin – Creole

Basic concepts in linguistics - Langue and Parole - Language as a system of signs – Signifier and signified - Competence and Performance - Synchronic and Diachronic linguistics -

Branches of linguistics: Phonology – Morphology-Syntax- Morphemes and allomorphs – Lexical and grammatical words - Simple, complex, compound Words - Word Formation - Inflexion - Affixation - Parts of Speech

#### MODULE II

PHONETICS

(54 Hours)

Air stream Mechanism - Organs of speech - Function of vocal cords – Soft palate action – Active and passive articulators - R P and G I E – Uniformity and Intelligibility – Mother tongue influence - Cardinal vowels – Vowels in R P - Diphthongs – Triphthongs - Consonants – Phonemes – Allophones - Suprasegmentals - Syllable - Stress and Rhythm – Weak forms and Strong forms – Sentence stress - Tone groups - Basic intonation - Juncture - Elision – Assimilation

#### RECOMMENDED TEXTS:

Krishnaswamy and Sivaraman: An Introduction to Linguistics. New Delhi: MacMillan

John Lyons. Language and Linguistics

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

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

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. Balasubramaniam. A Textbook of English Phonetics for Indian Students. Macmillan, 1981.

T. Balasubramaniam. English Phonetics for Indian Students: A Workbook. Macmillan

**B.A. ENGLISH (MODEL II - COPY EDITOR)****COURSE 23: LITERARY CRITICISM: THEORY AND PRACTICE**

Course Code	19U5CRENG09
Title of the Course	Literary Criticism: Theory and Practice
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	108

**1. AIM OF THE COURSE**

This course is intended to familiarize the students with the major streams of literary criticism, literary theory and literary terms both Western and Indian. It also aims to make them aware of the interdisciplinary nature of critical approaches to the study of literature and to enable them to appreciate literary/non-literary texts from different perspectives. From a practical point of view, the course should enable the students to write critical reviews/appreciations/analysis for scholarly journals and media.

**2. COURSE OUTCOME**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Understand the fundamental literary and critical concepts and underlying distinctions among them.	*	*			*	
<b>CO 2</b>	Understand the theoretical and critical concepts in their contexts	*	*			*	
<b>CO 3</b>	Explore the various writing strategies and techniques of textual analysis.		*	*		*	
<b>CO 4</b>	Apply the various theoretical framework and concepts to literary and cultural texts.			*		*	*

<b>CO 5</b>	Develop a coherent, synoptic view of the discipline of criticism.			*		*	*
<b>CO 6</b>							

### 3. COURSE OUTLINE

#### Module I: Classical Criticism

(18 Hours)

Plato - Theory of Imitation

Aristotle – Theory of Imitation, Tragedy, comedy and tragicomedy, three unities, Catharsis, Peripetia

Longinus – Sublime

#### Module II: Neo- classical and Romantic Criticism

(18 Hours)

Dryden

Wordsworth

Coleridge

#### Module III: Modern Criticism

(18 Hours)

T S Eliot

I A Richards

#### Module IV

(18 Hours)

Indian Aesthetics

Theory of Rasa

Theory of Dhvani

#### Module V

(18 Hours)

Contemporary Literary Theoretical Approaches

Psychoanalytic Studies: Hamlet: The Oedipus Complex

Gender and Feminist Studies: The Marble Vault: The Mistress in “To His Coy Mistress”

Cultural Studies: “Cultures in Conflict: A Story Looks at Cultural Change”

Poststructuralist Studies: Dylan Thomas's poem 'A refusal to mourn the death, by fire, of a child in London'.

#### MODULE VI: PRACTICAL CRITICISM

(18 HOURS)

- a) Analysis of an unknown poem
- b) Analysis of an unknown prose passage

### 4. RECOMMENDED BOOKS:

1. Nagarajan M S., English Literary Criticism and Theory: An Introductory History. Hyderabad: Orient Blackswan, 2011. Pages 1-19; 23 -29; 50 – 60; 78-90; 105 -133;
2. Guerin, Wilfred L. et. al., A Handbook of Critical Approaches to Literature. New York: Oxford UP, 1999. Pages 125 -136; 196 – 202; 215 -217; 239-245; 292 -297
3. Barry Peter. Beginning Theory. 49-60
4. Sethuraman V S. ed. Indian Aesthetics. Ch. 4 . The Theory of Rasa, S N Dasgupta, Ch. 12 Theory of Dhvani, Kunjunn Raja

## B.A. ENGLISH (MODEL II - COPY EDITOR)

### COURSE 28: ENVIRONMENTAL SCIENCE AND HUMAN RIGHTS

Course Code	19U6CRENG13
Title of the Course	Environmental Science and Human Rights
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	90

#### 1. AIM OF THE COURSE

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-situations and in-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.

## 2. COURSE 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. It encourages character building, and develops positive attitudes and values.

## 3. COURSE OUTCOME

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	understand how our decisions and actions affect the environment	*				*	
CO 2	develop the sense of awareness about the environments issues	*	*	*			
CO 3	Create an awareness of the inter-relationship between man and environment			*		*	
CO 4	Develop a constructive attitude about environment.			*		*	
CO 5	build knowledge and skills necessary to address complex environmental issues			*		*	*
CO 6							

## 4. COURSE OUTLINE

### 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 nonrenewable 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.

g) 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)

### **5. REFERENCES**



Bharucha, Erach. Text Book of Environmental Studies for Undergraduate Courses. University Press, 2nd Edition 2013 (TB)

Clark, R. S. Marine Pollution, Oxford: Clarendon (Ref)

Cunningham, W. P., Cooper, T. H., Gorhani, E & Hepworth, M. T. 2001 Environmental Encyclopaedia, Mumbai: Jaico. (Ref)

De A. K. Environmental Chemistry, Wiley Eastern. (Ref)

Down to Earth, Centre for Science and Environment (Ref)

Heywood, V. H & Watson, R. T. 1995. Global Biodiversity Assessment, Cambridge UP (Ref)

Jadhav, H & Bhosale, V. M. 1995. Environmental Protection and Laws. Delhi: Himalaya (Ref)

McKinney, M. L & Schock, R. M. 1996. Environmental Science Systems & Solutions. Web enhanced edition (Ref)

Miller T.G. Jr., Environmental Science, Wadsworth (TB)

Odum, E. P 1971. Fundamentals of Ecology. W. B. Saunders (Ref)

Rao, M. N. & Datta, A. K. 1987. Waste Water Treatment Oxford & IBII (Ref)

Rajagopalan, R. Environmental Studies from Crisis and Cure, Oxford UP, 2016 (TB)

Sharma B.K., 2001. Environmental Chemistry. Meerut: Geol. (Ref)

Townsend C. Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)

Trivedi R. K. Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (Ref)

Trivedi, R. K. and P. K. Goel. Introduction to Air Pollution. Techno-Science (Ref)

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 21st Century. New Delhi: Discovery

S. K. Khanna. Children and the Human Rights. Common Wealth, 2011.

Sudhir Kapoor. Human Rights in 21st 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.

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 programme of all undergraduate courses.

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

**B.A. ENGLISH (MODEL II - COPY EDITOR)**  
**COURSE 24: POSTCOLONIAL LITERATURES**

Course Code	19U5CRENG10
Title of the Course	Postcolonial and Subaltern Literatures
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

**1. AIM OF THE COUSE**

- The course is intended to familiarize the students with the basic tenets of Postcolonial theory and literature
- To inculcate in the student an awareness of diverse cultures and literatures.

**2. COURSE OUTCOME**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule	*	*				
<b>CO 2</b>	Understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation	*	*			*	
<b>CO 3</b>	See through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it	*	*			*	*
<b>CO 4</b>	Appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations	*	*			*	*

<b>CO 5</b>	Critically engage with issues of racism and imperialism during and after colonial occupation	*	*			*	*
<b>CO 6</b>							

**MODULE ONE: Essay**

(36 Hours)

1. Jean Paul Sartre: Preface to Frantz Fanon’s Wretched of the Earth
2. John McLeod: “Introduction” to The Routledge Companion to Postcolonial Studies

**MODULE TWO: Poetry**

(18 hours)

1. Wole Soyinka : ‘Procession 1 - A Hanging Day’
2. Mahmoud Darwish : ‘Identity Card’
3. Derek Walcott : ‘A Far Cry from Africa’
4. Claude McKay : ‘The Enslaved’
5. Jean Arasanayagam : ‘Family Photographs’
6. Sujata Bhat : “Search for My Tongue”

**MODULE THREE: Fiction**

(18 hours)

Chinua Achebe : Things Fall Apart

**MODULE FOUR**

**:Drama**

(18 hours)

Mahasweta Devi : Mother of 1084

**B.A. ENGLISH (MODEL II - COPY EDITOR)****COURSE 25: OPEN COURSE (GENERAL) ENGLISH FOR CAREERS**

Course Code	19U50CENG1
Title of the Course	English for Careers
Semester in which the Course is to be taught	5
No. of Credits	3
No. of Contact Hours	90

**1. 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.

**2. COURSE OUTCOME**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Demonstrate confidence and decorum in formal communication showing adequate domain knowledge, appropriate body language and communication skills.			*	*		
CO 2	Attain proficiency in oral and written communication to enhance academic and professional use of language.			*	*		
CO 3	Communicate effectively at different levels of social and receptive domains.			*	*	*	
CO 4	Prepare formal reports using tables			*	*		

	and graphic modes of presentation.						
<b>CO 5</b>	Use appropriate register and style for effective business communication.			*	*		
<b>CO 6</b>	Make effective presentations.			*	*		*

### 3. COURSE OUTLINE

#### **Module I: Oral and Written Skills for Jobs and Careers: (18 hours)**

a. Applying for jobs - Preparing resumes - Writing cover letters for resumes - Effective proposal writing. b. Preparing for interviews - Taking interviews - Post-interview follow-up - Promotion Interviews - Group discussions.

#### **Module II - Correctness in Language Usage (18 hours)**

1. Common errors in communication and how to avoid them.
2. Some notions - conventional and idiomatic expressions.
3. Today's vocabulary
4. Grammar for grownups.

#### **Module III - Facing People (18 hours)**

1. Structuring and delivering a presentation
2. Video conferencing - Basics of video conference
3. Simple presentations in a video conference environment.

#### **Module IV - English for Career Development (18 hours)**

1. Front office management and keeping public relations (telephone skills)
2. Soft skills for team building
3. Importance of words/language
4. Communication in management and management through communication.
5. Horizontal and democratic communication.

#### **Module V – Office communication (18 hours)**

1. Memos and notices

2. Business correspondence
3. Preparing Reports
4. Using tables and charts for representing data - Interpreting charts and tables

#### **4. READING LIST**

1. Samson et al. English for Life - 4. New Delhi: Cambridge University Press.
2. Vasudev, Murthy. Effective Proposal Writing. New Delhi: Response Books, 2006.
3. Towards Academic English: Developing Effective Writing Skills. New Delhi: Cambridge University Press, 2007.
4. Oxford Guide to Effective Writing and Speaking. OUP, 2007.
5. Bhatnagar, R. P. English for Competitive Exams. 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 Books
9. Shepherd, Kerry. Presentations at Conferences, Seminars and Meetings. New Delhi: Response Books.
10. Vilanilam, J. V. More Effective Communication: a Manual for Professionals. Response Books 2008
11. English for Career Development. Orient Longman, 2006.

**B.A. ENGLISH (MODEL II - COPY EDITOR)****COURSE 26: WOMEN'S LITERATURE**

Course Code	19U6CRENG 11
Title of the Course	Women's Literature
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

**1. AIM OF THE COURSE**

- To introduce students to the development of women's writing in various countries.
- To familiarize them with the diverse concerns addressed by feminism.
- To sensitize them to issues like marginalization and subjugation of women
- To motivate them to rethink and redefine literary canons
- To understand the way in which women use literature as a catalyst for political and social change.
- To encourage them to critically analyse literary works from a feminist perspective.

**2. COURSE OUTCOME**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Understand and appreciate the representation of the experience of woman in literature.	*	*				
CO 2	Understand the theoretical concepts of feminism in British, American and Indian contexts.	*	*			*	
CO 3	Familiarise with the rich repertoire of the literary creativity of women.	*	*	*			
CO 4	Link the status of woman to social discrimination and social change.	*	*			*	
CO 5	Recognize and redefine the gender	*	*			*	*



	based constructs in one's own social and cultural milieu.						
<b>CO 6</b>	Imbibe the values of gender justice and mutual respect. Stimulate the potential for creative and critical analysis.	*	*			*	

### 3. OUTLINE OF THE COURSE

#### MODULE ONE: ESSAYS

(18 hours)

1. Betty Friedan : "The Problem that has no Name"
2. Elaine Showalter : "Towards a Feminist Poetics".
3. Jasbir Jain : "Indian Feminisms: The Nature of Questioning and the Search for Space in Indian Women's writing." (From Writing Women across Cultures)

#### MODULE TWO: POETRY

(18 hours)

1. Kamala Das : "An Introduction"
2. Marianne Moore : "Poetry"
3. Adrienne Rich : "Aunt Jennifer's Tigers"
4. Sylvia Plath : "Lady Lazarus"
5. Margaret Atwood : "Spelling"
6. Kishwar Naheed : "I am not That Woman"
7. Marge Piercy : "Rape Poem"
8. Nikki Giovanni : "Woman"

#### MODULE THREE: NOVEL

(36 Hours)

K.R. Meera : Hang Woman

#### MODULE FOUR: DRAMA

(18 hours)

1. Sheila Walsh : "Molly and James"
2. M. Sajitha : "Matsyagandhi"

#### 4. CORE TEXTS

1. Dr Sobhana Kurien, Ed. Breaking the Silence: An Anthology of Women's Literature. ANE Books.
2. K.R Meera. Hangwoman. Penguin Books.

## 5. READING LIST

- a) General Reading
  - i. Kate Millett. *Sexual Politics*. New York: Equinox-Avon, 1971.
  - ii. Maggie Humm Ed. *Feminisms: A Reader*. New York: Wheat Sheaf, 1992.
  - iii. Elaine Showalter. *A Literature of their Own*.
- b) Further Reading
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  - ii. Patricia Mayor Spacks. *The Female Imagination*. New York: Avon, 1976.
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  - v. Gayle Green & Copelia Kahn. *Making a Difference: Feminist Literary Criticism*. New York: Routledge.
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  - ix. Alice Walker. *In Search of our Mothes' Gardens*. New York: Harcourt Brace Jovanovich, 1983.
  - x. Leos S. Roudiex Ed. *Desire in Language*. New York: Columbia University Press, 1975.
  - xi. Lisbeth Goodman Ed. *Literature and Gender*. New York: Routledge, 1996.
  - xii. Adrienne Rich. *Of Woman Born*. New York: Norton.
  - xiii. Mahasweta Devi. *Breast Stories*. Calcutta: Seagull, 1998.

**B.A. ENGLISH (MODEL II - COPY EDITOR)**  
**COURSE 27: INDIAN WRITING IN ENGLISH**

Course Code	19U6CRENG 12
Title of the Course	Indian Writing in English
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

**1. Aim of the Course**

- To inspire students to read and appreciate Indian literature in English, and to explore its uniqueness and its place among the literatures in English.
- To motivate students for a critical and comparative study of other literatures in English and to examine the similarities and differences in attitudes, vision and style.

**2. Course Outcome**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Demonstrate an understanding of the various phases of the evolution of Indian writing in English.	*	*				
<b>CO 2</b>	Demonstrate familiarity with the thematic concerns, genres and trends of Indian writing in English.	*	*			*	
<b>CO 3</b>	critically engage with Indian literary texts written in English in terms of colonialism / post colonialism, regionalism, and nationalism	*	*			*	
<b>CO 4</b>	Demonstrate an understanding of the pluralistic aspects of Indian culture and identity.	*	*			*	
<b>CO 5</b>	critically appreciate the creative use of the English language in Indian English	*	*				

	Literature						
<b>CO 6</b>	approach Indian English Literature from multiple positions based on historical and social locations	*	*			*	

### 3. COURSE OUTLINE

#### MODULE I – PROSE

(18 HRS)

1. M. K. Gandhi : “The Need for Religion”
2. C. V. Raman : “Water, the Elixir of Life”
3. Nirad C. Chaudhuri : “Money and the Englishmen”
4. Arundhati Roy : “The End of Imagination”

#### MODULE II - POETRY

(18 HRS)

1. Rabindranath Tagore : “Silent Steps”
2. Nissim Ezekiel : “The Railway Clerk”
3. K. Ramanujan : “The Striders”
4. Jayanta Mahapatra : “An October Morning”
5. Kamala Das : “Nani”
6. Meena Alexander : “Her Garden”
7. K.Satchidanandan : “Stammer”

#### MODULE III - SHORT STORIES

(18 HRS)

1. Mahasweta Devi : “Arjun”
2. Anita Desai : “Circus Cat, Alley Cat”
3. Rabindranath Tagore : “The Home Coming”
4. Abhuri Chaya Devi : “The Woodrose”

#### MODULE IV - DRAMA

(18 HRS)

1. Badal Sirkar : Evam Indrajith

#### MODULE V – FICTION

(18 HRS)

1. Arundhati Roy : The God of Small Things

**B.A. ENGLISH (MODEL II - COPY EDITOR)****COURSE 29: AMERICAN LITERATURE**

Course Code	19U6CRENG14
Title of the Course	AMERICAN LITERATURE
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	90

**1. Aims of the Course**

- To introduce students to select vignettes of American literature and familiarize them with its unique flavor, style, form and themes.
- To motivate students to attempt an intelligent appreciation and critical evaluation of American civilization and culture as revealed in the works.
- To inspire them to make further explorations into American literature.

**2. Course Outcome:**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Understand the trends and movements in American Literature.	*	*				
CO 2	Evaluate the distinctive generic and literary features of American prose, poetry and theatre.	*	*				
CO 3	Situate a text or author with reference to their specific American historical milieu.	*	*			*	
CO 4	Compare texts and authors across the spectrum of American literature.	*	*			*	
CO 5	Appreciate critically the literary merits of individual American writers.	*	*			*	

<b>CO 6</b>	Locate works from the American canon vis-à-vis their counterparts from other regional literatures.	*	*			*	*
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**3. Course Outline**

**MODULE ONE: ESSAYS**

(18 hours)

1. Ralph Waldo Emerson : “Art”
2. Henry David Thoreau : “The Battle of the Ants”
3. Don Delillo : “In the Ruins of the Future”
4. Excerpts from Martin Luther King’s, "The Birth of a New Nation"

**MODULE TWO: POETRY**

(18 hours)

1. Walt Whitman : “Oh Captain, My Captain”
2. Emily Dickinson : “A Bird Came Down the Walk”
3. E A Robinson : “Miniver Cheevy”
4. Robert Frost : “After Apple Picking”
5. E E Cummings : “My Sweet Old Etcetera”
6. Theodore Roethke : “The Waking”
7. Claude McKay : “America”
8. Langston Hughes : “I too, sing, America”

**MODULE THREE: FICTION**

(36 hours)

1. Nathaniel Hawthorne : “The Wives of the Dead”
2. Edgar Allan Poe : “The Tell tale Heart”
3. Mark Twain : “The Five Boons of Life”
4. Ambrose Bierce : “A Horseman in the Sky”
5. Kate Chopin : “The Story of an Hour”
6. O Henry : “Mammon and the Archer”
7. Ernest Hemingway : "A Clean, Well-Lighted Place"
8. Issac Asimov : “The Last Question”

**MODULE FOUR: DRAMA**

(18 hours)

1. Tennessee Williams : The Case of the Crushed Petunias
2. Lucille Fletcher : Sorry, Wrong Number
3. Richard A Via : Never on Wednesday

## Reference

Sadasivan, Leesa, Dr., ed. *Blooming Lilacs: An Anthology of American Literature*. Thrissur: Current, 2011. Print.

**B.A. ENGLISH (MODEL II - COPY EDITOR)**  
**COURSE 30: ELECTIVE COURSE 1 (FRONTIER AREAS)**  
**REGIONAL LITERATURES IN TRANSLATION**

Course Code	19U6CRENGEL1
Title of the Course	REGIONAL LITERATURES IN TRANSLATION
Semester in which the Course is to be taught	6
No. of Credits	3
No. of Contact Hours	72

**1. Aim of the Course**

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

**2. Course Outcome:**

At the end of the programme a student should be able to:		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO 1</b>	Get familiarized with the cultural heterogeneity and linguistic plurality of our country through its literature written in regional languages.	*	*			*	
<b>CO 2</b>	Engage with various theoretical positions in translation.		*			*	
<b>CO 3</b>	Assess, compare and review translations.	*	*			*	*
<b>CO 4</b>	Critically appreciate the process of translation.	*	*			*	*



<b>CO 5</b>	Reflect on the politics of translation.		*		*		*	
<b>CO 6</b>	Translate literary and non-literary texts.				*	*		*

### 3. Course Outline

#### Module 1: Essay (12 Hours)

Jeremy Munday : Introducing Translation Studies (Chapter 1)

#### Module 2: Poems (12 Hours)

1. Sitakant Mahapathra : "Death of Krishna" ( Oriya)
2. Temsula Ao : "Bonsai God" (Naga)
3. Rajathi Salma : "A Midnight Tale" ( Tamil)
4. Rabindranath Tagore : Gitanjali Verse-88 ( Bengali)
5. Sachidanandhan : "The Mad" ( Malayalam)
6. Arun Kamal : "Amarphal" ( Hindi)

#### Module 3: Drama (18 Hours)

1. G. Sankarapillai : Wings Flapping Somewhere

#### Module 4: Short Fiction (24 Hours)

1. Vaikom Muhammad Basheer : "Inheritors of the Earth ( Malayalam)
2. Tharasankar Banerjee : "Boatman Tarini" ( Bengali)
3. Abburi Chaya Devi : "The Touch" ( Telugu)
4. Motilal Jotwani : "A Desire to See the Sky" (Sindhi)
5. O. V Vijayan : The Infinity of Grace (Malayalam)
6. U. R Ananthamoorthy : "Apoorva" (Kannada)

#### Module 5: (6 Hours)

1. Tasks in Translation