



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

**BA ENGLISH PROGRAMME  
(VOCATIONAL MODEL II – COPY EDITOR)**



**CURRICULUM AND SYLLABUS**

**CHOICE BASED CREDIT AND SEMESTER SYSTEM**

**(CBCSS)**

**INTRODUCED FROM 2015 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 BA English Copy Editor has, since then, undergone significant modifications with the inclusion of more courses of literature in the programme. The Board of Studies in English of Sacred Heart College (Autonomous), has taken cognizance of the fact that a large majority of the students who graduate in English (Model II vocational - Copy Editor) pursue postgraduate programme in English Literature and has decided to retain the Literature courses in the curriculum. However, the Board felt 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 project work in VI<sup>th</sup> Semester. At present, the students prepare a 25-page long dissertation on a theme pertaining to literary/cultural studies. The Board has proposed to introduce three types of projects, viz, a dissertation, a work of creative writing, a magazine, in order to give opportunities for students of varying skills and interests to engage in a project that strengthen their area of interest.

In addition to this, the Board has proposed to make the on-the-job training programme a compulsory module earning 1 Credit for those who complete the same successfully. The revisions were effected after several sittings of the Board.

### General:

1. B. A. English (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 14 Core courses, 6 Common courses, 4 Complementary courses, 4 Vocational Courses 2 Open courses and a project work. While Common Course - I is compulsory, Common Course II (second language) is elective. All the core courses are also compulsory for all the students. Similarly, Open Course - I is general and Open course - II is from a frontier area in the discipline.
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 end semester end-semester examination.
6. All courses have been divided into 3-6 modules based on certain thematic commonalities.
7. The project work can be of 3 types. A dissertation, a work of creative writing or a magazine of prescribed length.

## 1. CURRICULUM

### 1.1 SCOPE

Applicable to all regular Under Graduate Programmes conducted by the Sacred Heart College (Autonomous) with effect from 2015-16 admissions.

### 1.2 STUDENT ATTRIBUTES

**Inquirers:** The students acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives

**Knowledgeable:** They are able to explore concepts, ideas and issues in the various kinds of texts. In so doing, they acquire adequate knowledge and understanding of the discipline and the subjects allied to it.

**Communicators:** They should understand and express ideas and information confidently and creatively in a variety of modes of communication. They should also be able to make use of it to develop interpersonal skills and work effectively and willingly in collaboration with others.

**Critical Thinkers:** They are intellectually open and exercise demonstrate adequate ability in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Reflective:** They should not only reflect on to their own learning and experience. But also assess their strengths and limitations in order to support their learning and personal development.

**Enlightened:** They are able to understand individuals in their own context and act with honesty and integrity, with justice and respect for the dignity of the individual, groups and communities. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. They act responsibly and take responsibility for their own actions.

### 1.3 DEFINITION

1.3.1. **Programme** means a three year programme of study and examinations spread over six semesters, according to the regulations of the respective programme, the successful completion of which would lead to the award of a degree.

1.3.2. **Semester** means a term consisting of a minimum of **450** contact hours distributed over 90 working days, inclusive of examination days, within **18** five-day academic weeks.

1.3.3. **Academic Week** is a unit of five working days in which distribution of work is organized from day-one today-five, with five contact hours of one hour duration on each day. A sequence of 18 such academic weeks constitutes a semester.

1.3.4. **Course** means a complete unit of learning which will be taught and evaluated within a semester.

1.3.5. **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.

1.3.6. **Core course** means a course in the subject of specialization within a degree programme.

1.3.7. **Complementary Course** means a course which would enrich the study of core courses.

1.3.8. **Open course** means a course outside the field of his/her specialization, which can be opted by a student.

1.3.9. **Additional core course** means a compulsory course for all under graduate students (as per the UGC directive) to enrich their general awareness.

1.3.10. **Additional Course** is a course registered by a student over and above the minimum required courses.

1.3.11. **Credit** is the numerical value assigned to a course according to the relative importance of the content of the syllabus of the programme.

1.3.12. **Additional credit** is the numerical value assigned to Club activities, Social service, Internship etc. which is not added with the total academic credits of the students.

1.3.13. **Internship** is job training for professional careers.

1.3.14. **College Coordinator** is a teacher nominated by the College Principal to coordinate the continuous evaluation undertaken by various departments within the college.

1.3.15. **Department** means any teaching department in a college.

1.3.16. **Parent Department** means the department which offers core courses within a degree programme.

1.3.17. **Department Council** means the body of all teachers of a department in a college.

1.3.18. **Department Coordinator** is a teacher nominated by a Department Council to coordinate the continuous evaluation undertaken in that department.

1.3.19. **Faculty Advisor** means a teacher from the parent department nominated by the Department Council, who will advise the students in the choice of his/her courses and other academic matters.

1.3.20. **Grace Marks** shall be awarded to candidates as per the University Orders issued from time to time.

1.3.21. **Grade** means a letter symbol (e.g., A, B, C, etc.), which indicates the broad level of performance of a student in a course/ semester/programme.

1.3.22. **Grade point (GP)** is the numerical indicator of the percentage of marks awarded to a student in a course.

*Words and expressions used and not defined in this regulation shall have the same meaning assigned to them in the Act and Statutes*

#### **1.4. DURATION**

The duration of U.G. programmes shall be **6 semesters**

The duration of odd semesters shall be from **June to October** and that of even semesters from **November to March**.

A student may be permitted to complete the Programme, on valid reasons, within a period of 12 continuous semesters from the date of commencement of the first semester of the programme.

#### **1.5. REGISTRATION**

The strength of students for each course shall remain as per existing regulations, except in case of open courses for which there shall be a minimum of 15 and

maximum of 75 students per batch, subject to a marginal increase of 10. For non-core compulsory courses the student strength shall be decided by the Academic Council of the College from time to time.

Those students who possess the required minimum attendance and progress during a semester and could not register for the semester examination are permitted to apply for Notional Registration to the examinations concerned enabling them to get promoted to the next semester.

#### **1. 6. SCHEME AND COURSES**

The U.G. programmes shall include

- (a) Common courses I & II
- (b) Core courses
- (c) Complementary Courses
- (d) Open Course
- (e) Additional core course
- (f) Study Tour
- (g) Internship for English copy editor.

##### **Additional credit components:**

- (a) Talent & career club activity (optional)
- (b) Social service (mandatory)
- (c) Internship for English (Model II), Commerce, Communication and Computer Applications (mandatory)
- (d) Internship (desirable for other programmes).



### 1.7. PROGRAMME STRUCTURE FOR MODEL - I

A	Programme Duration	6 Semesters
B	Minimum credits required from common courses	38
C	Minimum credits required from Core + complementary + vocational* courses including Project	79
D	Minimum credits required from Open course	03
E	Additional core course ( Environmental studies)	04
	<b>Total Credits required for successful completion of the programme</b>	124
F	Club activity (desirable)	01
G	Social service ( mandatory)	01
H	Internship (desirable)	02
I	Minimum attendance required	75%

### 1.8. EXAMINATIONS.

The evaluation of each course shall contain two parts:

- (i) CONTINUOUS INTERNAL ASSESSMENT (CIA)
- (ii) END-SEMESTER EXAMINATION (ESE)

The internal to end-semester assessment ratio shall be 1:3, for both courses with or without practical. There shall be a maximum of 75 marks for end-semester evaluation and maximum of 25 marks for internal evaluation.

### 1.9. Computation of Grade and Grade points.

For all courses (theory & practical), grades are given on a 07-point scale based on the total percentage of marks. **(CIA+ESE)** as given below:

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80-89	A - Excellent	9
70-79	B - Very Good	8
60-69	C - Good	7
50-59	D - Satisfactory	6
40-49	E - Adequate	5
Below 40	F - Failure	0

*Note: Decimal are to be rounded to the next whole number*

### 1.9.1 Computation of SGPA

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses and the sum of the number of credits of all the courses undergone by a student in a semester.

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

[Where  $C_i$  is the number of credits of the  $i^{\text{th}}$  course and  $G_i$  is the grade point scored by the student in the  $i^{\text{th}}$  course.]

### 1.9.2 Computation of CGPA

- i. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

Where  $S_i$  is the SGPA of the  $i^{\text{th}}$  semester and  $C_i$  is the total number of credits in that semester.

*Note: The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.*

### Illustration of Computation of SGPA and CGPA and Format for Transcripts

- i. Computation of SGPA and CGPA

#### **Illustration for SGPA**

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade)
Course 1	3	B	8	3 X 8 = 24
Course 2	4	C	7	4 X 7 = 28
Course 3	3	D	6	3 X 6 = 18
Course 4	3	A <sup>+</sup>	10	3 X 10 = 30
Course 5	3	E	5	3 X 5 = 15
Course 6	4	D	6	4 X 6 = 24
	20			139

Thus, **SGPA = 139/20 = 6.95**

## Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit : 20 SGPA:6.9	Credit : 22 SGPA:7.8	Credit : 25 SGPA: 5.6	Credit : 26 SGPA:6.0	Credit : 26 SGPA:6.3	Credit : 25 SGPA: 8.0

$$\text{Thus, CGPA} = \frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144} = 6.73$$

*Grades for the different semesters and overall programme are given based*

*On the corresponding SGPA/ CGPA as shown below:*

SGPA/CGPA	Grade
Above 9	<b>A+ - Outstanding</b>
Above 8, but below or equal to 9	<b>A - Excellent</b>
Above 7, but below or equal to 8	<b>B -Very Good</b>
Above 6, but below or equal to 7	<b>C – Good</b>
Above 5, but below or equal to 6	<b>D – Satisfactory</b>
Above 4, but below or equal to 5	<b>E – Adequate</b>
4 or below	<b>F – Failure</b>

*Note: A separate minimum of 30% marks each for internal and end-semester (for both theory and practical) and aggregate minimum of 40% are required for a pass for a course.*

For a pass in a programme, a separate minimum of Grade E is required for all the individual courses. If a candidate secures F Grade for any one of the courses offered in a Semester/Programme only F grade will be awarded for that Semester/Programme until he/she improves this to E grade or above within the permitted period. Candidate secure E grade and above will be eligible for higher studies.

## DISTRIBUTION OF COURSES FOR UG PROGRAMME

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

Common Courses

Core Courses

Complementary Courses

Open Course (General)

Open Course (Frontier Areas)

### 1. OUTLINE OF COMMON COURSES

Course Code	Title of Course	No. of Contact Hours/ Week	Credit	Semester
15U1CCENG1	Communication Skills In English End-semester Oral Test	5	4	1
15U1CCENG2	Reading Literature in English	4	3	1
15U1CCENG 3	Critical Thinking, Academic Writing & Presentation	5	4	2
15U1CCENG 4	Musings on Vital Issues	4	3	2
15U1CCENG 5	Reflections on Indian Polity, Secularism & Sustainable Environment	5	4	3
15U1CCENG 6	Evolution of the Philosophy of Science: Literary Perspectives	5	4	4

<b>COMMON COURSES FOR B Com ( MODEL I )</b>				
Course Code	Title of Course	Contact Hours/ Week	Credit	Semester
15U1CCENG1	Communication Skills in English End-semester Oral Test	5	4	1
15U1CCENG 3	Critical Thinking, Academic Writing & Presentation	5	4	2
15U1CCENG C1	Perspectives in Literature	3	3	3
15U1CCENG C2	Reflections on Vital Issues	3	3	4

<b>COMMON COURSES FOR MODEL II PROGRAMMES ( INCLUDING B Com )</b>				
<b>Course Code</b>	<b>Title of Course</b>	<b>Contact Hours/ Week</b>	<b>Credit</b>	<b>Semester</b>
15U1CCENG 1	Communication Skills in English End-semester Oral Test	5	4	1
15U1CCENG 3	Critical Thinking, Academic Writing & Presentation	5	4	2
15U1CCENG 5	Reflections on Indian Polity, Secularism & Sustainable Environment	5	4	3
15U1CCENG6	Evolution of the Philosophy of Science: Literary Perspectives	5	4	4

### **3. OUTLINE OF OPEN COURSES**

<b>OPEN COURSES (GENERAL) FOR STUDENTS OF OTHER DISCIPLINES</b>				
<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Contact Hours/Week</b>	<b>Credit</b>	<b>Semester</b>
15U5OCENG1	Theory, Language and Appreciation of Films	4	3	5
15U5OCENG2	Media Studies	4	3	5
15U5OCENG3	English for Careers	4	3	5
<b>ELECTIVE COURSES (FRONTIER AREAS) FOR STUDENTS OF BA ENGLISH LANGUAGE AND LITERATURE</b>				
<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Contact Hours/Week</b>	<b>Credit</b>	<b>Semester</b>
15U6EENG1	Creative Writing in English	4	3	6
15U6EENG2	Regional Literatures in Translation	4	3	6

## SCHEME OF EXAMINATION

a) CONTINUOUS EVALUATION (25%)		
<b>Module</b>	<b>%</b>	<b>Weightage</b>
1. Attendance	5%	1
2. Test Papers (average of 2)	10%	2
3. Assignment	5%	1
4. Seminar	5%	1
<b>Total</b>	<b>25%</b>	<b>5</b>

### Components of CE

Component	Weightage	Grading
a. Attendance	1	Below 75%: <u>E</u> , 75-79% : <u>D</u> , 80-84% : <u>C</u> , 85-89% : <u>B</u> , >90% : <u>A</u>
b. Test Paper (min.2)	2	To be graded as A, B,C,D, E
c. Assignment	1	Depending on quality (A,B,C,D,E)
d. Seminar	1	Depending on quality (A,B,C,D,E)

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

Sl No	Type of Question	Weightage	No. of questions to be answered
1	A bunch of 4 objective type Questions	1	4 bunches (no choice)
2	Short answer questions	1	5 out of 8
3	Short essays (100 words)	2	4 out of 6
4	Long essays (300 words)	4	2 out of 3

**Common Course I: Communication Skills in English**  
**Oral Test**

The end-semester oral test will be for a total of 8 weights, in which listening comprehension constitutes 2 weights, accuracy 2 weights and fluency 4 weights. 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 university. The colleges must provide an MP3 player and a room for the oral test. No language laboratory or accessories like headphones are necessary.

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

**(Ask 2 questions from each part)**

**1. Listening Comprehension**

<b>Listening Comprehension</b>		<b>Weightage</b>
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**

<b>Accuracy Test</b>		
I	Identify and pronounce the following words written 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. Communication**

<b>Fluency Test</b>		
I	Introduce yourself to the interviewer	2
II	Answer questions / talk about yourself, your hobbies, likes, dislikes, etc.	2
III	Make a phone call; leave a message for someone	2
IV	Give instructions/directions on how to reach some place	2
V	Speak on any simple personal topic	2

## MODEL II (VOCATIONAL): COPY-EDITOR

### BA PROGRAMME IN ENGLISH COURSES SEMESTER-WISE

#### SEMESTER 1

Course Code	Title of Course	Contact Hours/Week	Credit
15U1CCENG1	Communication Skills in English end-semester Oral Test	5	3 1
	<i>Common-Second Language 1</i>	5	4
15U1CRENG01	Introduction to the Study of English Literature	5	4
15U1CPENG1	Complementary 1: English for Copy-editing – 1	5	4
15U1VCENG1	Vocational 1: Information Technology and Computer Applications	5	4

#### SEMESTER 2

Course Code	Title of Course	Contact Hours/Week	Credit
15U2CCENG3	Critical Thinking, Academic Writing & Presentation Skills	5	4
	<i>Common- Second Language 2</i>	5	4
15U2CRENG02	Methodology of Humanities and Literature	5	4
15U2CPENG2	Complementary 2: English for Copy-editing – 2	5	4
15U2VCENG2	Vocational 2: Computer Applications and DTP (Practical)	5	4
15U2ARENV	Environmental Studies (Additional Core Course)	5	4
15U2ARENV	Environmental Studies	5	4



**SEMESTER 3**

<b>Course Code</b>	<b>Title of Course</b>	<b>Contact Hours/Week</b>	<b>Credit</b>
15U3CCENG5	Reflections on Indian Polity, Secularism & Sustainable Environment	5	4
15U3CRENG03	Literature and Informatics	5	4
15U3CRENG04	Reading Prose	5	4
15U3CPENG3	Literary Movements and the Social Matrices: The Shapers of Destiny	5	4
15U3VCENG3	Vocational 3: Copy-editing: An Overview	5	4

**SEMESTER 4**

<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Hours</b>	<b>Credit</b>
15U4CCENG6	Evolution of the Philosophy of Science: Literary Perspectives	5	4
15U4CRENG05	Reading Poetry	5	4
15U4CRENG06	Reading Fiction	5	4
15U4CPENG4	Literary Movements and Social Matrices: The Cross-currents of Change	5	4
15U4VCENG4	Vocational 4: The Technique of Copy-editing	5	4

**SEMESTER 5**

<b>Course Code</b>	<b>Title of Course</b>	<b>Contact Hours /Week</b>	<b>Credit</b>
15U5CRENG7	Reading Drama	5	4
15U5CRENG08	Language and Linguistics	5	4
15U5CRENG09	Literary Criticism: Theory and Practice	6	4
15U5CRENG10	Postcolonial Literatures	5	4
	Open Course (General)	4	3

## SEMESTER 6

Course Code	Title of Course	No. of Contact Hours/Week	Credit
15U6CRENG11	Women's Literature	5	4
15U6CRENG12	Indian Writing in English	5	4
15U6CRENG13	Comparative Literature	5	4
15U6CRENG14	American Literature	5	4
15U6CRENGEL1	Regional Literatures in Translation (Core Elective 1)	4	3
15U6CRENGEL2	Creative Writing (Core Elective 2)	"	"
15U6PJENG1	Project Report & On-the-job Training	1	2

<b>Total credits for core and complementary</b>	-	<b>79</b>
<b>Additional core course</b>		<b>4</b>
<b>Open</b>	-	<b>3</b>
		-----
		<b>86</b>
<b>Total credits for English and second language-</b>		<b>38</b>
		-----
<b>Total</b>		<b>124</b>

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

Marks distribution for end-semester and internal assessments and the components for internal evaluation with their marks are shown below:

Components of the internal evaluation and their marks are as below.

#### For all courses without practical

- a) Marks of end-semester Examination : 75
- b) Marks of internal evaluation : 25

All the three components of the internal assessment are mandatory. For common course English in I Semester, internal oral examination shall be conducted instead of test paper.

### Components of Internal Evaluation

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
<b>Total</b>	<b>25</b>

### Project Evaluation: (Max. marks100)

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

### 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

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 3 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 should be one teacher 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. One teacher in the department should 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 will be given to original contributions. So students should take care not to copy from other projects.
5. The award of the internal mark for the project will be on the basis of the documentation of the processes 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 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., should be carried out by the candidate/s themselves.
8. Project types 2 and 3 should be accompanied by a report documenting the processes involved in the making of the work. They will be evaluated on the basis of the quality of the work as well as the documentation of the research carried out by the candidate in preparing the work.

9. There will be an end-semester evaluation of the project. This includes a presentation of the reports. There will be no viva voce.
10. The project report must be limited to 25 pages. There must be a bibliography at the end and the methodology of research must be followed while writing the project.
11. The project need be spiral-bound only.
12. The last date for submitting the project is February 28.
13. End semester Evaluation of the project is to be done by March 31.

### **Project Work and On-the-job Evaluation**

1. The candidates should submit two copies of their Project. The evaluation of projects will 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

## SYLLABI FOR COMMON COURSES

### Course I: COMMUNICATION SKILLS IN ENGLISH

COURSE CODE	15U1CCENG1
TITLE OF THE COURSE	COMMUNICATION SKILLS IN ENGLISH
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 develop the students' ability to use English language accurately and effectively by enhancing their communication skills.

#### 2. OBJECTIVES OF THE COURSE

- To introduce the students to the speech sounds of English in order to enable them to listen to English and speak with global intelligibility.
- To enable the students to speak English confidently and effectively in a wide variety of situations.
- To help the students to improve their reading efficiency by refining their reading strategies.

#### 3. COURSE OUTLINE

##### **MODULE – I : Speech Sounds 18 hours**

Phonemic symbols - Vowels - Consonants - Syllables - Word stress - Stress in polysyllabic words – Stress in words used as different parts of speech - Sentence stress – Weak forms and strong forms – Intonation – Awareness of different accents: American, British and Indian – Influence of the mother tongue

##### **MODULE II : Listening 18 hours**

Active listening – Barriers to listening – Listening and note taking– Listening to announcements – Listening to news on the radio and television

##### **MODULE- III: Speaking 36 hours**

Word stress and rhythm – Pauses and sense groups – Falling and rising tones – Fluency and pace of delivery – Art of small talk – Participating in conversations –

Making a short formal speech – Describing people, place, events and things – Group discussion skills and telephone skills

#### MODULE – IV: Reading

18 hours

Reading: theory and Practice – Scanning - Surveying a textbook using an index - reading with a purpose – making predictions – Understanding text structure – Locating main points – Making inferences - Reading graphics - reading critically – Reading for research

#### 4. CORE TEXT

V.Sasikumar, P Kiranmai Dutt and Geetha Rajeevan, . *Communication Skills in English*. Cambridge University Press and Mahatma Gandhi University.

#### FURTHER READING

Sl.No	Title	Author	Publisher & Year
1	<i>A Course in Listening and Speaking I &amp; II</i>	Sasikumar V.,Kiranmai Dutt and Geetha Rajeevan	New Delhi: CUP, 2007
2	<i>Study Listening: A Course in Listening to Lectures and Note-taking</i>	Tony Lynch	New Delhi: CUP, 2008
3	<i>Study Speaking: A Course in Spoken English for Academic Purposes</i>	Anderson, Kenneth, Joan Maclean and Tony Lynch	New Delhi: CUP, 2008
4	<i>Study Reading: A Course in Reading Skills for Academic Purposes</i>	Glendinning, Eric H. and Beverly Holmstrom	New Delhi: CUP, 2008
5	<i>Communication Studies</i>	Sky Massan	Palgrave Macmillan
6	<i>Effective Communication for Arts and Humanities Students</i>	Joan Van Emden and Lucinda Becker	Palgrave Macmillan

#### 5. MODEL QUESTION PAPER (To be incorporated)

## SYLLABI FOR COMMON COURSES

### Course II: READING LITERATURE IN ENGLISH

COURSE CODE	<b>15U1CCENG2</b>
TITLE OF THE COURSE	<b>READING LITERATURE IN ENGLISH</b>
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	<b>1</b>
NO. OF CREDITS	<b>3</b>
NO. OF CONTACT HOURS	<b>72</b>

#### 1. AIM OF THE COURSE

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

#### 2. OBJECTIVES OF THE COURSE

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

#### 3. OUTLINE OF THE COURSE

##### **MODULE I: ESSAYS**

**(18 hours)**

1. E.V. Lucas : **"Bores"**
2. Jawaharlal Nehru : **"A Glory has Departed"**
3. Amartya Sen : **"Tryst with Destiny"**
4. Bertrand Russell : **"How to Escape from Intellectual Rubbish"**



**MODULE II: POETRY****(18 Hours)**

1. William Shakespeare : **Sonnet XXX**
2. John Keats : **“Ode to the Nightingale”**
3. Robert Frost : **“Mending Wall”**
4. David Malouf : **“The Bicycle”**
5. Maya Angelou : **“Poor Girl”**
6. Kamala Das : **“The Mask”**
7. Nissim Ezekiel : **“Goodbye party for Miss Pushpa T.S”**
8. Gabriel Okara : **“Once Upon a Time”**

**MODULE III: SHORT STORIES****(18 Hours)**

1. Anton Chekov : **“The Lottery Ticket”**
2. O. Henry : **“Jimmy Valentine”**
3. R. K. Narayan : **“A Shadow”**
4. Anita Desai : **“A Devoted Son”**
5. A J Cronin : **“Two Gentlemen of Verona”**

**MODULE IV: ONE-ACT PLAYS****(18 hours)**

1. Fritz Karinthy : **“Refund”**
2. Tennessee Williams : **“Lord Byron’s Love Letter”**
3. W W Jacobs : **“Monkey’s Paw”**
  
4. CORE TEXT

Dr. Leesa Sadasivan Ed. *Reading Literature in English*. Foundation Books and Mahatma Gandhi University.

5. Model Question Paper (To be incorporated later)

## SYLLABI FOR COMMON COURSES

### Course III: CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION

COURSE CODE	15U2CCENG3
TITLE OF THE COURSE	CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

#### 1. AIM OF THE COURSE

- To develop the critical and analytical faculty of students and to improve their proficiency in reading, writing and presentation.

#### 2. OBJECTIVES OF THE COURSE

- To make the students aware of the fundamental concepts of critical reasoning and to enable them to read and respond critically, drawing conclusions, generalizing, differentiating fact from opinion and creating their own arguments.
- To assist the students in developing appropriate and impressive writing styles for various contexts.
- To help students rectify structural imperfections and to edit what they have written.
- To equip students for making academic presentations effectively and impressively.

#### 3. COURSE OUTLINE

##### **MODULE – I: Critical Thinking 18 hours**

Introduction to critical thinking – Benefits - Barriers – Reasoning - Arguments - Deductive and inductive arguments – Fallacies - Inferential comprehension- Critical thinking in academic writing - Clarity - Accuracy – Precision - Relevance

##### **MODULE – II: Research for Academic Writing and the Writing Process**

**18 hours**

Data collection - Use of print, electronic sources and digital sources -  
Selecting key points - Note making, paraphrasing, summary – Documentation -  
Plagiarism – Title – Body paragraphs - Introduction and conclusion – Revising - Proof-  
reading

**MODULE – III: Accuracy in Academic Writing 18 hours**

Articles - Nouns and prepositions - Subject-verb agreement - Phrasal verbs - Modals -  
Tenses - Conditionals – Prefixes and suffixes – Prepositions - Adverbs – Relative  
pronouns - Passives - Conjunctions - Embedded questions - Punctuation –  
Abbreviations

**MODULE – IV: Writing Models 18 hours**

Letters - Letters to the editor - Resume and covering letters - e-mail - Seminar papers  
- Project reports - Notices - Filling application forms - Minutes, agenda - Essays

**MODULE – V: Presentation Skills 18 hours**

Soft skills for academic presentations - Effective communication skills – Structuring  
the presentation - Choosing appropriate medium – Flip charts – OHP - PowerPoint  
presentation – Clarity and brevity - Interaction and persuasion - Interview skills –  
Group Discussions

4. CORE TEXT

Marilyn Anderson, Pramod K Nayar and Madhuchandra Sen. *Critical Thinking, Academic Writing and Presentation Skills*. Pearson Education and Mahatma Gandhi University.

5. MODEL QUESTION PAPER  
(To be incorporated)

## SYLLABI FOR COMMON COURSES

### Course IV: MUSINGS ON VITAL ISSUES

COURSE CODE	<b>15U2CCENG4</b>
TITLE OF THE COURSE	<b>MUSINGS ON VITAL ISSUES</b>
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	<b>2</b>
NO. OF CREDITS	<b>3</b>
NO. OF CONTACT HOURS	<b>72</b>

#### 1. AIM OF THE COURSE

- To provide an overall awareness about relevant societal and global issues through a critical reading of appropriate literary pieces.
- To inspire students to think critically about vital social issues that confront the contemporary world.

#### 2. OBJECTIVES OF THE COURSE

At the end of the course,

- The students are expected to understand and evaluate issues that are of vital importance in today's world.
- The students will have acquired the ability to respond empathetically to social issues.
- They will be able to write literary and critical pieces on issues of social relevance.

#### 3. OUTLINE OF THE COURSE

##### **MODULE I: Globalization and its consequences (18 hours)**

1. Fritjof Capra : "The Dark Side of Growth"
2. Joseph Stiglitz : "Globalization"
3. D H Lawrence : "Money Madness"
4. S Joseph : "For the Dispossessed"
5. Vandana Shiva : "The Social Costs of Economic Globalization"
6. Jagannath Prasad Das : "Kalahandi"

**MODULE II: Human Rights (36 hours)**

1. Leah Levin : “Universal Declaration of Human Rights”
2. Nani A Palkivala : “Human Rights and Legal Responsibilities”
3. Martin Luther King : “I Have a Dream”
4. Kalpana Jain : “Stigma, Shame and Silence”
5. Wole Soyinka : “Telephone Conversation”
6. Richard Wright : “Twelve Million Black Voices”
7. Aruna Roy : “Tune in to the Voice of the Deprived”
8. Johannes V. Jensen : “Lost Forests”
9. Omprakash Valmiki : “Joothan”

**Note: “Peace and the New Corporate Liberation Theology” by Arundhati Roy is excluded.**

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

1. Jamaica Kincaid : “Girl”
2. Taslima Nasrin : “At the Back of Progress”
3. Judy Brady : “Why I Want a Wife”
4. J B Priestley : “Mother’s Day”
5. Amartya Sen : “More Than 100 Million Women are Missing”

**Note: “Widow” by Gudipat Venkat Chellam is excluded.**

**4. CORE TEXT**

Dr P J George Ed. *Musings on Vital Issues*. Orient Blackswan and Mahatma Gandhi University.

5. Model Question Paper  
(To be incorporated later)

## SYLLABI FOR COMMON COURSES

### Course V: REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT

COURSE CODE	15U3CCENG5
TITLE OF THE COURSE	REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT
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 impart Gandhian values and to make the students positively respond to the concepts of secularism, democracy and love of nature.

#### 2. OBJECTIVES OF THE COURSE

- To enable the students to grow into responsible citizens taking pride in the secular and democratic traditions of the country.
- To inculcate a cosmopolitan outlook in the students and to equip them to fight against the divisive forces in the society.
- To make the students aware of the consequences of mindless exploitation of nature.

#### 3. OUTLINE OF THE COURSE

##### MODULE I: Readings on Indian Constitution and Federalism (18 hours)

1. The Preamble of the Constitution
2. Rajendra Prasad : "Let Posterity Judge"
3. Sebastian : "Exciting Views"
4. Amulal Hingorani : "Brother Abdul Rahman"

**Note:** "Dimensions of Indian Federalism" by Rajesh Kumar is excluded.

**MODULE II: Readings on Gandhian Philosophy (18 hours)**

1. Vallathol : “My Master”
2. Louis Fischer : “Gandhi and Western World”
3. Raja Rao : “The Cow of the Barricades”
4. M.K.Gandhi : “Round Table Conference Speech”
5. C E M Joad : “The Gandhian Way”

**MODULE III: Readings on Secularism (18 hours)**

1. Mohinder Sing Sarna : “Smaller Gandhis”
2. Kumar Vikal : “Can you Make Out”
3. Shashi Tharoor : “The Idea of India: India’s Mosaic of Multiplicities”
4. Ismat Chughtai : “Roots”
5. Padma Sachdev : “Smoke”

**MODULE IV: Readings on Sustainable Environment (36 hours)**

1. Fritjof Capra : “Deep Ecology”
2. A K Ramanujan : “Ecology”
3. Sujatha Bhatt : “The First Meeting”
4. Ramachandra Guha : “A Gandhian in Garhwal”
5. Jack London : “The Law of Life”
6. Elizabeth Bishop : “The Fish”
7. Chief Seattle : “The End of Living and the Beginning of Survival”
8. Robinson Jeffers : “The Last Conservative”

**4. CORE TEXT**

Dr B Keralavarma Ed. *Understanding India: An Anthology on Indian Polity, Secularism and Sustainable Environment*. Macmillan and Mahatma Gandhi University.

5. Model Question Paper  
(To be incorporated later)

## SYLLABI FOR COMMON COURSES

### COURSE VI: EVOLUTION OF THE PHILOSOPHY OF SCIENCE: LITERARY PERSPECTIVES

<b>COURSE CODE</b>	<b>15U4CCENG6</b>
<b>TITLE OF THE COURSE</b>	<b>EVOLUTION OF THE PHILOSOPHY OF SCIENCE: LITERARY PERSPECTIVES</b>
<b>SEMESTER IN WHICH THE COURSE IS TAUGHT</b>	<b>4</b>
<b>NO. OF CREDITS</b>	<b>4</b>
<b>NO. OF CONTACT HOURS</b>	<b>90</b>

#### 1. Aim of the Course

- ☐ The course aims at promoting a new way of thinking which will encompass both science and literature and facilitate communication between both science and literature.

#### 2. Objective of the course

- ☐ To inculcate in the students a broad outlook which will enable them to understand that literature with scientific content is the best means of communicating scientific ideas in an interesting manner

#### 3. Course outline

##### MODULE 1 – GENERAL PERSPECTIVES (18 HOURS)

1. What is Science? – George Orwell
2. The Origin of Science – Will Durant
3. Scientific Outlook – C.V.Raman
4. Our Picture of the Universe – Stephen Hawking
5. Our Ancestors – Carl Sagan

##### Module 11- SPECIFIC CONCERNS (18 HOURS)

1. Literature and Science – Aldous Huxley
2. Literature and Ecology – William Rueckert
3. Science and Society – Albert Einstein
4. A Little Bit of What You Fancy – Desmond Morris



**MODULE 111 – NARRATIVES ON SCIENCE (18 HOURS)**

1. Moxon's Master – Ambrose Bierce
2. The Stolen Bacillus – H.G.Wells
3. EPICAC – Kurt Vonnegut
4. Comets – Jayant Narlikar

**MODULE 1V – SCIENCE ON STAGE (18 HOURS)**

1. The Last War – Neil Grant
2. Unplugged – G. L. Horton

**MODULE V – POETIC MUSINGS ON SCIENCE (18 HOURS)**

1. Science – Robinson Jeffers
2. Hiroshima Remembered – Satchidanandan
3. Cosmic Gall – John Updike
4. Once I Looked into Your Eyes – Paul Muldoon
5. Your Attention Please – Peter Porter
6. The Microbe – Hillaire Belloc
7. The Magnet and the Churn – William S. Gilbert

**4. Core Text**

Dr K Sujatha and Dr Sobhana Kurien Ed. *Evolution of the Philosophy of Science: Literary Perspectives*. Ane books and Mahatma Gandhi University.

**5. Model Question Paper**

(To be incorporated later)

## SYLLABI FOR COMMON COURSES

### PERSPECTIVES IN LITERATURE (For Model I B Com Semester III)

COURSE CODE	15U3CCENG1
TITLE OF THE COURSE	PERSPECTIVES IN LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	3
NO. OF CREDITS	3
NO. OF CONTACT HOURS	54

#### 1. AIM OF THE COURSE

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

#### 2. OBJECTIVES OF THE COURSE

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

#### 3. OUTLINE OF THE COURSE

##### MODULE ONE: ESSAYS

(18 hours)

1. E.V. Lucas : **"Bores"**
2. Jawaharlal Nehru : **"A Glory has Departed"**
3. Amartya Sen : **"Tryst with Destiny"**
4. Bertrand Russell : **"How to Escape from Intellectual Rubbish"**

**MODULE TWO: POETRY****(18 hours)**

1. William Shakespeare : Sonnet XXX
2. John Keats : **“Ode to the Nightingale”**
3. Robert Frost : **“Mending Wall”**
4. David Malouf : **“The Bicycle”**
5. Maya Angelou : **“Poor Girl”**
6. Kamala Das : **“The Mask”**
7. Nissim Ezekiel : **“Goodbye party for Miss Pushpa T.S”**
8. Gabriel Okara : **“Once Upon a Time”**

**MODULE THREE: SHORT STORIES****(18 hours)**

1. Anton Chekov : **“The Lottery Ticket”**
2. O. Henry : **“Jimmy Valentine”**
3. R. K. Narayan : **“A Shadow”**
4. Anita Desai : **“A Devoted Son”**
5. A J Cronin : **“Two Gentlemen of Verona”**

**4. CORE TEXT**

Dr Leesa Sadasivan Ed. *Perspectives in Literature*. Foundation Books.

5. Model Question Paper (To be incorporated)

## SYLLABI FOR COMMON COURSES

### REFLECTIONS ON VITAL ISSUES (For Model I B Com Semester IV)

<b>COURSE CODE</b>	<b>ENCNC2</b>
<b>TITLE OF THE COURSE</b>	<b>Reflections on Vital Issues</b>
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 some of the relevant issues of the contemporary world through literature pieces.

#### 2. OBJECTIVES OF THE COURSE

- To sensitize the learners to various global as well as regional problems.
- To motivate the learners towards constructive use of the language through the selected literature pieces.
- To inspire the learners to read further about relevant contemporary issues and thereby to form informed opinions on them.

#### 3. OUTLINE OF THE COURSE

##### **MODULE ONE: Globalization and its consequences (18 hours)**

1. Fritjof Capra : "The Dark Side of Growth"
2. Joseph Stiglitz : "Globalization"
3. D H Lawrence : "Money Madness"
4. S Joseph : "For the Dispossessed"
5. Vandana Shiva : "The Social Costs of Economic Globalization"
6. Jagannath Prasad Das : "Kalahandi"

**MODULE TWO: Human Rights****(18 hours)**

1. Nani A Palkivala : “Human Rights and Legal Responsibilities”
2. Martin Luther King : “I Have a Dream”
3. Kalpana Jain : “Stigma, Shame and Silence”
4. Wole Soyinka : “Telephone Conversation”
5. Omprakash Valmiki : “Joothan”

**MODULE THREE: Gender Questions****(18 hours)**

1. Jamaica Kincaid : “Girl”
2. Taslima Nasrin : “At the Back of Progress”
3. Judy Brady : “Why I Want a Wife”
4. J B Priestley : “Mother’s Day”
5. Amartya Sen : “More Than 100 Million Women are Missing

**4. CORE TEXT**

Dr P J George Ed. *Reflections on Vital Issues*. Orient Blackswan.

5. Model Question Paper (To be incorporated)

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

**Course I: COMMUNICATION SKILLS IN ENGLISH**

<b>COURSE CODE</b>	<b>15U1CCENG1</b>
<b>TITLE OF THE COURSE</b>	<b>COMMUNICATION SKILLS IN ENGLISH</b>
<b>SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT</b>	<b>1</b>
<b>NO. OF CREDITS</b>	<b>4</b>
<b>NO. OF CONTACT HOURS</b>	<b>90</b>

**1. AIM OF THE COURSE**

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

**2. ASSESSMENT OBJECTIVES**

At the end of the course the students should:

- Be able them to listen to English and speak with global intelligibility.
- They should be able to speak English confidently and effectively in a wide variety of situations.
- They should demonstrate improved reading skills such as speed, comprehension skills including the understanding of implicit as well as the explicit meaning of texts

**3. COURSE OUTLINE**

**MODULE – I**

**Speech Sounds**

**18 hours**

Phonemic symbols - Vowels - Consonants - Syllables - Word stress - Stress in polysyllabic words – Stress in words used as different parts of speech - Sentence stress – Weak forms and strong forms – Intonation – Awareness of different accents: American, British and Indian – Influence of the mother tongue

**MODULE – II**

**Listening**

**18 hours**

Active listening – Barriers to listening – Listening and note taking– Listening to announcements – Listening to news on the radio and television

### MODULE- III

**Speaking 36 hours**

Word stress and rhythm – Pauses and sense groups – Falling and rising tones – Fluency and pace of delivery – Art of small talk – Participating in conversations – Making a short formal speech – Describing people, place, events and things – Group discussion skills and telephone skills

### MODULE – IV

**Reading 18 hours**

Reading: theory and Practice – Scanning - Surveying a textbook using an index - reading with a purpose – making predictions – Understanding text structure – Locating main points – Making inferences - Reading graphics - reading critically – Reading for research

#### 4. CORE TEXT

V.Sasikumar, P Kiranmai Dutt and Geetha Rajeevan, . *Communication Skills in English*. Cambridge University Press and Mahatma Gandhi University.

#### FURTHER READING

Sl.No	Title	Author	Publisher & Year
1	<i>A Course in Listening and Speaking I &amp; II</i>	Sasikumar V.,Kiranmai Dutt & Geetha Rajeevan	New Delhi: CUP, 2007
2	<i>Study Listening: A Course in Listening to Lectures and Note-taking</i>	Tony Lynch	New Delhi: CUP, 2008
3	<i>Study Speaking: A Course in Spoken English for Academic Purposes</i>	Anderson, Kenneth, Joan Maclean and Tony Lynch	New Delhi: CUP, 2008
4	<i>Study Reading: A Course in Reading Skills for Academic Purposes</i>	Glendinning, Eric H. and Beverly Holmstrom	New Delhi: CUP, 2008
5	<i>Communication Studies</i>	Sky Massan	Palgrave Macmillan
6	<i>Effective Communication for Arts and Humanities Students</i>	Joan Van Emden and Lucinda Becker	Palgrave Macmillan

#### 5. MODEL QUESTION PAPER (To be incorporated)

**BA English Model II - Copy Editor**  
**Course 2: COMMON COURSE II**

COURSE CODE	<b>15U1CCMAL1B/ 15U1CCHIN1B/ 15U1CCSAN1B/ 15U1CCFRN1B</b>
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

#### 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.

#### Assessment Objectives:

The students should:-

- Demonstrate awareness of the schools of writing and adequate knowledge of the different genres of literature
- Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them.
- Substantiate and justify ideas with relevant examples

#### 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: 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:** Prasad, B: *A Background to the Study of English Literature*

### **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.

## B.A. 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

#### Aims:

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.

#### Assessment Objectives

The student should:-

- Demonstrate knowledge of the basic concepts of academic writing.
- Demonstrate the proficiency to employ the different patterns of essay development.
- Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style
- Demonstrate an ability to express well-organized oral and written arguments

1. Essay writing
2. Basic principles
3. Four steps of writing
  - Outlining
  - Revising
  - Editing
  - Proof -reading
4. Four bases for evaluating essays
5. Patterns of essay development
  - Description
  - Narration
  - Exemplification
  - Process
  - Cause and effect

- Comparison and contrast
- Definition
- Division and classification
- Argument

6. Writing practice for essay development

**Text for reference:**

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 5: INFORMATION TECHNOLOGY AND COMPUTER APPLICATIONS

Course Code	15U1VCENG1
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

#### 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.

#### Assessment Objectives

Upon completion of the course, students should

- Demonstrate the ability to identify, evaluate and utilize online information sources.
- 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.

#### 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 an assigned topic.
- 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: CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION

COURSE CODE	15U2CCENG3
TITLE OF THE COURSE	CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

#### 1. AIM OF THE COURSE

- To develop the critical and analytical faculty of students and to improve their proficiency in reading, writing and presentation.

#### 2. OBJECTIVES OF THE COURSE

- To make the students aware of the fundamental concepts of critical reasoning and to enable them to read and respond critically, drawing conclusions, generalizing, differentiating fact from opinion and creating their own arguments.
- To assist the students in developing appropriate and impressive writing styles for various contexts.
- To help students rectify structural imperfections and to edit what they have written.
- To equip students for making academic presentations effectively and impressively.

#### 3. COURSE OUTLINE

##### MODULE – I

##### Critical Thinking

18 hours

Introduction to critical thinking – Benefits - Barriers – Reasoning - Arguments - Deductive and inductive arguments – Fallacies - Inferential comprehension- Critical thinking in academic writing - Clarity - Accuracy – Precision - Relevance

##### MODULE – II

##### Research for Academic Writing and the Writing Process

18 hours

Data collection - Use of print, electronic sources and digital sources -  
Selecting key points - Note making, paraphrasing, summary – Documentation -  
Plagiarism – Title – Body paragraphs - Introduction and conclusion – Revising - Proof-  
reading

### MODULE – III

#### Accuracy in Academic Writing

18 hours

Articles - Nouns and prepositions - Subject-verb agreement - Phrasal verbs - Modals -  
Tenses - Conditionals – Prefixes and suffixes – Prepositions - Adverbs – Relative  
pronouns - Passives - Conjunctions - Embedded questions - Punctuation –  
Abbreviations

### MODULE – IV

#### Writing Models

18 hours

Letters - Letters to the editor - Resume and covering letters - e-mail - Seminar papers  
- Project reports - Notices - Filling application forms - Minutes, agenda - Essays

### MODULE – V

#### Presentation Skills

18 hours

Soft skills for academic presentations - Effective communication skills – Structuring  
the presentation - Choosing appropriate medium – Flip charts – OHP - PowerPoint  
presentation – Clarity and brevity - Interaction and persuasion - Interview skills –  
Group Discussions

#### 4. CORE TEXT

Marilyn Anderson, Pramod K Nayar and Madhuchandra Sen. *Critical Thinking, Academic Writing and Presentation Skills*. Pearson Education and Mahatma Gandhi University.



**B.A. ENGLISH (Model II - Copy Editor)**

**Course 7: COMMON COURSE II**

COURSE CODE	<b>15U2CCMAL2B 15U2CCHIN2B 15U2CCFRN2B</b>
TITLE OF THE COURSE	<b>MALAYALAM /HINDI /FRENCH</b>
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	<b>2</b>
NO. OF CREDITS	<b>4</b>
NO. OF CONTACT HOURS	<b>90</b>

**BA English Model II - Copy Editor**  
**COURSE 8: METHODOLOGY OF HUMANITIES AND LITERATURE**

COURSE CODE	<b>15U2CRENG02</b>
TITLE OF THE COURSE	<b>METHODOLOGY OF HUMANITIES AND LITERATURE</b>
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

**Objectives 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

**Assessment Objectives:**

The students should:

- Demonstrate discrimination among different disciplines and appreciate the location of literature within humanities.
- They should demonstrate the necessary skill to understand and establish connection across frontiers.
- They should be able to deal with the larger questions of culture, gender, marginality etc., and should provide the skill to theoretically and critically read literary texts.

**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, Abhiji t. *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	<b>15U2CPENG2</b>
TITLE OF THE COURSE	<b>ENGLISH FOR COPY EDITING II</b>
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	<b>2</b>
NO. OF CREDITS	<b>4</b>
NO. OF CONTACT HOURS	<b>90</b>

**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.

**Assessment objectives:**

- To ensure learner's proficiency to frame different sentence structures
- To assure learner's skill at editing

**Module 1**

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

**Module 2: Mechanisms**

- Manuscript from
- Capital letters
- Numbers and abbreviation
- Punctuation marks
- Use of dictionary
- Improving spelling
- Vocabulary development

- Slangs and clichés
- Sentence variety

**Module 3: Editing unseen passages**

**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

## B.A. English (Model II – Copy Editor)

### COURSE 10: COMPUTER APPLICATIONS AND DTP

Course Code	15U1VCENG2
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

#### Aims of the Course

To familiarize the students with the applications of computer in printing technology

To introduce the desktop printing software

To introduce the methods and procedures of online publication

#### Assessment Objectives

Demonstrate a comprehensive understanding of printing and publishing technology

Demonstrate the ability to set page on computer

Demonstrate the skill in making illustrations, editing pictures, and type setting

#### 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
- 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
- Internal Exam : 10

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: REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT**

COURSE CODE	<b>15U3CCENG5</b>
TITLE OF THE COURSE	<b>REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT</b>
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	<b>3</b>
NO. OF CREDITS	<b>4</b>
NO. OF CONTACT HOURS	<b>90</b>

**1. AIM OF THE COURSE**

- To impart Gandhian values and to make the students positively respond to the concepts of secularism, democracy and love of nature.

**2. ASSESSMENT OBJECTIVES**

The student should:

- Demonstrate ability to write critical essays using appropriate diction and register of language on various aspects of democracy and citizenship
- Demonstrate ideals of responsible citizenship taking pride in the secular and democratic traditions of the country.
- Demonstrate a cosmopolitan outlook in the students and to equip them to fight against the divisive forces in the society.
- Demonstrate awareness of the consequences of mindless exploitation of nature.

**3. OUTLINE OF THE COURSE**

**MODULE I:**

**Readings on Indian Constitution and Federalism (18 hours)**

1. The Preamble of the Constitution
2. Rajendra Prasad : “Let Posterity Judge”
3. Sebastian : “Exciting Views”
4. Amulal Hingorani : “Brother Abdul Rahman”

*Note: “Dimensions of Indian Federalism” by Rajesh Kumar is excluded.*



**MODULE II:****Readings on Gandhian Philosophy****(18 hours)**

1. Vallathol : “My Master”
2. Louis Fischer : “Gandhi and Western World”
3. Raja Rao : “The Cow of the Barricades”
4. M.K.Gandhi : “Round Table Conference Speech”
5. C E M Joad : “The Gandhian Way”

**MODULE III: Readings on Secularism****(18 hours)**

1. Mohinder Sing Sarna : “Smaller Gandhis”
2. Kumar Vikal : “Can you Make Out”
3. Shashi Tharoor : “The Idea of India: India’s Mosaic of Multiplicities”
4. Ismat Chughtai : “Roots”
5. Padma Sachdev : “Smoke”

**MODULE IV: Readings on Sustainable Environment****(36 hours)**

1. Fritjof Capra : “Deep Ecology”
2. A K Ramanujan : “Ecology”
3. Sujatha Bhatt : “The First Meeting”
4. Ramachandra Guha : “A Gandhian in Garhwal”
7. Jack London : “The Law of Life”
8. Elizabeth Bishop : “The Fish”
9. Chief Seattle : “The End of Living and the Beginning of Survival”
10. Robinson Jeffers : “The Last Conservative”

**4. CORE TEXT**

Dr B Keralavarma Ed. *Understanding India: An Anthology on Indian Polity, Secularism and Sustainable Environment*. Macmillan and Mahatma Gandhi University.

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

#### 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.

#### Assessment Objective:

- To demonstrate knowledge and understanding of various applications of Information Technology
- To demonstrate the ability to analyse the role of technology and what it can mean to society and culture
- To demonstrate a critical awareness of the implications and Information Technology on life and its surroundings.
- To demonstrate a command of terminology and concepts appropriate to the study of informatics.
- To demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style.

#### Essays

##### Module I

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**

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	15U3CRENG04
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

#### 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

#### ASSESSMENT OBJECTIVES

- The student should demonstrate critical thinking and they should be able to write and appreciate different types of prose.

#### Course Outline

##### Module 1: Different Types of Prose (36 hours)

1. Prose : An Introduction ( from *The Word and the World*.  
edited by K.M Krishnan, Pages 9-15)
2. Amartya Sen : "Banquet Speech"
3. Charles Lamb : "Valentine's Day"
4. Susan Sontag : "On Photography"
5. Francis Bacon : "Of Studies"
6. Oscar Wilde : "Children in Prison"
7. 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)

### COURSE 14: LITERARY MOVEMENTS AND THE SOCIAL MATRICES: SHAPERS OF DESTINY

COURSE CODE	15U3CPENG3
TITLE OF THE COURSE	LITERARY MOVEMENTS AND SOCIAL MATRICES: THE SHAPERS OF DESTINY
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	108

#### 1. AIM OF THE COURSE

- To make the learner aware of the way in which history shapes the life and Literature of the people.
- To impart knowledge on the intertextuality of the text and the history.
- To help the learner to identify the social matrices of literature.

#### 2. ASSESSMENT OBJECTIVES

- Demonstrate an understanding of the ways in which cultural values are expressed in literature
- Demonstrate awareness of the significance of the context in which a work is written and received
- Demonstrate the manner in which a person is moulded by the historical events.
- Substantiate and justify ideas with relevant examples

#### MODULE 1 NEO-CLASSICAL PERIOD (36 hours)

##### THE AGE OF DRYDEN (1660-1700)

**Verse**- The forerunners of Dryden - Dryden- Samuel Butler

**Prose and the Drama** - The rise of the modern prose – Dryden – Bunyan - Other prose writers - the drama of the age of Dryden.

##### THE AGE OF POPE (1700- 1745)

**Verse** – Pope - Characteristics of the classical school of poetry - Other poets

**Prose and the Drama** - Daniel Defoe - Jonathan Swift - Joseph Addison and Richard Steele - Other prose writers - The Drama.

##### THE AGE OF JOHNSON (1745-1798)

**General prose** - Samuel Johnson -Oliver Goldsmith - Other prose writers –

**Novel** - Historical significance of the novel - Samuel Richardson – Henry Fielding – Tobias Smollett – Other novelists – The revival of Romance

**Verse - General** characteristics – The continuance of the Augustan tradition -  
The reaction in form – The growth of the love of nature in eighteenth century  
poetry – The development of Naturalism – The Romantic revival – Gray,  
Burns and Cowper.

MODULE II **ROMANTIC PERIOD** (36 hours)

THE AGE OF WORDSWORTH (1798-1832) The older poets – William  
Wordsworth-The Lyrical Ballads and Wordsworth's theory of poetry – Samuel  
Taylor Coleridge – Walter Scott – Other poets

**The Younger Poets** The later revolutionary age – Byron – Shelley – Keats –  
Other poets

**General Prose-** General characteristics – The Edinburgh Men – The London  
men – Other Prose writers

**Novel** – Scott – Other Novelists.

MODULE III **VICTORIAN PERIOD**

THE AGE OF TENNYSON (1832-1887)

**Verse** – Tennyson – Browning - Other poets of the period

**Prose** – Carlyle – Ruskin – Macaulay – Arnold - Other prose writers

**The Novel** - Charles Dickens - William Thackeray - George Eliot - Other  
Novelists.

THE AGE OF HARDY (1887-1928) - Victorian age - Thomas Hardy - Poets of the  
transition - the revival of poetry - Dramatists of the transition - George  
Bernard Shaw - Irish drama and poetry - other playwrights - Novelists of the  
transition - Twentieth century novelists - Miscellaneous prose.

MODULE IV **CONTEMPORARY PERIOD** (36 hours)

Gerard Manley Hopkins - T.S Eliot and Others - The changing novel - Prose  
Drama - Miscellaneous Prose.

CORE TEXT

Hudson, William Henry. *An Outline History of English Literature*. B. I. Publications.

## B.A. ENGLISH (Model II - Copy Editor)

### COURSE 15: COPY EDITING: AN OVERVIEW

Course Code	15U3VCENG 3
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

#### Objectives of the Course

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

#### Assessment Objectives

The student should:

- Demonstrate awareness of the roles of the copy editors
- Demonstrate knowledge of the diverse forms of copy editing
- Understand the basic legal and ethical issues confronting the copy editors
- Demonstrate ability to critically evaluate and improve a copy.

#### Course Outline

##### Module 01

(10 Hours)

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

##### Module 02

(30 Hours)

What is Copy editing- Scope- Role of 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 03

(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**

**(20Hours)**

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 16: Evolution of the Philosophy of Science: Literary Perspectives**

Course Code	<b>15U4CCENG6</b>
Title of the Course	<b>EVOLUTION OF THE PHILOSOPHY OF SCIENCE: LITERARY PERSPECTIVES</b>
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 aims at promoting a new way of thinking which will encompass both science and literature and facilitate communication between both science and literature.

**2. Assessment Objectives**

The students should demonstrate a broad outlook which will enable them to understand that literature with scientific content is the best means of communicating scientific ideas in an interesting manner

**3. Course outline**

**Module 1 – General Perspectives** (18 hours)

1. What is Science? – George Orwell
2. The Origin of Science – Will Durant
3. Scientific Outlook – C.V.Raman
4. Our Picture of the Universe – Stephen Hawking
5. Our Ancestors – Carl Sagan

**Module II - Specific Concerns** (18 hours)

1. Literature and Science – Aldous Huxley
2. Literature and Ecology – William Rueckert

3. Science and Society – Albert Einstein
4. A Little Bit of What You Fancy – Desmond Morris

### **Module III – Narratives on Science**

(18 hours)

1. Ambrose Bierce : “Moxon’s Master”
2. H.G.Wells : “The Stolen Bacillus”
3. Kurt Vonnegut : “EPICAC”
4. Jayant Narlikar : “Comets”

### **Module IV – Science on Stage**

(18 hours)

1. Neil Grant : “The Last War”
2. G. L. Horton : “Unplugged”

### **Module V – Poetic Musings on Science**

(18 hours)

1. Robinson Jeffers : “Science”
2. Satchidanandan : “Hiroshima Remembered”
3. John Updike : “Cosmic Gall”
4. Paul Muldoon : “Once I Looked into Your Eyes”
5. Peter Porter : “Your Attention Please”
6. Hillaire Belloc : “The Microbe”
7. William S. Gilbert : “The Magnet and the Churn”

## **4. Core Text**

Dr. K Sujatha and Dr Sobhana Kurien Ed. *Evolution of the Philosophy of Science: Literary Perspectives*. Ane books and Mahatma Gandhi University.

## **5. Model Question Paper**

(To be incorporated later)

**B.A. ENGLISH (Model II - Copy Editor)**

**COURSE 17: Reading Poetry**

Course Code	<b>15U4CRENG05</b>
Title of the Course	<b>READING POETRY</b>
Semester in which the Course is to be taught	4
No. of Credits	4
No. of Contact Hours	90

**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

**ASSESSMENT OBJECTIVES:**

- Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them.
- Demonstrate an understanding of the ways in which cultural values are expressed in literature.
- Demonstrate awareness of the significance of the context in which a work is written and received.
- Demonstrate an ability to analyse language, structure, techniques and style and evaluate their effects on the reader as well as the connections between style and meaning.
- Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts
- Demonstrate an ability to write a sustained literary commentary using an effective choice of register and style using the terminology and concepts appropriate to the study of literature

## COURSE OUTLINE

### MODULE-1

18 hrs

#### NATURE AND ELEMENTS OF POETRY

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

36 hrs

#### READING BRITISH POETS

1. William Shakespeare: "Poor Soul, the Centre of My Sinful Earth" (Sonnet 146)
2. John Donne : "The Sunne Rising"
3. William Wordsworth : "Ode – Intimations of Immortality from Recollections of Early Childhood"
4. P.B. Shelly : "Ozymandias"
5. Robert Browning : "My Last Duchess"
6. T.S. Eliot : "Preludes"
7. Dylan Thomas : "Do Not Go Gentle Into That Goodnight"
8. Stephen Spender : "What I Expected was...."

### MODULE-3

36 hrs

#### OTHER PERSPECTIVES IN POETRY

1. W.B. Yeats : "The Wild Swans at Coole"
2. Mervyn Morris : "Little Boy Crying"
3. Pablo Neruda : "Tonight I Can Write..."
4. Robert Frost : "Mending Wall"
5. Robert Kroetsch : "I'm Getting Old Now"
6. Sylvia Plath : "Tulips"
7. Dilip Chitre : "Father Returning Home"
8. Gabriel Okara : "The Mystic Drum"
9. 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	<b>15U4CRENG06</b>
Title of the Course	<b>READING FICTION</b>
Semester in which the Course is to be taught	<b>4</b>
No. of Credits	<b>4</b>
No. of Contact Hours	<b>72</b>

**Aims of the Course**

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

**Assessment Objective**

At the end of the programme, the student should:

- Knowledge of perspectives through the reading and appreciation of long and short works of narrative fiction.
- Demonstrate familiarity with cultural diversity through different representative samples.

**Course Outline**

**Module One: Novel (36 HOURS)**

The Old Man and the Sea – Ernest Hemingway

**Module Two: Short Fiction (36 HOURS)**

1. James Thurber : “The Night the Ghost Got in”
2. John Galsworthy : “Quality”
3. Leo Tolstoy : “Too Dear”
4. Somerset Maugham : “The Verger”
5. Guy de Maupassant : “The Terror”
6. Mulk Raj Anand : “The Gold Watch”

7. D H Lawrence : "The Rocking Horse Winner"
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)**

**COURSE 19: LITERARY MOVEMENTS AND SOCIAL MATRICES:  
THE CROSS CURRENTS OF CHANGE**

Course Code	<b>15U4CPENG4</b>
Title of the Course	<b>LITERARY MOVEMENTS AND SOCIAL MATRICES: THE CROSS CURRENTS OF CHANGE</b>
Semester in which the Course is to be taught	<b>4</b>
No. of Credits	<b>4</b>
No. of Contact Hours	<b>108</b>

**Aim of the Course**

The course is designed to enable the students to have an idea of the interplay between the social matrices and literary movements. It aims to give the students an understanding of some of the major literary movements that initiated or furthered some major social changes and movements.

**Assessment Objectives**

- A student should demonstrate adequate knowledge about the interconnection between literature and historical movements.
- He /she should be able to undertake a critical analysis of the historical and literary processes and offer new readings of both history and literature.

**COURSE OUTLINE**

**MODULE I LITERATURE AND REVOLUTION 36 hours**

The French Revolution and Romanticism

**MODULE II: LITERATURE AND LIBERATION 36 hours**

Literature and feminism  
Dalit writing

**MODULE III: LITERATURE AND THE THIRD WORLD 18 hours**

Articulating the Postcolonial Experience

**MODULE IV: LITERATURE AND RENAISSANCE 18 hours**

Renaissance in Kerala

**4. CORE TEXT:** Dr B Kerala Varma. *Evolution of Literary Movements: The Cross-currents of Change*. Current Books.



## B.A. ENGLISH (Model II - Copy Editor)

### COURSE 20: THE TECHNIQUE OF COPY EDITING

Course Code	15U4VCENG4
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

#### Objectives 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.

#### Assessment Objectives

The student should:

- Critically engage in the process of reading
- Apply the newly learned skill of copy editing
- Demonstrate thorough knowledge of the technical aspects of publishing.

#### 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	<b>15U5CRENG07</b>
Title of the Course	<b>READING DRAMA</b>
Semester in which the Course is to be taught	<b>5</b>
No. of Credits	<b>4</b>
No. of Contact Hours	<b>90</b>

**I. Aim of the Course**

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

**II. Assessment Objectives**

At the end of the course, the students should:

- Demonstrate familiarity with the plays of master-dramatists
- Be able to appreciate and evaluate various types of plays.
- Demonstrate proficiency in analysing dramatic texts, characterisation etc.,
- Demonstrate adequate breadth of vision in order to understand the various aspects of human existence portrayed in the plays so as to inculcate certain values in their life.

**III. Course Outline**

**MODULE 1 (54 HOURS)**

*Macbeth* - William Shakespeare

**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" -

**IV. 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	15U5CRENG08
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. ASSESSMENT OBJECTIVES:

- To lead to a greater understanding of the human communicative action through an objective study of language.
- To familiarize students with the key concepts of linguistics and to develop awareness of the latest trends in language study
- To help students move towards better and intelligible pronunciation and to improve the general standard of pronunciation in everyday conversation.

### 8. 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; What is Linguistics?- Synchronic and Diachronic linguistics

Basic concepts in linguistics - Langue – Parole; Language as a system of signs – Signifier and signified - Competence and Performance; 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	<b>15U5CRENG09</b>
Title of the Course	<b>LITERARY CRITICISM: THEORY AND PRACTICE</b>
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	108

**Objectives 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.

**Assessment Objectives:**

At the end of the course:

- The students should be able to appreciate a piece of literary writing from different critical perspectives
- They should be able to undertake a critique of texts as well as other cultural artifacts
- They should be able to make interdisciplinary readings of literary/cultural artifacts
- They should demonstrate adequate ability to write critical appreciations/critical reviews for publications (scholarly journals and media)

**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

**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, Kunjunni Raja

**B.A. ENGLISH (Model II - Copy Editor)**  
**COURSE 24: POSTCOLONIAL LITERATURES**

Course Code	<b>15U5CRENG10</b>
Title of the Course	<b>POSTCOLONIAL LITERATURES</b>
Semester in which the Course is to be taught	<b>5</b>
No. of Credits	<b>4</b>
No. of Contact Hours	<b>90</b>

**AIM OF THE COURSE**

- The course is intended to 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. ASSESSMENT OBJECTIVES**

- At the end of the course the students should demonstrate familiarity with literary productions that address issues related to cultural identity in colonized societies, the development of a national identity after colonial domination, and the ways in which writers articulate and celebrate such identity.
- The students will have been acquainted with the resistance of the colonized against the colonizer through literature that articulates it.

**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 It 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	<b>15U5OCENG1</b>
Title of the Course	<b>ENGLISH FOR CAREERS</b>
Semester in which the Course is to be taught	<b>5</b>
No. of Credits	<b>3</b>
No. of Contact Hours	<b>90</b>

**Aim of the Course**

1. 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
2. Language Enhancement.

**2. Objectives**

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

- ☐ To demonstrate effective communication skills, which will enable them to prepare for a career and function effectively in it.
- ☐ To demonstrate proficiency in oral and written communication to enhance their academic and professional use of language.
- ☐ To make effective presentations.

**3. Course Outline**

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

- a. Applying for jobs - Preparing resume`s - 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)

- a. Common errors in communication and how to avoid them.
- b. Some notions - conventional and idiomatic expressions.
- c. Today's vocabulary
- d. Grammar for grownups.

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

- a. Structuring and delivering a presentation
- b. Video conferencing - Basics of video conference
- c. Simple presentations in a video conference environment.

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

- a. Front office management and keeping public relations (telephone skills)
- b. Soft skills for team building
- c. Importance of words/language
- d. Communication in management and management through communication.
- e. Horizontal and democratic communication.

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

- a. Memos and notices
- c. Business correspondence
- d. Preparing Reports
- e. Using tables and charts for representing data.
- F. 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 Manuel 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	<b>15U6CRENG 11</b>
Title of the Course	<b>WOMEN'S LITERATURE</b>
Semester in which the Course is to be taught	<b>6</b>
No. of Credits	<b>4</b>
No. of Contact Hours	<b>90</b>

**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. ASSESSMENT OBJECTIVES**

At the end of the course,

- The students should demonstrate an awareness of class, race and gender as social constructs and about how they influence women's lives.
- They should demonstrate adequate knowledge of feminism as a social movement and a critical tool.
- They should be able to explore the plurality of female experiences.
- They should be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.

**3. OUTLINE OF THE COURSE**

**MODULE ONE: ESSAYS (18 hours)**

1. Virginia Woolf: **“Shakespeare and his Sister”**  
(Excerpt from *A Room of One’s Own*)
2. Alice Walker : **“In Search of our Mothers’ Gardens”**  
(From *In Search of Our Mother’s Gardens*)
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
- i. Virginia Woolf. *A Room of One's Own*. London: Hogarth, 1929.
  - ii. Patricia Mayor Spacks. *The Female Imagination*. New York: Avon, 1976.
  - iii. Jasbir Jain Ed. *Women in Patriarchy: Cross Cultural Readings*. New Delhi: Rawat Publications, 2005
  - iv. Susie Tharu & K Lalitha. *Women Writing in India Vol I & II*. New Delhi: OUP, 1991.
  - v. Gayle Green & Copelia Kahn. *Making a Difference: Feminist Literary Criticism*. New York: Routledge.
  - vi. Sandra Gilbert & Susan Gubar. *The Mad Woman in the Attic: The Woman Writer*. Yale University Press, 1978.
  - vii. Simone de Beauvoir. *The Second Sex*. UK: Hammond Worth, 1972.
  - viii. Angela Davis. *Women, Race and Class*. New York: Random House, 1981.
  - 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	<b>15U6CRENG 12</b>
Title of the Course	<b>INDIAN WRITING IN ENGLISH</b>
Semester in which the Course is to be taught	<b>6</b>
No. of Credits	<b>4</b>
No. of Contact Hours	<b>90</b>

**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. Assessment objectives**

- To provide an overview of the various phases of the evolution of Indian writing in English.
- To introduce students to the thematic concerns, genres and trends of Indian writing in English.
- To generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English.
- To expose students to the pluralistic aspects of Indian culture and identity.

**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 28: COMPARATIVE LITERATURE**

Course Code	<b>15U6CRENG13</b>
Title of the Course	<b>COMPARATIVE LITERATURE</b>
Semester in which the Course is to be taught	<b>6</b>
No. of Credits	<b>4</b>
No. of Contact Hours	<b>90</b>

**AIM OF THE COURSE**

- To inculcate in the pupil the basic idea about and the method of comparative literary analysis.
- To inculcate in the pupil a feel of various methods employed to identify shared features of various literatures and to equip him/her to make comparative and contrastive analysis of literary texts.

**Assessment Objectives:**

- Demonstrate an understanding of literary genres and their universality.
- Demonstrate awareness of various genres and how they function as unique forms of literary and artistic expressions.
- Demonstrate adequate ability to compare works across cultures, nationalities, genres.
- Demonstrate the ability to write a sustained commentary comparing two works of art, using the appropriate terminologies.

**COURSE OUTLINE**

**MODULE 1 – Theoretical Perspectives 36 Hours**

Various theories and the central concerns of comparative literature should be explained to the students. Thematology, historiography, Genre Studies, Influence Studies, Movement or Intersemiotic Studies, Translation Studies and Aesthetic theoretical comparison and various other components of comparative literature are to be discussed. A historical analysis of the contributions of the French school of comparative literature and comparatists like Wellek, Halliday, Susan Bassnet and

Leo Lowenthal need to be discussed. Alongside, a comparison of notions of comparative literature in the east and the west should be part of the course. Concepts of textuality, intertextuality, genology, stoff, theme, culture, nation, translation and orature are the key terms in the area.

### **Readings**

Susan Bassnet : "Introduction" *Comparative Literature*

Bijoy Kumar Das : "Retrospect and Prospect"

Bhalchandra Nemade : "A Thematic Framework for Influence Study in the Indo-Anglian Context."

R K Dhawan : "The Case for Comparative Literature"

(All from *Between the Lines*. Ed. Dr. K. M. Krishnan)

Steven Totsky de Zepetnek: *A New Comparative Literature as Theory and Method*

(Chapter 1: *Comparative Literature: Theory, Method, Application*)

### **MODULE II: Study of Specific Texts**

**54 hours**

In this module a comparative reading of texts that merit analysis will be facilitated. The stress here will be on thematic, stylistic, cultural, linguistic and generic aspects that govern the texts. The study will be based on the following reading material. Care has been taken to choose texts from different cultural and historical contexts.

### **Readings**

Thomas Mann : *Transposed Heads*

Girish Karnad : *Hayavadana*

Tennessee Williams : *The Glass Menagerie*

Shyamaprasad : *Akale*

Rabindranath Tagore : *Gitanjali* Verses 1-4 of Tagore's own translation

Edwin Arnold : *Light of Asia* Section 1 and 2

Kishwar Naheed : "Listen to Me"

Noemia De Souza : "If You Want to Know Me"

Vengayi Kunjiraman Nayanar: *Dwaraka* Trans C S Venkiteswaran

Sundara Ramaswamy : *On Alien Soil*

(Items 5, 6, 7, 8, 9 and 10 included in *Between the Lines*. Ed. Dr. K. M. Krishnan, Current Books, Trichur)

## Reading List

**Core Text:** Dr. K. M. Krishnan Ed. *Between the Lines: A Text Book of Comparative Literature*

### 1. Core Reading

- Thomas Mann : *Transposed Heads*  
Girish Karnad : *Hayavadana*  
Tennessee Williams : *The Glass Menagerie*  
Shyamaprasad : *Akale* (film)

### 2. Background Reading

Susan Bassnet : *Comparative Literature*

Bijoya K Das ed. : *Comparative Literature*

Amiya K Dev.& Sisir Kumar Das Ed. : *Comparative Literature: Theory and Practice*

## B.A. ENGLISH (Model II - Copy Editor)

### COURSE 29: AMERICAN LITERATURE

Course Code	<b>15U6CRENG14</b>
Title of the Course	<b>AMERICAN LITERATURE</b>
Semester in which the Course is to be taught	<b>6</b>
No. of Credits	<b>4</b>
No. of Contact Hours	<b>90</b>

#### 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.

#### Assessment Objectives

At the end of the course the students should:

- Demonstrate knowledge about American literature, its cultural themes, literary periods and key artistic features.
- Demonstrate knowledge of the various aspects of American society through a critical examination of the literary texts representing different periods and cultures.

#### 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	15U6CRENGEL1
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. Assessment Objectives:

The students should:

- Get familiarized with the cultural heterogeneity and linguistic plurality of our country through its literatures written in regional languages.
- Acquire a sense of national integration through the diverse experiences represented in the regional literatures of India.
- Translate a piece of writing from a regional language into English.

### 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 3: Short Fiction****(24 Hours)**

1. Thakazhi Sivasankara Pillai : “In the Flood” ( 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 4:****(6 Hours)****1. Tasks in Translation**

**B.A. ENGLISH (Model II - Copy Editor)**  
**COURSE 30: Elective Course 2 (Frontier Area)**

**CREATIVE WRITING**

Course Code	<b>15U6CRENGEL2</b>
Title of the Course	<b>CREATIVE WRITING</b>
Semester in which the Course is to be taught	<b>6</b>
No. of Credits	<b>3</b>
No. of Contact Hours	<b>72</b>

**1. Aims of the Course**

- To acquaint the students with the basic principles and techniques involved in creative writing.
- To identify and promote creatively gifted students.

**2. Assessment Objectives**

- On completion of the course, the students should be demonstrate familiarity with the concept of creative writing and the process of writing poetry, fiction and drama.
- They should demonstrate awareness regarding the nature and scope of creative writing will be developed among the students.

**3. Course Outline**

**Module I: Introduction to Creative Writing** (18 hours)

What is creative writing? Its scope - Role of imagination, inspiration and perspiration in creative writing - How creative am I? - Creating creativity - Challenges faced by a creative writer - Creative writing and text reception - Importance of reading - Reading the text between the lines and beyond the lines.

**Module II: Learning to Write** (18 hours)

- a. Familiarizing different forms of writing: imaginative, persuasive, descriptive, evaluative, analytical, etc. (giving excerpts).
- b. Finding pitfalls in writing - Identifying common errors in English - Developing accuracy in writing.
- c. Developing ideas into creative texts – Brainstorming - Free writing - Writing drafts – Listing - Arguing with oneself - Final draft.



d. Making language figurative

e. Style - Familiarizing different styles by writers

### **Module III: Modes of Creative Writing**

(18 hours)

**a. What is literature?**

**b. Writing Fiction** - plot and character - setting and atmosphere - symbolism - points of view - Writing fiction for children

**Workshop:** finding theme, story line, setting, fixing characters, developing

**c. Writing Poetry** - Student responses to poetry - Its language - Figurative language - Structure - Voices in the poem - Rhythm and versification

Analysis of the poem 'Wild Nights' (Emily Dickinson) and 'Telephone' (Robert Frost).

#### **Workshop**

Starting with an idea, an experience, a person, a memory, etc. - Get the raw materials into some kind of temporary organization, writing tentative lines - Reading the poem to oneself - Revising.

**d. Writing Drama**

Student responses to drama - Characterization - plot - types of plays - stage spaces

#### **Workshop**

Finding theme, story line, characters, writing and presenting plays on stage.

### **Module IV - Preparing for publication**

(18 hours)

a. Revising and rewriting

b. Proof reading

c. Editing

d. Submitting manuscript for publication

## **4. Reading List**

### **a) Poetry**

1. John Keats : 'La Belle Dame sans Merci'

2. T. S. Eliot : 'Macavity: the Mystery Cat'

3. Nissim Ezekiel : 'Poet, Lover and Birdwatcher'
4. Ted Hughes : 'Thought Fox'
5. Wole Soyinka : 'Telephone Conversation'
6. Pablo Neruda : 'Tonight I can Write'

**b) Fiction**

1. Kate Chopin : 'The Story of an Hour'
2. O. Henry : 'Spring Time'
3. James Joyce : 'Araby'

**c) Drama**

1. Henrik Ibsen : *The Doll's House*
2. Harold Pinter : *The Dumb Waiter*
3. Tennessee Williams : *The Glass Menagerie*

**d) For Further Reading:**

1. Mills, Paul. *The Routledge Creative Writing Coursebook*. Routledge Taylor & Francis Group, London, 2001.
2. Dev, Anjana Neira, Marwah, Anuradha, Pal, Swati. *Creative Writing: A Beginner's Manual*. Pearson Longman, 2009.
3. Anderson, Linda. *Creative Writing: A Workbook with Readings*. Routledge Taylor & Francis Group, London, 2006.
4. Wainwright, Jeffrey. *The Basics of Poetry*. Routledge.
5. Morley, David. *Creative Writing*. CUP
6. Emden, Joan Van and Becker, Lucinda. *Effective Communication for Arts and Humanities Students*.
7. Barnet, Sylvan, Cain, William E. *A Short Guide to Writing about Literature*.
8. Bailey, Stephen. *Academic writing: A Practical Guide for Students*. Foundation Books, Routledge.

**5. MODEL QUESTION PAPER**

(To be incorporated)