

MODEL II (VOCATIONAL): ADMINISTRATIVE ASSISTANT

BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE

Semester 1

Complementary 1: English for Business Communication – 1

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

Vocational 1: Information Technology and Computer Applications

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

Semester 11

Complementary 11: English for Business Communication – 11

1. Writing a short project (8-10 pages) at the beginning of the year on some aspect of Commercial Correspondence (e.g. Essentials of Commercial Correspondence; the New and Old concept in Letter-writing- Sincerity, Brevity, Proper Presentation and Format; Courtesy and Etiquette in Letter-writing; Good and Bad Letters) – Editing draft letters; proof-reading typed matter and making corrections.
2. Expansion of vocabulary: using words related to commercial correspondence appropriately – Acquiring familiarity with abbreviations used in commercial correspondence and advertisement – Spelling words related to commercial correspondence correctly.

3. Oral communication related to business: Receiving messages and replying to messages on the telephone – Dealing with business clientele with clarity, courtesy and persuasiveness.
4. Study skills; consulting a dictionary for meanings, usage and spelling – Retrieving relevant information from files, reports, letters etc.

Recommended Books

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

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

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

Recommended Books;

Rouby, Jennifer.	The Basic Information Technology.
Umapathy, K.S.	Information Sources.

Semester 111

Complementary: Evolution of Literary Movements – A

Vocational 3; Business Accounting

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

Recommended Books:

Jain S.P	Advanced Accountancy
Gupta R. L	Advanced Accountancy
Basu and Das	Practice in Accountancy

Semester 1V

Complementary: Evolution of Literary Movements – B

Vocational 4; Office Procedures and Practices

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

Recommended Text Books:

Bhushan V.K.	Office Organisation and Management
Chopra P. K.	Office Management
Chopra P. K.	Office Organisation and Management
Saboo& Bai	Office Management

Semester V

Open Course (General) in lieu of Vocational 5

Semester V1

Open Course (Frontier Areas) in lieu of Vocational 6

MODEL II (VOCATIONAL): COPY-EDITOR

BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE

Semester 1

Complementary 1- English for Copy-editing 1

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

Vocational 1. Information Technology and Computer Applications

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

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

Semester 11

Complementary 11- English for Copy-editing 11

1. Sentence Skills: Grammar: subjects and verbs – fragments – run-ons – regular and irregular verbs – subject-verb agreement – verb – tense – pronoun – adjectives – adverbs – modifiers – parallelism.
2. Mechanics: Manuscript form – capital letters – numbers and abbreviations.
3. Punctuations: apostrophe – quotation marks – comma – other punctuation marks.
4. Word use: using the dictionary – spelling – vocabulary – word choice – sentence variety.

Prescribed Book

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

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

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

Recommended Books;

Rouby, Jennifer. The Basic Information Technology.
Umapathy, K.S. Information Sources.

Semester 111

Vocational 3, Copy-editing: an Overview

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

Semester 1V

Vocational 4, The Technique of Copy-editing

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

Recommended Books:

University of Chicago	A Manual of Style
Perkins E. Maxell	Editor to Author
Gross, GERAL (ed)	Editors on Editing
Indian Standards Institution	Rules for Making Alphabetic Index
Clark, Giles	Inside Book Publishing, Book House Training Centre, London

Semester V

Open Course (General) in lieu of Vocational 5

Semester V1

Open Course (Frontier Areas) in lieu of Vocational 6

**MODEL II (VOCATIONAL):
TEACHER OF ENGLISH IN LOWER CLASSES**

BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE

Semester 1

Complementary 1 – Education in India

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

Vocational 1, School Organisation

1. Administrative framework – The Head Master – the staff council – students’ assembly, school parliament – discipline – maintenance committee etc. – Administrative network of education in Kerala.
2. School and social provision – School – a community – community service programmes as the focus of community’s interest in schools.
3. Celebration of Festivals and national Days.
4. Provision of moral instruction – developing respect for all religions
5. Maintenance of school records
6. Examinations and assessment
7. Role of Professional Organisations.

Recommended Books:

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

Semester 11

Complementary 11 – Educational Psychology 1

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

Recommended Books:

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

Vocational 2 - Conversational English

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

Core Text

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

Semester 111

Vocational 3 – Methodology of Teaching English

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

18. Testing and evaluation in English- Instructional and language-teaching objectives – their specifications - merits and demerits of each – Constructing a test – analysis of the syllabus – choice of questions – balancing objectives – Scoring key and marking scheme.
19. Audio-visual aids in teaching English – Visual aids – simple class room aids – objects, children, the blackboard, pictures, flash cards, school surroundings, preparing a teaching kit, flannel graph, wall news-paper, slide and film projector – audio aids – radio lessons.
20. Teaching Literature: Aims: enjoyment, appreciation, widening cultural background

Books for Reference;

- Billows, F. L. The Techniques of Language Teaching. Longman
 Bright and Gregor, MC. Teaching English as a Second Language. Longman
 Harris D. Testing English as a Second Language. Longman
 French F. G. Teaching English as an International Language, OUP.
 Frisby A.N. Teaching English.
 Gatenby E.V. English as a Foreign Language, Longman.
 Gurrey. Teaching English as a Foreign Language.OUP.
 Horburgh, D. How to Use the Blackboard in Teaching English. Orient Longman
 Hornby A.S and others. The advanced Learner’s Dictionary of Current English. OUP.
 Hornby A.S. The Teaching of Structural Words and Sentence Patterns, Part 1-1V Vols.
ELBS
 Lec W. R. and Corper Helen. Simple Audio-Visual Aids to Foreign Language Teaching.
OUP.
 Morris. The Art of Teaching English as a Living Language. Longman.
 Spencer B. H. Guided Composition Exercise. Longman.

Semester 1V

Vocational 4 – Educational Technology

1. Concept of Educational Technology – Different approaches.
2. A. V. technology concept of Cone Experience – use of A.V. aids in teaching – learning process – Acquaintance with various aids like projector, slide projector, overhead projector etc. Preparation of slides, filmstrips etc.
3. Individualising Instruction
4. Programmed training – contributions of Skinner and Crowdar – styles of programming.
5. Modules – preparation and use.

6. Different learning strategies like Keeler Plan
7. Training of Teachers: Micro-teaching concept and procedure – teacher behaviour communication in the classroom – classroom interaction and Flanders Interaction Analysis category System (FIACS).

Recommended Books:

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

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

Semester V -

Open Course (General) in lieu of Vocational 5

Semester VI

Open Course (Frontier Areas) in lieu of Vocational 6

MODEL II (VOCATIONAL): JOURNALISM

BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE

SEMESTER 1

1 Complementary 1 – Constitutional Law

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

Vocational 1 – Introduction to Mass Communication

- UNIT I Communication – Definition, Scope, functions and process – Theories of communication – Evolution of human communication – Historical perspective Early forms of communication.
- UNIT II Communication and Society in developed countries and developing countries Types of communication: interpersonal, group and mass communication Emergence of mass society and mass media.
- UNIT III Mass Communication: Meaning, characteristics and functions – Basic models of mass communications – Psychology and effects of mass communications.

- UNIT IV Mass Communication: Types: Print, radio, T.V., film-Nature and scope of mass media – Role of mass media – Role of mass media in national development – Media institutions.
- UNIT V Modern Communication technologies: Satellite communication, Information super highway, the Internet, Interactive media, hypertext.

SEMESTER II

I Complementary II - MEDIA LAWS

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

Vocational II – HISTORY AND DEVELOPMENT OF JOURNALISM

- UNIT I What is journalism? Principles and functions of journalism – journalism as a profession – Role and responsibilities of journalists – Ethics of journalism.

- UNIT II World journalism – Origin and growth of Indian journalism. The early press in India – Contributions of James Augustus Hickey, Serampore missionaries, James Silk Buckingham, Raja Ram Mohan Roy.
- UNIT III Newspaper and freedom struggle – Indian press during the first war of independence – Contributions of Mahatma Gandhi, Tilak etc. – Growth of press in post Independence India – Press Councils and Press Commissions in India – Press Trust of India – News agencies – Professional Organisations – New trends in journalism.
- UNIT IV Brief history of Malayalam journalism – Characteristic features of Malayalam journalism – Early Malayalam Newspapers – Prominent Personalities – Malayalam news writing and headline writing styles.
- UNIT V Malayalam magazine – Future of Malayalam journalism Impact of modern technology in Malayalam journalism Big news papers Vs small and medium newspapers in Malayalam – Evening dailies and tabloids.

SEMESTER III I

VOCATIONAL III – NEWS REPORTING

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

VOCATIONAL IV –NEWS EDITING

- UNIT I What is editing? General Principles and functions of editing – Organisational structure of editorial department.
- UNIT II Editing process –Selecting news, checking facts, correcting language, rewriting lead, condensing stories, localizing news – Handling agency copy and correspondent’s copy.

- UNIT III Editing and proof reading symbols – Electronic editing – Editing terminology – Style book – Editing for print media, radio, television.
- UNIT IV Headlines – Functions and types of headlines – Writing headlines and subheadlines – Unit count – picture editing – Writing captions and outlines.
- UNIT V Edit page – Editorial – letters to editor, Newspaper design – Dummy preparation.

SEMESTER 1V

VOCATIONAL V - MEDIA MANAGEMENT AND INTRODUCTION TO INFORMATION TECHNOLOGY

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

VOCATIONAL VI – PUBLIC REATIONS AND ADVERTISING

- UNIT I Public Relations – Definition Scope and history Functions and responsibilities of a public relations manager organizational set up of public relations organization.
- UNIT II Public relations in public and private sectors – public relations in Government – Method and ethics of public relations – public relation codes – Professional Organisations.
- UNIT III Public relation tools – Press release, exhibitions, information and publicity campaigns, open house, house journals, company and its publics.

- UNIT IV History and growth of advertising – Functions of advertising – Types of advertising – structure of an ad – Principles of copy writing – Visualisation, advertisement campaigns – Sports and Advertising.
- UNIT V Advertising agency- Structure and operation – Advertising research – code of ethics in advertising – professional agencies – socio – economic aspects of advertising.

SEMESTER V

OPEN COURSE (GENERAL) IN LIEU OF VOCATIONAL VII

Semester V1

OPEN COURSE (FRONTIER AREAS) IN LIEU OF VOCATIONAL VIII.

ON -THE -JOB- TRAINING AND PROJECT

- UNIT I ON- THE -JOB - TRAINING Definition Concept, and Relevance . Characteristics Advantages -Procedure -Pre- , OJT Activities - Criteria for selecting work Situation- Organization Profile -Student- Profile - Monitoring Review and Evaluation -Reassessment .
- UNIT II PROJECT REPORT: Importance of the project - Preparing a Synoptic Outline - Giving the format or structure of the report introduction, Describing the purpose, Methodology etc., Presenting finding. conclusions etc _ Identifying major findings. Describing their importance and implications– Summarization of findings and formulating recommendations with reference to supportive evidence in the main body of the report. Appendices such as references of sources of data etc.

MODEL II (VOCATIONAL): TUTOR IN CONVERSATIONAL ENGLISH

BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE

SEMESTER 1

1 Complementary 1 - Education in India

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

Vocational 1 - School Organisation

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

6. Examinations and assessment
7. Role of professional organizations.

SEMESTER 1I

1 Complementary 11 – Educational Psychology 1

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

Recommended Books:

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

VOCATIONAL II – ENGLISH PATTERNS AND STRUCTURES AND REMEDIAL GRAMMAR

1. Objectives:
 1. To familiarize the students with the noun, adjective and adverb patterns.
 2. To help them the students to gain mastery over these patterns
 3. To use the workbook for the purpose.
 4. Conversational practice of these structures with proper intonation using A.S. Hornby’s ‘Structural Words and Sentence Patterns’.
2. Topic for study
 1. 4 Noun Patterns
 2. 3 Adjective Patterns
 3. Adverbials
 4. Remedial grammar
 3. Practical Work
 1. Sentence Pattern exercises using Workbooks and computer programmes

2. Assignments on the importance of word patterns in learning and teaching English
3. Explorations for new ways to teach sentence patterns.

4. Required Reading (text):

1. Hornby, A.S. A Guide to patterns and Usage in English. ELBS
2. Wood, F.T. A Remedial English Grammar, Macmillan

Suggested Reading:

1. Hornby, A.S. The Teaching of Structural Words and Sentence Patterns. OUP.
2. Jespersen. Otto Growth and Structure of the English Language. OUP
3. Oxford Advanced Learner's Dictionary CD-ROM 4367959 OUP
5. Let's Go Interactive CD-ROM 4354156 OUP

SEMESTER III

Vocational III: English in Informal Situations

1. Objectives

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

2. Topics for Study

1. English in informal situations – Greetings – at the postoffice- receiving and seeing of a guest – catching a train – booking a room at a hotel- telephone conversation – asking the time – making an apology – at a party – at a doctor's at the hospital – at the reception desk.
2. Describing people, process, procedures, objects – narrating events – accepting and dealing invitations – making complaints and suggestions – apologizing – offering excuses – negotiating and persuading people – motivating people- expressing condolence.

3. Practical work

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

4. Media and Methods employed:

Printed text, tutorials, travel, audio/vedio

5. Required reading (text):

Mohan, Krishna Singh – Speaking English Effectively, Macmillan

Suggested Reading:

1. O'Neil, R. English in situations, OUP
2. Taylor, Grant English Conversation Practice, Tata- Mc Graw – HILL
3. Ur, Penny Discussion at work. CUP
4. Spencer. D.H. English Conversation Practice. OU

SEMESTER IV

Vocational IV: Computer Application for Tutor in English

1. Objectives
 1. To gain familiarity with the new trends in English language teaching
 2. To gain computer literacy and familiarity with the internet
 3. To retrieve teaching material from the internet
 4. Career prospects and the internet
2. Topics
 1. An introduction to PC., Commonly used operating systems, introduction to the internet
 2. New trends in English language teaching, The ELT Websites
 3. The use of computers in English language teaching
 4. Multimedia and computer programmes for conversational English from WWW
 5. The internet English
 6. Career options related to computers and language teaching
3. Practical Work
 1. Learning the use of PC and Windows
 2. Browsing WWW
 3. Practicing English pronunciation using multimedia
 4. retrieving material for learning and teaching Conversational English from www
4. Suggested Reading
 1. Crawford Sharon Windows 98 Skills for Success bpb publications
 2. Journal Literary and Linguistic computing
<http://www.oup.co.uk/lit.in/chat>
 3. Levy, Michael Computer Assisted Language learning, U.of Queensland 0-19-823631
 4. ELT Journal CD-ROM <http://www.nichepublications.co.uk> Wordsmith Tools programmes
www.oup.co.uk/elt/software/wsmith
 5. Grapevine Video and Streamline English Video
 6. Advanced Listening and Speaking Cassettes
www.oup.co.uk/elt
 7. Gitiski, Christina Internet English, OUP, 2000
 8. The internet English Website: www.oup.com/elt/mtemet-english

SEMESTER V

Open Course (General) in lieu of Vocational V

Semester V1

Open Course (Frontier Areas) in lieu of Vocational VI

MODEL II (VOCATIONAL): ACTIVE ENGLISH

BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE

SEMESTER 1

1 COMPLEMENTARY 1 - English for Business Communication – A

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

VOCATIONAL I - ENGLISH FOR CUSTOMER SERVICE

(5 Hrs)

OBJECTIVES:

1. To explain how good customer service can expand beyond the immediate sale
2. To provide insights into the needs and expectations of customers

3. To show how to retain customers through employee training and effective communication
4. To provide examples of quality customer service
5. To develop oral skills for delivering friendly, attentive service that demonstrates interest in and care for customers
6. To develop oral skills that will help you serve customers who are concerned, angry or upset after a service break down
7. To develop oral skills that will enhance your ability to make customers feel special and valued thereby creating experiences so positive that customers will inform others about them and will want to sustain and build their relationships with your organization

CORE TEXT: Richard F. Gerson. *Beyond Customer Service*. Viva Books, New Delhi

Suggested Readings

- | | | |
|----|-------------------------------|---------------------------------------------------|
| 1. | Spenser, D.H. | English Conversation Practice. OUP |
| 2. | Ralph, Alger | Mechanics of Communication. CUP, 1959 |
| 3. | O'Neil, R | English in Situations, OUP |
| 4. | Willaim, John H. | Correct Speaking |
| 5. | Duffey, William | Voice and Delivery, Herder Book Co. |
| 6. | Mohan, Krishna Baherji, Meera | Developing Communication skills
Macmillan 1990 |

SEMESTER II

Complementary 11: English for Business Communication – 11

5. Writing a short project (8-10 pages) at the beginning of the year on some aspect of Commercial Correspondence (e.g. Essentials of Commercial Correspondence; the New and Old concept in Letter-writing- Sincerity, Brevity, Proper Presentation and Format; Courtesy and Etiquette in Letter-writing; Good and Bad Letters) – Editing draft letters; proof-reading typed matter and making corrections.
6. Expansion of vocabulary: using words related to commercial correspondence appropriately – Acquiring familiarity with abbreviations used in commercial

- correspondence and advertisement – Spelling words related to commercial correspondence correctly.
7. Oral communication related to business: Receiving messages and replying to messages on the telephone – Dealing with business clientele with clarity, courtesy and persuasiveness.
 8. Study skills; consulting a dictionary for meanings, usage and spelling – Retrieving relevant information from files, reports, letters etc.

Recommended Books

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

Vocational II: English for Technical Writing

Objectives

At the end of the course, students will be able to:

- produce and edit well-organized, grammatically correct as well as user-friendly documentation about software, equipment or business procedures. Assignments will integrate diagrams, charts and/or graphs with technical writing.
- Learn quickly about new technologies and explain them to other people. Learning includes conducting secondary research through a variety of media. The research will support oral and written assignments in the students' chosen program of study.
- Organize and deliver clear oral presentations on technical subjects. Presentations will include the use of a variety of visual aids.

Topics

1. Introduction to Technical Writing

- Describing Technical writing
- How it differs from other forms of writing?
- Purpose of Technical Writing?
- Importance of Technical Writing

- Process of writing
- 2. Audience Recognition and Audience Involvement**
 - High-tech audience
 - Low tech audience
 - Lay audience
 - Multiple audience
 - Multicultural audience
- Audience Involvement
 - Personalized Tone
 - Reader Benefit
- 3. Use of Language**
 - Gender biased language (sexist language)
 - Readability
 - Technical Writing Style
 - Plagiarism
- 4. Make something dull into a good read**
 - Fog Index
 - Smogging
- 5. Information Structures**
 - Definitions
 - Notices
 - Headings
 - Lists
 - Description (Technical Description)
 - Process discussion
 - Casual Discussion
 - Classification
 - Comparisons
 - Technical Instructions
 - Visuals (graphs, charts, diagrams, photos, tables)
- 6. Revising & Editing**
- 7. Types of Technical Documents**
 - User Manuals
 - Resumes
 - Brochures
 - Website Designing (Materials)
- 8. Online Technical Writing**
 - Power-Revision Techniques – Structures level Revision
 - Strategies for Peer – Reviewing & Team Writing
- 9. Resources for organization Policies & Procedures**
- 10. Project**
 - Any one of the topic 7 (User Manual, Brochure, Website Designing)

Suggested reading

1. Blye, Robert W./Blake, Gray
– PTR, The Elements of Technical Writing Pearson
1995.
2. Turk, C.; Kirkman, J.
Technical
and Business Communication – E & FN
Spon (An imprint of Routledge), London,
United
3. Hays, Robert
Principles of Technical Writing – Addison –
Wesley, 1965, Massachusetts
4. J. Mitchell
Chapman
A First Course In Technical Writing –
and Hall UK, 1967
5. Feinberg, Susan
York Holt,
Components of Technical Writing- New
Rinehart & Winston
6. Robertson, W.S.; Siddle, W.D.
Oxford/London
Technical Writing & Presentation –
Pergamon Press.
7. Rathbone, Robert R.
New
Communicating Technical Information: A
Guide to Current Uses and Abuses in
Scientific and Engineering Writing.
Lebanon: Addison – Wesley, 1985,
Lebanon, 1985.
8. Ehrlich, Eugene: Murphy
Bantam, 1964.
Art of Technical Writing (Ref. Lib.)
9. Gould, Jay Reild/Losano,
Wayne A./Camen
Opportunities in Technical Writing Careers
McGraw-Hill, 2000
10. Nelson, J. Raleigh
New
Writing the Technical report – McGraw-Hill
York, 1952.

SEMESTER III

Vocational III: English in Informal Situations

1 Objectives

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

2 Topics for Study

4. English in informal situations – Greetings – at the postoffice- receiving and seeing of a guest – catching a train – booking a room at a hotel- telephone conversation – asking the time – making an apology – at a party – at a doctor's at the hospital – at the reception desk.
5. Describing people, process, procedures, objects – narrating events – accepting and dealing invitations – making complaints and suggestions – apologizing – offering excuses – negotiating and persuading people – motivating people- expressing condolence.

3 Practical work

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

4 Media and Methods employed:

Printed text, tutorials, travel, audio/video

5 Required reading (text):

Mohan, Krishna Singh – Speaking English Effectively, Macmillan

Suggested Reading:

1. O'Neil, R. English in situations, OUP
2. Taylor, Grant English Conversation Practice, Tata- Mc Graw – HILL
3. Ur, Penny Discussion at work. CUP
4. Spencer. D.H. English Conversation Practice. OUP

SEMESTER IV

Vocational IV: English Through Audio/Visual Media (Practical)

Semester V

Open Course (General) in lieu of Vocational 5

Semester VI

Open Course (Frontier Areas) in lieu of Vocational 6

SYLLABI FOR COMPLEMENTARY COURSES

**ENCY1: EVOLUTION OF LITERARY MOVEMENTS:
THE SHAPERS OF DESTINY**

COURSE CODE	ENCY1
TITLE OF THE COURSE	EVOLUTION OF LITERARY MOVEMENTS: 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 a people

2. OBJECTIVES OF THE COURSE

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

3. COURSE OUTLINE

Module One : Moulding and Being Moulded

18 hours

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

Module Two : The True Briton

36 hours

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

Module Three : Britannia Rules the Waves

36 hours

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

Module Four : A Precious Stone Set in the Silver Sea

18 hours

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

Reading List

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

4. CORE TEXT

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

5. MODEL QUESTION PAPER

(To be incorporated)

SYLLABI FOR COMPLEMENTARY COURSES

**ENCY2: EVOLUTION OF LITERARY MOVEMENTS:
THE CROSS-CURRENTS OF CHANGE**

COURSE CODE	ENCY2
TITLE OF THE COURSE	EVOLUTION OF LITERARY MOVEMENTS: THE CROSS-CURRENTS OF CHANGE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	108

1. AIM OF THE COURSE

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

2. OBJECTIVES OF THE COURSE

- To make students competent to understand literature against the backdrop of history
- To inspire students to contribute dynamically to historical and literary processes

3. COURSE OUTLINE

MODULE I LITERATURE AND REVOLUTION

36 hours

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

MODULE II: LITERATURE AND RENAISSANCE

18 hours

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

MODULE III: LITERATURE AND LIBERATION

36 hours

- a. Black writing as a form of struggle
- b. Literature and feminism
- c. Dalit writing

MODULE IV: LITERATURE AND THE THIRD WORLD

18 hours

- a. Articulating the Postcolonial Experience
- b. An overview of new literatures

4. CORE TEXT

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

6. MODEL QUESTION PAPER

(To be incorporated)

Syllabi for Open Courses in ENGLISH

Open Course (General)

Theory, Language and Appreciation of Films

Course Code	ENOG 1
Title of the Course	Theory, Language and Appreciation of Films
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	72

1. Aim

This course aims at familiarizing students with the various aspects of the cinema and the appreciation of films.

2. Objectives

On completion of the course, students should be able:

- To acquaint themselves with the history and aesthetics of films.
- To look into the major film theories and genres and gain an awareness regarding the basic terminology of films.
- To reaffirm the close connection between literature and films by examining some cinematic adaptations of well-known literary works.
- To delve into matters concerning production, distribution, exhibition and reception of films and censorship regulations.
- To sharpen their perspective by training themselves to critically evaluate some great films.

3. Course Outline

Module I

(18 hours)

Introduction to the history and growth of cinema - Major film theories and genres – Apparatus, Auteur, Formalist, Ideological, Psychoanalytical, Structuralist, Realist, Neo-realist and Generic film theories with special reference to eminent film personalities and celebrated films in various ages, cultures and languages.

Module II

(18 hours)

- a. The language of films - Shots- Sequences- Mise-en scene- Editing- Cuts - Montage-30 degree rule - 180 degree rule - Temporal ellipses - Three point light - Off-screen space - Sound and colour - Production - Distribution - Exhibition - Reception - Censorship
- b. Introduction to: Digital filmmaking - Animation - Telefilms

Module III

(18 hours)

Critical examination of the following films with special reference to the famous literary works from which they are adapted:

1. *My Fair Lady* – A film adaptation of Bernard Shaw’s play ‘*Pygmalion*.’
2. *Ganasathru* - Based on Henrik Ibsen’s ‘*An Enemy of the People*.’
3. *Mother* - Based on Maxim Gorky’s novel of the same name
4. *Chemmeen* - Based on Thakazhi Sivasankara Pillai’s novel of the same name.

Module IV

(18 hours)

Texts for detailed study:

- a. Andre Bazin: ‘The Evolution of the Language of Cinema’
- b. Satyajit Ray: ‘Some Aspects of My Craft’
- c. Buddha Deb Das Gupta: ‘Literature, Cinema and the Language Of Scenario’
- d. Adoor Gopalakrishnan: ‘The Word and the Image’

4. Reading List

a) Films Recommended for Viewing

- a. *Gold Rush* - Silent Cinema
- b. *Bicycle Thieves* - Neo Realism
- c. *Mother and Son* - Russian Classic
- d. *The Sound of Music* - European Classic
- e. *All the Presidents Men* - Hollywood classic
- f. *Seven Samurai* -Asian Classic
- g. *Pather Panchali* - Indian Classic.

b) Recommended Reading:

- i. Villarejo, Amy. *Film Studies*. London: Routledge, 2007.
- ii. Corrigan, Timothy J. *A Short Guide to Writing about Film*. Pearson education. VI Edition.
- iii. Ray, Satyajit. *Our Films, Their Films*. Hyderabad: Orient Blackswan, 2009
- iv. Heyward, Susan. *Key Concepts in Cinema Studies*. London: Routledge.
- v. Andrew, Dudley. *The Major Film Theories*. OUP.
- vi. Andrew, Dudley. *Concepts in Film Theory*. OUP.
- vii. J Viridi, yothika. *The Cinematic Imagination*. Permanent Black. Orient Longman.
- viii. Gopinathan, K. Ed. *Film and Philosophy*. University of Calicut: Publication Division.
- ix. Kupsc, Jarek. *The History of Cinema for Beginners*. Orient Longman.
- x. Figgis, Mike. *Digital Filmmaking*.
- xii. Wills, Paul. *Understanding Animation*.
- xiii. Marshall, Jill and Wennedly, Angela. *The Language of Television*.

5. MODEL QUESTION PAPER

(To be incorporated)

SYLLABI FOR OPEN COURSES IN ENGLISH

Open Course (General)

2. Media Studies

Course Code	ENOG 2
Title of the Course	Media Studies
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	72

1. Aims of the Course

- To improve the communication skills of students and their knowledge of English language in key areas of print, auditory and visual media.
- To train the students in the gathering of data and its organization for various media including newspapers, magazines, radio, television, film and the web.

2. Objectives

The following are the expected learner-outcomes of this course.

- The learners develop media literacy and learn to analyze, interpret, evaluate/judge print and visual news items and their persuasive role in a democratic polity.
- They master the basic skills of reporting, writing and presenting for the media - print and broadcast journalism and apply media writing.
- They grasp proficiency in cohesion, comprehensiveness, data interpretation, attractive presentation, style and information transfer.

3. Course Outline

Module I: The Rise of Mass Media

(18 hours)

a. Introduction – Mass Communication - Theories of mass communication – Different types of Mass Media – Freedom versus Control – Need for social control

b. The Print Media – Different types – Editorials - Feature articles - Interviews - Letters to the editor

Lead: datelines - - By lines - Credit line - Headlines - Nut graph

b. Reporting - News reporting - Specialized reporting - Business reports - Sports reports - Obituary writing - Analyzing newspaper articles.

c. Editing: - Proof reading - Freelancing.

Module II - Magazines and Periodicals

(18 hours)

a. Nature of periodical articles - feature writing and article writing - Angle, structure and organization - Types of articles included in magazines - Writing for magazines - Action, angle and anecdote.

b. Composing magazine covers - Planning the contents of a magazine - Planning a photo shootout - Planning and writing a true life story.

Module III- Electronic and Digital Media

(18 hours)

a. Radio - Understanding the language of radio presenters - Radio skills - Understanding the process of broadcasting - Broadcast writing - Giving post-production feedback - Radio jockeying.

b. Visual media - Television skills - Understanding the pre-production process - Writing for the media - Interviews - Reviews - Profiles - Travel writing - Scripting for TV programmes - Preparing a film schedule - Editing a TV Documentary – Anchoring - Presentation for the Media - Presenting with and without script.

c. Digital Media

E-books, E-magazines, E-mail - Blog - Planning and writing a Blog - Web page Designing - Creating a pod cast - Technical writing

Module IV – Advertising

(18 hours)

a. Introduction to advertising - Advertisements in different media - Classified ads - Texts – Captions - Logo design - Story board of advertisements

b. Copy editing Process - Guiding principles of editing - Selling your services to a potential client - Creating print ad, Screen ad - Presenting a finished ad

4. Reading List

A. Select Reading List

1. McQuail, Dennis. *Mass Communication Theory*. New Delhi: Vistaar Publications, (only Part I and II of the book)

2. Richardson, Brian. *The Process of Writing News: From Information to Story*. Pearson Education.

3. Thwaites, Tony, Davis, Lloyd, and Mules, Warwick. *Introducing Cultural and Media Studies*. Palgrave MacMillan.

4. Watson, James. *Media Communication: an Introduction to Theory and Process*. Palgrave MacMillan.

5. Stovall, James Glen. *Writing for the Media, Sixth Edition*. Pearson education, 2006.

6. White, Ted. *Broadcast Newswriting, Reporting and Production*. Macmillan.

7. Feldman, Tony. *An Introduction to Digital Media*. Sujeeth Publications, 1989.

8. Everett, Anna and Cladwell, John T. *New Media: Theories and Practices of Digitextuality*. Routledge.

B. For Further Reading

1. Lewis, Richard L. *Digital Media: An Introduction*. Prentice Hall.

2. McGiffort, Robert M. *The Art of Editing the News*. Chilton Book Co., 1978.

3. Smith, Leila R. with contributions from Barbara Moran. *English for Careers: Business, Professional and Technical*. Pearson/Prentice Hall.

4. Narasimha Rao, P. V. L. *Style in Journalism*. Orient Blackswan.

5. Stein. *Newswriter's Handbook*. Blackwell rpt.2006.

6. Ceramella, Nick and Lee, Elizabeth. *Cambridge English for the Media*. CUP

7. Dev, Anjana Neira, Marwah, Anuradha and Pal, Swati. *Creative Writing: a Beginner's*

Manual. Pearson Longman (Unit 4 only).

5. Web Resources

info@ scottish screen.com

<http://www.scottish screen.com>

<http://www.subtle.net/empyre>

<http://www.desvirtual.com>

<http://www.inplace of the page.co.uk>

6. MODEL QUESTION PAPER

(To be incorporated)

SYLLABI FOR OPEN COURSES IN ENGLISH

Open Course (General)

English for Careers

COURSE CODE	EN OG3
TITLE OF THE COURSE	ENGLISH FOR CAREERS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	72

1. Aim of the Course

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

2. Objectives

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

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

3. Course Outline

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

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

Module Two: Correctness of Language Usage

(18 hours)

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

d. Grammar for Grown-ups

Module Three: Facing People (18 hours)

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

Module Four: Keeping the Job (18 hours)

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

Reading List

1. Samson et al. *English for Life - 4*. New Delhi: Cambridge 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 Examinations*. New Delhi: Macmillan, 2009.
6. *English for Careers*. Pearson.
7. *ABC of Common Grammatical Errors*. Macmillan, 2009
8. Kaul, Asha. *The Effective Presentation*. New Delhi: Response Books
9. Shepherd, Kerry. *Presentations at Conferences, Seminars and Meetings*. New Delhi: Response Books.
10. Vilanilam, J. V. *More Effective Communication: a Manual for Professionals*. Response Books 2008
11. *English for Career Development*. Orient Longman, 2006.

Syllabi for Open Courses
Open Course (Frontier Areas)
Creative Writing in English

Course Code	ENOF 1
Title of the Course	Creative Writing in English
Semester in which the Course is to be taught	5
No. of Credits	4
No. of Contact Hours	72

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. Objectives of the Course

- On completion of the course, the students should be able to become familiar with the concept of creative writing and the process of writing poetry, fiction and drama.
- They should also be encouraged to publish their creative works.
- A general 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)

Syllabi for Open Courses

Open Course (Frontier Areas)

Regional Literatures in Translation

Course Code	ENOF 2
Title of the Course	Regional Literatures in Translation
Semester in which the Course is to be taught	6
No. of Credits	4
No. of Contact Hours	72

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. Objectives

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

- 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.

3. Course Outline

Module I

(18 hours)

a) Essay –

G. Koshy : *Translation: an Introduction*

b) Poetry

1. Thiruvalluvar : *Thirukkural Part 1-Chapter 2* – “The Excellence of Rain” (Tamil)

2. Mirza Ghalib : “Philosophy of Life” (Urdu)

3. *Anonymous* : “Baul Song” (Bangla)

4. Padma Sachdev : “Mother Tongue” (Dogri)

5. E. M. Shinde : “Habit” (Marathi)
6. Sitakant Mahapatra : “Mother” (Oriya)
7. Vijayalekshmi : “Bhagavatha” (Malayalam)

Module II – Drama

(18 hours)

1. G. Sankara Pillai : Wings Flapping, Somewhere (Malayalam)
2. Safdar Hashmi : Machine (Hindi)

Module III: Short Fiction

(36 hours)

1. Thakazhi Sivasankara Pillai : “In the Flood” (Malayalam)
2. Jayant Kaikini : “Dagadu Parab’s Ashwamedha” (Kannada)
3. Abburi Chaya Devi : “The Touch” (Telugu)
4. Bibhuti Bhusan Bandopadhyaya: “The Medal” (Bengali)
5. Atulananda Goswami : “The Tiffin Box” (Assamese)
6. Amrita Pritam : “The Weed” (Punjabi)
7. Ram Swaroop Kisan : “The Broker” (Rajasthani)
8. Motilal Jotwani : “A Desire to See the Sky” (Sindhi)

4. Core Text

Dr K Sujatha Ed. *Rainbow Colours: Anthology of Indian Regional Literatures in Translation.*
DC Books

SYLLABI FOR COMMON COURSES

Course I: COMMUNICATION SKILLS IN ENGLISH

COURSE CODE	ENCN1
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 & 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</i>	Anderson, Kenneth, Joan	New Delhi: CUP, 2008

	<i>for Academic Purposes</i>	Maclean and Tony Lynch	
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	ENCN2
TITLE OF THE COURSE	READING LITERATURE IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	3
NO. OF CONTACT HOURS	72

1. AIM OF THE COURSE

To 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”

MODULE FOUR: 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	ENCN3
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 Madhucchandra 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	ENCN4
TITLE OF THE COURSE	MUSINGS ON VITAL ISSUES
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	3
NO. OF CONTACT HOURS	72

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 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

(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 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”

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	ENCN5
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)

- Fritjof Capra : “Deep Ecology”
- A K Ramanujan : “Ecology”
- Sujatha Bhatt : “The First Meeting”
- Ramachandra Guha : “A Gandhian in Garhwal”
- Jack London : “The Law of Life”
- Elizabeth Bishop : “The Fish”
- Chief Seattle : “The End of Living and the Beginning of Survival”
- 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

COURSE CODE	ENCN6
TITLE OF THE COURSE	EVOLUTION OF THE PHILOSOPHY OF SCIENCE: LITERARY PERSPECTIVES
SEMESTER IN WHICH THE COURSE IS 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. 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) (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 Kuriyen 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	ENCNC1
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 later)

SYLLABI FOR COMMON COURSES

Reflections on Vital Issues (For Model I B Com Semester IV)

COURSE CODE	ENCNC2
TITLE OF THE COURSE	Reflections on Vital Issues
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 later)