



CMS COLLEGE KOTTAYAM

(AUTONOMOUS)

Affiliated to the , Kottayam, Kerala

CURRICULUM FOR UNDERGRADUATE PROGRAMME

**BACHELOR OF ARTS IN ENGLISH LITERATURE,
COMMUNICATION AND JOURNALISM (TRIPLE MAIN)**

**UNDER CHOICE BASED CREDIT SYSTEM 2016
(With effect from 2016)**

Core Courses

SYLLABI FOR CORE COURSES - UG

PROGRAMMES

2016 ADMISSIONS ONWARDS

COURSE 1 - Methodology of Literary Studies

Course Code	EN1711101
Title of the course	Methodology of Literary Studies
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

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

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

COURSE OUTLINE

Module 1

(18 hours)

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

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

Module 2 (18 hours)

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

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

Module 3 (18 hours)

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

Part B: Mahasweta Devi: —Kunti and the Nishadin||

Module 4 (18 hours)

Part A: Lois Tyson: —Feminist Criticism||

Part B: Sara Joseph: —Inside Every Woman Writer||

Module 5 (18 hours)

Part A: Peter Barry: Postcolonial Criticism

Part B: 2 Poems in tandem: Mahmoud Darwish: —Identity Card|| and S. Joseph: —Identity Card||

Module 6 (18 hours)

Part A: Pradeepan Pampirikunnu: —What did Literary Histories Say to You?||

Part B: Poikayil Appachan: —No Alphabet in Sight||

Approaching the Course:

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

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

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PROGRAMMES**

2016 ADMISSIONS ONWARDS

COURSE 2 – Introducing Language and Literature

Course Code	EN1712102
Title of the course	Introducing Language and Literature
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

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

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

COURSE OUTLINE

Module 1

(18 hours)

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

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

Periods in the history of English language:

Old English period - Old English Dialects - Old English vocabulary

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

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

Module 2

(18 hours)

Language Varieties

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

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

Pronunciation - English as Global language - American English - Australian English - General Indian English - African English - Caribbean English - Second language acquisition

Word Formation: Compounding - Derivation - Abbreviation - Onomatopoeic words - Clipping - Acronyms - Portmanteau words

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

Module 3

(36 hours)

Classical Genres: Epic - Drama - Poetry

Modern Genres: Novel - Short Story - Novella

Genre Types:

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

Monologue

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

Ambience:

Plot - Character - Point of View - Setting

Module 4

(18 hours)

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

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

Module 5

(18 hours)

Periods of Literature: British and American

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

Core texts for modules 1 and 2:

V. Shyamala: *A Short History of English Language*.

Core texts for modules 3, 4 and 5:

Mario Klarer: *An Introduction to Literary Studies* [excluding the 4th chapter on 'Theoretical approaches to literature.']

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2016 ADMISSIONS ONWARDS

COURSE 3 – Harmony of Prose

Course Code	EN1713103
Title of the course	Harmony of Prose
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

On completion of the course, the student shall be:

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

COURSE OUTLINE

Module 1 (18 hours)

Francis Bacon: Of Friendship

Jonathan Swift: The Spider and the Bee

Joseph Addison: Meditations in Westminster Abbey

Module 2 (18 hours)

Samuel Johnson: Death of Dryden

Charles Lamb: Dream Children; a reverie

William Hazlitt: The Fight

Module 3

(18 hours)

Robert Lynd: Forgetting

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

Aldous Huxley: The Beauty Industry

Module 4

(18 hours)

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

Amartya Sen: Sharing the World

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

Module 5

(18 hours)

Kamau Brathwaite: Nation Language

Pico Iyer: In Praise of the Humble Coma

William Dalrymple: The Dancer of Kannur (extract from *Nine Lives*)

Core Text: *Harmony of Prose*

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2016 ADMISSIONS ONWARDS

COURSE 4 – Symphony of Verse

Course Code	EN1713104
Title of the course	Symphony of Verse
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

On completion of the course the students shall have:

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

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COURSE OUTLINE

Module 1 (Renaissance and Restoration)

(18 hours)

Edmund Spenser: One Day I Wrote Her Name

William Shakespeare: Sonnet 130

John Donne: Canonization

John Milton: Lycidas

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

Module 2 (Romantic Revival)

(18 hours)

William Wordsworth: Lucy Gray

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

Module 3 (Victorian)

(18 hours)

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

Module 4 (Twentieth Century)

(18 hours)

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

Module 5 (Contemporary)

(18 hours)

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

Core Text: *Symphony of Verse*

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2016 ADMISSIONS ONWARDS

COURSE 5 – Modes of Fiction

Course Code	EN1714105
Title of the course	Modes of Fiction
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To acquaint students with various modes of fiction.

OBJECTIVES OF THE COURSE

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

COURSE OUTLINE

Module 1 [Short Fiction: British]

(36 hours)

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

Module 2 [Short Fiction: Non British]

(36 hours)

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

Module 3 [Fiction]

(18 hours)

Charles Dickens: *Great Expectations*

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

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2016 ADMISSIONS ONWARDS

COURSE 6 – Language and Linguistics

Course Code	EN1714106
Title of the course	Language and Linguistics
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

This course seeks to achieve the following:

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

COURSE OUTLINE

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

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

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

Organs of Speech - Air Stream Mechanism – Pulmonic, Glottal, Velaric
Respiratory System - Phonatory System –Voiced and Voiceless Sounds
Articulatory System - Oral, nasal & nasalised sounds

Classification of Speech Sounds: Consonants and Vowels -

Criteria for Classification of Consonants - The Consonants of English RP

Place of Articulation - Bilabial, Labio-Dental, Dental, Alveolar, Post-Alveolar, Palato-Alveolar, Palatal & Velar Sounds

Manner of Articulation – Plosives, Fricatives, Affricates, Nasals, Lateral, Frictionless

Continuants, Semi-Vowels, Trills & Taps

Criteria for Classification of Vowels - The Vowels of English RP

Tongue height: Close Vowels, Open Vowels, Half-Close Vowels, Half-Open Vowels

Part of the Tongue Raised: Front Vowels, Back Vowels, and Central Vowels

Position of Lips: Rounded Vowels, Unrounded Vowels

Diphthongs: Monophthongs and Diphthongs, Falling and Rising Diphthongs, Centring and Closing Diphthongs, Fronting and Retracting Diphthongs

Cardinal Vowels

Vowel Diagram – Diphthongs - Tense and lax Vowels

Phonemes and Allophones

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

Contrastive Distribution and Complementary Distribution

Syllable

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

Consonant Clusters, Abutting Consonants

Suprasegmentals

Segmentals and Suprasegmentals - Suprasegmental Phonemes

Word Stress - Sentence Stress - Weak forms and Strong Forms

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

Intonation – Functions

Juncture

Liasion

Assimilation

Elision

Linking / r / and Intrusive / r /

Transcription

The incongruity between spelling and pronunciation in English

IPA

Broad and narrow Transcription

Transcription Practice

Module 2 [Morphology]

(36 hours)

Basic Notions

What is morphology?

Morph, Morpheme

Morpheme Types and Typology

- Free and bound morphemes
- Root, Base, Stem
- Different types of affixes: Prefix, Suffix, Infix
- Inflection
- Inflectional and derivational affixes
- Class-changing and class- maintaining affixes

Allomorphy

- Allomorph
- Zero Morph
- Conditioning of allomorphs: Phonological & Morphological

Word

- Why is a word a difficult concept to define in absolute terms?
- Lexeme
- Form class and Function Class words

Morphological Operations/Processes

- Affixation
- Reduplication
- Ablaut
- Suppletion

Structure of Words

- Simple Words
- Complex Words
- Compound Words

SEMANTICS

Basic Notions

- What is semantics?
- Lexical and grammatical meaning
- Sense, reference, referent

Sense Relations

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

Module 3 [Syntax & Branches of Linguistics]

(18 hours)

Basic Notions

- What is syntax?
- Grammar
- Grammaticality and Acceptability
- Descriptive and Prescriptive Grammar
- Synchronic and Diachronic Grammar
- Syntagmatic and Paradigmatic Relationships
- Sign, Signified and Signifier
- Langue and Parole
- Competence and Performance

Introduction to theories on Grammar
Traditional Grammar
Problems with traditional Grammar
Structural grammars
Phrase Structure Grammars
Transformational Generative Grammars
Kernel Sentences
Deep and Surface Structures

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

READING LIST

- S. K. Verma and N. Krishnaswamy, *Modern Linguistics: An Introduction*. New Delhi: OUP, 1989.
- H.A.Gleason: *Linguistics and English Grammar*. New York: Holt, Rinehart & Winston, Inc., 1965.
- Radford A, Atkinson M, Britain D, Clahsen H and Spencer A: *Linguistics - An Introduction*. Cambridge University Press, Cambridge, 1999
- Robins R H: *General Linguistics: An Introductory Survey*, Longman Group Limited, London: 1971
- Fasold R W and Connor-Linton J (ed): *An Introduction to Language and Linguistics*, Cambridge University Press, Cambridge, 2006
- Daniel Jones: *The Pronunciation of English*. New Delhi: Blackie and Sons, 1976
- A.C Gimson. *An Introduction to the Pronunciation of English*. London: Methuen, 1980.
- J. D. O'Conner. *Better English Pronunciation*. New Delhi: CUP, 2008.
- T. Balasubramaniam. *A Textbook of English Phonetics for Indian Students*. New Delhi: Macmillan, 1981.
- T. Balasubramaniam. *English Phonetics for Indian Students: A Workbook*. New Delhi: Macmillan, 1992.

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2016 ADMISSIONS ONWARDS

COURSE 7 – Acts on the Stage

Course Code	EN1715107
Title of the course	Acts on the Stage
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

On completion of the course, the student shall be:

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

COURSE OUTLINE

Module 1 **(72 Hours)**

William Shakespeare: *King Lear*

Module 2 **(36 Hours)**

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

Anton Chekov: *The Boor*

Maurice Maeterlink: *The Intruder*

John Galsworthy: *Strife*

Core Text: *Acts on the Stage*

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2016 ADMISSIONS ONWARDS

COURSE 8 – Literary Criticism and Theory

Course Code	EN1715108
Title of the course	Literary Criticism and Theory
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

On completion of the course, the student:

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

COURSE OUTLINE

Module 1 [Literary Criticism]

(36 hours)

A. Classical Criticism

Plato - Aristotle

B. Neoclassical Criticism

Neoclassicism in England - Dryden, Pope, Aphra Behn, Samuel Johnson

C. Romantic criticism

- German Idealism - British Romantic criticism: Wordsworth, Coleridge
- D. Victorian Criticism**
Matthew Arnold
- E. From Liberal Humanism to Formalism**
The poetics of Modernism: Yeats, Pound, Eliot
Formalism - Russian Formalism: Boris Eichenbaum, Mikhail Bakhtin, Roman Jakobson-
New Criticism: John Crowe Ransom, Wimsatt and Beardsley
- F. Early 20th Century Criticism**
F. R. Leavis - Marxist and Left Wing critics - Early feminist critics: Virginia Woolf,
Simone de Beauvoir

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

Module 2 [Literary Theory] (36 hours)

- A.** Structuralism - Poststructuralism - Deconstruction - Psychoanalysis
B. Ideology and Discourse
C. Postmodernism

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

Module 3 [Indian Aesthetics & Practical Criticism] (18 hours)

- A.** Indian Aesthetics
Rasa - Dhvani - Vakrokti

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

- B.** Practical Criticism

Critical analysis of poetry

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

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

Core Text: *Literary Criticism and Theory*

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2016 ADMISSIONS ONWARDS

COURSE 9 – Indian Writing in English

Course Code	EN1715109
Title of the course	Indian Writing in English
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

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

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

COURSE OUTLINE

Module 1 (Poetry)

(18 Hours)

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

Module 2 (Fiction) (18 Hours)

Anita Nair: *Ladies Coupe*

Module 3 (Drama) (18 Hours)

Girish Karnad: *Tughlag*

Module 4 (Short Fiction) (18 Hours)

R. K. Narayan: The Antidote

Salman Rushdie: The Free Radio

Jhumpa Lahiri: The Interpreter of Maladies

Chitra Divakaruni Banerjee: Mrs Dutta Writes a Letter

Module 5 (Prose) (18 Hours)

Rabindranath Tagore: Nationalism in India

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

Satyajit Ray: Odds Against Us

Amitav Ghosh: The Imam and the Indian

Core Text: *Indian Writing in English*

SYLLABI FOR CORE COURSES - UG
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2016 ADMISSIONS ONWARDS
COURSE – Environmental Science and Human Rights

Course Code	EN1715110
Title of the course	Environmental Science and Human Rights
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	90

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

VISION

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

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution has been found to be

responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

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

OBJECTIVES

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

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

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

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

Module I

(18 hours)

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

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

a) Forest resources: Use and over-exploitation, deforestation: case studies - Timber extraction, mining, dams and their effects on forest and tribal people.

- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
 - c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources: case studies.
 - d) Food resources: World food problems - changes caused by agriculture and overgrazing - effects of modern agriculture – fertilizer & pesticide problems – water logging – salinity: case studies.
 - e) Energy resources: Growing energy needs - renewable and non renewable energy sources - use of alternate energy sources: case studies.
 - f) Land resources: Land as a resource - land degradation - man induced landslides – soil erosion and desertification.
- Role of individual in conservation of natural resources - Equitable use of resources for sustainable life styles.

Unit 3: Ecosystems

Concept of an ecosystem - Structure and function of an ecosystem - Producers, consumers and decomposers - Energy flow in the ecosystem.
 Ecological succession - Food chains, food webs and ecological pyramids.
 Introduction, types, characteristic features, structure and function of the given ecosystem - Forest ecosystem

Module II

(26 hours)

Unit 1: Biodiversity and its conservation

Introduction - Bio-geographical classification of India
 Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
 India as a mega-diversity nation.
 Hot-spots of biodiversity
 Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts - Endangered and endemic species of India

Unit 2: Environmental Pollution

Definition - Causes, effects and control measures of: Air pollution - Water pollution - Soil pollution - Marine pollution - Noise pollution - Thermal pollution - Nuclear hazards
 Solid Waste Management: Causes, effects and control measures of urban and industrial wastes
 Role of an individual in prevention of pollution - Pollution case studies
 Disaster management: floods, earthquake, cyclone and landslides

Unit 3: Social Issues and the Environment

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

management

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

Environmental ethics: Issues and possible solutions

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

Environment Protection Act - Air (Prevention and Control of Pollution) Act – Water (Prevention
and control of Pollution) Act - Wildlife Protection Act - Forest Conservation Act

Issues involved in enforcement of environmental legislation - Public awareness

Module III

(10 hours)

Jean Giono: *The Man Who Planted Trees*

K. Satchitanandan: Hiroshima Remembered

Module IV

(10 hours)

Bessie Head: Heaven is not Closed

Safdar Hashmi: Machine

Module V

(26 hours)

Unit 1: Human Rights

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

Unit 2: Human Rights and United Nations

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

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

Unit 3: Environment and Human Rights

Right to Clean Environment and Public Safety

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

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

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

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

Internal: Field study

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

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

Study of simple ecosystem: pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

REFERENCES

Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)

Clark.R.S., Marine Pollution, Clanderson Press Oxford (Ref)

Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)

Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)

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

Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)

Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)

Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)

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

Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)

Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)

Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)

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

Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell

Science (Ref)

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

Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)

Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)

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

Human Rights

Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.

Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998)

Law Relating to Human Rights, Asia Law House, 2001.

Shireesh Pal Singh, Human Rights Education in 21st Century, Discovery Publishing House Pvt.Ltd, New Delhi,

S.K.Khanna, Children And The Human Rights, Common Wealth Publishers, 1998. 2011.

Sudhir Kapoor, Human Rights in 21st Century, Mangal Deep Publications, Jaipur, 2001.

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

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

Teaching Methodologies

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five modules covering 72 lectures. The first two modules will cover 44 lectures which are class room based to enhance knowledge skills and attitude to environment. The third and fourth is based on subject related environmental studies which will be covered in 20 lecture hours and would provide student a multidisciplinary knowledge on environmental issues in relation with the core subject. Human rights is also included in the fifth

module and 8 lectures are set apart for that. Field study is one of the most effective learning tools for environmental concerns and is purely for internal evaluation. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

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

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

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

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

**SYLLABI FOR CORE COURSES - UG
PROGRAMMES**

2016 ADMISSIONS ONWARDS

COURSE 10 – Postcolonial Literatures

Course Code	EN1716111
Title of the course	Postcolonial Literatures
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

On completion of the course, the student will:

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

COURSE OUTLINE

Module 1 [The Domain] (36 hours)

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

Module 2 [Poetry] (18 hours)

Faiz Ahammed Faiz: A Prison Evening
A. K. Ramanujan: Small Scale Reflections on a Great House

David Malouf: *Revolving Days*
Wole Soyinka: *Civilian and Soldier*
Margaret Atwood: *Journey to the Interior*

Module 3 [Fiction]

(18 hours)

Peter Carey: *Jack Maggs*

Module 4 [Drama]

(18 hours)

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

Core Text: *Postcolonial Literatures*

**SYLLABI FOR CORE COURSES - UG
PROGRAMMES**

2016 ADMISSIONS ONWARDS

COURSE 11 – Women Writing

Course Code	EN1716112
Title of the course	Women Writing
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

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

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

COURSE OUTLINE

Module 1 [Essays]

(36 hours)

Betty Friedan: The Problem that has No Name (Chapter 1 of *The Feminine Mystique*)

Elaine Showalter: Towards a Feminist Poetics

Patricia Hill Collins: Mammies, Matriarchs and Other Controlling Images (Chapter 4 of *Black Feminist Thought* pp. 79-84)

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

Anna Akhmatova: Lot's Wife
Mamta Kalia: After Eight Years of Marriage
Julia Alvarez: Women's Work
Meena Alexander: House of a Thousand Doors
Sutapa Bhattacharya: Draupadi
Kristine Batey: Lot's Wife
Vijayalakshmi: Bhagavatha

Module 3 [Short Fiction]**(18 hours)**

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

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

Alice Walker: *The Color Purple*

Core Text: *Women Writing*

**SYLLABI FOR CORE COURSES - UG
PROGRAMMES**

2016 ADMISSIONS ONWARDS

COURSE 12 – American Literature

Course Code	EN1716113
Title of the course	American Literature
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

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

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

COURSE OUTLINE

Module 1 [Prose]

(18 hours)

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

Module II [Poetry]

(18 hours)

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

Module III [Short Story]

(18 hours)

Nathaniel Hawthorne: My Kinsman, Major Molineux
Edgar Allan Poe: The Purloined Letter
Mark Twain: How I Edited an Agricultural Paper
Leslie Marmon Silko: Lullaby
Kate Chopin: A Respectable Woman

Module IV [Drama]

(18 hours)

Arthur Miller: *The Crucible*

Module V [Novel]

(18 hours)

Harper Lee: *To Kill a Mocking Bird*

Core Text: *American Literature*

**SYLLABI FOR CORE COURSES - UG
PROGRAMMES**

2016 ADMISSIONS ONWARDS

COURSE 13 – Modern World Literature

Course Code	EN1716114
Title of the course	Modern World Literature
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

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

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

COURSE OUTLINE

Module I [Poetry]

(18 hours)

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

Module II [Short Stories: European]

(18 hours)

Leo Tolstoy: God Sees the Truth, but Waits
Bjornstjerne Bjornson: The Father
Franz Kafka: Before the Law
Bertolt Brecht: The Monster
Albert Camus: The Guest
Javier Marias: The Life and Death of Marcelino Iturriaga

Module III [Short Stories: Non-European]

(18 hours)

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

Module IV [Novel]

(18 hours)

Italo Calvino: *The Cloven Viscount*

Module V [Drama]

(18 hours)

Eugene Ionesco: *Chairs*

Core Text: *Modern World Literature*

Open Courses

SYLLABI FOR OPEN COURSES - UG

PROGRAMMES

2016 ADMISSIONS ONWARDS

COURSE 1 – Appreciating Films

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

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

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

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

COURSE OUTLINE

Module I (Broad Film Genres)

(18 hours)

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

Narrative Cinema vs. Documentary Cinema

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

German Expressionism - F.W. Murnau's *Nosferatu* (1922)
Neo-realism - Vittorio De Sica's *Bicycle Thieves* (1948)

Module II (Film Languages)

(18 hours)

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

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

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

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

Module 3 (Reading Films)

(18 hours)

Cinema and Ideology/Identity Politics

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

Cinema and Feminism

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

Module IV (Film Adaptations)

(18 hours)

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

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

Films Recommended for Background Viewing

George Melies: *An Impossible Voyage*

Lumiere brothers: *Arrival of a Train*

Sergei Eisenstein: *Battleship Potemkin*

Charlie Chaplin: *Modern Times*

Werner Herzog: *Aguirre, Wrath of God*

Francis Ford Coppola: *The Godfather*

Orson Welles: *The Magnificent Ambersons*

Jean Luc-Godard: *Breathless*

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

Core Text: *Appreciating Films*

**SYLLABI FOR OPEN COURSES - UG
PROGRAMMES**

2016 ADMISSIONS ONWARDS

COURSE 2 – Theatre Studies

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

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

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

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

COURSE OUTLINE

Module I (Classics)

(18 hours)

Kalidasa: *Abhijanasakunthalam* – Act I

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

Module II (Tragic Vision)

(18 hours)

Eugene O'Neil: Before Breakfast

Langston Hughes: Soul Gone Home

Module III (Comic Vision)

(18 hours)

Bernard Shaw: How He Lied to Her Husband

Anton Chekov: The Proposal

Module IV (Folk/Street)

(18 hours)

Kavalam Narayana Panicker: Maraattom

Malini Bhattacharya: Giving Away the Girl

Core Text: *Theatre Studies*

**SYLLABI FOR OPEN COURSES - UG
PROGRAMMES**

2016 ADMISSIONS ONWARDS

COURSE 3 – English for Careers

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

AIM OF THE COURSE

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

OBJECTIVES OF THE COURSE

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

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

COURSE OUTLINE

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

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

Module 2 (Correctness of Language Usage)

(18 hours)

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

Module 3(Facing People)

(18 hours)

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

Module 4 (Keeping the Job 0

(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 Manuel for Professionals*. Response Books 2008
11. *English for Career Development*. Orient Longman, 2006.

Core Text: *English for Careers*

Module II: Proposals and Reports**18 Hrs**

Proposal and Report Writing – Formal Proposal and Formal Report – Business Proposals – Components of a Formal Report – Memo reports – Progress report – Recommendation Report – Informative Report

Module III: Phrases and Idioms in Business English**36 Hrs**

Useful Phrases for Participating in Business Meetings: Interrupting – Giving Opinions – Asking for Opinions – Commenting on Opinions - Agreeing and Disagreeing with other opinions – Advising and Suggesting – Clarifying and asking for clarification – asking for repetition – Asking for contributions from other participants – Correcting Information – Keeping the Meeting on time.

Commonly Used Business English Idioms: a foot in the door, cash cow, too many chiefs, not enough Indians, eager beaver, a slice of the pie, go belly up, a golden handshake,

grease someone's palm, hold the fort, keep head above water, red tape, sell ice to Eskimos, sleeping partner, walking papers, a dead duck, ahead of the curve, a tough break, at stake, back to square one, back to the drawing board, backroom deal, behind the scenes, blue/white collar, by the book, corner a market, cut one's losses, from the ground up, diamond in the rough, get the ball rolling, in a nutshell, learn the ropes, state of the art, the elephant in the room, writing on the wall, etc

Reference: Gilling , Desmond A. *The Essential Handbook For Business Writing*. Canada: Greenlink Consulting, 2013.

Translation: Theoretical and Literary Perspectives.

Course Code	EN4CE11
Title of the Course	Translation: Theoretical and Literary Perspectives.
Semester	4
Credits	4
Contact Hours	90

OBJECTIVES OF THE COURSE

1. To familiarize the student with the theories of translation.
2. To acquaint the learners with the regional literatures in translation
3. To sensitize the learners of the philosophical, cultural and social underpinnings of the various groups of people across India.

OUTLINE OF THE COURSE

Module 1 [Theories and problems of translation]

(18 hours)

- A. Translation – transcreation - Source language - Target language - Major theories – Skopos theory, concept of equivalence, post colonial theory – Theorists – Dryden, Jakobson, Popovic, Susan Bassnett, Catford – Theory of Shift, Alan Duff, Lefevere - Registers
- B. Types of translation: literary, technical and machine – Horizontal Vs Vertical, Literary Vs Non-Literary, Dryden's Classification – Imitation, Metaphrase, Paraphrase, Jakobson's Classification – Back Translation

C. Problems associated with translation of prose and poetry

Module 2 [Prose]

(18 hours)

Susan Bassnett: Introduction to *Translation Studies*

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

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

Module 3 [Poetry]

(18 hours)

Jibanananda Das: Banalata Sen

Kedarnath Agarwal: Freedom of the Writer

Amin Kamil: Naked Thoughts

P Lankesh: Mother (Avva)

P. P. Ramachandran: Iruppu

S Joseph: Fish Monger

Module 4 [Drama]

(18 hours)

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

Vijay Tendulkar: *Kanyadaan*

Module 5 [Short Story]

(18 hours)

Saadat Hasan Manto: Toba Tek Singh

Amrita Pritam: The Weed

Annabhau Sathe: Gold from the Grave

Sujatha: Washing Machine

Devanuru Mahadeva: Tar Arrives

READING LIST

Bassnett, Susan. *Translation Studies*

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

Duff, Alan. *Translation*

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

Mukherjee, Sujit. *Translation as Discovery*

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

Nida, Eugene. *Towards a Science of Translating*

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

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

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

Writing for Radio and Television

Course Code	EN4CE12
Title of the Course	Writing for Radio and Television
Semester	4
Credits	4
Contact Hours	90

OBJECTIVE OF THE COURSE

To acquaint the students with the audio-visual media of communication

OUTLINE OF THE COURSE

Module One: Writing for Radio (45 HRS)

- A. Introduction - History of Radio in India, Radio as a medium of Communication- Advantages & Disadvantages, Broadcast writing, scripting for radio, Importance of Voice in Broadcast, Programmes in Radio – Radio News, Radio Features, Radio Interviews, Documentaries, Drama, Music Programmes, Radio Discussion
- B. Community Radio, Amateur Radio, Internet Radio, Satellite Radio, Educational Radio, F.M Radio and new trends, Radio Commercials- Advantages of advertising on radio, Public Service Announcements- Purpose.

Module Two: Writing for Television (45 HRS)

- A. Growth and development of Television in India – Strengths and Weaknesses, SITE and educational television, Television Programming – TV News, Scripting for Television
- B. Television news: News values; Analysis of news bulletins; Scripting for TV news, TV studio set up, Television documentaries, Interviews, Talk Shows, Music Programmes, Sports, Live Programmes and Shows.
- C. Film Scripts and Screenplays, Fundamentals of Filmmaking – Preproduction, Production – Types of Microphones, Shots - Post Production - SFX and floor plan with characters, camera movements and important set designs, Budget: planning, estimate, resources and expenditure.