

Syllabi For B.A. English Language and Literature Model II Vocational (Copy Editor)

Course 1	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Common Course	ENCN1	COMMUNICATION SKILLS IN ENGLISH	1	4	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

1. *A Course in Listening and Speaking I & II*, Sasikumar, V.,Kiranmai Dutt and Geetha Rajeevan, New Delhi: CUP, 2007
2. *Study Listening: A Course in Listening to Lectures and Note-taking* Tony Lynch New Delhi: CUP,
3. *Study Speaking: A Course in Spoken English for Academic Purposes*. Anderson, Kenneth, Joan New Delhi: OUP, 2008
4. *Study Reading: A Course in Reading Skills for Academic Purposes*, Glendinning, Eric H. and Beverly Holmstrom New Delhi: CUP, 2008
5. *Communication Studies*. Sky Massan Palgrave, Macmillan. *Effective Communication for Arts and Humanities Students* Joan Van Emden and Lucinda Becker Palgrave Macmillan
6. *Effective Communication for Arts and Humanities Students* Joan Van Emden and Lucinda Becker Palgrave Macmillan.

Course 3	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Common Course		<i>Common Second Language 1</i>	1	4	72

The students could choose one of the three languages offered by the college as their Second Language. They are:

Malayalam

Hindi

French

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Core Course	ENCRI	METHODOLOGY OF HUMANITIES AND LITERATURE	1	4	108

1. AIM OF THE COURSE

The course is intended to introduce the student to the interrelationship between paradigms of social formation

2. OBJECTIVES OF THE COURSE

On completion of the course, the student should be able;

- o To know and appreciate the location of literature within humanities
- o To establish connections across frontiers of disciplines
- o To critically engage with culture , gender and marginality
- o To become acquainted with narration and representation

3. COURSE OUTLINE

Module (1) 54 HOURS

- A : Understanding the humanities - the scientific method – how humanities explore reality – the natural and social sciences – facts and interpretation –study of natural and subjective world - tastes, values and belief systems
- B: Language ,culture and identity- language in history- language in relation to caste, class, race and gender- language and colonialism.
- C: Narration and representation- what is narration-narrative modes of thinking narration in literature, philosophy and history- reading.

Module (2) 54 HOURS

The following essays are to be dealt with intensively in relation with the methodological questions raised above (module 1)

1. Peter Barry : “Theory before ‘theory’ – liberal humanism”. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New York,Manchester. 1995. 11-38
2. Sudhir Kakar, Katharina Kakar. “The Hierarchical Man” *The Indians: Portrait of a People*. Penguin India, 2007. 7-24.
3. G. N. Devy. “ Introduction” in Sharankumar Limbale’s *The Outcaste: Akkarmashi*. New Delhi, OUP 2008 xii-xxvi
4. V. Geetha. “God made you different, Nature made us different”. *Gender*. Calcutta: Stree, 2002 11-23
5. Fridrun Rinner. “The ArabianNights: Telling Stories as a means of escape from death”. *Narrative. A Seminar*. New Delhi: Sahitya Akademi, 1994 180-185.

Note on Course work

The teaching of the course will involve making the student enter into a sort of dialogue with some of the issues raised in the reading material given above.

4. CORE TEXT

METHODOLOGY AND PERSPECTIVES OF HUMANITIES published by Pearson Longman 2009 (except chapter 4 “Indian Philosophy”)

SOCIAL ROOTS OF LITERATURE. Edited by Dr.K. M. Krishnan and Tom Thomas; to be published by DC BOOKS and M. G.UNIVERSITY.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Complimentary 1		ENGLISH FOR COPY EDITING I	1	4	90

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.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Vocational 1		INFORMATION TECHNOLOGY & COMPUTER APPLICATIONS	1	4	90

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

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Common Course	ENCN3	CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION	2	4	90

1. AIM OF THE COURSE

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

2. OBJECTIVES OF THE COURSE

To make the students aware of the fundamental concepts of critical reasoning and to enable them to read and respond critically, drawing conclusions, generalizing, differentiating fact from opinion and creating their own arguments.

To assist the students in developing appropriate and impressive writing styles for various contexts.

To help students rectify structural imperfections and to edit what they have written.

To equip students for making academic presentations effectively and impressively.

3. COURSE OUTLINE

MODULE – I Critical Thinking 18 hours

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

MODULE – II Research for Academic Writing and the Writing Process 18 hours

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

MODULE – III Accuracy in Academic Writing 18 hours

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

MODULE – IV Writing Models 18 hours

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

MODULE – V Presentation Skills 18 hours

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

4. CORE TEXT:

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

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
		<i>Common Second Language 2</i>	2	4	90

The students could choose one of the three languages offered by the college as their Second Language. They are:

Malayalam

Hindi

French

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Core Course	ENCR 2	INTRODUCTION TO THE STUDY OF LANGUAGE AND LITERATURE	2	4	108

1. AIM OF THE COURSE

- To give the students knowledge about the background of English language and literature and the different periods in the history of English literature.
- To familiarize the students with the varieties of English.

2. OBJECTIVES OF THE COURSE

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

- Appreciate, interpret and critically evaluate literature.
- Form an idea about the various stages in the development of English language.
- Distinguish between the different varieties of English used all over the world.

3. COURSE OUTLINE

MODULE: I (18 HOURS)

What is literature—what is a text—major genres in textual studies

MODULE: II (36 HOURS)

Periods of English literature—theoretical approaches to literature

MODULE III Language Families (36 HOURS)

Indo-European Family of Languages-1. Branches of Indo-European 2. Home of the Indo Europeans-3. Main characteristics of Indo-European

Germanic family of Languages: 1. Characteristics of the Germanic family 2. Grimm's law 3. Verner's Law

Periods in the History of English Language:

Old English Period 1. Old English Dialect 2. Old English vocabulary 3. Scandinavian Influence 4. Latin influence. **Middle English Period:** 1. Norman Conquest 2. French influence 3. The East

Midland Dialect. **Modern English Period- Early Modern English:** 1. The Great Vowel Shift 2. Renaissance and Reformation 3. The invention of printing 4. Latin influence. **English Today:** 1.

The evolution of Standard English 2. English as a global language. 3. American English 4. Australian English 5. Indian English

MODULE 4 Influences on English (18 Hours)

1. Renaissance - Reformation - Printing Press - Authors & Books: The Bible, Shakespeare, Milton.

Word Formation

1. Compounding 2. Derivation 3. Abbreviation 4. Onomatopoeic words 5. Syncopation 6. Metanalysis 7. Portmanteau words 8. Acronyms 9. Back- Formations

Semantics

1. Generalisation 2. Specialisation 3. Association of Ideas 4. Euphemism 5. Popular Misunderstanding

CORE TEXTS

Mario Klarer. *An Intro. to Literary Studies*. Routledge, p. 1-62. (Module I) & p. 63-96. (Module II)

Books for General Reading:

1. F T Wood. *An Outline History of English Language*. Macmillan.
2. George Yule. *The Study of Language*. Cambridge University Press.
3. David Crystal. *The English Language: A Guided Tour of the Language*. Penguin.
4. David Crystal. *English as a Global Language*. Cambridge University Press.
5. G.L. Brook. *Varieties of English*. Macmillan.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours /Week
1Complimentary 2		ENGLISH FOR COPY EDITING II	2	4	90

COURSE OUTLINE

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.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours /Week
Vocational 2		COMPUTER APPLICATIONS AND DTP (PRACTICAL)	2	4	90

COURSE OUTLINE

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

Recommended Books;

Rouby, Jennifer. *The Basic Information Technology.*

Umapathy, K.S. *Information Sources*

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours /Week
Common Course	ENCN 5	REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT	3	4	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
4. Amulal Hingorani : “Brother Abdul Rahman”

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

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)

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

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours /Week
Core Course	ENCR 3	LITERATURE AND INFORMATICS	3	4	90

1. AIM OF THE COURSE

- To introduce students to the various relevant aspects of Information Technology and Computers which will facilitate the study of literature.
- To equip the students to make use of the possibilities existing in the IT sector.

2. OBJECTIVES OF THE COURSE

Upon completion of the course:

- The students will have a thorough general awareness of computer hardware and software.
- The students will have good practical skill in performing common basic tasks with computers.
- The students are expected to create PowerPoint presentations on any topic in literature incorporating extensively researched web sources.

3. COURSE OUTLINE

MODULE I: ICT SKILLS FOR HIGHER EDUCATION (36 HOURS)

Data, information and knowledge – Various file formats – Networking - Internet access methods: Broadband connections, Dial-up connection – Academic search techniques: Favorites and bookmarks, search engines, subject directories, Wikis - Evaluating Web Sites - Creating a cyber presence: Instant messaging, Podcasts, Blogs and Vlogs, Webcasts, E-mail, Group Communication – Social networking – Academic web sites – Copyrights and patents - Plagiarism and how to detect it - IT in education - Educational software - Reference software – Academic services: BRNET INFLIBNET, NICNET – Online libraries – E-journals – E-content development - IT in publishing – IT in film and media – Artificial intelligence – Virtual reality – Virtual classrooms – EDUSAT - Presentation software – Speech recognition software – Machine translation - Documentation software - Language computing tools in Indic languages

MODULE II: SOCIAL INFORMATICS (36 HOURS)

Digital society and its challenges – IT and development – Free software movement: Open Source Software, Linux – New opportunities in the IT industry – IT industry threats: Theft, Spam, Cookies, Adware, Spyware, Malware, Phishing and internet hoaxes, Hackers, Trojan horses – Computer safeguards – Cyber ethics – Cyber security: Firewalls, other security measures – Privacy issues

– Cyber laws – Cyber addiction – Information overload – Proper usage of computers – Internet and mobile phone – e-waste and green computing – Impact of IT on language and culture

MODULE III: WRITINGS ON INFORMATICS (18 HOURS)

Various essays dealing with informatics and its role in the society

4. CORE TEXT

Alan Evans et al. *Literature and Informatics: Technology in Action*. Pearson Education.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours /Week
Core Course	ENCR 4	READING PROSE	3	4	72

1. AIM OF THE COURSE

To enhance the level of critical thinking of students-to enable them to critically interact with prose writings from different contexts-social, political, economical, historical, national and philosophical

2. Objectives:

- To develop critical thinking in students
- To enable them to write and appreciate different types of prose

3. Course Outline

Module 1: Different Types of Prose 36 hours

a) Introduction: Dr.K.M.Krishnan

b) Samples of different types of prose

1. Amartya Sen : “Banquet Speech”
2. Charles Dickens : “Journey to Niagara”
3. George Bernard Shaw : “How I became a Public Speaker”
4. Jim Corbett : “A Deed of Bravery”
5. J B S Haldane : “Food”
6. Francis Bacon : “Of Studies

Module 2 Perspectives on Current Issues 36 hours

1. Amitav Ghosh : “The Diaspora in Indian Culture”
2. Kenneth Kaunda : “The Colour Bar”
3. Stephen Leacock : “With the Photographer”
4. G K Chesterton : “The Worship of the Wealthy”
5. Bertrand Russell : “An Ideal Individual”
6. R.N.Roy : “Martin Luther King”
7. A G Gardiner : “All About a Dog”

4. CORE TEXT

Dr K M Krishnan Ed. *The Word and the World: Representative Prose Selections.*
DC Books.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
II Complementary 1	ENCY 1	EVOLUTION OF LITERARY MOVEMENTS: THE SHAPERS OF DESTINY	3	4	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 I A PRECIOUS STONE SET IN THE SILVER ERA (18 HOURS)

The United Kingdom- 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.

MODULE II: MOULDING AND BEING MOULDED (18 HOURS)

Early settlers and invaders, the Iberians, the Celts and Romans, the Angles Saxons, Jutes, Danes - society and literature of the times - the coming of Christianity - Witangemot - St. Dunstan and the organisation of the church, monasteries, Glastonbury - Alfred the Great, the heptarchy - the Anglo Saxon Chronicle, Beowulf, Caedmon, Cynewulf, Venerable Bede and others - Edward the Confessor, Harold Godwin.

MODULE III: 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 IV: 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

4. CORE TEXT

Susan Varghese Ed. *Evolution of Literary Movements: The Shapers of Destiny, the Making of a People*. Current Books.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Vocational 3		COPY-EDITING: AN OVERVIEW	3	4	90

1. AIM OF THE COURSE

2. OBJECTIVES OF THE COURSE

3. COURSE OUTLINE

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.

4. CORE TEXT

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Common Course	ENCN 6	EVOLUTION OF THE PHILISOPHY OF SCIENCE: LITERARY PERSPECTIVES	4	4	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. OBJECTIVES 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 I – General Perspectives (18 hours)

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

MODULE II: Specific Concerns (18 hours)

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

MODULE III – Narratives on Science (18 hours)

1. 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 Kurien Ed. *Evolution of the Philosophy of Science:*

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Core Course	ENCR 5	READING POETRY	4	4	90

1. AIM OF THE COURSE

To enhance the level of critical thinking and appreciation of poems from different contexts and genres

2. OBJECTIVES OF THE COURSE

To introduce the students to the basic elements of poetry

To enrich the students through various perspectives readings in poetry

3. COURSE OUTLINE

MODULE I

(18 HOURS)

The Poet - The Nature and the Language of Poetry - On studying poetry—Rhythm and metre - Scansion - Free verse.

Forms - Sonnets - Ode - Epic - Mock epic - Elegy - Pastoral poetry - Ballad—Lyric

Genres: Narrative/Dramatic poetry/Satirical poetry/Prose poetry/Pattern poetry

The students are also to be made familiar with the following terms and figures of speech: Rhyme, Alliteration, Assonance, Simile, Metaphor, Extended metaphor, Pun

MODULE II: Reading British Poets

(36 HOURS)

1. Shakespeare : “Poor Soul, the Centre of My Sinful Earth” (Sonnet No.146)
2. Milton : “The Invocation (*Paradise Lost*, Book 1)
3. John Donne : “The Sunne Rising’
4. Thomas Gray : “Ode on the Death of a Favourite Cat”
5. P B Shelley : “To a Skylark”
6. George Gordon Byron : “The Ocean”
7. Robert Browning : “My Last Duchess”
8. T. S. Eliot : “Journey Of the Magi”
9. Dylan Thomas : “In My Craft or Sullen Art”
10. Stephen Spender : “What I Expected Was”

Note: “Immortality Ode” by William Wordsworth and “The Scholar Gipsy” by Matthew Arnold are excluded.

MODULE III: Other Perspectives in Poetry

(36 HOURS)

1. W B Yeats : “Sailing to Byzantium”
2. Derek Walcott : “A Sea-Chantey’
3. Pablo Neruda : “Tonight I can Write”
4. Walt Whitman : “Gods”
5. Wole Soyinka : “To My First White Hairs”
6. Robert Kroetsch : “I’m Getting Old Now”
7. Sylvia Plath : “Tulips”
8. Jayanta Mahapatra : “Hunger”
9. Dilip Chitre : “Father Returning Home
10. Ayappa Paniker : “Where are the woods, Children”
11. Gabriel Okara : “The Mystic Drum”
12. Vincent Buckley : “Late Tutorial”

4. CORE TEXT

C A Varghese Ed. *Spring Rhythms: Poetic Selections*. DC Books.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Core Course	ENCR 6	READING FICITON	4	4	72

1. AIM OF THE COURSE

To introduce the students to different kinds of fiction and to help them appreciate fiction.

2. OBJECTIVES OF THE COURSE

To develop critical thinking and imagination through long and short fiction and to familiarize students with cultural diversity through different representative samples of fiction.

3. COURSE OUTLINE

MODULE I: NOVEL (36 HOURS)

The Great Gatsby- F Scott Fitzgerald

MODULE II: SHORT FICTION (36 HOURS)

1. James Thurber : “The Night the Ghost Got in”
2. John Galsworthy : “Quality”
3. Anton Chekhov : “The Bet”
4. Somerset Maugham : “The Verger”
5. Guy de Maupassant : “The Terror”
6. Mulk Raj Anand : “The Gold Watch”
7. D H Lawrence : “The Rocking Horse Winner”
8. Karel Capek : “The Last Judgment”
9. George Louis Borges : “The Shape of the Sword”
10. Chinua Achebe : “The Sacrificial Egg”
11. Nadine Godimer : “A Watcher of the Dead”
12. V S Naipaul : “Love, Love, Love Alone”

4. CORE TEXT

Dr Leesa Sadasivan Ed. *Tales to Remember*. OUP

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
II Complementary 2:	ENCY 2	EVOLUTION OF LITERARY MOVEMENTS: The Cross-currents of Change	4	4	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 Keralavarma Ed. *Evolution of Literary Movements: The Cross-currents of Change*. Current Books

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Vocational 4	ENCY 2	THE TECHNIQUES OF COPY EDITING	4	4	90

COURSE OUTLINE

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, GERALD (ed) Editors on Editing

Indian Standards Institution Rules for Making Alphabetic Index

Clark, GILES Inside Book Publishing, Book House Training Centre, London

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Core Course	ENCR7	READING DRAMA	5	4	108

1. AIM OF THE COURSE

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

2. OBJECTIVES OF THE COURSE

On completion of the course, the students should be familiar with the plays of master-dramatists and will have developed the ability to appreciate and evaluate various types of plays.

3. COURSE OUTLINE

MODULE 1 (72 HOURS)

Macbeth - William Shakespeare

MODULE II (36 HOURS)

1. "The Swan Song" – Anton Chekhov
2. "How he Lied to her Husband" – George Bernard Shaw
3. "Before Breakfast" – Eugene O'Neil
4. "A Sunny Morning" – Serafin and Joaquin Alvarez Quintero
5. "Matsyagandhi" – M. Sajitha
6. "The Trick" - Erisa Kironde

4. CORE TEXT

Dr K Sujatha Ed. *On the Stage: One-Act Plays*. Orient BlackSwan.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Core Course	ENCR 8	LANGUAGE AND LINGUISTICS	5	4	90

1. AIM OF THE COURSE

The course studies language and what it consists of. This is done through an examination of the internal organization of sound systems, words and sentences. The students of linguistics begin by learning how to analyse languages, their sounds (phonetics and phonology), their ways of forming words (morphology), their sentence structures (syntax), and their systems of expressing meaning (semantics).

2. OBJECTIVES OF THE COURSE

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

3. COURSE OUTLINE

MODULE I – LANGUAGE AND LINGUISTICS (36 HOURS)

- What is Language? - Arbitrariness – Interchangeability – Cultural transmission – Dialect – Sociolect – Idiolect - Register – Pidgin – Creole
- What is Linguistics? - Traditional grammar and linguistics - Synchronic and diachronic linguistics – Evolution of the study of linguistics – Major linguists - Basic concepts in linguistics - Langue – Parole – Language as a system of signs – Signifier and signified - Competence - Performance
- Branches of linguistics: Phonology - Morphology: Morphemes and allomorphs – Lexical/ Content Words - Functional/Structural Words - Simple, complex, compound Words - Word Formation - Inflexion - Affixation - Parts of Speech - Word Order - Phrase - Clause - Syntax: PS Grammar – Transformational Generative Grammar - Basic concepts in Semantics - Applied linguistics

MODULE II – PHONETICS (54 HOURS)

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

READING LIST

- Krishnaswamy and Sivaraman: *An Introduction to Linguistics*
S. K. Verma & N. Krishnaswamy. *Modern Linguistics : An Introduction*. New Delhi: OUP, 1989
H.A.Gleason. *Linguistics and English Grammar*. NY: Holt, Rinehart & Winston, Inc., 1965.
Daniel Jones. *The Pronunciation of English*. New Delhi: Blackie and Sons, 1976.
A.C Gimson. *An Introduction to the Pronunciation of English*. London: Methuen, 1980.
J. D. O'Conner. *Better English Pronunciation*. New Delhi: CUP, 2008.
T. Balasubramaniam. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981.
T. Balasubramaniam. *English Phonetics for Indian Students : A Workbook*. Macmillan, 1992.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours /Week
Core Course	ENCR 9	LITERARY CRITICISM: THEORY AND PRACTICE	5	4	90

1. AIM OF THE COURSE

- To familiarize the students with some of the key literary terms.
- To introduce the various streams in literary criticism
- To make them aware of the interdisciplinary nature of literary criticism
- To develop the skills for appreciating literature

2. OBJECTIVES OF THE COURSE

At the end of the course the student

- Gets the feeling that every reader including himself/herself is a critic.
- Becomes able to differentiate between judgment and appreciation.
- Gets in touch with various movements and schools of thought.
- Comes to praxis from theory.
- Develops an interdisciplinary approach.

3. COURSE OUTLINE

MODULE I (18 HOURS)

- a) Figures of Speech: Metaphor, Synecdoche, Irony
- b) Movements: Neo- classicism – Humanism - Magic realism – Symbolism - Russian Formalism - Absurd School – Modernism – Structuralism - Post structuralism - Post modernism - Deconstruction - Psychoanalytic criticism.
- c) Concepts: Intentional Fallacy - Affective Fallacy - Negative Capability – Myth – Archetype – Semiotics – Reader-response criticism.

MODULE II CLASSICAL CRITICISM (18 HOURS)

Plato – Theory of Imitation (Mimesis)
Aristotle – Romanticism and Classicism

MODULE III INDIAN AESTHETICS (18 HOURS)

Major Streams of Indian Aesthetics - Theory of Rasa - Rasa and Catharsis

MODULE IV (18 HOURS)

Romantic and Victorian Criticism - Twentieth Century criticism

MODULE V (18 HOURS)

APPRECIATION OF LITERATURE (PRACTICAL CRITICISM)

In this module, critical analysis of short poems and prose passages are to be done by students. The students may be asked to analyse pieces in terms of theme, diction, tone, figures of speech, imagery, etc. Theoretical approaches may be avoided.

4. CORE TEXT

Module I: Abrams, M.H. *A Glossary of Literary Terms*. VII Edn. Thomson Heinle, 1999.

Module II: M.S. Nagarajan. *English Literary Criticism and Theory*. Orient Blackswan, 2008. (Chapter I Classical Criticism)

Module III: V. S. Sethuraman. Ed. *Indian Aesthetics*. Ch. 3 “Highways of Literary Criticism in Sanskrit” by Kuppuswami Sastri. Ch. 13 “Rasa as Aesthetic Experience” by Mohan Thampi.

Module II: M.S. Nagarajan. *English Literary Criticism and Theory*. Orient Blackswan, 2008; (Chapter IV and V).

General (Background) Reading

1. Oxford Dictionary of Literary Terms
2. Peck John et al. *Literary Terms and Criticism*, New Delhi: Macmillan, 1998.
3. Prasad, B. *An Introduction to English Criticism*. New Delhi: Macmillan. 1965.
4. Barry, Peter. *Beginning Theory*. Manchester and NY: Manchester Uty. Press, 1995.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Core Course	ENCR 10	POSTCOLONIAL LITERATURES	5	4	90

1. AIM OF THE COURSE

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

2. OBJECTIVES OF THE COURSE

At the end of the course:

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

MODULE TWO: Poetry (18 hours)

1. Wole Soyinka : 'Procession I-Hanging Day'
2. Keki N Daruwalla : 'Pestilence in Nineteenth-Century Calcutta'
3. Mahmoud Darwish : 'Identity Card'
4. Derek Walcott : 'A Far Cry from Africa'
5. Claude McKay : 'The Enslaved'
6. Jean Arasanayagam : 'Family Photographs'

MODULE THREE: Fiction (18 hours)

Chinua Achebe : *Things Fall Apart*

MODULE FOUR: Drama (18 hours)

Mahasweta Devi : *Mother of 1084*

4. CORE TEXT

Dr P J George Ed. *Emergent Voices: Selections from Postcolonial Literatures.*

	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Open Course		Open Course (see the list below)	5	4	90

Note:

- Admission to open courses will be based on the Grades obtained by the students in the first four semesters.
- Students of self-financing programmes can choose only the open courses offered under self financing scheme.
- Students are required to choose Open Courses offered by departments other than theirs.

Course Code	Name of the Course	Department
ENOG3	English for Careers	English
	Foundations of Environmental Economics	Economics
	Fundamentals of Accounting	Commerce
	Elements of Social Psychology	Sociology
	Agri-based Microenterprises	Botany
CH5D01.5	Chemistry in Everyday life	Chemistry
	Applicable Mathematics	Mathematics
ZyD02U	Energy and Environmental Studies	Physics
	Human Genetics, Nutrition, Community Health and Sanitation	Zoology
	Internet, Web designing and Cyber Laws	Computer Science
	Physical Health and Life-skill Education	Physical Education

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Core Course	ENCR 11	WOMEN'S LITERATURE	6	4	90

1. AIM OF THE COURSE

- To introduce students to the development of women's writing in various countries.
- To familiarize them with the diverse concerns addressed by feminism.
- To motivate them to critically analyse literary works from a feminist perspective.

2. OBJECTIVES OF THE COURSE

At the end of the course,

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

3. OUTLINE OF THE COURSE

MODULE ONE: ESSAYS

(18 hours)

1. Virginia Woolf : "Shakespeare and his Sister" (Excerpt from *A Room of One's Own*)
2. Alice Walker : "In Search of our Mothers' Gardens" (From *In Search of Our Mother's Gardens*)
3. Jasbir Jain : **Indian Feminisms: The Nature of Questioning and the Search for Space in Indian Women's Writing.** (From *Writing Women Across Cultures*)

MODULE TWO: POETRY

(18 hours)

1. Elizabeth Barrett Browning : "A Musical Instrument"
2. Marianne Moore : "Poetry"
3. Adrienne Rich : "Aunt Jennifer's Tigers"
4. Sylvia Plath : "Lady Lazarus"
5. Margaret Atwood : "Spelling"
6. Kishwar Naheed : "I am not That Woman"
7. Suniti Namjoshi : "The Grass Blade"
8. Nikki Giovanni : "Woman"

MODULE THREE: NOVEL

(18 Hours)

- Frances Collins : *The Slayer Slain*. Ed. Sobhana Kurien and Susan Varghese (CMS College publication)

MODULE FOUR

Short Fiction

(18 Hours)

1. Katherine Mansfield : "The Fly"
2. Shashi Deshpande : "A Wall is Safer"
3. Sara Joseph : "Inside Every Woman Writer"
4. Amy Tan : "Rules of the Game"

MODULE FIVE: DRAMA

(18 hours)

1. Sheila Walsh : "Molly and James"
2. Mamta G Sagar : "The Swing of Desire"

4. CORE TEXTS

1. Dr Sobhana Kurien, Ed. *Breaking the Silence: An Anthology of Women's Literature*. ANE Books.
2. Collins, Frances. *The Slayer Slain*. Ed. Sobhana Kurien and Susan Varghese (CMS College publication)

5. READING LIST

- Kate Millet. *Sexual Politics*. New York: Equinox-Avon, 1971.
Maggie Humm Ed. *Feminisms: A Reader*. New York: Wheat Sheaf, 1992.
Elaine Showalter. *A Literature of their Own*.

Further Reading

- Virginia Woolf. *A Room of One's Own*. London: Hogarth, 1929.
Patricia Mayor Spacks. *The Female Imagination*. New York: Avon, 1976.
Jasbir Jain Ed. *Women in Patriarchy: Cross Cultural Readings*. New Delhi: Rawat Publications, 2005
Susie Tharu & K Lalitha. *Women Writing in India Vol I & II*. New Delhi: OUP, 1991.
Gayle Green & Copelia Kahn. *Making a Difference: Feminist Literary Criticism*. New York: Routledge.
Sandra Gilbert & Susan Gubar. *The Mad Woman in the Attic: The Woman Writer*. Yale Univ. Press, 1978.
Simone de Beauvoir. *The Second Sex*. UK: Hammond Worth, 1972.
Angela Davis. *Women, Race and Class*. New York: Random House, 1981.
Alice Walker. *In Search of our Mothes' Gardens*. New York: Harcourt Brace Jovanovich, 1983.
Leos S. Roudix Ed. *Desire in Language*. New York: Columbia University Press, 1975.
Lisbeth Goodman Ed. *Literature and Gender*. New York: Routledge, 1996.
Adrienne Rich. *Of Woman Born*. New York: Norton.
Mahasweta Devi. *Breast Stories*. Calcutta: Seagull, 1998.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Core Course	ENCR 12	INDIAN WRITING	6	4	90

1. AIM OF THE COURSE

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

2. OBJECTIVES OF THE COURSE

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

To expose students to the pluralistic aspects of Indian culture and identity.

3. COURSE OUTLINE

MODULE I – PROSE

18 HRS

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

MODULE II - POETRY

18 HRS

- Sarojini Naidu : The Soul’s Prayer
- Rabindranath Tagore : Silent Steps
- Nissim Ezekiel : The Railway Clerk
- A. K. Ramanujan : The Striders
- Arun Koltkar : An Old Woman
- Jayanta Mahapatra : An October Morning
- Kamala Das : Nani
- Meena Alexander : Her Garden

MODULE III - SHORT STORIES

18 HRS

- Mahasweta Devi : Arjun
- Anita Desai : Circus Cat, Alley Cat
- Rabindranath Tagore : The Home Coming
- Abhuri Chaya Devi : The Woodrose

MODULE IV - DRAMA

18 HRS

- Badal Sirkar : *Evam Indrajith*

MODULE V – FICTION

18 HRS

- Mulk Raj Anand : *Untouchable*

4. CORE READING

Wilfred Abraham Ed. *Our Country, our Literature: An Anthology of Indian Writing in English*. CUP.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Core Course	ENCR 13	COMPARATIVE LITERATURE	6	4	90

AIM OF THE COURSE

To inculcate in the pupil the basic idea about and the method of comparative literary analysis.

OBJECTIVES OF THE COURSE

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

COURSE OUTLINE

MODULE 1 – Theoretical Perspectives

36 Hours

Various theories and the central concerns of comparative literature should be explained to the students. Thematology, historiography, Genre Studies, Influence Studies, Movement or Intersemiotic Studies, Translation Studies and Aesthetic theoretical comparison and various other components of comparative literature are to be discussed. A historical analysis of the contributions of the French school of comparative literature and comparatists like Wellek, Halliday, Susan Bassnet and Leo Lowenthal need to be discussed. Alongside, a comparison of notions of comparative literature in the east and the west should be part of the course. Concepts of textuality, intertextuality, genology, stoff, theme, culture, nation, translation and orature are the key terms in the area.

Readings

- Susan Bassnet : “Introduction” *Comparative Literature*
 Bijoy Kumar Das : “Retrospect and Prospect”
 Bhalchandra Nemade : “A Thematic Framework for Influence Study in the Indo-Anglian Context.”
 R K Dhawan : “The Case for Comparative Literature”
 (Included in *Between the Lines*. Ed. Dr. K. M. Krishnan)

MODULE II: Study of Specific Texts

54 hours

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

Readings

- Thomas Mann : Transposed Heads
 Girish Karnad : Hayavadana
 Tennessee Williams : The Glass Menagerie
 Shyamaprasad : Akale
 Rabindranath Tagore : Gitanjali Verses 1-4 of Tagore’s own translation
 Edwin Arnold : Light of Asia Section 1 and 2
 Kishwar Naheed : Listen to Me”
 Noemia De Souza : If You Want to Know Me
 Vengayi Kunjiraman Nayanar : Dwaraka Trans C S Venkiteswaran
 Sundara Ramaswamy : On Alien Soil

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

Reading List

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

1.Core Reading

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

2.Background Reading

- Susan Bassnet : *Comparative Literature*
 Bijoya K Das ed. : *Comparative Literature*
 Amiya K Dev.& Sisir Kumar Das Ed. : *Comparative Literature: Theory and Practice*

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Core course	ENCR 14	AMERICAN LITERATURE	6	4	90

1. AIM OF THE COURSE

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

2. OBJECTIVES OF THE COURSE

At the end of the course the students are expected:

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

3. OUTLINE OF THE COURSE

MODULE ONE: ESSAYS

(18 hours)

- Ralph Waldo Emerson : “Art”
- Henry David Thoreau : “The Battle of the Ants”
- Robert E Spiller : “The First Frontier”
- Jerzy Kosinski : “TV as a Babysitter”
- James Baldwin : “If Black English isn’t Language, then Tell me, What is?”

MODULE TWO: POETRY

(18 hours)

- Walt Whitman : “Oh Captain, My Captain”
- Emily Dickinson : “A Bird Came Down the Walk”
- E A Robinson : “Miniver Cheevy”
- Robert Frost : “Reluctance”
- E E Cummings : “My Sweet Old Etcetera”
- Theodore Roethke : “The Waking”
- John Berryman : “The Ball Poem”

MODULE THREE: FICTION

(36 hours)

- Nathaniel Hawthorne : “The Wives of the Dead”
- Edgar Allan Poe : “The Fall of the House of Usher”
- Mark Twain : “The Five Boons of Life”
- Ambrose Bierce : “A Horseman in the Sky”
- Kate Chopin : “The Story of an Hour”
- O Henry : “Mammon and the Archer”
- Ernest Hemingway : "A Clean, Well-Lighted Place"
- Ray Bradbury : “October 2026: Million Year Picni

MODULE FOUR: DRAMA

(18 hours)

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

4. CORE TEXT

Dr Leesa Sadasivan Ed. *Blooming Lilacs: An Anthology of American Literature*. Current Books.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Open Course	ENOF2	<i>Open course (Frontier Area 1)</i> Regional Literatures in Translation	6	4	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-Chapter2* – “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

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
Open Course	ENOF1	<i>Open course (Frontier Area 2)</i> Creative Writing in English	6	4	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)

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

- Revising and rewriting
- Proof reading
- Editing
- 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 | - <i>The Doll's House</i> | Harold Pinter | - <i>The Dumb Waiter</i> |
| Tennessee Williams | - <i>The Glass Menagerie</i> | | |

d) For Further Reading:

- Mills, Paul. *The Routledge Creative Writing Coursebook*. Routledge Taylor & Francis Group, London, 2001.
- Dev, Anjana Neira, Marwah, Anuradha, Pal, Swati. *Creative Writing: A Beginner's Manual*. Pearson Longman, '09
- Anderson, Linda. *Creative Writing: A Workbook with Readings*. Routledge Taylor & Francis, London, 2006.
- Wainwright, Jeffrey. *The Basics of Poetry*. Routledge.
- Morley, David. *Creative Writing*. CUP
- Emden, Joan Van and Becker, Lucinda. *Effective Communication for Arts and Humanities Students*.
- Barnet, Sylvan, Cain, William E. *A Short Guide to Writing about Literature*.
- Bailey, Stephen. *Academic writing: A Practical Guide for Students*. Foundation Books, Routledge.

Course 2	Course Code	Title	Semester	No. of Credits	No. of Contact Hours
		On-the-job-training: Project and Report	6	2	18

Guidelines for Project

- There should be one teacher in charge of the entire class. One teaching hour is to be allotted to that teacher to familiarize the students with Research Methodology and Project writing.
- One teacher in the department should supervise a group of five or six students in the project work. Students should identify their topics in consultation with the supervising teacher.
- Each department has the freedom to select the area of the project. Credit will be given to original contributions. So students should take care not to copy from other projects.
- Two internal examinations are to be conducted by the department – one written examination on Research Methodology and one oral examination on the area of the project. There will be an external evaluation of the project, but there will be no viva voce.
- The project report must be limited to 25 pages. There must be a bibliography at the end and the methodology of research must be followed while writing the project.
- The project need be spiral-bound only.
- The last date for submitting the project is February 28.
- External evaluation of the project should be over by March 31.