

**THE MAHATMA GANDHI UNIVERSITY
UNDERGRADUATE PROGRAMMES (HONOURS)
SYLLABUS**

MGU-UGP (Honours)

(2024 Admission Onwards)



Faculty: Language and Literature

Expert Committee: English

Subject: Literary History

**Mahatma Gandhi University
Priyadarshini Hills
Kottayam – 686560, Kerala, India**

Syllabus Index

Name of the Minor: **Literary History**

Semester 1

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|--|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG1DSCLIH100 | Anglo-Saxon Aesthetics to Renaissance Rhetoric: Makers of English Literature | DSC B | 4 | 5 | 3 | 0 | 2 | |

Semester: 2

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|---|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG2DSCLIH100 | From Restoration Rationalism to Romantic Rhapsodies: Makers of English Literature | DSC B | 4 | 5 | 3 | 0 | 2 | |

Semester: 3

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|--|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG3DSCLIH200 | Victorian Vistas and Imperial Imaginings: Makers of English Literature | DSC B | 4 | 5 | 3 | 0 | 2 | |

Semester: 4

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|--|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG4DSCLIH200 | Moods of Modernism and Poetics of the Postmodern: Makers of English Literature | DSC C | 4 | 5 | 3 | 0 | 2 | |

Syllabus



Mahatma Gandhi University Kottayam

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|-------------------------------|--|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | Anglo-Saxon Aesthetics to Renaissance Rhetoric: Makers of English Literature | | | | | |
| Type of Course | DSC B | | | | | |
| Course Code | MG1DSCLIH100 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | An overview of the evolution of British literature and history from the Old English period, covering Middle English period and Renaissance, laying emphasis on literary and social aspects | | | | | |
| Semester | 1 | Credits | | | 4 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 1 | 0 | 75 |
| Pre-requisites, if any | MGU-UGP (HONOURS) | | | | | |

Syllabus

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--|---|--------------------|-------|
| 1 | Analyse the historical context and influences that shaped major literary periods in English literature. | U | 1,3 |
| 2 | Illustrate the characteristic features of the writings of the given age | U | 1 |
| 3 | Distinguish the salient stylistic features of the writers of various literary schools | E | 1 |
| 4 | Understand the emerging trends in literature | An | 1,3 |
| 5 | Understand the interconnectedness of socio-political, cultural contexts and literary development | An | 1,3,6 |
| *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | | |

COURSE CONTENT

Content for Classroom transaction (Units)



MGU-UGP (HONOURS)

Syllabus

| Module | Units | Course description | Hrs | CO No. |
|---|------------------|---|-----|--------|
| 1 England During the Anglo- Saxon Period | 1.1 | Early inhabitants: The Iberians, The Celts, The Britons – The Roman Invasion | 3 | 1,5 |
| | 1.2 | The Anglo-Saxon Invasion - the Conversion of England to Christianity- The Anglo Saxon Heptarchy | 3 | 1,5 |
| | 1.3 | King Alfred and the rise of Wessex - The Danes in England | 2 | 1,5 |
| | 1.4 | The Norman Conquest | 2 | 1,5 |
| | 1.5 Practicum | Old English Poetry –Charms and riddles- Beowulf – Caedmon – Cynewulf, The Venerable Bede – Anglo-Saxon prose-The Anglo- Saxon Chronicles- Aelfric’s Homilies | 5 | 1,5 |
| 2 Anglo Saxon Literature | 2.1 | The Norman Kings- Domes day Book - The Rise of Feudalism. | 3 | 1,5 |
| | 2.2 | The Plantagenet kings- Henry II and Thomas Becket – Richard I and the Crusades- King John and the Magna Carta | 4 | 1,5 |
| | 2.3 | The birth of the universities of Oxford and Cambridge- the Guild system— the Black Death – the Peasants’ Revolt - John Wycliffe and the Lollards | 4 | 1,5 |
| | 2.4 | The Hundred Years’ War -The Wars of the Roses -the Evolution of the Parliament- William Caxton and the impact of the Printing Press | 4 | 1,5 |
| | 2.5 Practicum | Characteristics of Medieval Literature- Romance and chivalry –Legends of King Arthur and the knights of the Round Table – Malory’s Morte D’Arthur-Ballads- Geoffrey Chaucer -Canterbury Tales –Chaucer’s contemporaries: William Langland, John Gower | 15 | 2,3,5 |
| Medieval and | 3.1 | The Tudor Dynasty | 3 | 1,5 |

| | | | | |
|--------------------------------|------------------|--|---|-------|
| Renaissance England | 3.2 | The flowering of the Renaissance – Renaissance Humanism | 3 | 1,5 |
| | 3.3 | The Oxford Reformers- the Reformation in England | 4 | 1,5 |
| | 3.4 Practicum | The Italian influence– the Petrarchan sonnet- Wyatt and Surrey - <i>Tottel's Miscellany</i> - the Development of English drama: Miracle plays, Moralities and the Interludes -Bible Translations and the Book of Common Prayer | 5 | 2,3,4 |
| Elizabethan England | 4.1 | The Age of Queen Elizabeth | 3 | 1,5 |
| | 4.2 | Maritime activities – the Spanish Armada – geographical explorations- Drake, Hawkins and Raleigh | 4 | 1,5 |
| | 4.3 | The English Trading Companies – the scientific temper | 3 | 1,5 |
| | 4.4 Practicum | Elizabethan poetry- the sonnet, the pastoral and the epic- Sir Philip Sidney – Edmund Spenser – Elizabethan prose romances-Lyly and Euphuism- Sidney and Arcadia - Holinshed's Chronicle-Pre- Shakespearean drama - the University Wits - the Plays of Marlowe – William Shakespeare and his plays – histories, comedies and tragedies- the Globe theatre- Lord Chamberlain's Men- Shakespeare's narrative poems and Sonnets | 5 | 2,3,4 |
| 5 | 5.1 | Teacher Specific Component | | |

Syllabus

| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) Lecture, Presentations, Discussions, Screening of movies, documentaries, Animated videos, Chart preparation, Tree Diagrams, You Tube videos | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|---------------------------------|-------------|------------|---------|-------|------------------|------------|---------------------------------|-------|--------|-----------|------------|-------------|-------------|-----------|------------|------------|--------------|----------|------------|------------|----------------|----|--------------|-------------|-----|----|----|-------------|-------------|--|--|----|
| Assessment Types | MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA – 30 Marks) <table border="1" data-bbox="432 562 759 786"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Assignment</td></tr> <tr><td>Seminar</td></tr> <tr><td>Total</td></tr> </table> B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs <table border="1" data-bbox="432 927 1517 1267"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total Marks</td> <td>70</td> </tr> </tbody> </table> | Particulars | Class test | Assignment | Seminar | Total | Descriptive Type | Word Limit | Number of Questions to be added | Marks | Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay | 150 words | 5 out of 8 | 5 x 5 = 25 | Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | Objective type | NA | 10 out of 12 | 1 x 10 = 10 | MCQ | NA | 10 | 1 x 10 = 10 | Total Marks | | | 70 |
| Particulars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Descriptive Type | Word Limit | Number of Questions to be added | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Essay | 150 words | 5 out of 8 | 5 x 5 = 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective type | NA | 10 out of 12 | 1 x 10 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MCQ | NA | 10 | 1 x 10 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Marks | | | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

References

- Albert, Edward. *A History of English Literature*. OUP, 2017
- Morgan, Kenneth O. Ed. *The Oxford History of Britain*. OUP, 2010
- Carter, Ronald. *The Routledge History of Literature in English*. Routledge, 2021
- Chowdhury, Aditi, Rita Goswami. *A History of English Literature; Traversing the Centuries*, Orient Blackswan, 2014
- Churchill, Winston. *A History of the English Speaking Peoples (Vol 1 -12)*
- Daiches, David. *A Critical History of English Literature, Vol. I*
- Evans, Ifor. *A Short History of English Literature*, Penguin, 2015
- Hudson, W. H. *An Outline History of English Literature*. Maple press, 2015
- Peck, John and Martin Coyle. *A Brief History of English Literature*. Palgrave Macmillan, 2002

SUGGESTED READINGS

- Poplawski, Paul; Ed. *English Literature in Context*. New Delhi ; CUP., 2008
- Trevelyan, G. M. *Illustrated English Social History (Vol 1 – 6)*. England: Penguin, 1968.



Mahatma Gandhi University Kottayam

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|-------------------------------|--|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | From Restoration Rationalism to Romantic Rhapsodies: Makers of English Literature | | | | | |
| Type of Course | DSC B | | | | | |
| Course Code | MG2DSCLIH100 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | This course aims to chart the development of scientific thinking and rationality in the human mind and the effect of Enlightenment, and its impact on British social life and literature of the eighteenth century, apart from the shaping of the party system and the administrative machinery in Britain | | | | | |
| Semester | 2 | Credits | | | 4 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 1 | 0 | 75 |
| Pre-requisites, if any | | | | | | |

Syllabus

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|---|--------------------|-------|
| 1 | Analyse the historical context and influences that shaped major literary periods in English literature. | U | 1,3 |
| 2 | Illustrate the characteristic features of the writings of the given age | U | 1 |
| 3 | Distinguish the salient stylistic features of the writers of various literary schools | E | 1 |
| 4 | Understand the emerging trends in literature | An | 1,3 |
| 5 | Understand the interconnectedness of socio-political, cultural contexts and literary development | An | 1,3 6 |

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)



MGU-UGP (HONOURS)

Syllabus

| Module | Units | Course description | Hrs | CO No. |
|--|----------------------|--|------------|---------------|
| 1 The Jacobean and Caroline England | 1.1 | The Stuart kings - accession of James I - Divine Right of Kingship-Religious strife- Authorized Version of the Bible - Gunpowder Plot-Colonial expansion and overseas trade –Pilgrim Fathers | 5 | 1,5 |
| | 1.2 | Charles I –the conflict with the parliament -the Civil War or the Great Rebellion –pamphleteering and Newsbooks-Oliver Cromwell and the Protectorate-Puritanism in England-closing down of the theatres | 5 | 1,5 |
| | 1.3 Practicu m | Jacobean playwrights- Ben Jonson- Theory of humors- City Comedy, masques and Anti-masques-Webster, Chapman, Heywood and Dekker - John Milton and his works –the Epics, masque, drama, poetry and political pamphlets- the Cavalier poets: Lovelace, Carew, Suckling – other contemporaries: Andrew Marvell, Crashaw, Herbert – the Metaphysical poets: Cowley, Donne, Vaughan – Prose writers: Taylor, Baxter, Fuller, Walton, Hobbes-Robert Burton and <i>The Anatomy of Melancholy</i> | 5 | 2,3,4,5 |
| 2 The Restoratio n England | 2.1 | The Restoration of Monarchy-Charles II –pleasure and libertinism in court- ‘decorum’ and the growth of theatres. | 5 | 1,2,5 |
| | 2.2 | Patronage of Science- the Royal Society –the study of natural history, natural philosophy and natural religion-negation of dogmatism in religion and the acceptance of empiricism | 5 | 1,2,5 |
| | 2.3 | Religious strife- the Test Act and the Exclusion Bill—James II and the Jacobite risings | 5 | 1,2,5 |

| | | | | |
|--|----------------------|--|----|---------|
| | 2.4 Practicu m | Restoration literature –French influence and the Baroque- Restoration Poetry- satire and mock-heroic-Samuel Butler’s <i>Hudibras</i> -Dryden’s poems- Heroic couplet-Restoration drama –Comedy of Manners- Sentimental Comedy, Anti-sentimental Comedy- plays of Wycherley, Congreve and Etherege - Jeremy Collier’s attack-plays of Dryden and Shadwell -Aphra Behn and Eliza Heywood- Restoration Prose- Prose works of Dryden-prose romances of Aphra Behn and Margaret Cavendish- Mary Astell’s feminist tracts- Diaries of Evelyn and Pepys-Locke’s contribution- John Bunyan | 15 | 2,3,4,5 |
| 3 From the Glorious Revolution s till the death of Queen Anne | 3.1 | The Glorious Revolution-the Bill of Rights | 3 | 1,5 |
| | 3.2 | The joint monarchy of William and Mary-the origin and growth of political parties: the Whigs and the Tories | 4 | 1,5 |
| | 3.3 | Queen Anne’s England | 3 | 1,5 |
| | 3.4 Practicu m | Poetry- characteristics of Neoclassical poetry -influence of Juvenal and Horace -Wit and Satire-Pope and Swift – Prose- the rise of the novel- Defoe and Swift - the rise of the London Coffee Houses and the growth of the periodicals and political literature- Addison and Steele- <i>The Tatler</i> and <i>The Spectator</i> - ‘Spectator Club’ as a cross section of 18th century society - the journalistic essays of Defoe | 5 | 2,3,4,5 |
| 4 Hanoveria n England | 4.1 | The Hanoverian succession – The reign of the first three Georges. | 3 | 1,5 |
| | 4.2 | Robert Walpole and the Cabinet System of Government | 3 | 1,5 |
| | 4.3 | The Rise of the Middle Class-emergence of traders and manufacturers -Expansion of overseas trade - the growth of the British Empire-spread of education and rise of new professions | 4 | 1,5 |

| | | | | |
|---|----------------------|--|---|---------|
| | 4.4 Practicu m | The transition from neoclassicism to romanticism- Graveyard School –Gray and Collins-Cowper- Dr. Johnson and his Club-Boswell’s <i>Life of Samuel Johnson</i> - Johnson’s Dictionary and <i>Lives of Poets</i> - his views on Shakespeare- the popularity of the periodical essay -the flowering of the English novel- influence of Cervantes and Rabelais - Henry Fielding, Samuel Richardson, Tobias Smollett and Lawrence Sterne- picaresque heroes- female novelists- Sarah Fielding and Fanny Burney- the Gothic Novel- Horace Walpole, Clara Reeve and Ann Radcliff –Non-fictional prose - Jonathan Swift, Oliver Goldsmith, Edmund burke, the political philosopher and Edward Gibbon, the historian. | 5 | 2,3,4,5 |
| 5 | | Teacher Specific Content | | |



MGU-UGP (HONOURS)

Syllabus

| Teaching and Learning Approach | <p>Classroom Procedure (Mode of transaction)</p> <p>Lecture, Presentations, Discussions, Screening of movies, documentaries, Animated videos, Chart preparation, Tree Diagrams, You Tube videos</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|---------------------------------|-------------|------------|---------|------------------|------------|---------------------------------|-------|--------|-----------|------------|-------------|-------------|-----------|------------|------------|--------------|----------|------------|------------|----------------|----|--------------|-------------|-----|----|----|-------------|-------------|--|--|----|
| Assessment Types | <p>MODE OF ASSESSMENT</p> <p>Continuous Comprehensive Assessment (CCA – 30 Marks)</p> <table border="1" data-bbox="384 629 708 831"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Assignment</td></tr> <tr><td>Seminar</td></tr> </table> <p>B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" data-bbox="384 972 1501 1317"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total Marks</td> <td>70</td> </tr> </tbody> </table> | Particulars | Class test | Assignment | Seminar | Descriptive Type | Word Limit | Number of Questions to be added | Marks | Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay | 150 words | 5 out of 8 | 5 x 5 = 25 | Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | Objective type | NA | 10 out of 12 | 1 x 10 = 10 | MCQ | NA | 10 | 1 x 10 = 10 | Total Marks | | | 70 |
| Particulars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Descriptive Type | Word Limit | Number of Questions to be added | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Total Marks | | | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

References

Syllabus

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- Porter, Roy. *English Society in the Eighteenth Century: The Penguin Social History of Britain*, Penguin, 2001
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MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University

Kottayam

| | | | | | | |
|-------------------------------|---|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | Victorian Vistas and Imperial Imaginings: Makers of English Literature | | | | | |
| Type of Course | DSC B | | | | | |
| Course Code | MG3DSCLIH200 | | | | | |
| Course Level | 200-299 | | | | | |
| Course Summary | The course is intended to introduce the student to the major intellectual ideas and socio political events, that shook the West during the Nineteenth century and changed the course of World history, besides providing a glimpse of the literary movements and figures of Britain, during the period. | | | | | |
| Semester | 3 | Credits | | | 4 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 1 | 0 | 75 |
| Pre-requisites, if any | | | | | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|---|--------------------|-------|
| 1 | Analyse the historical context and influences that shaped major literary periods in English literature. | U | 1,3 |
| 2 | Illustrate the characteristic features of the writings of the given age | U | 1 |
| 3 | Distinguish the salient stylistic features of the writers of various literary schools | E | 1 |
| 4 | Understand the emerging trends in literature | An | 1,3 |
| 5 | Understand the interconnectedness of socio-political, cultural contexts and literary development | An | 1,3 6 |

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)



MGU-UGP (HONOURS)

Syllabus

| Module | Units | Course description | Hrs | CO No. |
|--|------------------|---|-----|---------|
| 1 The Age of Revolution: Characteristics & Influences | 1.1 | The American War of Independence-Declaration of Independence- causes- Stamp Act-Boston Tea Party-result- Political philosophers-- Edmund Burke, Tom Paine | 3 | 1,4,5 |
| | 1.2 | The French Revolution and its impact in England--- Intellectual influences of the French revolution- Voltaire, Rousseau and Montesquieu -Rise of Napoleon--the end of feudalism and the rise of the bourgeoisie | 3 | 1,4,5 |
| | 1.3 | Industrial Revolution and its impact on the Agricultural Revolution-enclosure act and mechanization-Growth of transportation and technology-Factory system and development of textile industry | 4 | 1,4,5 |
| | 1.4 Practicum | Romanticism in English literature- continental influence-Hellenism-Triumph of romance over reason- subjectivity and freedom of the individual- solace in nature- personal search for the spiritual-mysticism- love of the supernatural-negation of Christianity- opposition to materialism-assertion of humanity- tenants of Romanticism as opposed to Neo-classicism | 5 | 2,3,4 |
| 2 Romantic Literature | 2.1 | Blake and Burns- early precursors of Romanticism- Blake's <i>Songs of Innocence</i> and <i>Songs of Experience</i> - merging of opposites- rebellious streak in Blake- engraver- mythology and symbolism- Robert Burns- Scottish national poet | 2 | 2,3,4,5 |
| | 2.2 | <i>Lyrical Ballads</i> - the older Romantic poets- Wordsworth, Coleridge, Southey and Landor- Wordsworth's <i>Tintern Abbey</i> , <i>Lucy Poems</i> , <i>Immortality Ode</i> and Petrarchan Sonnets -dream visions as subject in <i>Kubla Khan</i> and <i>The Prelude</i> -subjective and self-revealing- individualism- Coleridge's <i>The Rime of the Ancient Mariner</i> , <i>Christabel</i> and <i>Dejection; an Ode</i> ,- Coleridge's Shakespeare criticism and <i>Biographia Literaria</i> | 4 | 2,3,4,5 |

| | | | | |
|------------------------------|------------------|--|---|---------|
| | 2.3 | the younger Romantics- Shelley, Keats and Byron- recreation of the past-Shelley and the Neo Platonists- Godwin's influence on Shelley-the Romantic Odes- Shelley's pastoral elegy <i>Adonis</i> -Byron's fight for the independence of Greece- <i>Don Juan, Child Harold's Pilgrimage</i> –Keats's great Odes of 1819, <i>The Eve of St. Agnes, Hyperion, Lamia, La Belle Dame Sans Merci</i> | 4 | 2,3,4,5 |
| | 2.4 Practicum | Growth of Periodicals- conflicting attitude to romantic poetry- Romantic criticism - <i>Biographia Literaria</i> and Shelley's <i>A Defence of Poetry</i> - Sir Walter Scott 's Historical Novels- Waverley novels and novels dealing with British history-Mary Shelley's <i>Frankenstein</i> -Jane Austen's ' little bit of ivory' –the essayists- Lamb, Hazlitt and De Quincey–decline of drama | 5 | 2,3,4 |
| 3 Victorian Age | 3.1 | Long Reign (1837-1901) - Early Victorian period(1830-1870) and Late Victorian Periods (1871-1901)- rise of technology and innovation-The Great reforms Acts-the Chartist movement | 4 | 1,5 |
| | 3.2 | The Great Exhibition of London-Irish Home Rule- Abolition of Slavery in Britain and colonies | 3 | 1,5 |
| | 3.3 | the Crimean War (1853-56) – the First Indian War of Independence (1857)- The Boer Wars (1880-81, 1899-1902) | 3 | 1,5 |
| | 3.4 Practicum | Publication of Darwin's <i>Origin of Species</i> – religious skepticism– conflict between science and religion, the industrial and the urban, oligarchy and monarchy- Victorian Dilemma- the new democratic, scientific, industrial forces- demand for acceptance of a new world order- Victorian Compromise –vast expansion of the Empire- growth of factories -beginning of materialism and capitalism-Engels's <i>The Condition of the Working Class in England</i> and <i>The Communist Manifesto</i> -Victorian complacency-Utilitarianism- Jeremy Bentham and J.S.Mill- Sarah Grand and the 'New woman'- | 5 | 1,2,5 |
| 4 Victorian Literature | 4.1 | Dramatic Monologue- the chief genre- Tennyson, Browning and Arnold- Tennyson's <i>Morte d'Arthur</i> , <i>'The Lady of Shalott'</i> -the <i>Elegy In Memorium</i> - dramatic monologues | 4 | 2,3 |

| | | | | |
|---|------------------|---|----|-------|
| | 4.2 | Browning and Elizabeth Barrett -elopement to Italy- Italian influence in Browning's poetry- <i>Andrea del Sarto, Fra Lippo Lippi</i> and <i>My Last Duchess</i> -obscure style-Elizabeth Barrett Browning's <i>Sonnets from Portugese</i> and <i>Aurora Leigh</i> | 4 | 2,3 |
| | 4.3 | Arnold, the poet and critic- <i>Thyrsis, The Scholar Gipsy, Dover Beach</i> - | 3 | 2,3 |
| | 4.4 | Pre-Raphaelite Brotherhood- Fleshy School- the Rossettis, Swinburne and William Morris- <i>The Blessed Damozel</i> -Fitzgerald's <i>Rubaiyat</i> | 4 | 2,3 |
| | 4.5 Practicum | Novel-predominant genre- Industrial novel- Gaskell's <i>Mary Barton</i> , Dickens's <i>Hard times</i> -“New Woman Novelists”- Influence of Mary Wollstonecraft-Oliver Scheriner's <i>Story of an African Farm</i> , Charlotte Bronte's <i>Shirley</i> , Gaskell's <i>Margaret Hale</i> - Thomas Hardy's <i>Jude the Obscure</i> -major novelists-Benjamin Disraeli and Silver fork fiction- the works of Elizabeth Gaskell, Thackeray, Dickens, Trollope, Bronte Sisters- <i>Wuthering Heights</i> and the Frame narrative- moral issues and realism in George Eliot and the influence of Herbert Spencer-Charles Kingsley, Wilkie Collins and the sensation novel- Lewis Carroll, Samuel Butler- Thomas Hardy and the Wessex novels-Hardy's Fatalism- Henry James and 'the Art of Fiction'-R. L. Stevenson and Arthur Conan Doyle-prose Writings of Carlyle, Macaulay and Ruskin – Lytton Strachey's biographies | 15 | 2,3,4 |
| 5 | | Teacher Specific Content | | |

Syllabus

| Teaching and Learning Approach | <p>Classroom Procedure (Mode of transaction)</p> <p>Lecture, Presentations, Discussions, Screening of movies, documentaries, Animated videos, Chart preparation, Tree Diagrams, You Tube videos</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|---------------------------------|-------------|---------|------------|------------------|------------|---------------------------------|-------|--------|-----------|------------|-------------|-------------|-----------|------------|------------|--------------|----------|------------|------------|----------------|----|--------------|-------------|-----|----|----|-------------|-------------|--|--|----|
| Assessment Types | <p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment – 30 marks</p> <table border="1" data-bbox="435 607 762 786"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Seminar</td></tr> <tr><td>Assignment</td></tr> </table> <p>.B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" data-bbox="435 931 1474 1312"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total Marks</td> <td>70</td> </tr> </tbody> </table> | Particulars | Class test | Seminar | Assignment | Descriptive Type | Word Limit | Number of Questions to be added | Marks | Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay | 150 words | 5 out of 8 | 5 x 5 = 25 | Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | Objective type | NA | 10 out of 12 | 1 x 10 = 10 | MCQ | NA | 10 | 1 x 10 = 10 | Total Marks | | | 70 |
| Particulars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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SUGGESTED READINGS

- Albert, Edward. *A History of English Literature*. OUP, 2017
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- Daiches, David. *A Critical History of English Literature, Vol. II*
- Evans, Ifor. *A Short History of English Literature*, penguin, 2015
- Hudson, W. H. *An Outline History of English Literature*. Maple press, 2015
- Long, William. J. *English Literature*, Maple Press, 2012
- Nayar, Pramod .K. *A Short History of English Literature*, Amity Press, 2018
- Thorndike, Lynn. *Encyclopedia of World Civilization (Vol 2)* Delhi: Shubi Publications, 1990.

Peck, John and Martin Coyle. *A Brief History of English Literature*. Palgrave Macmillan, 2002

Poplawski, Paul ; Ed. *English Literature in Context* New Delhi ; CUP., 2008

Trevelyan, G. M. *Illustrated English Social History* (Vol 1 – 6). England: Penguin, 1968.

Vallath, Kalyani ed. *A Contemporary Encyclopedia of British Literature vol 2*. Thiruvananthapuram ; Bodhi Tree Books, 2009



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

| | | | | | | |
|-------------------------------|--|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | Moods of Modernism and Poetics of the Postmodern: Makers of English Literature | | | | | |
| Type of Course | DSC C | | | | | |
| Course Code | MG4DSCLIH200 | | | | | |
| Course Level | 200-299 | | | | | |
| Course Summary | An overview of the evolution of the movements of modernism and the transition to postmodernism | | | | | |
| Semester | 4 | Credits | | | 4 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 1 | 0 | 75 |
| Pre-requisites, if any | | | | | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|--|--------------------|--------|
| 1 | Understand the historical context and influences that shaped major literary periods in English literature. | U | 1,3 |
| 2 | Illustrate the characteristic features of the writings of the given age | U | 1 |
| 3 | Distinguish the salient stylistic features of the writers of various literary schools | E | 1 |
| 4 | Analyse the emerging trends in literature | An | 1,3 |
| 5 | Analyse the interconnectedness of socio-political, cultural contexts and literary development | An | 1, 3,6 |

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)



MGU-UGP (HONOURS)

Syllabus

| Module | Units | Course description | Hrs | CO No. |
|--|---|--|-------|--------|
| 1 The Emergence of Modernism | 1.1 | Rapid urbanization – Progress of industry – Science and Knowledge at the beginning of twentieth century-Modern Enlightenment | 3 | 1,5 |
| | 1.2 | Edwardian and Georgian Literature – Impressionism, Imagism, Expressionism | 2 | 1,5 |
| | 1.3 | The World Wars – alienation, cultural disruption – Erosion of faith in religion | 3 | 1,5 |
| | 1.4 | Modernity and Emerging Avant-garde | 2 | 1,5 |
| | 1.5 Practicum | Poetry: Kipling, Thompson, Bridges, Masfield Prose & Novel: H. G. Wells, E.M. Forster, George Orwell, A. G. Gardiner Drama: J. M. Barrie, Galsworthy | 5 | 1,2 |
| 2 Reflections of Modernism | 2.1 | Stream of Consciousness, Symbolism, Existentialism, The Absurd, | 5 | 1,5 |
| | 2.2 | War Poetry, Holocaust Literature, Myth, Surrealism, Dadaism | 5 | 1,5 |
| | 2.3 | Movement Poetry, Pylon Poetry, Angry Young Men, New Criticism | 5 | 1,5 |
| 2.4 Practicum | Poetry: Hopkins, T.S. Eliot, W B Yeats, Seamus Heaney, War poetry: Brooke, Sassoon, Owen Prose: Strachey, Hilaire Belloc, G. K. Chesterton, Trevelyan Novel: Conrad. James Joyce, Virginia Woolf, D. H. Lawrence, Huxley Drama: Shaw, J M. Synge Pioneers of New Criticism: Empson, Leavis | 15 | 2,3,5 | |
| 3 Post war cultures | 3.1 | The Ravages of the two World Wars– Modernism and anti-modernism | 3 | 1,5 |
| | 3.2 | Resistance to traditional values and institutions – Focus on personal experience and self-expression- | 4 | 1,5 |

| | | | | |
|-------------------------------------|------------------|--|---|-------|
| | 3.3 | The Sixties- Feminism – Multiculturalism – Gender Identity | 3 | 1,5 |
| | 3.4 Practicum | Poetry: W H Auden, Spender, Ted Hughes, Sylvia Plath, Larkin Novel: Greene, Waugh, Morgan Drama: Beckett, Pinter | 5 | 1,5 |
| 4 Postmodern scenario | 4.1 | The turbulent seventies- self-reflexivity, intertextuality, distrust of coherence- counter culture- identity politics- celebration of popular culture | 5 | 1,5 |
| | 4.2 | The Beat Generation- Magic Realism | 2 | 1,5 |
| | 4.3 | The ending of the Century: Literature and Digital Technology | 3 | 1,5 |
| | 4.4 Practicum | Poetry: Carol Ann Duffy, Margaret Atwood, Elizabeth Bishop Novels: Joseph Heller, Gabriel Garcia Marquez, Rushdie Drama: Tom Stoppard, Caryl Churchill | 5 | 2,3,4 |
| 5 | | Teacher Specific Content | | |



MGU-UGP (HONOURS)

Syllabus

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| Particulars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | Total | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

MGU-UGP (HONOURS)

References

- Albert, Edward. *A History of English Literature*. OUP, 2017
- Butler, Christopher. *Postmodernism : A Very Short Introduction*.OUP, 2008
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- Carter and Mears. *A History of Britain*,
- Carter, Ronald. *The Routledge History of Literature in English*. Routledge, 2021
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MGU-UGP (HONOURS)

Syllabus

**THE MAHATMA GANDHI UNIVERSITY
UNDERGRADUATE PROGRAMMES (HONOURS)
SYLLABUS**

MGU-UGP (Honours)

(2024 Admission Onwards)



Faculty: Language and Literature

BoS: English

**Programme: Bachelor of Arts
(Honours) English**

**Mahatma Gandhi University
Priyadarshini Hills
Kottayam – 686560, Kerala, India**

Contents

Sl.No Title

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5. Semester 2 Courses
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7. Semester 4 Courses
8. Semester 5 Courses
9. Semester 6 Courses
10. Semester 7 Courses
11. Semester 8 Courses
12. Internship Evaluation
13. Project Evaluation
14. Syllabus revision workshop participants



MGU-UGP (HONOURS)

Syllabus

It



gives me immense pleasure to greet you, and express a few word of gratitude, in connection with the completion and submission of the syllabus and curriculum of BA Honours Programme in English, designed by the Mahatma Gandhi University. The curriculum is designed to provide students with a comprehensive knowledge of both English language and literature, with the aim of fostering critical analysis, thereby achieving academic excellence and practical proficiency.

English, as a global language, plays a pivotal role in communication, literature and cultural transformation, worldwide. This programme is designed to enable the learner, to embark on a journey that explores the richness and diversity of English language and literature, spanning different periods, genres and cultural contexts. The curriculum is structured to offer a balanced blend of theoretical insights, analytical skills and practical applications, in order to equip students with the necessary tools to engage critically with literary texts, develop effective communication skills, and cultivate a deeper appreciation of the nuances of language and literature. Our faculty members, with their expertise and dedication, are committed to nurture and stimulate an academic environment, that encourages inquiry, creativity and intellectual growth.

Personally, the last eight months, during which the framing of the syllabus took place, provided me with an opportunity to collaborate with some of the brightest, most enterprising and dedicated group of academic minds, whose efforts deserve special mention. Without the exceptional contributions from the teaching faculty, who took part in the five day workshop held last November, and others, including the board members, who provided precious contribution in the most pressing times, this curriculum framework would never have materialized. It is indeed reassuring to know that this syllabus will be handled by such a bunch of capable teaching fraternity On behalf of the UG and PG boards, I extend my best wishes to all students pursuing the Four Year Undergraduate Programme in English, and sign off with the prayer that your journey will turn out to be an enriching and transformative one.

Dr. Anjana Sankar. S

Chairperson

UG Board of studies (English)

Mahatma Gandhi University

Kottayam

&

External Experts in English

| SL. NO | NAME | POSITION |
|---------------|--|--------------------|
| 01 | Dr. Anjana Sankar S Associate Professor (Rtd.) & Research Supervisor, Research & Post Graduate Department of English, Sree Sankara College, Kalady | Chairperson |
| 02 | Sathyanarayanan.S Associate Professor (Rtd) Department of English SAS SNDP Yogam College, Konni, Pathanamthitta | Member |
| 03 | Dr. Renjith Joseph Assistant Professor Department of English Mar Thoma College, Kuttapuzha, Tiruvalla | Member |
| 04 | Dr. Milon Franz Professor & Research Supervisor, P.G Department of English and Research Centre St. Xavier's College for women, Aluva, 683101 | Member |
| 05 | Asish Martin Tom Assistant Professor Department of English D B College, Thalayolaparambu, Pin 686605 | Member |
| 06 | M.S Somarajan Associate Professor Department of English Govt. College Kottayam, Nattakom P.O Kottayam, Pin 686013 | Member |
| 07 | Fathima Sullami Assistant Professor Department of English MES College, Nedumkandam | Member |
| 08 | Dr. Preethi Nair Associate Professor & Research Supervisor P.G Department of English and Research Centre Sree Sankara College, Kalady | Member |

| | | |
|----|---|--------|
| 09 | Paul Mathews Assistant Professor Department of English Henry Baker College, Melukavu Melukavumattam P.O, Kottayam | Member |
|----|---|--------|

| | | |
|----|---|-----------------|
| 10 | Indu Peter Assistant Professor, Department of English Kuriakose Elias College, Mannanam, Kottayam | Member |
| 11 | Dr. George Sebastian Assistant Professor & Research Supervisor P.G Department of English and Research Centre Newman College, Thodupuzha 685585 | Member |
| 12 | Dr. K. M. Krishnan Professor and Former Director, School of Letters M.G. University, | External Expert |
| 13 | Dr. Lal C. A. Professor Institute of English, University of Kerala | External Expert |



MGU-UGP (HONOURS)

Syllabus

Major: **English**

Semester 1

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|---|--|--------|----------------|-------------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG1DSCENG100 | Literary Genres: Poetry, Fiction and Folk Tales | DSC A | 4 | 5 | 3 | 0 | 2 | |
| MG1MDCENG100 | Folk Tales and Songs from India | MDC | 3 | 4 | 2 | 0 | 2 | |
| MG1MDCENG101 | Narratives of Humour | MDC | 3 | 4 | 2 | 0 | 2 | |
| MG1MDCENG102 | Content Writing | MDC | 3 | 4 | 2 | 0 | 2 | |
| MG1AECENG101 | English for Arts and Humanities Part I | AEC | 3 | 3 | 3 | 0 | 0 | |
| MG1AECENG100 | English for Science Part I | AEC | 3 | 3 | 3 | 0 | 0 | |
| MG1AECENG102 | English for Commerce Part I | AEC | 3 | 3 | 3 | 0 | 0 | |

Semester: 2

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|--|--|--------|----------------|-------------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG2DSCENG100 | Literary Genres: Prose, Drama, Film | DSC A | 4 | 5 | 3 | 0 | 2 | |
| MG2MDCENG100 | Narratives of Love and Friendship | MDC | 3 | 4 | 2 | 0 | 2 | |
| MG2MDCENG101 | Sports Literature and Cinema | MDC | 3 | 4 | 2 | 0 | 2 | |
| MG2MDCENG102 | Fundamentals of Advertising and Public Relations | MDC | 3 | 4 | 2 | 0 | 2 | |

| | | | | | | | | |
|--------------|---|-----|---|---|---|---|---|--|
| MG2AECENG101 | English for Arts and Humanities Part II | AEC | 3 | 3 | 3 | 0 | 0 | |
| MG2AECENG100 | English for Science Part II | AEC | 3 | 3 | 3 | 0 | 0 | |
| MG2AECENG102 | English for Commerce Part II | AEC | 3 | 3 | 3 | 0 | 0 | |



MGU-UGP (HONOURS)

Syllabus

| Course Code | Title | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|------------------------------|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG3DSCENG200 | An Introduction to Phonetics | DSC A | 4 | 4 | 4 | 0 | 0 | |

| | | | | | | | | |
|--------------|---|-----------------------|---|---|---|---|---|--|
| MG3DSCENG201 | Appreciating Poetry | DSC A | 4 | 5 | 3 | 0 | 2 | |
| MG3DSEENG200 | Introduction to Film Studies (Specialisation for Film studies) | DSE Choose any one | 4 | 5 | 3 | 0 | 2 | |
| MG3DSEENG201 | Reading Culture: Food, Travel and Music (Specialisation for Cultural studies) | | 4 | 5 | 3 | 0 | 2 | |
| MG3DSEENG202 | Introduction to Media Studies (Specialisation for Media studies) | | 4 | 5 | 3 | 0 | 2 | |
| MG3DSCENG202 | Detective Fiction (Minor for Others) | DSC B | 4 | 5 | 3 | 0 | 2 | |
| MG3MDCENG200 | Literature and Kerala Renaissance | MDC | 3 | 3 | 3 | 0 | 0 | |
| MG3VACENG200 | Literature and Gender | VAC | 3 | 3 | 3 | 0 | 0 | |
| MG3VACENG201 | Literature, Technology and AI | VAC | 3 | 3 | 3 | 0 | 0 | |

| Course Code | Title | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|---------------------------|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG4DSCENG200 | Indian Writing in English | DSC A | 4 | 4 | 4 | 0 | 0 | |

| | | | | | | | | |
|--------------|--|-----------------------|---|---|---|---|---|--|
| MG4DSCENG201 | Reading Prose and Fiction | DSC A | 4 | 5 | 3 | 0 | 2 | |
| MG4DSEENG200 | Reading Malayalam Cinema (Specialisation for Film studies) | DSE Choose any One | 4 | 5 | 3 | 0 | 2 | |
| MG4DSEENG201 | Reading Culture: Comics, Cartoons and Fairy Tales. (Specialisation for Cultural studies) | | 4 | 5 | 3 | 0 | 2 | |
| MG4DSEENG202 | Dynamics of Radio Jockeying, Anchoring and Interviewing (Specialisation for Media studies) | | 4 | 5 | 3 | 0 | 2 | |
| MG4DSCENG202 | War Narratives (Minor for Others) | DSC C | 4 | 5 | 3 | 0 | 2 | |
| MG4SECENG200 | English for International Careers | SEC | 3 | 3 | 3 | 0 | 0 | |
| MG4SECENG201 | English for Professional Purposes | SEC | 3 | 3 | 3 | 0 | 0 | |
| MG4SECENG202 | English for Financial Sector | SEC | 3 | 3 | 3 | 0 | 0 | |
| MG4VACENG200 | Literature and Environment | VAC | 3 | 3 | 3 | 0 | 0 | |
| MG4VACENG201 | Literature and Law | VAC | 3 | 3 | 3 | 0 | 0 | |
| MG4INTENG200 | Internship | | 2 | | | | | |

| Course Code | Title | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|---------------------|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG5DSCENG300 | American Literature | DSC A | 4 | 5 | 3 | 0 | 2 | |

| | | | | | | | | |
|--------------|---|-------------|------------------------------------|---|---|---|---|---|
| MG5DSCENG301 | An Introduction to Literary Criticism | DSC A | 4 | 4 | 4 | 0 | 0 | |
| MG5DSCENG302 | Reading Shakespeare | DSC A | 4 | 4 | 4 | 0 | 0 | |
| MG5DSEENG300 | Film Adaptation (Specialisation for Film studies) | D S E | Ch oos e one cou | 4 | 4 | 4 | 0 | 0 |
| MG5DSEENG301 | Postcolonial Literatures | | | 4 | 4 | 4 | 0 | 0 |
| MG5DSEENG302 | Literature and Ecology | | | 4 | 4 | 4 | 0 | 0 |
| MG5DSEENG303 | Reading Culture: Literature and Fine Arts (Specialisation for Cultural studies) | D S E | rse eac h fro m any | 4 | 4 | 4 | 0 | 0 |
| MG5DSEENG304 | Literature from the Margins | | | 4 | 4 | 4 | 0 | 0 |
| MG5DSEENG305 | Linguistics | | | 4 | 4 | 4 | 0 | 0 |
| MG5DSEENG306 | Writing for the Media (Specialisation for Media studies) | D S E | two bas ket ^S | 4 | 4 | 4 | 0 | 0 |
| MG5DSEENG307 | Partition Literature | | | 4 | 4 | 4 | 0 | 0 |
| MG5DSEENG308 | African Literatures | | | 4 | 4 | 4 | 0 | 0 |
| MG5SECENG300 | Critical Thinking and Academic Writing | SEC | 3 | 4 | 2 | 0 | 2 | |

| Course Code | Title | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|------------------|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG6DSCENG300 | Exploring Gender | DSC A | 4 | 4 | 4 | 0 | 0 | |

| | | | | | | | | |
|--------------|--|--------------------------|---|---|---|---|---|--|
| MG6DSEENG300 | Art of Script Writing (Specialisation for Film studies) | DSE Choose any one | 4 | 5 | 3 | 0 | 2 | |
| MG6DSEENG301 | Theatre Studies | | 4 | 5 | 3 | 0 | 2 | |
| MG6DSEENG302 | Medical Humanities | | 4 | 5 | 3 | 0 | 2 | |
| MG6DSEENG303 | English Language Teaching | | 4 | 5 | 3 | 0 | 2 | |
| MG6DSEENG304 | Cultural Studies (Specialisation for Cultural studies) | DSE Choose any one | 4 | 4 | 4 | 0 | 0 | |
| MG6DSEENG305 | Indigenous Literature | | 4 | 4 | 4 | 0 | 0 | |
| MG6DSEENG306 | Critical Approaches to Literature | | 4 | 4 | 4 | 0 | 0 | |
| MG6DSEENG307 | Reporting and Editing for the Media (Specialisation for Media studies) | DSE Choose any one | 4 | 5 | 3 | 0 | 2 | |
| MG6DSEENG308 | Reading Graphic Narratives | | 4 | 5 | 3 | 0 | 2 | |
| MG6DSEENG309 | Subaltern Voices | | 4 | 5 | 3 | 0 | 2 | |
| MG6SECENG300 | Creative Writing in English | SEC | 3 | 4 | 2 | 0 | 2 | |
| MG6VACENG300 | Literature and Human Rights | VAC | 3 | 3 | 3 | 0 | 0 | |



MGU-UGP (HONOURS)

Syllabus

| Course Code | Title of the Course | Type of the Course | Credit | Hours/week | Hour Distribution |
|-------------|---------------------|--------------------|--------|------------|-------------------|
|-------------|---------------------|--------------------|--------|------------|-------------------|

| | | DSC, MDC, SEC etc. | | | /week | | | |
|--------------|---|--------------------------|---|---|-------|---|---|---|
| | | | | | L | T | P | O |
| MG7DCCENG400 | Critical Disability Studies | DCC | 4 | 5 | 3 | 0 | 2 | |
| MG7DCCENG401 | Memory and Trauma Studies | DCC | 4 | 4 | 4 | 0 | 0 | |
| MG7DCCENG402 | Posthuman Studies | DCC | 4 | 4 | 4 | 0 | 0 | |
| MG7DCEENG400 | British Literature till the Romantic Period | DCE | 4 | 4 | 4 | 0 | 0 | |
| MG7DCEENG401 | The Nineteenth Century Literature | DCE | 4 | 4 | 4 | 0 | 0 | |
| MG7DCEENG402 | Modernism and After | DCE | 4 | 4 | 4 | 0 | 0 | |

Semester: 8

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|--|--|--------|----------------|-------------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG8DCCENG400 | Literary Theory | DCC | 4 | 5 | 3 | 0 | 2 | |
| MG8DCCENG401 | Foundations of Research | DCC | 4 | 5 | 3 | 0 | 2 | |
| MG8DCEENG400 | New Trends in Literature | DCE | 4 | 5 | 3 | 0 | 2 | |
| MG8DCEENG401 | Shakespearean Echoes: Transforming Words to Worlds | DCE | 4 | 5 | 3 | 0 | 2 | |
| MG8DCEENG402 | Life Narratives | DCE | 4 | 5 | 3 | 0 | 2 | |
| MG8PRJENG400 | Project | PRJ | 12 | | | | | |



MGU-UGP (HONOURS)

Syllabus



MGU-UGP (HONOURS)

Syllabus

Semester I



Mahatma Gandhi University Kottayam

(poetry and
features. The

Total Hours

75

COURSE



MGU-UGP (HONOURS)

Syllabus

OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|---|--------------------|-------|
| 1 | Identify different poetic and narrative devices | K | 1,4 |
| 2 | Understand the literary concepts like theme, character and setting. | U | 7 |
| 3 | Understand various Indian and world Oral Cultures | U | 7 |
| 4 | Illustrate students with the nature and characteristics of literature | U | 10 |
| 5 | Understand two key genres of literature, poetry and fiction. | U | 2 |
| 6 | Understand the sociocultural context of the prescribed texts | U | 1,6 |

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Page 15 of 357

| Module | Units | Course description | Hrs | CO No. |
|--------|-------|--------------------|-----|--------|
|--------|-------|--------------------|-----|--------|

| | | | | |
|--|---------------|---|---|-------|
| | 1.1 | Song 35 (Gitanjali): Rabindranath Tagore https://www.poetryfoundation.org/poems/45668/gitanjali-35 | 2 | 1,2,6 |
| | 1.2 | Louise Gluck: The Red Poppy https://poets.org/poem/red-poppy-0 | 2 | 1,2,6 |
| | 1.3 | Fady Joudah : Mimesis https://www.poetryfoundation.org/poems/56351/mimesis | 2 | 1,2 |
| | 1.4 | John Lennon: Imagine https://www.azlyrics.com/lyrics/john-lennon/imagine.html | 2 | 1,2 |
| | 1.5 | Aleena Akashamittayi: My English https://www.facebook.com/100006845449170/videos/330902809411905/ | 2 | 1,2,6 |
| | 1.6 Practicum | Mario Klarer: Chapter 2, An Introduction to Literary Studies Major Genres in Literary Studies, Section on Poetry, Pages (27-56). Third Edition, Routledge, 2011). <i>(The students are expected to attempt a review of any one of the poems prescribed.)</i> | 5 | 1,2,6 |

| | | | | |
|---|-----|--|---|-----|
| 2 | 2.1 | William Shakespeare: Sonnet 29 https://www.poetryfoundation.org/poems/45090/sonnet-29-when-in-disgrace-with-fortune-and-mens-eyes | 2 | 1 |
| | 2.2 | Edgar Allan Poe: Annabel Lee https://www.poetryfoundation.org/poems/44885/annabel-lee | 2 | 1,2 |
| | 2.3 | John Keats: To Autumn | 3 | 1,2 |
| | 2.4 | Walter Scot: Lochinvar | 3 | 1,2 |

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| | | | | |
|---|---------------|--|---|---------|
| | 2.5 Practicum | B Prasad: <i>A Background to the Study of English Literature</i> , Section I Poetry, Chapter 1 (Subjective and Objective Poetry) Pg. 1-5, Chapter 2 (Poetical Types) Pages. 5-38, Chapter 3 (Stanza Forms) Pg. 39-47. <i>(The students are expected to attempt a review of any one of the poems prescribed with special emphasis on its structural features.)</i> | 5 | 1,2 |
| 3 | 3.1 | After Twenty Years: O Henry | 3 | 2,4,5,6 |
| | 3.2 | The Sacrificial Egg: Chinua Achebe | 4 | 2,4,5,6 |
| | 3.3 | The Necklace: Guy de Maupassant | 4 | 2,4,5,6 |
| | 3.4 | Happy Prince: Oscar Wilde | 4 | 2,4,5,6 |

| | | | | |
|---|---------------|--|----|----------|
| | 3.5 Practicum | Mario Klarer: <i>An Introduction to Literary Studies</i> . Chapter 2, Major genres in literary studies, Section 1, Fiction Pages. (9 to 36) Third Edition, Routledge, 2011). (The students are expected to attempt a review of a story of their own choice) | 15 | 2.,4,5,6 |
| 4 | 4.1 | A Story and a Song - (A K Ramanujan, <i>A Flowering Tree and Other Oral Tales from India</i>) | 3 | 2,3,4,5 |
| | 4.2 | A Buffalo without Bones: (A K Ramanujan, <i>A Flowering Tree and Other Oral Tales from India</i>) | 3 | 2,3,4,5 |
| | 4.3 | Dauntless Little John: (Italo Calvino, <i>Italian Folktales</i>) | 2 | 2,3,4,5 |
| | 4.4 | The Ape, Snake and the Lion (https://www.worldoftales.com/African_folktales/African_Folktale_44.html#a) | 2 | 2,3,4,5 |
| | 4.5 Practicum | Maria Tatar: "Why Fairy Tales Matter: The Performative and the Transformative." https://www.jstor.org/stable/25735284 | 5 | 2,3,4 |
| 5 | | Teacher Specific Component | | |

| | |
|--------------------------------|---|
| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) Lectures, Readings, Charts, Group Discussions, Debates, Panel Discussions. |
|--------------------------------|---|

| | |
|------------------|--|
| Assessment Types | <p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA – 30 Marks)</p> <p style="text-align: center;">Particulars</p> <p style="text-align: center;">Class test</p> <p style="text-align: center;">Viva</p> <p style="text-align: center;">Seminar</p> <p style="text-align: center;">Total</p> <p>B. Semester End Examination - 70 marks, duration - 2hrs</p> <p>Descriptive Type Word Limit Number of Questions</p> <p style="text-align: right;">Marks</p> <p style="text-align: center;"><u>to be added</u></p> <p><u>Essays 300 words 1 out of 2 1 x 15 = 15 Short Essay 150 words 5 out of 8 5 x 5 = 25 Short Answer 50 words 5 out of 8 5 x 2 = 10 Objective type NA 10 out of 12 1 x 10 = 10 MCQ NA 10 1 x 10 = 10 Total Marks 70</u></p> |
|------------------|--|

References

Core Texts

- 1) Calvino, Italo. *Italian Folk Tales* (Translated by George Martin). Pantheon Books, 1956
- 2) Klarer, Mario. *An Introduction to Literary Studies*. Third Edition, Routledge, 2011.
- 3) Prasad, B. *A Background to the Study of English Literature*. Revised Edition, Trinity Press, 2018.
- 4) Ramanujan, A, K. *A Flowering Tree and Other Folk Tales from India*. University of California Press. Los Angeles, 1997
- 5) Tatar, Maria. “Why Fairy Tales Matter: The Performative and the Transformative.” *Western Folklore*, vol. 69, no. 1, 2010, pp. 55–64. JSTOR, <http://www.jstor.org/stable/25735284>. Accessed 28 Feb. 2024.

SUGGESTED READINGS

- 1) Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983
- 2) Chekhov, Anton. *Selected Stories of Anton Chekhov*. Trans. Richard Pevear and Larissa Volokhonsky. RHUS, 2000.

- 3) Childs, Peter and Roger Fowler. *The Routledge Dictionary of Literary Terms*.

2006.

- 4) Craft, Stephen and Helen D Cross. *Literature, Criticism and Style: A Practical Guide to Advanced Level*
- 5) Eagleton, Terry. *How to Read a Poem*. Blackwell, 2007.
- 6) Guerin, Wilfred L et al. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP, 2007
- 7) Lubbock, Percy. *Craft of Fiction*. Penguin 2017.
- 8) Popkin, Cathy, ed. *Anton Chekhov's Selected Stories* (Norton Critical Edition). WW Norton&Co Inc, 2014.
- 9) Wilde, Oscar. "The Happy Prince" *The Young King and Other Stories*. Penguin, 2000.



**Mahatma Gandhi University
Kottayam**

| Programme | |
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| | |
| | nd songs al |
| | Total Hours |
| 60 | |
| | |

COURSE

OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|---|--------------------|-------|
| 1 | Identify the essential concepts and features of folk songs | U | 3,7 |
| 2 | Understand the nature and the types of tales that are mainly transmitted orally | U | 3,7 |
| 3 | Analyse the cultural patterns available in folk songs | An | 1,6,7 |
| 4 | Analyse the thematic intricacies expressed in folk tales | An | 1,3,7 |
| 5 | Understand the cultural untranslatability of folk | U | 4,1 |
| 6 | Analyse the present status of folk and the need to preserve tales and songs of Kerala | An | 1,9,7 |

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Page 20 of 357

| Module | Units | Course description | Hrs | CO No. |
|-----------------|-------|---|-----|--------|
| 1 Essays | 1.1 | “A General Survey of Indian Folk Tales” by K. D. Upadhyaya 181-187 | 4 | 1,2,3 |
| | 1.2 | “The Unsung Sing” - Smitha Tewari Jassal 7-13 | 3 | 1,2,3 |
| | 1.3 | Practicum: Introduction from <i>Painted Words</i> – G. N Devy ix-xvi | 8 | 1,2,3 |
| 2 Folk Tales | 2.1 | “Valiant Vicky, the Brave Weaver” - (<i>Tales of the Punjab</i> 80-88) | 3 | 4, 6 |
| | 2.2 | “A Flowering tree” - (<i>A Flowering Tree and other Oral Tales. from India</i>) | 3 | 4, 6 |

| | | | | |
|--|----------------|--|---|------|
| | 2.3 | Tell it to the Walls (<i>Folktales from India</i> 3) | 2 | 4, 6 |
| | 2.4 | The Tiger's Adopted Son (<i>Folktales from India</i> 136-7) | 2 | 4, 6 |
| | 2.5 | Prince Sabar (<i>Folktales from India</i> 159) | 2 | 4, 6 |
| | 2.6 | Bopulachai (<i>Folktales from India</i>) | 3 | 4, 6 |
| | 2.7 Practicum | The legend of the Dhorawat tank (<i>Folktales from Northern India</i> 13) | 2 | 4, 6 |
| | 2.8 Practicum | Akbar's Riddle (<i>Folktales from Northern India</i> 369) | 2 | 4, 6 |
| | 2.9 Practicum | Othenan in the Tomb (<i>Folktales of Kerala</i> 81-83) | 4 | 4, 6 |
| | 2.10 Practicum | Kayamkulam Kochunni (<i>Folktales of Kerala</i> 89-90) | 3 | 4, 6 |
| | 2.11 Practicum | Naranathu Bhranthan (<i>Folktales of Kerala</i> 105-107) | 4 | 4, 6 |

| | | | | |
|-------------------------|-----|--|---|-----|
| 3 Folk Songs | 3.1 | From <i>Painted Words</i> Garhwali Songs (135-137) | 2 | 5,6 |
| | 3.2 | From <i>Painted Words</i> Chattisgharhi Songs 1,2,3 (138) | 1 | 5,6 |
| | 3.3 | From <i>Painted Words</i> A Munda Song (153) | 1 | 5,6 |

| | | | | |
|---|---------------|---|---|-----|
| | 3.4 | <p>“As a Trans-Woman Oppari singer, Women relate to when I sing their grievances: In Conversation with M Chandra” Interview by Priyadarshini Panchapakesan, Sahapedia, September 2021.</p> <p>https://map.sahapedia.org/article/As-a-Trans-Woman-Oppari-Singer-Women-Relate-to-Me-When-I-Sing-Their-Grievances:-In-Conversation-with-M.-Chandra/11060</p> | 4 | 5,6 |
| | 3.5 Practicum | <p>“In Conversation with C J Kuttapan: On Pakkanar kali and Mudiyyattam.” Interview by Ajith Kumar AS, Sahapedia, 30 August 2019</p> <p>https://www.sahapedia.org/conversation-cj-kuttappan-pakkanar-kali-and-mudiyyattam</p> | 4 | 5,6 |
| | 3.6 Practicum | <p>Discuss critically the song “Palom Palom” by Jithesh Kakidipuram. Attempt a free translation.</p> | 3 | 5,6 |
| 4 | | Teacher specific content | | |

| | |
|---------------------------------------|--|
| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) Lecturing, Discussion, Presentation, |
|---------------------------------------|--|

Assessment Types

MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA – 25 Marks)

Particulars
Class test
Assignment
Viva

B. Semester End Examination

Written Examination – 50 marks, duration – 1.5hrs

Descriptive

Word Limit Number of

Marks

Type

Questions to be
added

Essays 300 words 1 out of 2 1 x 15 = 15

Short Essay 150 words 2 out of 4 2 x 5 = 10

Short Answer 50 words 5 out of 8 5 x 2 = 10

Objective type NA 10 out of 12 10 x 1 = 10

MCQ NA 5 5 x 1 = 5

Total Marks 50

References

Crook, William. *Folktales from Northern India*. ABC Clio, 2002

Devy, G. N. *Painted Words: An Anthology of Tribal Literature*. Penguin Books India, 2002.

Grover, Charles E. *The Folk-Songs of Southern India*. Higginbotham, 1871.

Jacob, K. . *Folktales of Kerala*. Sterling Publishers, 1979

Jassal, Smitha Tewari . *Unearthing Gender: Folksongs of Northern India*. Duke University Press, 2012.

Ramanujan, A K. Ed. *Folktales from India: A Selection of Oral Tales from Twenty Two Languages*. Pantheon, 1991.

—. *A Flowering Tree and other Oral Tales. from India*. Penguin, 2000.

Steel, Flora Annie . *Tales of the Punjab*. Macmillan, 1917.

Upadhyaya, K. D. “A General Survey of Indian Folk Tales” *Midwest Folklore* Vol. 10, No. 4 (Winter, 1960-1961) 181-196



Mahatma Gandhi University Kottayam

| Programme | |
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| | |
| | |
| | |
| | ur in |
| | otal Hours |
| 60 | |
| | |

COURSE

OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|---|--------------------|-------|
| 1 | Understand and analyse the fundamental elements of humour in literature. | U | 3,7 |
| 2 | Identify and compare different types of humour across various literary genres and historical periods. | U | 3,7 |
| 3 | Critically evaluate the social, cultural, and political functions of humour in literature. | An | 1,6,7 |
| 4 | Develop skills in writing and presenting humorous narratives. | An | 1,3,7 |
| 5 | Enhance appreciation for the diversity and complexity of humorous texts. | U | 4,1 |

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Page 24 of 357

| Module | Units | Course description | Hrs | CO No. |
|--|------------------|--|-----|--------|
| 1 Essays/Poems and Short Stories | 1.1 | “Understanding Humour”. and The Ingredients of a Good humour Story” William Webb | 3 | 1,2,3 |
| | 1.2 | “The Emperor's New Clothes”. Hans Christian Andersen | 2 | 1,2,3 |
| | 1.3 | “Goodbye Party For Miss Pushpa T.S”. Nissim Ezekiel | 2 | 1,2,3 |
| | 1.4 Practicum | "The Secret Life of Walter Mitty". James Thurber | 5 | 1,2,3 |
| | 1.5 Practicum | “Macavity: The Mystery Cat” by T. S. Eliot | 3 | 1,2,3 |

| | | | | |
|--|------------------|--|----|-----|
| 2 Novel and Play | 2.1 | <i>Three Men in a Boat</i> (1889) by Jerome K Jerome | 15 | 4,6 |
| | 2.2 Practicum | <i>The Bear</i> (1888) by Anton Chekhov | 15 | 4,6 |
| 3 Films/ Cartoon s/w eb series | 3.1 | <i>Modern Times</i> (1936) Directed by Charlie Chaplin | 3 | 5,6 |
| | 3.2 | <i>Ratatouille</i> (2007) directed by Brad Bird and Jan Pinkava | 2 | 5,6 |
| | 3.3 | <i>Bruce Almighty</i> ((2003) directed by Tom Shadyac | 3 | 5,6 |
| | 3.4 Practicum | <i>The Proposal</i> (2009) directed by Anne Fletcher | 3 | 5,6 |
| | 3.5 Practicum | Dark Skin & Getting Married Stand Up Comedy by Saikiran https://www.youtube.com/watch?v=aTUiGWJinX0 “ One Wedding and a Funeral” Mr. Bean Episode https://www.youtube.com/watch?v=yGqP54lv9q4 | 1 | 5,6 |

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| | | | | |
|---|------------------|---|---|-----|
| | 3.6 Practicum | The Big Bang Theory - season 1 Episodes 1- 3 | 3 | 5,6 |
| 4 | | Teacher Specific Content | | |

| | |
|---------------------------------------|--|
| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) Lecturing, Discussion, Presentation, |
|---------------------------------------|--|

| Assessment Types | <p>MODE OF ASSESSMENT</p> <p><u>A. Continuous Comprehensive Assessment (CCA) – 25 marks</u> <u>Particulars</u></p> <p><u>Class test</u></p> <p><u>Assignment</u></p> <p><u>Viva</u></p> <p>B. Semester End Examination</p> <p>Written Examination – 50 marks, duration – 1.5hrs</p> <p>Descriptive</p> <table border="0"> <thead> <tr> <th data-bbox="496 725 564 757">Type</th> <th data-bbox="743 651 1066 683">Word Limit</th> <th data-bbox="948 763 1158 835">Number of Questions to be added</th> <th data-bbox="1347 689 1437 721">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="523 842 724 873">Essays 300 words</td> <td data-bbox="743 842 884 873">1 out of 2</td> <td data-bbox="948 842 1038 873">1 x 15 = 15</td> <td data-bbox="1054 842 1378 873">Short Essay 150 words 2</td> </tr> <tr> <td data-bbox="564 880 724 911"></td> <td data-bbox="743 880 884 911">out of 4</td> <td data-bbox="948 880 1038 911">2 x 5 = 10</td> <td data-bbox="1054 880 1378 911">Short Answer 50 words 5 out of 8</td> </tr> <tr> <td data-bbox="549 918 724 949">Objective type NA</td> <td data-bbox="743 918 884 949">10 out of 12</td> <td data-bbox="948 918 1038 949">10 x 1 = 10</td> <td data-bbox="1054 918 1378 949">MCQ NA 5 5 x 1 = 5</td> </tr> <tr> <td colspan="3"></td> <td data-bbox="1198 956 1410 987"><u>Total Marks 50</u></td> </tr> </tbody> </table> | Type | Word Limit | Number of Questions to be added | Marks | Essays 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay 150 words 2 | | out of 4 | 2 x 5 = 10 | Short Answer 50 words 5 out of 8 | Objective type NA | 10 out of 12 | 10 x 1 = 10 | MCQ NA 5 5 x 1 = 5 | | | | <u>Total Marks 50</u> |
|-------------------------|---|---------------------------------|----------------------------------|---------------------------------|-------|------------------|------------|-------------|-------------------------|--|----------|------------|----------------------------------|-------------------|--------------|-------------|--------------------|--|--|--|------------------------------|
| Type | Word Limit | Number of Questions to be added | Marks | | | | | | | | | | | | | | | | | | |
| Essays 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay 150 words 2 | | | | | | | | | | | | | | | | | | |
| | out of 4 | 2 x 5 = 10 | Short Answer 50 words 5 out of 8 | | | | | | | | | | | | | | | | | | |
| Objective type NA | 10 out of 12 | 10 x 1 = 10 | MCQ NA 5 5 x 1 = 5 | | | | | | | | | | | | | | | | | | |
| | | | <u>Total Marks 50</u> | | | | | | | | | | | | | | | | | | |

References

Andersen, Hans Christian. *The Emperor's New Clothes*. Createspace Independent Publishing Platform, 2018.

Chan, Yu-Chen, “Neural Correlates of Sex/Gender Differences in Humor Processing for Different Joke Types,” *Frontiers in Psychology* 7 (2016) 1-18.

Carroll, Noël, *Humor: A Very Short Introduction*. Oxford: Oxford University Press, 2014..

Corbeill, Anthony. *Controlling Laughter: Political Humor in the Late Roman Republic*. Princeton: Princeton University Press, 2015.



Farnsworth, Stephen J. and S. Robert Lichter, *Late Night with Trump: Political Humor and the American Presidency*. London: Routledge, 2020.

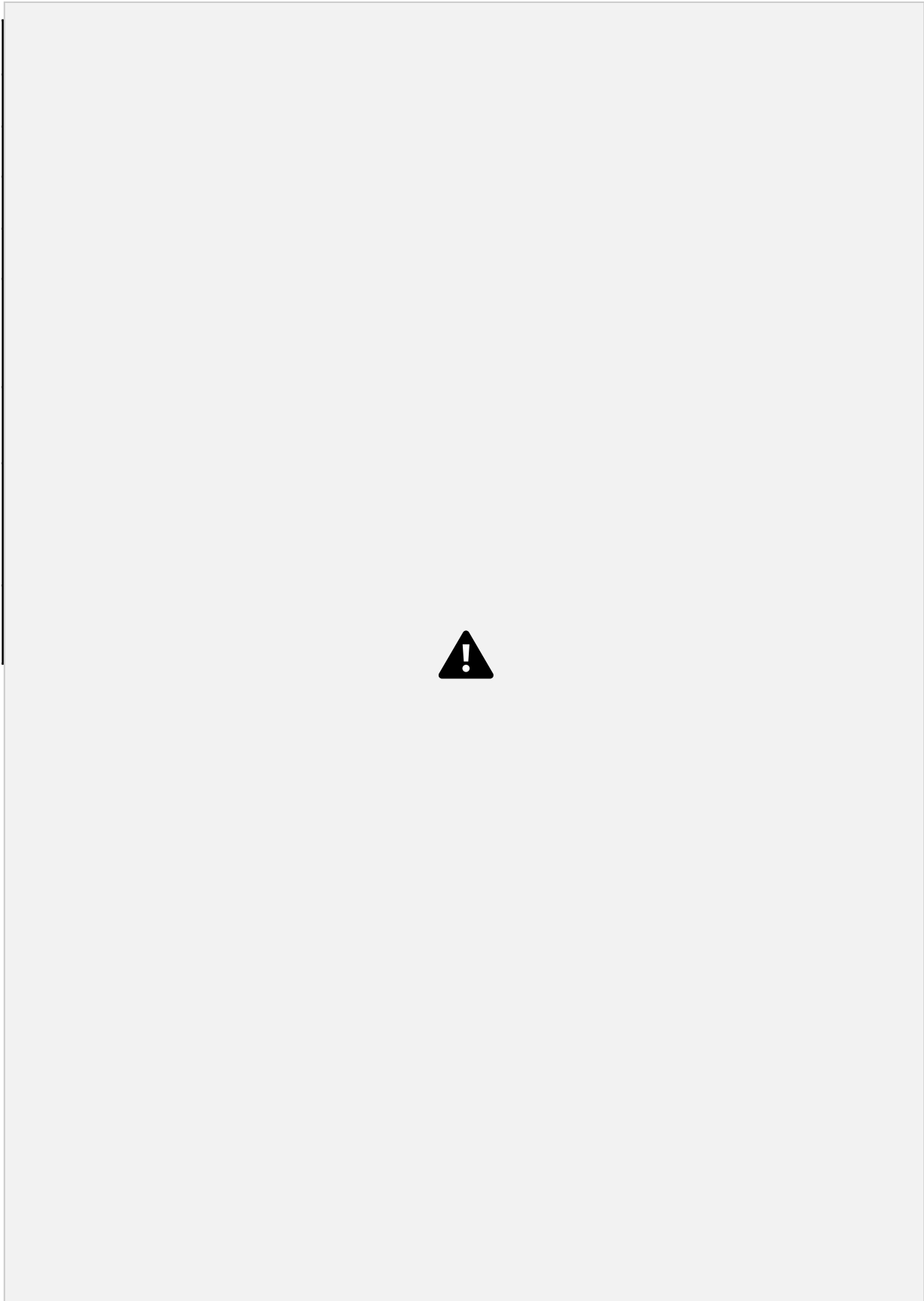
Hokenson, Jan Walsh, *The Idea of Comedy: A Critique*. Madison and Teaneck: Fairleigh

Dickinson University Press, 2006.

Web, William. *The Slacker's Guide to Humor Writing: Discovering the Art of Laughter*.
Ridiculously Simple Books.



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| |
| fundamentals preceded with |
| Total Hours |
| 60 |
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COURSE

OUTCOMES (CO)

| Co. No | Expected Course Outcome | Learning Domains * | PO No |
|--------|--|--------------------|------------|
| 1 | Understand the role and importance of content writing in today's digital landscape. | U | 1, 2 |
| 2 | Illustrate different types of content and the platforms they are suited for. | U | 1, 2 |
| 3 | Apply content development principles from conceptualization to formatting while enhancing quality through editing and proofreading | A | 1, 2, 4 |
| 4 | Create engaging and purpose-driven content for social media platforms, websites, e-commerce and blogs. | C | 1, 2, 3, 4 |
| 5 | Make use of techniques for creating SEO-friendly content and promoting it effectively. | A | 1, 2, 3 |
| 6 | Understand the ethical guidelines and plagiarism laws to ensure integrity in content creation. | U | 8 |

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT**Content for Classroom transaction (Units)**

| Module | Units | Course description | Hrs | CO No. |
|--|--------------------------|--|-----|--------|
| Module 1: Introduction to Content Writing | 1.1 | Definition – Scope –Difference between 3Cs: Content writing, Content marketing, Copywriting | 2 | 1, 2 |
| | 1.2 | Content Writing Roles: Technical writer- Copy writer- Content marketing writer- Scriptwriter Social media writer- Brand journalist Ghostwriter- Others | 3 | 1,2 |
| | 1.3 Practicum | Content creation process: Conceptualising Researching- Planning- Writing - Editing and proofreading | 10 | 3 |
| 2 Specialized | 2.1 | Digital Content Creation: Website - Blog posts and articles - E-commerce content - | 8 | 4,5 |

| | | | | |
|---|----------------------|---|----|------|
| Content Creation: Digital, Business, and Promotional Communication | | Evergreen content – Listicles, etc. | | |
| | 2.2 | Business and Technical Communication: Professional Emails - Technical writing - Public relations writing - Business proposals - Others | 8 | 4, 5 |
| | 2.3 Practicum | Marketing and Promotional Communication: Copywriting - Lead magnets - Landing pages, etc. - Social Media Content Creation: Platforms overview - Design tools - Hashtags - Captions - etc. | 14 | 4, 5 |
| 3 Ethical and Technical Aspects of Digital Content Creation | 3.1 | Plagiarism - How to write plagiarism-free content- Laws in content writing | 3 | 6 |
| | 3.2 | Content promotion - Writing SEO-friendly content – Keywords and keyword search | 6 | 5 |
| | 3.3 Practicum | Using advanced AI Tools for Content Writing | 6 | 4, 6 |
| 4 Teacher Specific Content | | Teacher Specific Content | | |

| | |
|---------------------------------------|--|
| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) Lecture, Presentations, Discussions, workshops, etc. |
|---------------------------------------|--|

| Assessment Types | <p>MODE OF ASSESSMENT</p> <p><u>A. Continuous Comprehensive Assessment (CCA) – 25 marks</u> <u>Particulars</u> <u>Class test</u> <u>Assignments</u> <u>Viva</u></p> <p>B. Semester End Examination</p> <p>Written Examination – 50 Marks, duration – 1.5hrs</p> <p>Descriptive</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type</th> <th style="text-align: center;">Word Limit</th> <th style="text-align: center;">Number of Questions to be added</th> <th style="text-align: right;">Marks</th> </tr> </thead> <tbody> <tr> <td><u>Essays 300 words</u></td> <td><u>1 out of 2</u></td> <td><u>1 x 15 = 15</u></td> <td><u>Short Essay 150 words</u></td> </tr> <tr> <td><u>out of 4</u></td> <td><u>2 x 5 = 10</u></td> <td><u>Short Answer 50 words</u></td> <td><u>5 out of 8</u></td> </tr> <tr> <td><u>Objective type NA</u></td> <td><u>10 out of 12</u></td> <td><u>10 x 1 = 10</u></td> <td><u>MCQ NA 5</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: right;"><u>Total Marks 50</u></td> </tr> </tbody> </table> | Type | Word Limit | Number of Questions to be added | Marks | <u>Essays 300 words</u> | <u>1 out of 2</u> | <u>1 x 15 = 15</u> | <u>Short Essay 150 words</u> | <u>out of 4</u> | <u>2 x 5 = 10</u> | <u>Short Answer 50 words</u> | <u>5 out of 8</u> | <u>Objective type NA</u> | <u>10 out of 12</u> | <u>10 x 1 = 10</u> | <u>MCQ NA 5</u> | | | | <u>Total Marks 50</u> |
|--------------------------|--|--|------------------------------|--|--------------|-------------------------|-------------------|--------------------|------------------------------|-----------------|-------------------|------------------------------|-------------------|--------------------------|---------------------|--------------------|-----------------|--|--|--|------------------------------|
| Type | Word Limit | Number of Questions to be added | Marks | | | | | | | | | | | | | | | | | | |
| <u>Essays 300 words</u> | <u>1 out of 2</u> | <u>1 x 15 = 15</u> | <u>Short Essay 150 words</u> | | | | | | | | | | | | | | | | | | |
| <u>out of 4</u> | <u>2 x 5 = 10</u> | <u>Short Answer 50 words</u> | <u>5 out of 8</u> | | | | | | | | | | | | | | | | | | |
| <u>Objective type NA</u> | <u>10 out of 12</u> | <u>10 x 1 = 10</u> | <u>MCQ NA 5</u> | | | | | | | | | | | | | | | | | | |
| | | | <u>Total Marks 50</u> | | | | | | | | | | | | | | | | | | |

References

1. Felder, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound. 1st ed.*, New Riders, 2011. ISBN: 9780321794437.
2. Butcher, Judith, Caroline Drake, and Maureen Leach. *Butcher's Copy-Editing: The Cambridge Handbook for Editors, Copy-Editors, and Proofreaders. 4th ed.*, Cambridge University Press, 2006. ISBN: 9780521847131.
3. Robinson, Joseph. *Content Writing Step-by-Step: Learn How to Write Content That Converts and Become a Successful Entertainer of Online Audiences.* 2020.
4. Handley, Ann. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content.* Wiley, 2014.



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| | Reading Material and Self-use |
| | Total Hours |
| | 45 |
| | |
| | COURSE |

OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--|---|--------------------|--------|
| 1 | Demonstrate basic communication skills for everyday use | A | 4,1,10 |
| 2 | Construct grammatically acceptable sentences | A | 4,1,10 |
| 3 | Explain elements of narratives like plot, characters and themes | A | 8,10 |
| 4 | Identify the literary devices employed in a poem, short story, essays | U | 1,10 |
| 5 | Demonstrate critical thinking through reading of texts | An | 1,4,8 |
| <i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i> | | | |

COURSE CONTENT

Content for Classroom transaction (Units)

Page 31 of 357

| Module | Units | Course description | Hrs | CO No. |
|--------|-------|---|-----|--------|
| 1 | 1.1 | Reading text: “Of Travel” by Francis Bacon “Long Trip” by Langston Hughes “Six Phase of Transformative Travel” by Jaco J Hamma Relevant extracts on topics of interest related to the theme of travel, nature and Literature | 4 | 1,3 |
| | 1.2 | Comprehension and Analysis- Analysing the themes of the poems and identifying figures of speech and poetic techniques; Analysing plot, characters | 3 | 3,4,5 |

| | | | | |
|---|-----|---|---|-----|
| | | and themes. | | |
| | 1.3 | Vocabulary: Related to the text | 2 | 1 |
| | 1.4 | Grammar focus: Concord, Sentence Types | 3 | 2 |
| | 1.5 | Writing task: Paragraph Writing, Writing Travel Blogs. | 3 | 1,2 |
| 2 | 2.1 | Reading text: “The Beauty Industry” by Aldous Huxley “How the Philosophy behind the Japanese art form of kintsugi can help us navigate failure” by Ella Tennant “Equipment” by Edgar Guest Relevant extracts on topics of life, victory and success. | 4 | 5 |
| | 2.2 | Comprehension and Analysis- Analysing the themes of the poems and identifying figures of speech and poetic techniques; Analysing plot, characters and themes. | 3 | 1 |
| | 2.3 | Vocabulary: Related to the text | 2 | 4 |

| | | | | |
|--|-----|---|---|-----|
| | 2.4 | Grammar focus: Auxiliaries and adverbs, Appropriate use of tense forms | 3 | 2 |
| | 2.5 | Writing task: Writing E-mails, writing reflective journals | 3 | 1,2 |

| | | | | |
|---|-----|---|---|-----|
| 3 | 3.1 | Reading Text “Are the Rich Happy” by Stephen Leacock “Desiderata” by Max Ehrmann “Moxon’s Master” by Ambrose Bierce Relevant extracts on humanity, progress etc. | 4 | 5,1 |
| | 3.2 | Comprehension and Analysis- Analysing the themes of the poems and identifying figures of speech and poetic techniques; Analysing plot, characters and themes. | 3 | 1,5 |
| | 3.3 | Vocabulary: Related to the text | 2 | 5,2 |
| | 3.4 | Grammar focus: Reported Speech; Simple, Compound and Complex sentences. | 3 | 2 |
| | 3.5 | Writing task: Taking and Writing Notes; Summarising | 3 | 1,2 |
| 4 | | Teacher Specific Content | | |

| | |
|---------------------------------------|---|
| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecture • Classroom discussions and presentation • Hands-on training |
|---------------------------------------|---|

| Assessment Types | <p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Continuous Comprehensive Assessment (CCA – 25 Marks)</p> <p style="text-align: center;">Particulars Class test Assignment Portfolio Assessment</p> <p>B. Semester End Examination</p> <p>Written Examination – 50 marks, duration – 1.5hrs</p> <p>Descriptive</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type</th> <th style="text-align: center;">Word Limit</th> <th style="text-align: center;">Number of Questions to be added</th> <th style="text-align: right;">Marks</th> </tr> </thead> <tbody> <tr> <td>Essays 300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> <td>Short Essay 150 words</td> </tr> <tr> <td></td> <td>2 out of 4</td> <td>2 x 5 = 10</td> <td>Short Answer 50 words</td> </tr> <tr> <td></td> <td>5 out of 8</td> <td>5 x 2 = 10</td> <td>Objective type NA</td> </tr> <tr> <td></td> <td>10 out of 12</td> <td>10 x 1 = 10</td> <td>MCQ NA</td> </tr> <tr> <td></td> <td></td> <td></td> <td>5 x 1 = 5</td> </tr> <tr> <td colspan="3"></td> <td style="text-align: right;"><u>Total Marks 50</u></td> </tr> </tbody> </table> | Type | Word Limit | Number of Questions to be added | Marks | Essays 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay 150 words | | 2 out of 4 | 2 x 5 = 10 | Short Answer 50 words | | 5 out of 8 | 5 x 2 = 10 | Objective type NA | | 10 out of 12 | 10 x 1 = 10 | MCQ NA | | | | 5 x 1 = 5 | | | | <u>Total Marks 50</u> |
|-------------------------|--|--|------------------------------|--|--------------|------------------|------------|-------------|-----------------------|--|------------|------------|-----------------------|--|------------|------------|-------------------|--|--------------|-------------|--------|--|--|--|-----------|--|--|--|------------------------------|
| Type | Word Limit | Number of Questions to be added | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Essays 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay 150 words | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 out of 4 | 2 x 5 = 10 | Short Answer 50 words | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 out of 8 | 5 x 2 = 10 | Objective type NA | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 10 out of 12 | 10 x 1 = 10 | MCQ NA | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5 x 1 = 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | <u>Total Marks 50</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |

References

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McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use. Upper-Intermediate*. CUP 2001.

Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:2005



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|-------------------------------|---|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | English for Science Part I | | | | | |
| Type of Course | AEC | | | | | |
| Course Code | MG1AECENG100 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | The course equips science students to further develop their reading and writing skills. It builds competence in using appropriate vocabulary and sensible sentence construction. The course equips the learners to effectively use language in academic and real life situations. | | | | | |
| Semester | 1 | Credits | | | 3 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 0 | 0 | 45 |
| Pre requisites, if any | | | | | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---------------|---|---------------------------|--------------|
| 1 | Demonstrate basic communication skills for everyday use | A | 4,1,10 |
| 2 | Construct grammatically acceptable sentences | A | 4,1,10 |
| 3 | Explain elements of narratives like plot, characters and themes | A | 8,10 |

| | | | |
|--|---|----|-------|
| 4 | Identify the literary devices employed in a poem, short story, essays | U | 1,10 |
| 5 | Demonstrate critical thinking through reading of texts | An | 1,4,8 |
| *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | | |

COURSE CONTENT - Content for Classroom transaction (Units)

Page 35 of 357

| Module | Units | Course description | Hrs | CO No. |
|--------|-------|--|-----|--------|
| 1 | 1.1 | “The Homecoming” by Tagore “The Globe of Gold” by Bankim Chandra Chatterjee “An Astrologer's Day” by R. K. Narayan | 4 | 1,3 |
| | 1.2 | Comprehension and Analysis- | 3 | 3,4,5 |
| | 1.3 | Vocabulary Skills- Vocabulary related to the text | 2 | 1 |
| | 1.4 | Grammar Skills - Parts of Speech, Parts of a Sentence | 3 | 2 |
| | 1.5 | Writing Skills- Paragraph Writing. Writing conversations, blog writing | 3 | 1,2 |
| 2 | 2.1 | “The Soldier” by Rupert Brook “The Sent off” by Wilfred Owen “Mending Shoes” by E. V. Ramakrishnan | 4 | 5 |
| | 2.2 | Comprehension and Analysis- | 3 | 1 |
| | 2.3 | Vocabulary skills- Vocabulary related to the text | 2 | 4 |
| | 2.4 | Grammar Skills - Tenses, active and passive voice, reported speech | 3 | 2 |

| | | | | |
|---|-----|---|---|-----|
| | 2.5 | Writing Skills- Descriptive Writing and Narrative Writing | 3 | 1,2 |
| 3 | 3.1 | Proposed texts: Excerpt from APJ Abdul Kalam's <i>Wings of Fire</i> Biographies of G. D. Naidu and Vijay Bhatkar "Playing the English Gentleman" by M. K. Gandhi | 4 | 5,1 |
| | 3.2 | Comprehension and Analysis | 3 | 1,5 |
| | 3.3 | Vocabulary skills- Vocabulary related to the text. | 2 | 5,2 |

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| | | | | |
|---|-----|---|---|-----|
| | 3.4 | Grammar Skills- Simple, compound and complex sentences, concord | 3 | 2 |
| | 3.5 | Writing Skills- Note- Making, Summarising | 3 | 1,2 |
| 4 | | Teacher Specific Content | | |

| | |
|---------------------------------------|---|
| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecture • Classroom discussions and presentation • Hands-on training |
|---------------------------------------|---|

| C | <p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Continuous Comprehensive Assessment (CCA – 25 Marks) Particulars Class test Assignment Portfolio Assessment</p> <p>B. Semester End Examination Written Examination – 50 marks, duration – 1.5hrs</p> <p>Descriptive</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type</th> <th style="text-align: center;">Word Limit</th> <th style="text-align: center;">Number of Questions to be added</th> <th style="text-align: right;">Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>2 out of 4</td> <td>2 x 5 = 10</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>10 x 1 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>5 x 1</td> <td>5 x 1 = 5</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total Marks</td> <td>50</td> </tr> </tbody> </table> | Type | Word Limit | Number of Questions to be added | Marks | Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay | 150 words | 2 out of 4 | 2 x 5 = 10 | Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | Objective type | NA | 10 out of 12 | 10 x 1 = 10 | MCQ | NA | 5 x 1 | 5 x 1 = 5 | Total Marks | | | 50 |
|--------------------|--|---------------------------------|-------------|---------------------------------|-------|--------|-----------|------------|-------------|-------------|-----------|------------|------------|--------------|----------|------------|------------|----------------|----|--------------|-------------|-----|----|-------|-----------|--------------------|--|--|-----------|
| Type | Word Limit | Number of Questions to be added | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Essay | 150 words | 2 out of 4 | 2 x 5 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective type | NA | 10 out of 12 | 10 x 1 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MCQ | NA | 5 x 1 | 5 x 1 = 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Marks | | | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | |

References

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| | | | |
|--|---|----|--------|
| 1 | Demonstrate basic reading and writing skills for everyday use | A | 4,1,10 |
| 2 | Construct grammatically acceptable sentences | A | 4,1,10 |
| 3 | Explain elements of narratives like plot, characters and themes | A | 8,10 |
| 4 | Identify the literary devices employed in a poem, short story, essays | U | 1,10 |
| 5 | Demonstrate critical thinking through reading of texts | An | 1,4,8 |
| <p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p> | | | |

COURSE CONTENT - Content for Classroom transaction (Units)

Page 38 of 357

| Module | Units | Course description | Hrs | CO No. |
|---------------|--------------|--|------------|---------------|
| 1 | 1.1 | 1. "Go Kiss the World" –Subrato Bagachi 2. The Three Questions -Leo Tolstoy 3. "If" – Rudyard Kipling | 6 | 1,3,4 |
| | 1.2 | Comprehension and Analysis of the texts | 1 | 3,4,5 |
| | 1.3 | Vocabulary Skills | 2 | 1,2 |
| | 1.4 | Grammar Skills -Parts of a Sentence,Punctuation, Parts of Speech,If Clauses. | 3 | 2 |
| | 1.5 | Writing Skills- Paragraph Writing. Essay writing, Diary writing. | 3 | 1,2 |

| | | | | |
|---|-----|--|---|-------|
| 2 | 2.1 | 1. “ I Plead that You Read”- Shashi Tharoor 2. “Phenomenal Woman”-Maya Angelou 3. “Rampelstiltskin”-James Finn Garne | 6 | 1,3,4 |
| | 2.2 | Comprehension and Analysis of the texts | 1 | 3,4,5 |
| | 2.3 | Vocabulary skills | 2 | 1,2 |
| | 2.4 | Grammar Skills - Tenses,Active and Passive voice,Reported Speech | 3 | 2 |
| | 2.5 | Writing Skills- Writing conversations,Blog writing | 3 | 1,2 |
| 3 | 3.1 | 1. “Unlock Your own Creativity” – Roger Von Oech 2. “Barter” – Sara Teasdale 3. The Verger – Somerset Maugham | 6 | 1,3,4 |

| | | | | |
|---|-----|--|---|-------|
| | 3.2 | Comprehension and Analysis of the texts | 1 | 3,4,5 |
| | 3.3 | Vocabulary skills | 2 | 1,2 |
| | 3.4 | Grammar Skills- Concord, Relative clauses, Complex,compound and simple sentences, Comparatives and Superlatives. | 3 | 2 |
| | 3.5 | Writing Skills-Letter writing, Note-Making, Summarising | 3 | 1,2 |
| 4 | | Teacher Specific Content | | |



| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecture • Classroom discussions and presentation • Hands-on training | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|--------------------|------------------------------|------------------|--------------|-------------|------------------------------|--|--|-------------------------|-------------------|--------------------|------------------------------|--|-----------------|-------------------|--|------------------------------|-------------------|-------------------|--|--------------------------|---------------------|--------------------|--|--|-----------------|------------------|--|--|--|--------------|-----------|--|--|--------------|--|
| Assessment Types | <p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Continuous Comprehensive Assessment (CCA – 25 Marks)</p> <p><u>Particulars</u></p> <p><u>Class tests</u></p> <p><u>Assignments</u></p> <p><u>Portfolio Assessment</u></p> <p>B. Semester End Examination</p> <p>Written Examination – 50 marks, duration – 1.5hrs</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Descriptive</th> <th style="text-align: center;">Word Limit</th> <th style="text-align: center;">Number of</th> <th style="text-align: right;">Marks</th> </tr> <tr> <th style="text-align: left;">Type</th> <th colspan="2" style="text-align: center;">Questions to be added</th> <th></th> </tr> </thead> <tbody> <tr> <td><u>Essays 300 words</u></td> <td style="text-align: center;"><u>1 out of 2</u></td> <td style="text-align: center;"><u>1 x 15 = 15</u></td> <td style="text-align: right;"><u>Short Essay 150 words</u></td> </tr> <tr> <td></td> <td style="text-align: center;"><u>out of 4</u></td> <td style="text-align: center;"><u>2 x 5 = 10</u></td> <td></td> </tr> <tr> <td><u>Short Answer 50 words</u></td> <td style="text-align: center;"><u>5 out of 8</u></td> <td style="text-align: center;"><u>5 x 2 = 10</u></td> <td></td> </tr> <tr> <td><u>Objective type NA</u></td> <td style="text-align: center;"><u>10 out of 12</u></td> <td style="text-align: center;"><u>10 x 1 = 10</u></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;"><u>MCO NA 5</u></td> <td style="text-align: center;"><u>5 x 1 = 5</u></td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Total</td> <td style="text-align: right;">50</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Marks</td> <td></td> </tr> </tbody> </table> | Descriptive | Word Limit | Number of | Marks | Type | Questions to be added | | | <u>Essays 300 words</u> | <u>1 out of 2</u> | <u>1 x 15 = 15</u> | <u>Short Essay 150 words</u> | | <u>out of 4</u> | <u>2 x 5 = 10</u> | | <u>Short Answer 50 words</u> | <u>5 out of 8</u> | <u>5 x 2 = 10</u> | | <u>Objective type NA</u> | <u>10 out of 12</u> | <u>10 x 1 = 10</u> | | | <u>MCO NA 5</u> | <u>5 x 1 = 5</u> | | | | Total | 50 | | | Marks | |
| Descriptive | Word Limit | Number of | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Type | Questions to be added | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Essays 300 words</u> | <u>1 out of 2</u> | <u>1 x 15 = 15</u> | <u>Short Essay 150 words</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>out of 4</u> | <u>2 x 5 = 10</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Short Answer 50 words</u> | <u>5 out of 8</u> | <u>5 x 2 = 10</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Objective type NA</u> | <u>10 out of 12</u> | <u>10 x 1 = 10</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>MCO NA 5</u> | <u>5 x 1 = 5</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Total | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

ReferencesNT

Halliday, M.A.K. *An Introduction to Functional Grammar*. London: Edward Arnold

Publishers, 1985

McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Upper-Intermediate. CUP

2001.

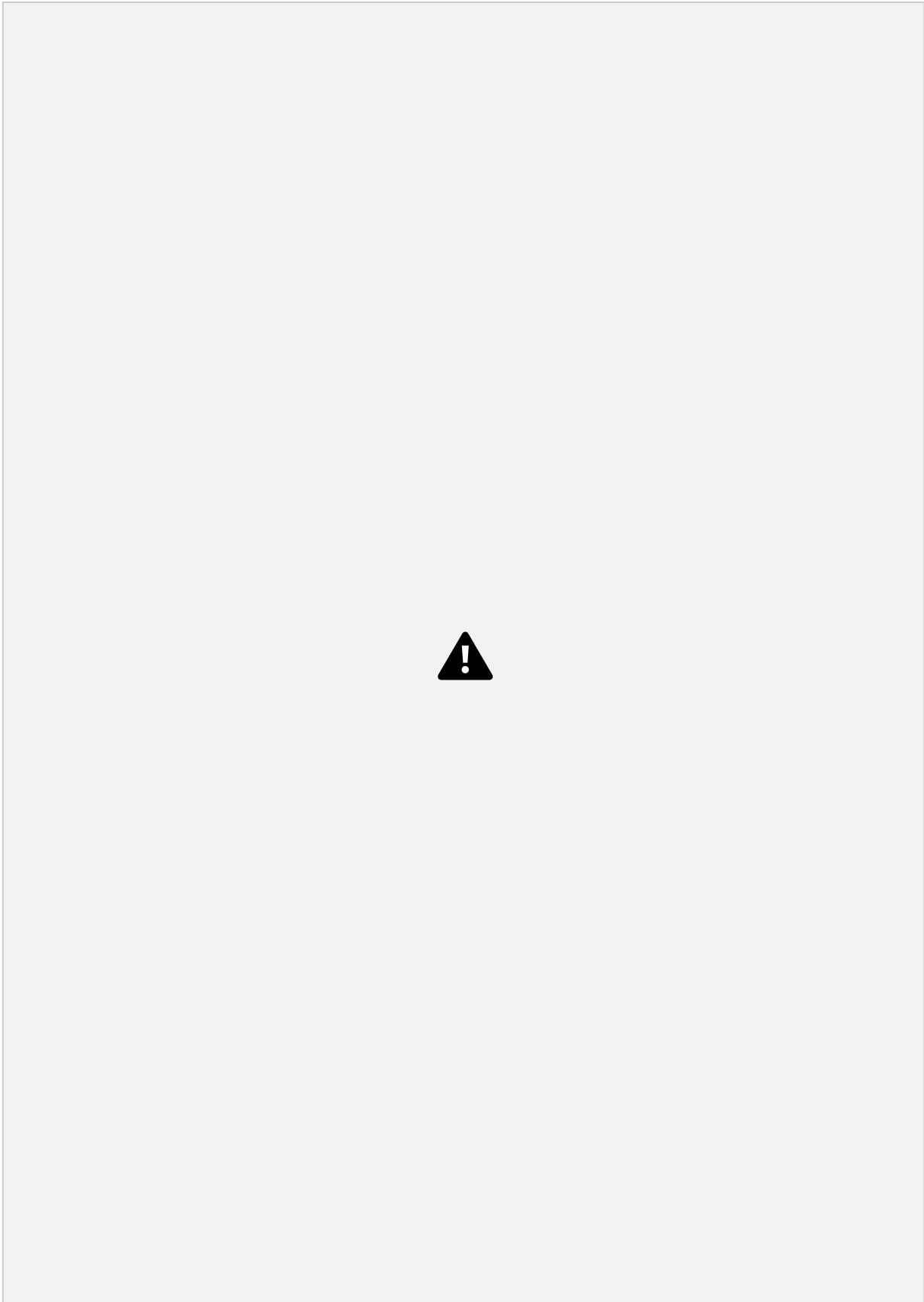
Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:2005



Semester II



Mahatma Gandhi University
Kottayam



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| |
| of literature, as well as text is also |
| Total Hours |
| 75 |
| |



COURSE

OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|--|--------------------|-------|
| 1 | Identify the key features of drama, film and essay. | U | 2,4 |
| 2 | List concepts like theme, character and setting. | R | 1,4,7 |
| 3 | Analyse the various issues highlighted in the essays, drama and films. | An | 8 |
| 4 | Illustrate students with the nature and characteristics of literature | E | 10 |

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

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| Module | Units | Course description | Hrs | CO No. |
|--------|---------------|---|-----|---------|
| 1 | 1.1 | GK Chesterton: On Running After One's Hat | 3 | 1,3,4 |
| | 1.2 | George Orwell: A Hanging https://www.orwellfoundation.com/th/e-orwell-foundation/orwell/essays-and-other-works/a-hanging/ | 4 | 1,3,4 |
| | 1.3 | Amanda Michael Poulou: Divided times: how literature teaches us to understand the 'the other' Divided times: how literature teaches us to understand 'the other' Books The Guardian | 3 | 1,3,4 |
| | 1.4 Practicum | B Prasad: <i>A Background to the Study of English Literature</i> Section III, Chapter 1 The Essay (183-192) | 5 | 1,2,3,4 |

| | | | | |
|---|------------------|--|----|---------|
| 2 | 2.1 | B Prasad: <i>A Background to the Study of English Literature, Section II, Chapter 1 The Dramatic Art (106- 110), Chapter II Dramatic Types (111-133), Chapter III Dramatic Devices (134-139</i> | 10 | 1,2,3,4 |
| | 2.2 Practicum | Mario Klarer: <i>An Introduction to Literary Studies</i> . Third Edition, Routledge, 2011). Drama Pg. (58 to 72) | 5 | 1,2,3,4 |
| 3 | 3.1 | GB Shaw: <i>Pygmalion</i> | 15 | 1,2,3,4 |
| | 3.2 Practicum | My Fair Lady (Dir. George Cuckor) Alan Jay Lerner: “ <i>Pygmalion and My Fair Lady</i> ” (Essay) | 15 | 1,3,4 |
| 4 | 4.1 | Mario Klarer: <i>An Introduction to Literary Studies</i> . Third Edition, Routledge, 2011) Pg. 72 to 84 Roger Egbert: Heil, heil, the drang's all here! (Review) (The Great Dictator movie review (1940) Roger Ebert) | 10 | 1,2,3,4 |

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| | | | | |
|---|------------------|--|---|---------|
| | 4.2 Practicum | Charlie Chaplin (Dir): <i>The Great Dictator</i> | 5 | 1,2,3,4 |
| 5 | | Teacher Specific Component | | |

| | |
|---------------------------------------|---|
| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) Lectures, Readings, Group Discussions, Debates, Panel Discussions and Collective watching of the films. |
|---------------------------------------|---|

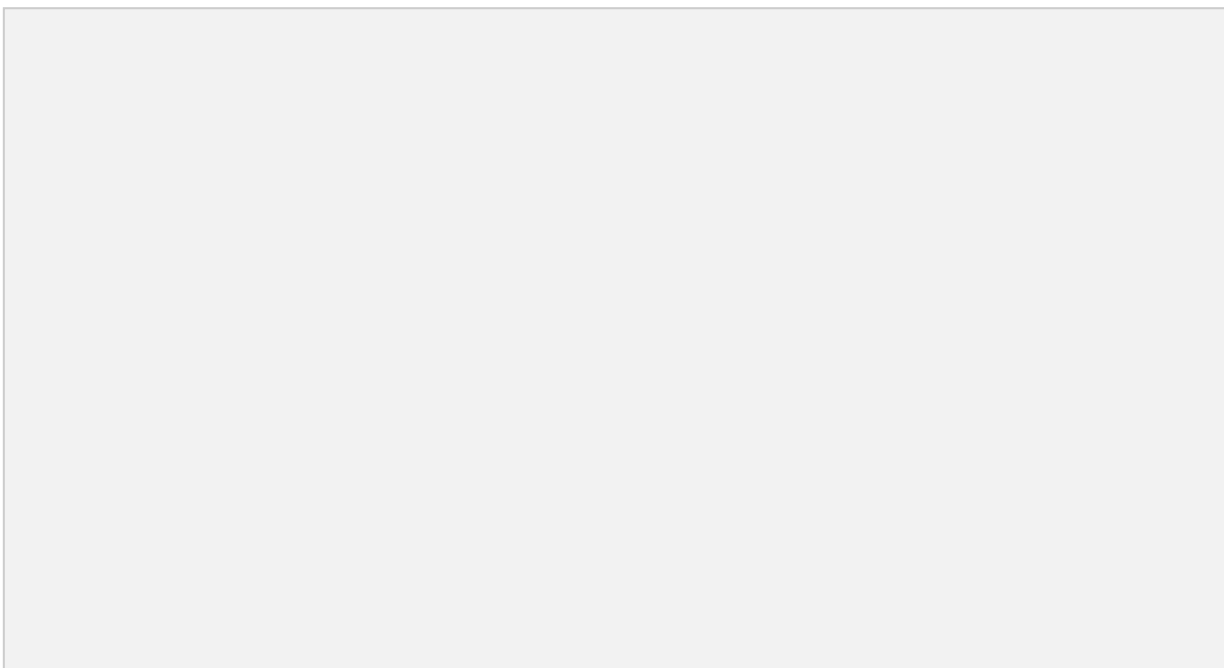
| Assessment Types | <p style="text-align: center;">MODE OF ASSESSMENT</p> <p style="text-align: center;">A. Continuous Comprehensive Assessment (CCA) – 30 marks</p> <p style="text-align: center;">Particulars Class test Viva Seminar</p> <p style="text-align: center;">B. Semester End examination, duration - 2hrs</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Descriptive Type</th> <th style="text-align: left;">Word Limit</th> <th style="text-align: left;">Number of Questions <u>to be added</u></th> <th style="text-align: right;">Marks</th> </tr> </thead> <tbody> <tr> <td>Essays 300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> <td>15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> <td>10</td> </tr> <tr> <td>MCQ NA</td> <td>10</td> <td>1 x 10 = 10</td> <td>10</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>Marks 70</td> </tr> </tbody> </table> | Descriptive Type | Word Limit | Number of Questions <u>to be added</u> | Marks | Essays 300 words | 1 out of 2 | 1 x 15 = 15 | 15 | Short Essay | 150 words | 5 out of 8 | 5 x 5 = 25 | Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | Objective type NA | 10 out of 12 | 1 x 10 = 10 | 10 | MCQ NA | 10 | 1 x 10 = 10 | 10 | Total | | | Marks 70 |
|-------------------------|--|--|-----------------|--|-------|------------------|------------|-------------|----|-------------|-----------|------------|------------|--------------|----------|------------|------------|-------------------|--------------|-------------|----|--------|----|-------------|----|--------------|--|--|-----------------|
| Descriptive Type | Word Limit | Number of Questions <u>to be added</u> | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Essays 300 words | 1 out of 2 | 1 x 15 = 15 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Essay | 150 words | 5 out of 8 | 5 x 5 = 25 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective type NA | 10 out of 12 | 1 x 10 = 10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MCQ NA | 10 | 1 x 10 = 10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | Marks 70 | | | | | | | | | | | | | | | | | | | | | | | | | | |

References

Core Texts

Klarer, Mario. *An Introduction to Literary Studies*. Third Edition, Routledge, 2011. Prasad, B. *A Background to the Study of English Literature*. Revised Edition, Trinity Press, 2018.

Lerner, Alan Jay. *Pygmalion and My Fair Lady*. Penn State University Press, 1956



Links

Module 1

Link 1: <https://fullreads.com/essay/on-running-after-ones-hat/>

Link 2: <https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/a-hanging/>

Link 3: [Divided times: how literature teaches us to understand 'the other' | Books | The Guardian](#)

Module 4

Link 1: [The Great Dictator movie review \(1940\) | Roger Ebert](#)

Suggested readings

Alex Clayton and Andrew Klevan – *The Language and Style of Film Criticism* 2011.

Amy Villarejo. *Film Studies: The Basics*. Routledge, 2013.

Andrew Dix. *Beginning Film Studies*. Manchester University Press, 2013.

BrillenburgWrth, Kiene and Ann Rigney. *The Life of Texts: An Introduction to Literary Studies*. Amsterdam, Amsterdam University Press, 2019

Fischer-Lichte, Erika, *History of Drama and Theatre*, Routledge, 2002.

Hosein , Ann. *The History of Theatre*. New York, The Rosen Publishing Group, 2015.



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|-------------------------------|---|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | Narratives of Love and Friendship | | | | | |
| Type of Course | MDC | | | | | |
| Course Code | MG2MDCENG100 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | <p>This course explores the structures of love and friendship using literary and visual texts, along with philosophical and psychological arguments. Perspectives on the politics of love/friendship will be suitably engaged with. Brief considerations on the different approaches of/to love and friendship will be made using textual/visual representations. The physical, familial, ethical and spiritual dimensions of love will be critically analysed. A broad, thematically focused understanding of literature and movies will be inculcated. The variations in the treatment of the theme of love in different genres will be examined. The course will facilitate an awareness about and familiarity with some contemporary critical ideas and discourses regarding love, friendship, community and other ethical relations.</p> | | | | | |
| Semester | 2 | Credits | | | 3 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 2 | 0 | 1 | 0 | 60 |
| Pre-requisites, if any | | | | | | |

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|-------------------------|--------------------|-------|
|--------|-------------------------|--------------------|-------|

| | | | |
|--|---|-------|---------|
| 1 | Reflect on and comprehend expressions of love and friendship from philosophical and psychological perspectives. | K, U | 1,3 |
| 2 | Analyse the various representations of love and friendship in literary/visual texts. | An | 1,3 |
| 3 | Evaluate the socio-cultural influences on/of the literary representations of love. | E,I | 6,8 |
| 4 | Critically reflect on the perceptions and politics of love and friendship. | An, U | 1,6 |
| 5 | Appreciate the role of literature and movies in conceiving and communicating love | Ap, E | 4,7,8 |
| 6 | Generate new discourses of love and friendship with socio culturally suitable rhetorical strategies. | C,A | 2,4,5,9 |
| <p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p> | | | |

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course description | Hrs | CO No. |
|---|------------------|---|-----|-----------|
| 1 Theorising Love & Friendship | 1.1 | Friendship – The Least Necessary Love’ by C. S. Lewis (in <i>Friendship: A Philosophical Reader</i> ed. Neera Kapur Badhwar) | 5 | 1,3,4,5,6 |
| | 1.2 | ‘Clarity: Give Love Words’ by bell hooks (chapter 1 of <i>All About Love</i>) | 5 | 1,3,4,5,6 |
| | 1.3 Practicum | ‘The Construction of Love’ by Alain Badiou (chapter 3 of <i>In Praise of Love</i>) | 5 | 1,3,4,5,6 |
| 2 Narratives of Love | 2.1 | <i>Crime and Punishment</i> (Part 5 Chapter 4) by Fyodor Dostoevsky (trans. Constance Garnett) | 5 | 2,3,5,6 |
| | 2.2 | ‘The Last Leaf’ by O’Henry | 5 | 2,3,5,6 |
| | 2.3 | <i>Pride and Prejudice</i> (Movie directed by Joe Wright, 2005) <i>Forrest Gump</i> (Dir. By | 5 | 2,3,5,6 |
| | 2.4 Practicum | ‘Walls’ by Vaikom Muhammad Basheer Trans. Nivedita Menon | 15 | 2,3,5,6 |
| 3 Songs of Love/Friendship: Poetry | 3.1 | “Fragment 31”: Sappho | 2 | 2,3,5,6 |
| | 3.2 | Ghazal XX: “Is it You...” (Selections from <i>Ghazals of Ghalib</i> ed. By Aijaz Ahmad - both translations by Adrienne Rich) | 2 | 2,3,5,6 |
| | 3.3 | “The Soul Selects Her Own Society” by Emily Dickinson | 2 | 2,3,5,6 |

| | | | | |
|--|-----|---|---|---------|
| | 3.4 | “On Friendship” (from <i>The Prophet</i>) by Kahlil Gibran | 2 | 2,3,5,6 |
|--|-----|---|---|---------|

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| | | | | |
|----------|------------------|--|---|---------|
| | 3.5 | “Tonight I can Write the Saddest Lines” by Pablo Neruda | 2 | 2,3,5,6 |
| | 3.6 Practicum | “Half the People in the World” by Yehuda Amichai (trans. Chana Bloch & Stephen Mitchell) | 3 | 2,3,5,6 |
| | 3.7 Practicum | “A Letter to Malayalam Poetry” by S. Joseph (Tran. by K. Satchindandan) | 2 | 2,3,5,6 |
| 4 | | Teacher Specific Content | | |



| <p>Teaching and Learning Approach</p> | <p>Classroom Procedure (Mode of transaction)</p> <ol style="list-style-type: none"> 1. Lecture 2. Class Discussions 3. Seminars/Presentations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|------------------------------|------------------------------|------------------|--------------|-------------|--|------------------------------|--|-------------------------|------------|-------------|------------------------------|-----------------|------------|--|------------------------------|--|--|--|------------|--|--|--|------------|--------------------------|--------------|-------------|---------------|--|--|--|-----------|--|--|--------------|-----------|--|--|--------------|--|
| <p>Assessment Types</p> | <p>MODE OF ASSESSMENT</p> <p>Continuous Comprehensive Assessment (CCA – 25 Marks)</p> <p style="text-align: center;"><u>Particulars</u> <u>Class test</u> <u>Assignment</u> Seminar/ <u>Presentation</u></p> <p>B. Semester End Examination</p> <p>Written Examination – 50 marks, duration – 1.5hrs</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Descriptive</th> <th style="text-align: center;">Word Limit</th> <th style="text-align: center;">Number of</th> <th style="text-align: right;">Marks</th> </tr> <tr> <th style="text-align: left;">Type</th> <th></th> <th style="text-align: center;">Questions to be added</th> <th></th> </tr> </thead> <tbody> <tr> <td><u>Essays 300 words</u></td> <td>1 out of 2</td> <td>1 x 15 = 15</td> <td><u>Short Essay 150 words</u></td> </tr> <tr> <td><u>out of 4</u></td> <td>2 x 5 = 10</td> <td></td> <td><u>Short Answer 50 words</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td>5 out of 8</td> </tr> <tr> <td></td> <td></td> <td></td> <td>5 x 2 = 10</td> </tr> <tr> <td><u>Objective type NA</u></td> <td>10 out of 12</td> <td>10 x 1 = 10</td> <td><u>MCQ NA</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td>5 x 1 = 5</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Total</td> <td style="text-align: right;">50</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Marks</td> <td></td> </tr> </tbody> </table> | Descriptive | Word Limit | Number of | Marks | Type | | Questions to be added | | <u>Essays 300 words</u> | 1 out of 2 | 1 x 15 = 15 | <u>Short Essay 150 words</u> | <u>out of 4</u> | 2 x 5 = 10 | | <u>Short Answer 50 words</u> | | | | 5 out of 8 | | | | 5 x 2 = 10 | <u>Objective type NA</u> | 10 out of 12 | 10 x 1 = 10 | <u>MCQ NA</u> | | | | 5 x 1 = 5 | | | Total | 50 | | | Marks | |
| Descriptive | Word Limit | Number of | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Type | | Questions to be added | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Essays 300 words</u> | 1 out of 2 | 1 x 15 = 15 | <u>Short Essay 150 words</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>out of 4</u> | 2 x 5 = 10 | | <u>Short Answer 50 words</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5 out of 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5 x 2 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Objective type NA</u> | 10 out of 12 | 10 x 1 = 10 | <u>MCQ NA</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5 x 1 = 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Total | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

References

- Ahmad, Aijas, editor. *Ghazals of Ghalib*. OUP, 1994.
- Badhwar, Neera Kapur, editor. *Friendship: A Philosophical Reader*. Cornell UP, 1993.
- Badiou, Alain. *In Praise of Love*. Serpent's Tail, 2012.
- Dostoevsky, Fyodor. *Crime and Punishment*. Translated by Constance Garnett, Pan Books, 1979.
- Fink, Bruce. *Lacan On Love*. Polity, 2016.
- Hooks, Bell. *All About Love*. Harper Perennial, 2000.
- Parthasarathy, R, editor. *Ten Twentieth-Century Indian Poets*. OUP, 1994.

Sophocles. *The Theban Plays*. Penguin Popular Classics, 2000.

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Suggested Readings:



Alain de Button *A Therapeutic Journey* (The School of Life, 2023) David Whyte – “The Truelove”
Elizabeth Barrett Browning – “This is Friendship”

Faiz Ahmad Faiz – “Love, Do Not Ask”
Gerard Manley Hopkins – “Where art Thou Dear Friend, Whom I Shall Never See”
Guy de Maupassant – ‘Two Friends’
Jacques Derrida – ‘Politics of Friendship’
Jane Austen – *Pride and Prejudice*
Mahmoud Darwish – “He is Quiet So Am I”
Montaigne – ‘Of Friendship’
Pablo Neruda – “I Do Not Love You Except Because I Love You”
Peck, Scott M. *The Road Less Travelled*. Penguin, 2006.
Rumi – ‘Love has Nothing to do with the Five Senses’
Shakespeare – *Romeo and Juliet*
Vaikom Muhammad Basheer – ‘Walls’ (trans. Nivedita Menon)

Suggested Movies:

The Shawshank Redemption – Dir. by Frank Darabont
The Pursuit of Happyness – Dir. by Gabriele Muccino
Life is Beautiful – Dir. by Roberto Benigni
Eternal Sunshine of the Spotless Mind – Dir. by Michel Gondry
Before Sunset – Dir. by Richard Linklater
Deshadanakkili Karayarilla – Dir. by P. Padmarajan
Piravi – Dir. by Shaji N Karun
Mathilukal – Dir. by Adoor Gopalakrishnan
Sholay – Dir. by Ramesh Sippy
Rang De Basanti – Dir. by Rakeysh Omprakash Mehra

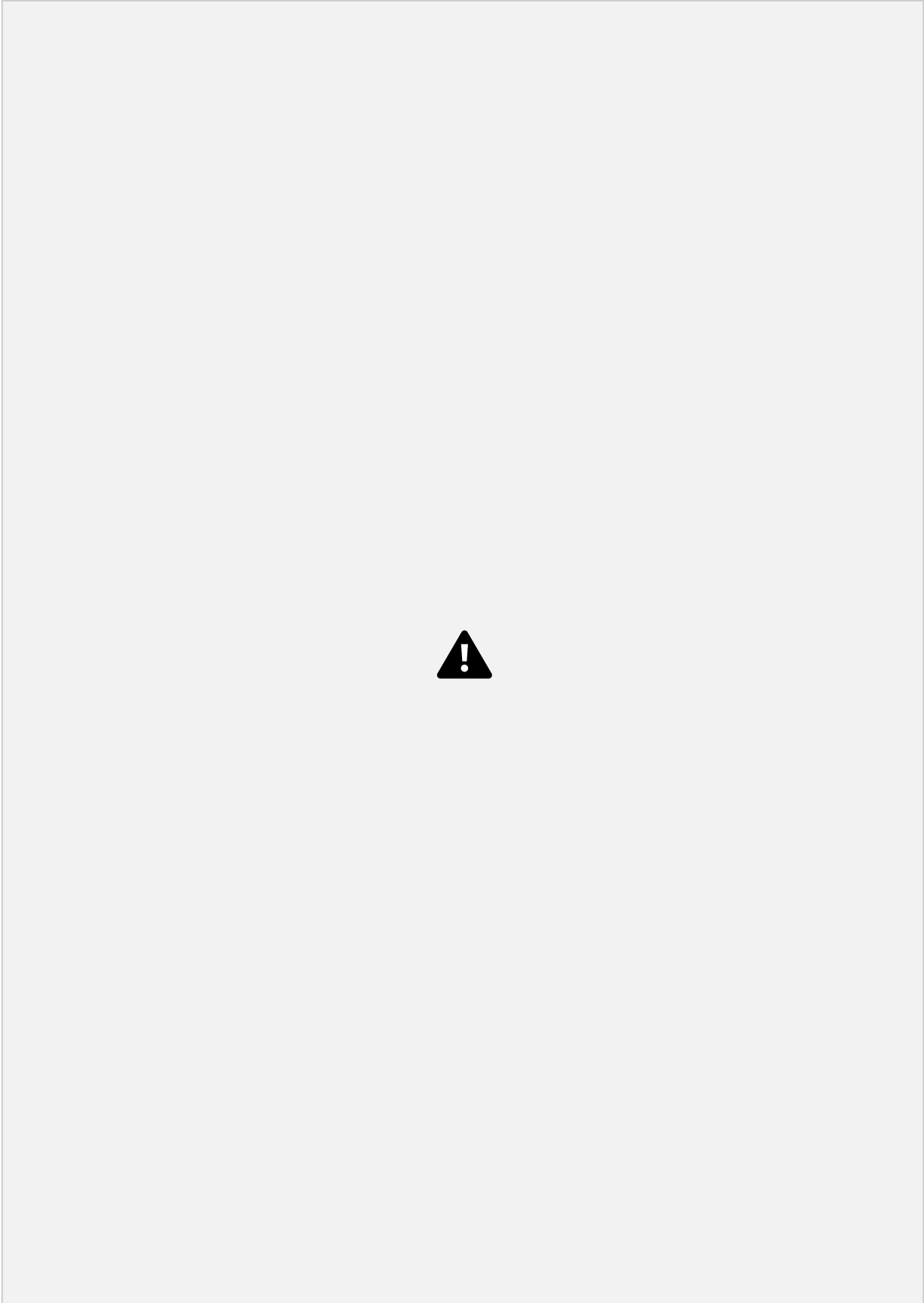


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|-------------------------------|---|---------|----------|-----------|--------|-------------------|
| Programme | | | | | | |
| Course Name | Sports Literature and Cinema | | | | | |
| Type of Course | MDC | | | | | |
| Course Code | MG2MDCENG101 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | <p>This course analyses the representations of sports in literature and cinema (both regional and international) to deconstruct the subtexts of politics, gender, culture, and religion, using short stories, movies, and essays. Critical perspectives on the use of visual and literary languages, to develop rhetoric of the socio-political and gender dimensions of play will be generated. Movies, short stories, and theoretical texts will be surveyed to explain the role of sports in forming national consciousness and identity roles. Issues like nation and nationalism, body and sexuality, space and state, identity and subjectivity, cultural politics etc. will be discussed in detail. The use of sports and games as a metaphor to contextualize and problematize socio-cultural issues will be examined. Ideas like globalization, commodification, objectification, communalism, class and caste, ritualism, ostracism etc. will be engaged with. The entertaining, inspirational and motivational aspects of sports, literature and movies will also be explored.</p> | | | | | |
| Semester | 2 | Credits | | | 3 | Total Hours 60 |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 2 | 0 | 1 | 0 | 60 |
| Pre-requisites, if any | | | | | | |

| CO No. | Expected Course Outcome <i>On successful completion of the course the students will be able to:</i> | Learning Domains * | No |
|-----------|--|-----------------------|----|
|-----------|--|-----------------------|----|



**COURSE
CONTENT**
**Content for
Classroom
transaction
(Units)**

| Module | Units | Course description | Hrs | CO No. |
|---------------------------------|------------------|---|------------|---------------|
| 1 Writing Sports | 1.1 | “The Play Element in Contemporary Civilization” by Johan Huizinga | 15 | 2,5 |
| | 1.2 Practicum | <i>Playing It My Way</i> - Sachin Tendulkar | 15 | 3,5 |
| 2 Imagining Sports | 2.1 | <i>Selection Day</i> by Aravind Adiga | 5 | 1,3,4,5 |
| | 2.2 | “The Chess Players” by Premchand | 5 | 1,3,4,5 |
| | 2.3 Practicum | “Higuita” by N. S. Madhavan (trans. Bhaskaran and K. M. Sherrif) | 5 | 1,3,4,5 |
| 3 Visualizing Sports | 3.1 | <i>1983</i> (Dir. Abrid Shine) | 3 | 1,2,3,4,5 |
| | 3.2 | <i>Godha</i> (Dir. Basil Joseph) | 3 | 1,2,3,4,5 |

| | | | | |
|---|------------------|--|---|-----------|
| | 3.3 | <i>The Two Escobars</i> (Dirs. Jeff Zimbalist and Michael Zimbalist) | 4 | 1,2,3,4,5 |
| | 3.4 Practicum | <i>Lagaan</i> (Dir. Ashutosh Gowariker) | 3 | 1,2,3,4,5 |
| | 3.5 Practicum | <i>Chak De India</i> (Dir. Shimit Amin) | 2 | 1,2,3,4,5 |
| 4 | | Teacher Specific Content | | |

| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) 1.Lecture 2.ClassDiscussions 3. Film Screening/Analysis 5. Seminars/Paper presentation/Projects | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|------------------------------|------------------------------|------|------------|-----------|-------|--|--|------------------------------|--|-------------------------|------------|-------------|------------------------------|-----------------|-----------|------------------------------|------------|--|------------|--------------------------|--------------|--|-----------|---------------|-----------|--|--|--------------|-----------|
| Assessment Types | MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA – 25 Marks) <u>Particulars</u> <u>Class test</u> <u>Quiz</u> <u>Presentation/Seminar</u> B. Semester End Examination Written Examination – 50 marks, duration – 1.5hrs Descriptive <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left;">Type</th> <th style="text-align: center;">Word Limit</th> <th style="text-align: center;">Number of</th> <th style="text-align: right;">Marks</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">Questions to be added</td> <td></td> </tr> <tr> <td><u>Essays 300 words</u></td> <td>1 out of 2</td> <td>1 x 15 = 15</td> <td><u>Short Essay 150 words</u></td> </tr> <tr> <td><u>out of 4</u></td> <td>2 x 5 =10</td> <td><u>Short Answer 50 words</u></td> <td>5 out of 8</td> </tr> <tr> <td></td> <td>5 x 2 = 10</td> <td><u>Objective type NA</u></td> <td>10 out of 12</td> </tr> <tr> <td></td> <td>10 x 1=10</td> <td><u>MCQ NA</u></td> <td>5 5 x 1=5</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Total</td> <td style="text-align: right;">50</td> </tr> </tbody> </table> | | | Type | Word Limit | Number of | Marks | | | Questions to be added | | <u>Essays 300 words</u> | 1 out of 2 | 1 x 15 = 15 | <u>Short Essay 150 words</u> | <u>out of 4</u> | 2 x 5 =10 | <u>Short Answer 50 words</u> | 5 out of 8 | | 5 x 2 = 10 | <u>Objective type NA</u> | 10 out of 12 | | 10 x 1=10 | <u>MCQ NA</u> | 5 5 x 1=5 | | | Total | 50 |
| Type | Word Limit | Number of | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Questions to be added | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Essays 300 words</u> | 1 out of 2 | 1 x 15 = 15 | <u>Short Essay 150 words</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>out of 4</u> | 2 x 5 =10 | <u>Short Answer 50 words</u> | 5 out of 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 x 2 = 10 | <u>Objective type NA</u> | 10 out of 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 10 x 1=10 | <u>MCQ NA</u> | 5 5 x 1=5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Total | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | Marks |
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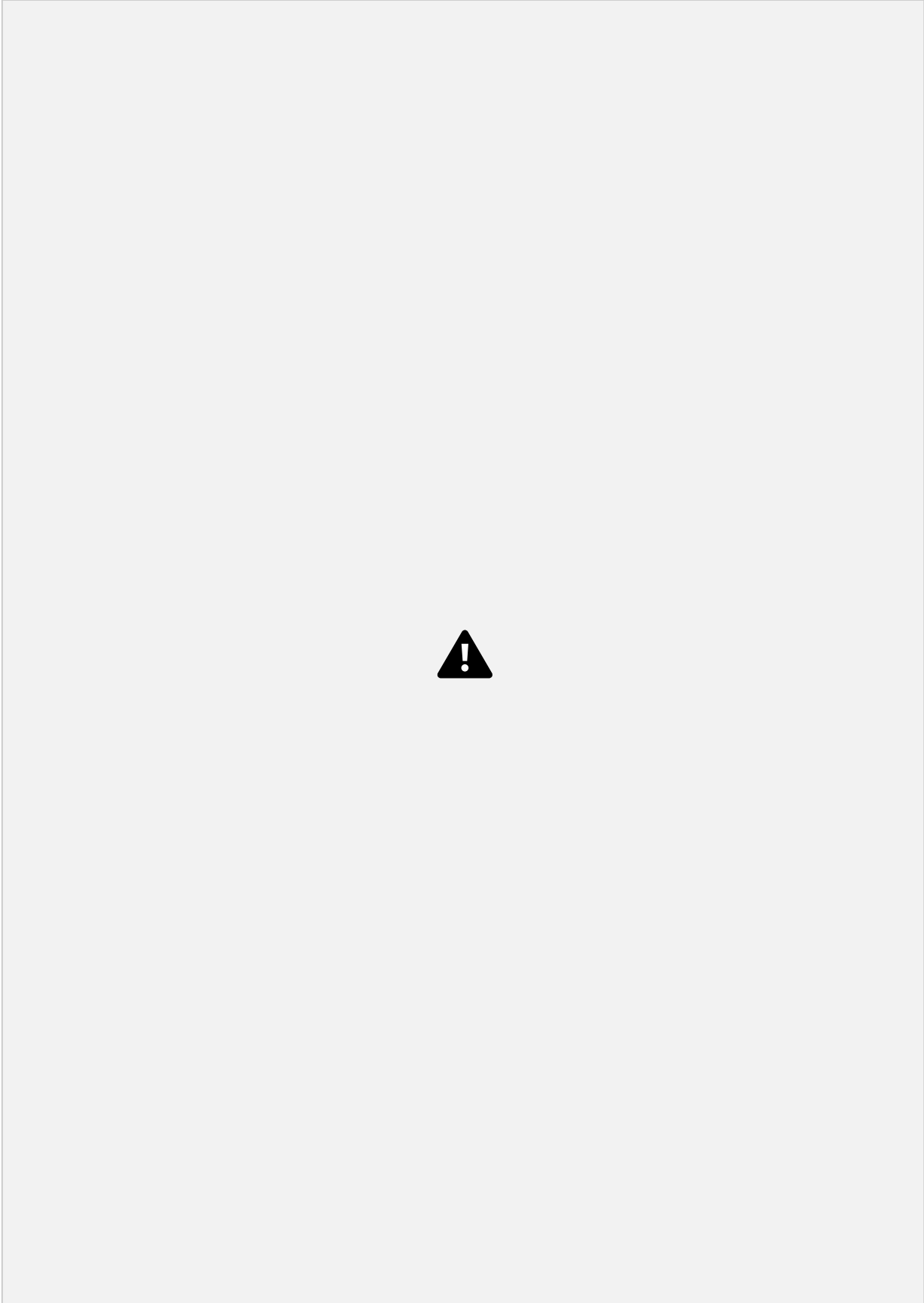
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R., Unni. *One Hell of a Lover*. Translated by J. Devika. Eka. 2019. Tomlinson,
Alan, editor. *The Sports Studies Reader*



Mahatma Gandhi University
Kottayam



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| elements of in modern |
| Total Hours |
| 60 |
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COURSE

OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|--------------------|-------|
| 1 | Demonstrate a comprehensive understanding of the historical evolution, theories, and key concepts in advertising. | U | 1&3 |
| 2 | Critically analyze the various creative elements in advertising | An | 1 &3 |
| 3 | Understand the basic concepts of Public Relations and identify the tools of PR. | E | 1&3 |
| 4 | Demonstrate the ability to plan and execute advertising and PR campaigns. | C | 10&5 |
| *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | | |

COURSE CONTENT**Content for Classroom transaction (Units)**

| Module | | Course description | Hrs | CO No. |
|-------------------------------|------------------|--|-----|--------|
| 1 ADVERTISING | 1.1 | Introduction to Advertising- Historical Evolution of Advertising -Objectives of Advertising. | 3 | 1 |
| | 1.2 | Elements of a good Advertisement- Principles of Advertising-Steps in advertising planning. | 2 | 1 |
| | 1.3 | Parts of Advertisements- The Headline, the Sub Headline,Slogan,Body Copy,Visualization,Layout,Trademark- – Copy writing in advertisements- copy writers. | 5 | 1 |
| | 1.4 Practicum | Different Media of Advertising - Pros and Cons of different Media of Advertising.-key advertising terms. | 5 | 1,4 |
| 2 ADVERTISING AS A | 2.1 | Different types of Advertising | 3 | 2 |
| | 2.2 | Unique Selling Proposition- Brand Image-Trade mark Role and functions of Advertising Agencies. | 2 | 2 |

| | | | | |
|------------------------------|------------------|---|----|-----|
| MARKETING TOOL | 2.3 | Advertising as a marketing tool-The Marketing Mix-The 5 Ps- Code of the Advertising Standards- Positive and Negative effects of Advertising- Stereotyping in ads. | 5 | 2 |
| | 2.4 Practicum | Online advertising-Social media advertising-Recent trends in Advertising. | 15 | 2,4 |
| 3 PUBLIC RELATIONS | 3.1 | Introduction to Public Relations- Origin and Development of PR | 3 | 3 |
| | 3.2 | Difference between Advertising and PR-Objectives and Functions of PR | 3 | 3 |
| | 3.3 | Tools of PR-Qualities of a PR Personnel | 4 | 3 |
| | 3.4 Practicum | How to conduct a PR Campaign-Code of Ethics for PR firms-Key PR Terms. | 10 | 3,4 |
| 4 | | Teacher Specific Content | | |

| | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|------------------------------|--------------------|------------------|--------------|-------------|--|------------------------------|--|--|-------------------------|-------------------|--------------------|--|------------------------------|-------------------|------------------|--|------------------------------|-------------------|-------------------|
| Teaching and Learning Approach | <p>Classroom Procedure (Mode of transaction)</p> <p>Lecture, Display various types of advertisements of different products from You Tube, Discuss and analyse different ads, both old and new. Display various marketing campaigns through different eras.</p> | | | | | | | | | | | | | | | | | | | | |
| Assessment Types | <p>MODE OF ASSESSMENT</p> <p>Continuous Comprehensive Assessment (CCA – 25 Marks)</p> <p><u>Particulars</u> <u>Class test</u> <u>Assignment</u> <u>Seminar/Presentation</u></p> <p>B. Semester End Examination</p> <p>Written Examination – 50 marks, duration – 1.5hrs</p> <p>Descriptive</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;"></td> <td style="text-align: center;">Word Limit</td> <td style="text-align: center;">Number of</td> <td style="text-align: right;">Marks</td> </tr> <tr> <td>Type</td> <td></td> <td>Questions to be added</td> <td></td> </tr> <tr> <td></td> <td><u>Essays 300 words</u></td> <td><u>1 out of 2</u></td> <td><u>1 x 15 = 15</u></td> </tr> <tr> <td></td> <td><u>Short Essay 150 words</u></td> <td><u>2 out of 4</u></td> <td><u>2 x 5 =10</u></td> </tr> <tr> <td></td> <td><u>Short Answer 50 words</u></td> <td><u>5 out of 8</u></td> <td><u>5 x 2 = 10</u></td> </tr> </table> | | Word Limit | Number of | Marks | Type | | Questions to be added | | | <u>Essays 300 words</u> | <u>1 out of 2</u> | <u>1 x 15 = 15</u> | | <u>Short Essay 150 words</u> | <u>2 out of 4</u> | <u>2 x 5 =10</u> | | <u>Short Answer 50 words</u> | <u>5 out of 8</u> | <u>5 x 2 = 10</u> |
| | Word Limit | Number of | Marks | | | | | | | | | | | | | | | | | | |
| Type | | Questions to be added | | | | | | | | | | | | | | | | | | | |
| | <u>Essays 300 words</u> | <u>1 out of 2</u> | <u>1 x 15 = 15</u> | | | | | | | | | | | | | | | | | | |
| | <u>Short Essay 150 words</u> | <u>2 out of 4</u> | <u>2 x 5 =10</u> | | | | | | | | | | | | | | | | | | |
| | <u>Short Answer 50 words</u> | <u>5 out of 8</u> | <u>5 x 2 = 10</u> | | | | | | | | | | | | | | | | | | |

Objective type NA 10 out of 12 10 x 1=10 MCO NA 5 5 x1=5

Total Marks 50

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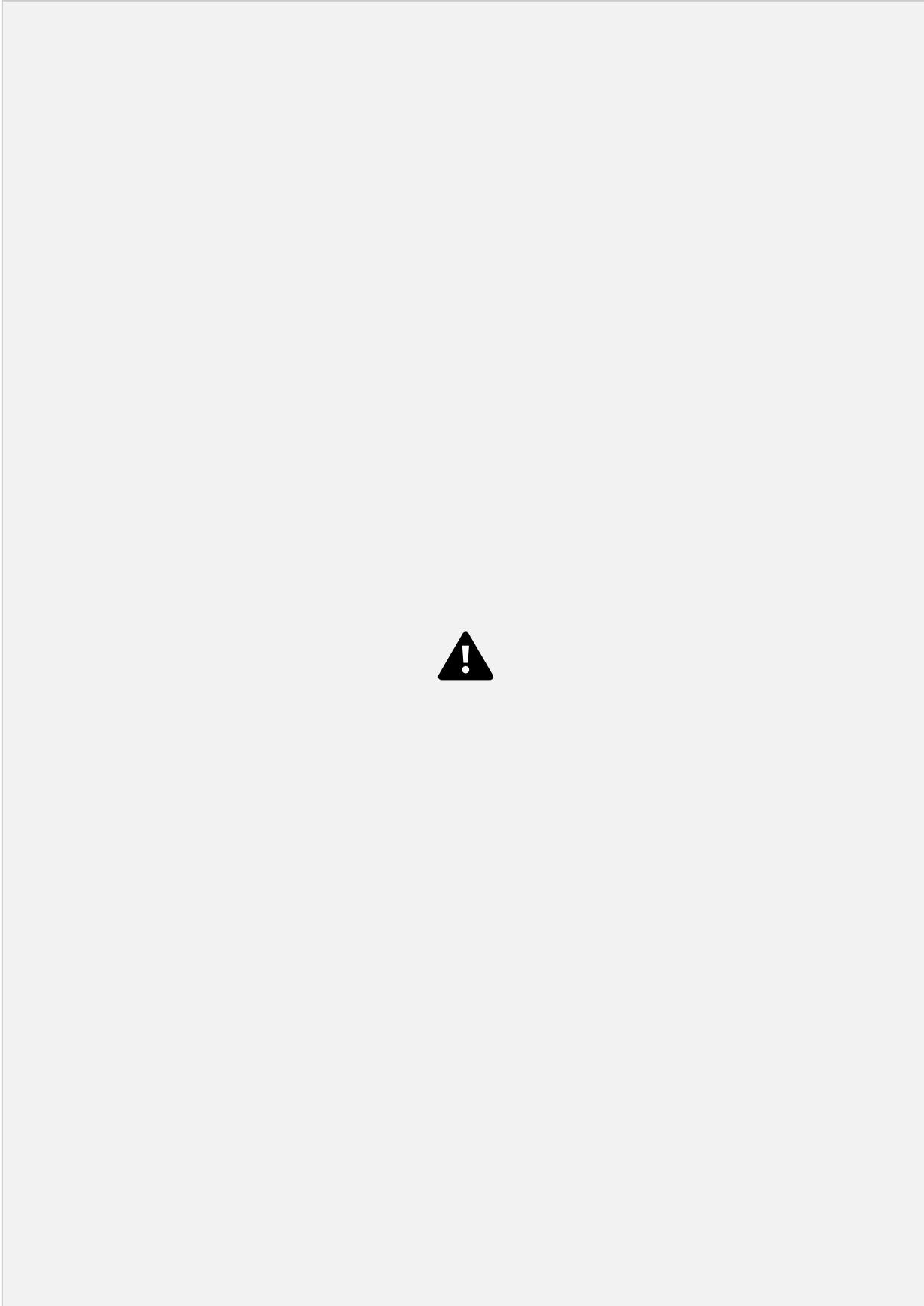
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Kottayam

| | |
|-----------------------|--|
| Programme | |
| Course Name | English for Arts and Humanities Part II |
| Type of Course | AEC |
| Course Code | MG2AECENG101 |
| Course Level | 100-199 |

| | | | | | | |
|-------------------------------|--|----------------|----------|-----------|--------|--------------------|
| Course Summary | The course equips Arts and Humanities students to further develop their listening and speaking skills. It builds competence in using appropriate vocabulary and sensible sentence construction. The course equips the learners to effectively use language in academic and real life situations. | | | | | |
| Semester | 2 | Credits | | | 3 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 0 | 0 | 45 |
| Pre-requisites, if any | | | | | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---------------|--|---------------------------|----------------------|
| 1 | Develop the ability to comprehend and use spoken discourses in various contexts. | A | PO4, PO1, PO10 |
| 2 | Speak grammatically acceptable sentences in everyday conversation. | A | PO4, PO1, |



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| 3, |
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| 1, |
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**COURSE
CONTENT**
**Content for
Classroom
transaction
(Units)**

| Module | Units | Course description | Hrs | CO No. |
|---|--------------|---|------------|---------------|
| 1 Listen, Speak, THINK | 1.1 | Module 1 will be structured around listening text that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Arts and Humanities. QR code of speeches given as listening material. | 5 | 1,3 |
| | 1.2 | Vocabulary Skills-Vocabulary to Provide information, giving commands, persuading others, introductory and closing remarks. | 1 | 3,4,5 |
| | 1.3 | Speaking Skills- Role plays, conducting a mock interview. | 5 | 1 |
| | 1.4 | Grammar Skills - Descriptive and possessive Adjectives, Transition words. | 2 | 2 |

| | | | | |
|---|-----|---|---|-----|
| | 1.5 | Writing Skills- Job Profiles and Resumes-Job Application Letter. | 2 | 1,2 |
| 2 Listen, Speak, ACT | 2.1 | Module II will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Arts and Humanities. | 5 | 5 |
| | 2.2 | Vocabulary skills- Comparing terms, descriptive terms, intensifiers. | 1 | 1 |
| | 2.3 | Speaking skills- Speaking with clarity Giving illustrations/examples Presenting ideas cohesively Speaking – Simulation of a placement drive. Learners interchange the role of employer and employee. | 5 | 4 |
| | 2.4 | Grammar Skills - Question tags, contracted forms, Modal Auxiliaries, Framing questions, Phrasal Verbs. | 2 | 2 |

| | | | | |
|--|-----|---|---|-----|
| | 2.5 | Writing Skills-Letter of Complaint. | 2 | 1,2 |
| 3 Listen, Speak, CREATE | 3.1 | Module III will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Arts and Humanities. QR code of speeches given as listening material | 5 | 5,1 |
| | 3.2 | Vocabulary skills-Idioms, Vocabulary for making an argument, evaluating an argument, synthesis and making connections, agreeing/ disagreeing | 1 | 1,5 |
| | 3.3 | Speaking Skills – Group Discussions and Debate | 5 | 5,2 |

| | | | | |
|----------|-----|--------------------------------------|---|-----|
| | 3.4 | Grammar Skills-Phrases,Clauses | 2 | 2 |
| | 3.5 | Writing Skills- Letter to the Editor | 2 | 1,2 |
| 4 | | Teacher Specific Content | | |



| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecture • Classroom discussions and presentation • Hands-on training | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|--|---------------------------------|------------------------------|---------------------------------|-------|--------|-----------|------------|-------------|-------------|-----------|------------|------------|--------------|----------|------------|------------|--------------------------|---------------------|--|-----------|---------------|----------|------------------|--|--|--|--|------------------------------|
| Assessment Types | MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA – 25 Marks) <u>Particulars</u> <u>Class test</u> <u>Assignment</u> <u>Portfolio Assessment</u> B. Semester End Examination Written Examination – 50 marks, duration – 1.5hrs Descriptive <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type</th> <th style="text-align: center;">Word Limit</th> <th style="text-align: center;">Number of Questions to be added</th> <th style="text-align: right;">Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td style="text-align: center;">300 words</td> <td style="text-align: center;">1 out of 2</td> <td style="text-align: right;">1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td style="text-align: center;">150 words</td> <td style="text-align: center;">2 out of 4</td> <td style="text-align: right;">2 x 5 = 10</td> </tr> <tr> <td>Short Answer</td> <td style="text-align: center;">50 words</td> <td style="text-align: center;">5 out of 8</td> <td style="text-align: right;">5 x 2 = 10</td> </tr> <tr> <td><u>Objective type NA</u></td> <td style="text-align: center;"><u>10 out of 12</u></td> <td></td> <td style="text-align: right;"><u>10</u></td> </tr> <tr> <td><u>MCQ NA</u></td> <td style="text-align: center;"><u>5</u></td> <td style="text-align: center;"><u>5 x 1 = 5</u></td> <td></td> </tr> <tr> <td colspan="3"></td> <td style="text-align: right;"><u>Total Marks 50</u></td> </tr> </tbody> </table> | Type | Word Limit | Number of Questions to be added | Marks | Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay | 150 words | 2 out of 4 | 2 x 5 = 10 | Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | <u>Objective type NA</u> | <u>10 out of 12</u> | | <u>10</u> | <u>MCQ NA</u> | <u>5</u> | <u>5 x 1 = 5</u> | | | | | <u>Total Marks 50</u> |
| Type | Word Limit | Number of Questions to be added | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Essay | 150 words | 2 out of 4 | 2 x 5 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Objective type NA</u> | <u>10 out of 12</u> | | <u>10</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>MCQ NA</u> | <u>5</u> | <u>5 x 1 = 5</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | <u>Total Marks 50</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |

References

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|-------------------------------|--|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | English for Science Part II | | | | | |
| Type of Course | AEC | | | | | |
| Course Code | MG2AECENG100 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | The course equips Science students to further develop their listening and speaking skills. It builds competence in using appropriate vocabulary and sensible sentence construction. The course equips the learners to effectively use language in academic and real life situations. | | | | | |
| Semester | 2 | Credits | | | 3 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 0 | 0 | 45 |
| Pre-requisites, if any | | | | | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|--|--------------------|----------|
| 1 | Develop the ability to comprehend and use spoken | A | 4, 1, 10 |
|  | | | 1, 10 |
| | | | 10 |
| | | | 10 |
| | | | 4, 8 |
| | | | 1 |

COURSE CONTENT
Content for Classroom transaction (Units)

| Module | Units | Course description | Hrs | CO No. |
|--|--------------|---|------------|---------------|
| 1 Listen,Speak, THINK | 1.1 | Module 1 will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Science. QR code of speeches given as listening material. | 5 | 1,3 |
| | 1.2 | Vocabulary Skills-Vocabulary to Provide information, giving commands, persuading others, introductory and closing remarks. | 1 | 3,4,5 |
| | 1.3 | Speaking Skills- Role plays, conducting a mock interview | 5 | 1 |
| | 1.4 | Grammar Skills - Descriptive and possessive Adjectives, Transition | 2 | 2 |

| | | | | |
|--------------------------------------|-----|---|---|-----|
| | | words. | | |
| | 1.5 | Writing Skills- Job Profiles and Resumes Job Application Letter | 2 | 1,2 |
| 2 Listen,Speak, ACT | 2.1 | Module II will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Science. | 5 | 5 |
| | 2.2 | Vocabulary skills- Idioms, Comparing terms, descriptive terms, intensifiers. | 1 | 1 |
| | 2.3 | Speaking skills- Speaking with clarity Giving illustrations/examples Presenting ideas cohesively Speaking – Simulation of a placement drive. Learners interchange the role of employer and employee. | 5 | 4 |
| | 2.4 | Grammar Skills - Question tags, contracted forms, modal Auxiliaries,Framing questions, Phrasal Verbs | 2 | 2 |

| | | | | |
|--|-----|---|---|-----|
| | 2.5 | Writing Skills-Letter of Complaint. | 2 | 1,2 |
| 3 Listen, Speak, CREATE | 3.1 | Module III will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts(audio/video/text) from various sources with activities and tasks suitable to the domain of Science. QR code of speeches given as | 5 | 5,1 |

| | | | | |
|----------|-----|---|---|-----|
| | | listening material | | |
| | 3.2 | Vocabulary skills- Vocabulary for making an argument, evaluating an argument, synthesis and making connections, agreeing/ disagreeing | 1 | 1,5 |
| | 3.3 | Speaking Skills – Group Discussions and Debate | 5 | 5,2 |
| | 3.4 | Grammar Skills- Phrases and Clauses | 2 | 2 |
| | 3.5 | Writing Skills- Letter to the Editor. | 2 | 1,2 |
| 4 | | Teacher Specific Content | | |

| | |
|---------------------------------------|---|
| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecture • Classroom discussions and presentation • Hands-on training |
|---------------------------------------|---|

| Assessment Types | <p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Continuous Comprehensive Assessment (CCA – 25 Marks)</p> <p><u>Particulars</u> <u>Class test</u> <u>Assignment</u> <u>Portfolio Assessment</u></p> <p>B. Semester End Examination</p> <p>Written Examination – 50 marks, duration – 1.5hrs</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Descriptive</th> <th style="text-align: center;">Word Limit</th> <th style="text-align: center;">Number of</th> <th style="text-align: right;">Marks</th> </tr> <tr> <th style="text-align: left;">Type</th> <th colspan="2"></th> <th></th> </tr> <tr> <td></td> <th colspan="2" style="text-align: center;">Questions to be added</th> <td></td> </tr> </thead> <tbody> <tr> <td><u>Essays 300 words</u></td> <td style="text-align: center;"><u>1 out of 2</u></td> <td style="text-align: center;"><u>1 x 15 = 15</u></td> <td style="text-align: right;"><u>Short Essay 150 words</u></td> </tr> <tr> <td><u>out of 4</u></td> <td style="text-align: center;"><u>2 x 5 =10</u></td> <td></td> <td style="text-align: right;"><u>2 out of 8</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: right;"><u>5 x 2 = 10</u></td> </tr> <tr> <td><u>Objective type NA</u></td> <td style="text-align: center;"><u>10 out of 12</u></td> <td style="text-align: center;"><u>10 x 1=10</u></td> <td style="text-align: right;"><u>MCQ NA</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: right;"><u>5 5 x 1=5</u></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Total</td> <td style="text-align: right;">50</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Marks</td> <td></td> </tr> </tbody> </table> | Descriptive | Word Limit | Number of | Marks | Type | | | | | Questions to be added | | | <u>Essays 300 words</u> | <u>1 out of 2</u> | <u>1 x 15 = 15</u> | <u>Short Essay 150 words</u> | <u>out of 4</u> | <u>2 x 5 =10</u> | | <u>2 out of 8</u> | | | | <u>5 x 2 = 10</u> | <u>Objective type NA</u> | <u>10 out of 12</u> | <u>10 x 1=10</u> | <u>MCQ NA</u> | | | | <u>5 5 x 1=5</u> | | | Total | 50 | | | Marks | |
|--------------------------|--|--------------------|------------------------------|------------------|--------------|-------------|--|--|--|--|------------------------------|--|--|-------------------------|-------------------|--------------------|------------------------------|-----------------|------------------|--|-------------------|--|--|--|-------------------|--------------------------|---------------------|------------------|---------------|--|--|--|------------------|--|--|--------------|-----------|--|--|--------------|--|
| Descriptive | Word Limit | Number of | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Type | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Questions to be added | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Essays 300 words</u> | <u>1 out of 2</u> | <u>1 x 15 = 15</u> | <u>Short Essay 150 words</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>out of 4</u> | <u>2 x 5 =10</u> | | <u>2 out of 8</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | <u>5 x 2 = 10</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Objective type NA</u> | <u>10 out of 12</u> | <u>10 x 1=10</u> | <u>MCQ NA</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | <u>5 5 x 1=5</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Total | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

References

Halliday, M.A.K. An Introduction to *Functional Grammar*. London: Edward Arnold Publishers, 1985

McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use. Upper-Intermediate*. CUP 2001.

Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:2005



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Kottayam

| | | | | | | |
|-------------------------------|---|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | English for Commerce Part II | | | | | |
| Type of Course | AEC | | | | | |
| Course Code | MG2AECENG102 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | The course equips Commerce students to further develop their listening and speaking skills. It builds competence in using appropriate vocabulary and sensible sentence construction. The course equips the learners to effectively use language in academic and real life situations. | | | | | |
| Semester | 2 | Credits | | | 3 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 0 | 0 | 45 |
| Pre-requisites, if any | | | | | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|--|---------------------------|--------------|
| 1 | Develop the ability to comprehend and use spoken discourses in various contexts. | A | 4, 1, 10 |
| 2 | Speak grammatically acceptable sentences in everyday conversation. | A | 4, 1, 10 |
| 3 | Apply a range of listening strategies for the effective interpretation of diverse texts. | A | 8, 10 |
| 4 | Articulate ideas clearly and confidently using apt words in real life contexts. | A | 1, 10 |
| 5 | Demonstrate critical thinking through reading of texts | An | 1, 4, 8 |
| <p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p> | | | |

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course description | Hrs | CO No. |
|---|--------------|--|------------|---------------|
| 1 Listen, Speak, THINK | 1.1 | Module 1 will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Commerce. QR codes of speeches given as listening material. | 5 | 1, 3 |
| | 1.2 | Vocabulary Skills-Vocabulary to Provide information, giving commands, persuading others, introductory and closing remarks. | 1 | 3,4, 5 |
| | 1.3 | Speaking Skills- Role plays, conducting a mock interview. | 5 | 1 |
| | 1.4 | Grammar Skills - Descriptive and possessive Adjectives, Transition words. | 2 | 2 |
| | 1.5 | Writing Skills- Job Profiles and Resumes-Job Application Letter | 2 | 1,2 |

| | | | | |
|--------------------------------|-----|--|---|------|
| 2 Listen, Speak, ACT | 2.1 | Module II will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Commerce. | 5 | 5 |
| | 2.2 | Vocabulary skills-Idioms, Comparing terms, descriptive terms, intensifiers. | 1 | 1 |
| | 2.3 | Speaking skills- Speaking with clarity Giving illustrations/examples Presenting ideas cohesively Speaking – Simulation of a placement drive. Learners interchange the role of employer and employee. | 5 | 4 |
| | 2.4 | Grammar Skills - Question tags, contracted forms, Modal Auxiliaries, Framing questions, Phrasal Verbs | 2 | 2 |
| | 2.5 | Writing Skills-Letter of Complaint. | 2 | 1, 2 |

| | | | | |
|-----------------------------------|-----|---|---|------|
| 3 Listen, Speak, CREATE | 3.1 | Module III will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Commerce. QR codes of speeches given as listening material | 5 | 5, 1 |
| | 3.2 | Vocabulary skills- Vocabulary for making an argument, evaluating an argument, synthesis and making connections, agreeing/ disagreeing | 1 | 1, 5 |
| | 3.3 | Speaking Skills – Group Discussions and Debate | 5 | 5, 2 |

| | | | | |
|----------|-----|---------------------------------------|---|-----|
| | 3.4 | Grammar Skills- Phrases, Clauses | 2 | 2 |
| | 3.5 | Writing Skills- Letter to the Editor. | 2 | 1,2 |
| 4 | | Teacher Specific Content | | |



| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> ● Lecture ● Classroom discussions and presentation ● Hands-on training | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|--|---|-----------------------------|--------------|--|------------------------------|--|------------------------------------|--------------------|--------------------------------|-----------------|-------------------|---|---------------------------------------|--|-------------------|-----------------|--|--|--|--------------|-----------|--|---------------------|--|
| Assessment Types | MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA – 25 Marks) <u>Particulars</u> <u>Class tests</u> <u>Assignment</u> <u>Portfolio Assessment</u> B. Semester End Examination Written Examination – 50 marks, duration – 1.5hrs Descriptive <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 30%;">Type</th> <th style="text-align: center; width: 40%;">Word Limit Number of</th> <th style="text-align: right; width: 30%;">Marks</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">Questions to be added</td> <td></td> </tr> <tr> <td><u>Essays 300 words 1 out of 2</u></td> <td style="text-align: center;"><u>1 x 15 = 15</u></td> <td style="text-align: right;"><u>Short Essay 150 words 2</u></td> </tr> <tr> <td><u>out of 4</u></td> <td style="text-align: center;"><u>2 x 5 = 10</u></td> <td style="text-align: right;"><u>Short Answer 50 words 5 out of 8</u></td> </tr> <tr> <td><u>Objective type NA 10 out of 12</u></td> <td></td> <td style="text-align: right;"><u>5 x 2 = 10</u></td> </tr> <tr> <td style="text-align: center;"><u>MCQ NA 5</u></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;">Total</td> <td style="text-align: right;">50</td> </tr> <tr> <td></td> <td style="text-align: right;"><u>Marks</u></td> <td></td> </tr> </tbody> </table> | Type | Word Limit Number of | Marks | | Questions to be added | | <u>Essays 300 words 1 out of 2</u> | <u>1 x 15 = 15</u> | <u>Short Essay 150 words 2</u> | <u>out of 4</u> | <u>2 x 5 = 10</u> | <u>Short Answer 50 words 5 out of 8</u> | <u>Objective type NA 10 out of 12</u> | | <u>5 x 2 = 10</u> | <u>MCQ NA 5</u> | | | | Total | 50 | | <u>Marks</u> | |
| Type | Word Limit Number of | Marks | | | | | | | | | | | | | | | | | | | | | | | |
| | Questions to be added | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Essays 300 words 1 out of 2</u> | <u>1 x 15 = 15</u> | <u>Short Essay 150 words 2</u> | | | | | | | | | | | | | | | | | | | | | | | |
| <u>out of 4</u> | <u>2 x 5 = 10</u> | <u>Short Answer 50 words 5 out of 8</u> | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Objective type NA 10 out of 12</u> | | <u>5 x 2 = 10</u> | | | | | | | | | | | | | | | | | | | | | | | |
| <u>MCQ NA 5</u> | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Total | 50 | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>Marks</u> | | | | | | | | | | | | | | | | | | | | | | | | |

References

Halliday, M.A.K. *An Introduction to Functional Grammar*. London: Edward Arnold Publishers, 1985

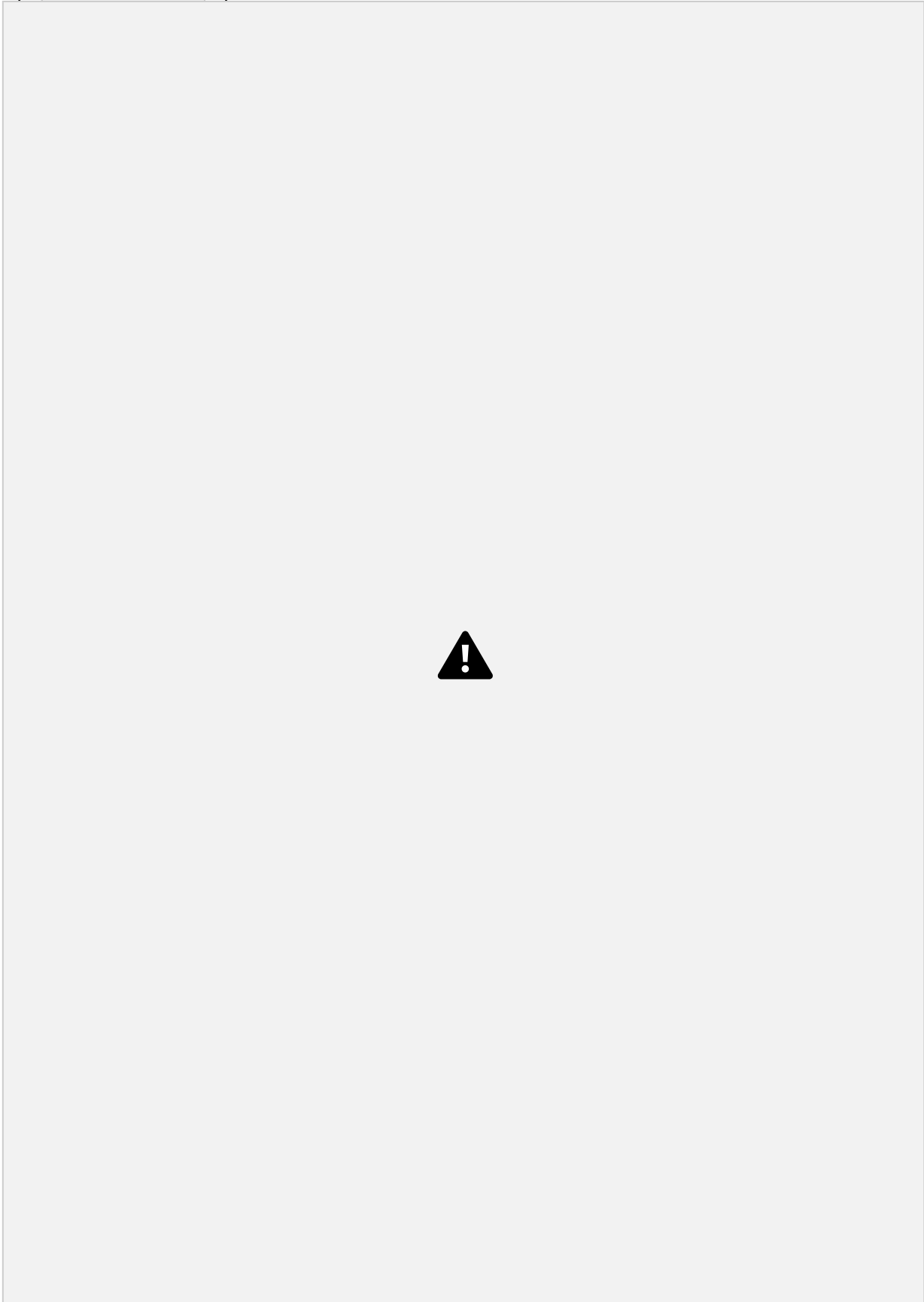
McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Upper-Intermediate. CUP 2001.

Taylor, John G. *The Handbook of Written English*. Second edition. Oxford: 2005



Semester III

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Kottayam



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|-------------|
| |
| |
| |
| |
| |
| |
| |
| Total Hours |
| 60 |
| |



COURSE

OUTCOMES (CO)

Page 77 of 357

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|--|--------------------|--------|
| 1 | Demonstrate foundational knowledge of the historical | K | 1,3 |
| | | | 3,10,4 |
| | | | 1,2 |
| | | | 1,3 |
| | | | 1,4,6 |
| | | | 1 |



**COURSE
CONTENT**

Content for Classroom transaction (Units)

Page 78 of 357

| Module | Units | Course description | Hrs | CO No. |
|--------|-------|--|-----|--------|
| 1 | 1.1 | The Indo-European Language Family- Old English, Middle English, Modern English: to study the linguistic features and evolution. | 5 | 1 |
| | 1.2 | Linguistics-Phonetics Branches of Phonetics Articulatory, Acoustic, Auditory Airstream Mechanism- Ingressive, Egressive- Pulmonic, Glottalic, Velaric | 5 | 3 |
| | 1.3 | The Organs of Speech- The Respiratory System; The Phonatory System- State of the Glottis - Voiced, Voiceless; The Articulatory System- Position of | 5 | 3 |

| | | | | |
|---|-----|--|---|---|
| | | the Soft Palate - Oral, Nasal, Nasalized sounds | | |
| 2 | 2.1 | IPA- Speech Sounds of RP Classification and Description of Consonants | 5 | 2 |
| | 2.2 | Cardinal Vowels - Classification and Description of Vowels - Monophthongs- Diphthongs Triphthongs | 5 | 2 |
| | 2.3 | Difference between RP and GIE Mother-Tongue Influence Difference between British English and American English | 5 | 5 |
| 3 | 3.1 | Phonology-Minimal Pairs Allophones and Allomorphs (past tense morphemes and plural morphemes)-Aspiration- Linking/r/, Intrusive/r/ - Broad and Narrow Transcription | 5 | 4 |
| | 3.2 | Syllable- Syllabic Structure – Onset Coda- Releasing and Arresting Consonant- Abutting Consonant-Syllabic Consonant – Consonant Cluster | 5 | 4 |

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| | | | | |
|---|-----|--|---|-----|
| | 3.3 | Suprasegmentals-Word Stress, Sentence Stress - Weak and Strong Forms, Intonation, Juncture, Elision, Assimilation, Liaison | 5 | 5 |
| 4 | 4.1 | Transcription of Passages | 8 | 2,5 |
| | 4.2 | Reading of Transcribed Passages, Declamation – Articulation of Sentences with the Correct Stress and Intonation | 7 | 2,5 |
| 5 | | TEACHER SPECIFIC CONTENT | | |



**THE MAHATMA GANDHI UNIVERSITY
UNDERGRADUATE PROGRAMMES (HONOURS)
SYLLABUS**

MGU-UGP (Honours)

(2024 Admission Onwards)



Faculty: Language and Literature

Expert Committee: English

Subject: Translation Studies

**Mahatma Gandhi University
Priyadarshini Hills
Kottayam – 686560, Kerala, India**

Syllabus Index

Name of the Minor: **Translation Studies**

Semester 1

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|---|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG1DSCTRS100 | Malayalam Literature in English Translation | DSC B | 4 | 5 | 3 | 0 | 2 | |

Semester: 2

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|---|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG2DSCTRS100 | Indian Literatures in English Translation | DSC B | 4 | 5 | 3 | 0 | 2 | |

Syllabus

Semester: 3

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|--|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG3DSCTRS200 | World Literatures in English Translation | DSC B | 4 | 5 | 3 | 0 | 2 | |

Semester: 4

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|--------------|---------------------------|--|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MG4DSCTRS200 | Translation for the Media | DSC C | 4 | 5 | 3 | 0 | 2 | |

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

| | | | | | | |
|-------------------------------|--|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | Malayalam Literature in English Translation | | | | | |
| Type of Course | DSC B | | | | | |
| Course Code | MG1DSCTRS100 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | Introduces the learner to the greatness and variety of Malayalam literature besides inculcating the skill of translating different literary genres from Malayalam to English, providing ample scope for practical exercise in translation. | | | | | |
| Semester | 1 | Credits | | | 4 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 1 | 0 | 75 |
| Pre-requisites, if any | Proficiency of Malayalam and English languages. | | | | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|--|--------------------|-------|
| 1 | To identify the key principles of translation | U | 2 |
| 2 | To differentiate the poetic and prose devices in the source language and target language | An | 6 |
| 3 | To distinguish the narrative order in Malayalam and in English translation | An | 4 |
| 4 | To explain the factors involved in the translation of a play | An | 1 |

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT - Content for Classroom transaction (Units)



MGU-UGP (HONOURS)

Syllabus

| Module | Units | Course description | Hrs | CO No. |
|---|------------------|--|-----|--------|
| 1 Key Concepts in Translation | 1.1 | E.V.Ramakrishnan : “Translation as Literary Criticism ; Text and Subtext in Literary Translation” . <i>Locating Indian Literature : Texts, Traditions, Translations</i> . Pg. 167-176 . Orient Blackswan , 2011 | 4 | 1 |
| | 1.2 | J.C.Catford- “Translation :Definition and General Types” Chapter 2 : <i>A Linguistic Theory of Translation</i> OUP, 1965 Pg 20- 26 | 4 | 1 |
| | 1.3 Practicum | Explain the following terms which are crucial in translation,: Source Language, Target Language, Different levels of translation-full vs partial translation, total vs. restricted translation,free/unbounded translation, literal/word for word translation, Problems involved in translation, Lack of Equivalence-Loss and Gain in Translation | 7 | 1 |
| 2 Poetry and Short Story in Translation | 2.1 | K G: Sankara Pillai: Goorkha https://www.poemhunter.com/poem/goorkha/ | 4 | 2 |
| | 2.2 | S Joseph: My Sister’s Bible (Trans: K.Satchidanandan,2010) Poetry International https://www.poetryinternational.com | 4 | 2 |
| | 2.3 | Sarah Joseph: “The Moonlight Knows”.Trans. J. Devika | 7 | 2 |
| | 2.4 Practicum | Compare and Contrast the two translations of C.Ayyappan’s Story, “Prethabhashanam” done into English as “Spectral Speech” by V.C.Harris and as “Ghost-Speech” by Udaya Kumar | 15 | 2 |
| 3 Novel in Translation | 3.1 | Vaikom Muhammed Basheer-‘ <i>Me Grandad Ad An Elephant</i> (Translated R.E .Asher and AchammaCoilparampil Chandrasekharan | 7 | 3 |
| | 3.2 Practicum | Here the students will be given practical exercises in translating from Malayalam to English. 1) Identity Card by S Joseph 2) Porul by P P Ramachandran 3) Karutha Chandran (short story) by M T Vasudevan Nair | 8 | 3 |

| | | | | | |
|---|----------------------|-----|---|----|---|
| 4 | Drama in Translation | 4.1 | Sajitha Madathil–Matsyagandhi (trans.V.C. Harris) | 15 | 4 |
| 5 | | | Teacher Specific Content | | |

| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ol style="list-style-type: none"> 1. Lectures on Principles of Translation 2. Synoptic reading and analysis of Source Text and Target Text 3. Discussion on the lexical registers of Malayalam and English 4. Hands on translating some texts by students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|---|-------------|--|-------------|------------|-----------------------|------------------|------------|---------------------------------|-------|--------|-----------|------------|-------------|-------------|-----------|---|------------|--------------|----------|------------|------------|----------------|----|--------------|-------------|-----|----|----|-------------|--------------------|--|--|-----------|
| Assessment Types | MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 30 marks <table border="1" data-bbox="469 994 920 1158"> <tr> <td>Particulars</td> </tr> <tr> <td>Class test</td> </tr> <tr> <td>Project (Translation)</td> </tr> </table> B Semester End examination Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs <table border="1" data-bbox="469 1292 1532 1890"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8 (Two questions on Practical translation – one from poetry and another from novel/Short story or drama)</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total Marks</td> <td>70</td> </tr> </tbody> </table> | | | | Particulars | Class test | Project (Translation) | Descriptive Type | Word Limit | Number of Questions to be added | Marks | Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay | 150 words | 5 out of 8 (Two questions on Practical translation – one from poetry and another from novel/Short story or drama) | 5 x 5 = 25 | Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | Objective type | NA | 10 out of 12 | 1 x 10 = 10 | MCQ | NA | 10 | 1 x 10 = 10 | Total Marks | | | 70 |
| Particulars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Project (Translation) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Descriptive Type | Word Limit | Number of Questions to be added | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Essay | 150 words | 5 out of 8 (Two questions on Practical translation – one from poetry and another from novel/Short story or drama) | 5 x 5 = 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective type | NA | 10 out of 12 | 1 x 10 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MCQ | NA | 10 | 1 x 10 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Marks | | | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

References

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Ayyappan. C. “Ghost-speech” Trans.Udayakumar.V, *No Alphabet in Sight: New Dalit Writings from South India* Ed. K.Satyanarayana& Susie Tharu. Penguin India, 2011

Sarah Joseph. “The Moonlight Knows”.Trans. J. Devika *Masculine of Virgin :Storiesby Sarah Joseph* (Ed.) Mini Krishnan,OUP, 2012

E.V.Ramakrishnan : *Locating Indian Literature : Texts, Traditions, Translations.* Pg 167-176 . Orient Blackswan , 2011

Pillai, Meena.T. *Translating Kerala: The Cultural Turn in Translation Studies*, Orient Blackswan, 2024

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.Venuti, Lawrence. *The Translation Studies Reader.* Routledge, 2000.


.Bassnett, Susan. *Translation Studies.* Routledge, 1991.

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Baker, Mona. *Routledge Encyclopedia of Translation Studies.* Routledge, 1999.

.Jaya Sukumaran and Scaria Zacharia. *Translation: Theory and Practice in Malayalam.* Current Books. /1997.

Syllabus

| | |
|---|--|
|  | <h2 style="margin: 0;">Mahatma Gandhi University</h2> <h3 style="margin: 0;">Kottayam</h3> |
|---|--|

| | | | | | | |
|-------------------------------|--|----------------|-----------------|------------------|---------------|--------------------|
| Programme | | | | | | |
| Course Name | Indian Literatures in English Translation | | | | | |
| Type of Course | DSC B | | | | | |
| Course Code | MG2DSCTRS100 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | Introduces the learner to the greatness and variety of Malayalam literature which stands high among Indian regional languages. | | | | | |
| Semester | 2 | Credits | | | 4 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 1 | 0 | 75 |
| Pre-requisites, if any | MGU-UGP (HONOURS) | | | | | |

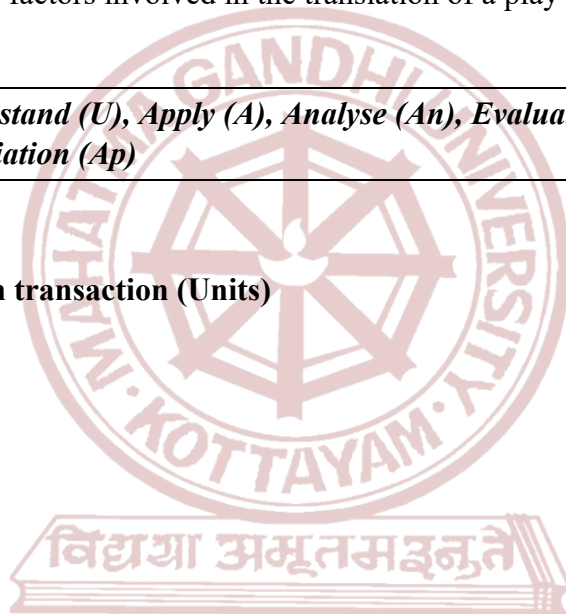
COURSE OUTCOMES (CO) *Syllabus*

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|---|--------------------|-------|
| 1 | To identify the key principles of translation | U | 1 |
| 2 | To differentiate the poetic and prose devices in the source language and target language | An | 1 |
| 3 | To think creatively and critically within and beyond the singularity of regional literature | An | 1,3 |
| 4 | To explain the factors involved in the translation of a play | An | 1,2,3 |

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)



MGU-UGP (HONOURS)

Syllabus

| Module | Units | Course description | Hrs | CO No. |
|--------------------|----------------------|--|-----|--------|
| 1 Theory | 1.1 | Sujit Mukerjee “A Link Literature for India” in <i>Translation as Discovery</i> . Pg 34-45 | 10 | 1 |
| | 1.2 Practicu m | Bhasa : The Shattered Thigh, translated by A.N.D. Haksar | 5 | 1,2 |
| 2 Short Fiction | 2.1 | Mahasweta Devi: Kunti and the Nishadin (Translated by Anjum Katyal) | 3 | 2,3 |
| | 2.2 | Saadat Hasan Manto: Open It! (Khol Do) (Translated by C Christine Fair) | 3 | 2,3 |
| | 2.3 | Anna Bhau Sathe, “Gold from the Grave” | 4 | 2,3 |
| | 2.4 Practicu m | Perumal Murugan, “The Man Who Could Not Sleep” | 5 | 2,3 |
| 3 Poems | 3.1 | Kabir: O Servant, where dost thou seek Me, translated by Tagore | 3 | 2,3 |
| | 3.2 | Mirza Asadullah Khan Ghalib: On the Death of an Adopted Son, translated by Khushwant Singh | 3 | 2,3 |
| | 3.3 | Amrita Pritam: To Waris Shah, translated by Amrita Pritam | 2 | 2,3 |
| | 3.4 | Nilim Kumar : Guwahati, translated by Uttam Duorah | 2 | 2,3 |
| | 3.5 Practicu m | Gnanakoothan: The Son Complains to His Mother, translated by R Parthasarathy | 2 | 2,3 |

| | | | | |
|----------------------------------|----------------------|---|----|-----|
| | 3.6 Practicu m | Kynpham Sing Nongkynrih: The Fungus, https://www.poetryinternational.com/en/poets-poems/poems/poem/103-6310_THE-FUNGUS | 3 | 2,3 |
| | 3.7 Practicu m | Kalidasa: Ritusamhara, Canto One. Summer (From Kalidasa: The Loom of Time translated by Chandra Rajan. | 15 | 2,3 |
| 4 Novel in Translation | 4.1 | UR Ananta Murthy: <i>Samskara (A Rite for a Dead Man)</i> , translated by A.K. Ramanujan. | 15 | 2,3 |
| 5 | | Teacher Specific Content | | |



MGU-UGP (HONOURS)

Syllabus

| Teaching and Learning Approach | <p>Classroom Procedure (Mode of transaction)</p> <ol style="list-style-type: none"> Lectures on Principles of Translation Synoptic reading and analysis of Source Text and Target Text Discussion on the lexical registers of Malayalam and English Hands on translating some texts by students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|---------------------------------|-------------|---------------|------------|---------|------------------|------------|---------------------------------|-------|--------|-----------|------------|-------------|-------------|-----------|------------|------------|--------------|----------|------------|------------|----------------|--------------|--------------|-------------|-----|----|----|-------------|-------------|--|--|----|
| Assessment Types | <p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 marks</p> <table border="1" data-bbox="435 678 715 936"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Group Project</td></tr> <tr><td>Assignment</td></tr> <tr><td>Seminar</td></tr> </table> <p>B Semester End examination</p> <p>Total – 70 marks, duration - 2hrs</p> <table border="1" data-bbox="435 1104 1500 1462"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA (HONOURS)</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total Marks</td> <td>70</td> </tr> </tbody> </table> | Particulars | Class test | Group Project | Assignment | Seminar | Descriptive Type | Word Limit | Number of Questions to be added | Marks | Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay | 150 words | 5 out of 8 | 5 x 5 = 25 | Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | Objective type | NA (HONOURS) | 10 out of 12 | 1 x 10 = 10 | MCQ | NA | 10 | 1 x 10 = 10 | Total Marks | | | 70 |
| Particulars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Group Project | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Descriptive Type | Word Limit | Number of Questions to be added | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Total Marks | | | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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Arjun Dangle (Ed.). *Homeless in My Land: Modern Marathi Dalit Short Stories*, Disha Books, 1992

Perumal Murugan. *The Man Who Could Not Sleep*, Juggernaut, 2021

Rabindranath Tagore (Translator). *One Hundred Poems of Kabir*, Macmillan, 1915

UR Ananta Murthy *Samskara: A Rite for a Dead Man*, tr A.K. Ramanujan New Delhi: Oxford University Press

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Bassnett, Susan. *Translation Studies*. Routledge, 1991.

Baker, Mona. *In Other Words : A Course on Translation*. Routledge, 1992.

Baker, Mona. *Routledge Encyclopedia of Translation Studies*. Routledge, 1999.

Devy, G.N. *After Amnesia*, Orient Blackswan, 2019.

Mukherjee, Tutun (Ed). *Translation from Periphery to Centre stage*,. Prestige Books, 1998.

Venuti, Lawrence. *The Translation Studies Reader*. Routledge, 2000



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

| | | | | | | |
|-------------------------------|--|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | World Literatures in English Translation | | | | | |
| Type of Course | DSC B | | | | | |
| Course Code | MG3DSCTRS200 | | | | | |
| Course Level | 200-299 | | | | | |
| Course Summary | The Course is designed to provide students with a foundational understanding of the theory, practice, and complexities involved in the art of translation. | | | | | |
| Semester | 3 | Credits | | | 4 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | | 1 | | 75 |
| Pre-requisites, if any | Students should have an aptitude to read and appreciate translated literary works | | | | | |

MGU-UGP (HONOURS) COURSE OUTCOMES (CO)

Syllabus

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|--|--------------------|-------|
| 1 | Demonstrate a comprehensive understanding of foundational concepts and theories in translation studies. | U | 1,2 |
| 2 | Evaluate the quality of translations based on linguistic accuracy, cultural fidelity, and adherence to the intended purpose of the text. | U | 3 |
| 3 | Analyze and interpret the cultural contexts that influence translations. | An | 1,2 |
| 4 | Apply various translation techniques and strategies to effectively convey meaning between languages, considering linguistic, cultural, and contextual factors. | A | 3 |
| 5 | Critically evaluate translated texts' linguistic quality and cultural appropriateness and provide constructive feedback. | E | 3 |
| *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | | |

COURSE CONTENT

Content for Classroom transaction (Units) (HONOURS)

Syllabus

| Module | Units | Course description | Hrs | CO No. |
|--|------------------|---|-----|--------|
| 1 Key Concepts of Translation | 1.1 | 'Translation as Discovery' by Sujit Mukherjee | 5 | 1,2,4 |
| | 1.2 | 'The Origins and Developments of Translation Studies' by Susan Bassnet | 5 | 1,2,4 |
| | 1.3 Practicum | Key Concepts in Translation Studies | 5 | 1,2,4 |
| 2 Poems in Translation | 2.1 | "The Albatross" by Charles Baudelaire ("L'Albatros") Translated by William Aggeler, from the collection <i>The Flowers of Evil</i> | 4 | 1,4 |
| | 2.2 | The Panther by Rainer Maria Rilke Translated by Steven Michell | 4 | 1,4 |
| | 2.3 | "Lot's Wife" by Anna Akhmatova Translated by Stanley Kunitz and Max Hayward from <i>Poems of Akhmatova</i> , by Anna Akhmatova | 2 | 1,4 |
| | 2.4 Practicum | Adonis: Celebrating Childhood, translated by Khaled Mattawa. | 5 | 1,4 |
| 3 Drama in Translation | 3.1 | <i>The Blood Wedding</i> by Federico Garcia Lorca Trans. Langston Hughes | 10 | 1,4 |
| | 3.2 Practicum | <i>A Marriage Proposal</i> - Anton Chekhov. Trans by Julius West | 5 | 1,4 |
| 4 Fiction in Translation | 4.1 | Ryūnosuke Akutagawa: "In a Grove", Translated by Takashi Kojima | 5 | 3,4 |
| | 4.2 | Jorge Luis Borges: "The Garden of Forking Paths", translated by Helen Temple and Ruthven Todd. | 5 | 3,4 |
| | 4.3 | Albert Camu : <i>The Guest</i> , Translated by Justin O'Brein | 5 | 3,4 |
| | 4.4 Practicum | Gabriel Garcia Marquez: <i>Chronicle of a Death Foretold</i> , Translated by Gregory Rabassa | 15 | 3,4 |
| 5 | | Teacher Specific Content | | |

| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> ● Lectures ● Readings ● Discussion Forums | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|--|---------------------------------|-------------|--|-------------|------------|---------|------------|------------------|------------|---------------------------------|-------|--------|-----------|------------|-------------|-------------|-----------|------------|------------|--------------|----------|------------|------------|----------------|----|--------------|-------------|-----|----|----|-------------|--|--|-------|----|
| Assessment Types | A.Continuous Comprehensive Assessment – 30 marks <table border="1" data-bbox="427 544 742 723"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Seminar</td></tr> <tr><td>Assignment</td></tr> </table> <p>.B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" data-bbox="427 869 1452 1209"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table> | | | | Particulars | Class test | Seminar | Assignment | Descriptive Type | Word Limit | Number of Questions to be added | Marks | Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | Short Essay | 150 words | 5 out of 8 | 5 x 5 = 25 | Short Answer | 50 words | 5 out of 8 | 5 x 2 = 10 | Objective type | NA | 10 out of 12 | 1 x 10 = 10 | MCQ | NA | 10 | 1 x 10 = 10 | | | Total | 70 |
| Particulars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Essays | 300 words | 1 out of 2 | 1 x 15 = 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| MCQ | NA | 10 | 1 x 10 = 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Total | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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Mukherjee, Sujit. *Translation as Discovery and Other Essays on Indian Literature in English Translation*. Allied Publishers, 1981.

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<https://fleursdumal.org/poem/200>

<https://www.wenaus.org/poetry/panther.html>

<https://poets.org/poem/lots-wife>

<https://scroll.in/article/1054403/arise-out-of-the-lock-50-bangladeshi-women-poets-from-several-generations-in->

[translation#:~:text='Arise%20out%20of%20the%20Lock'%2C%20Sufia%20Kamal%20\(1911,to%20arise%20is%20the%20order!&text=to%20redde%20your%20lips%20is,or%20death%20rings%20the%20chime.&text=wide%20eyes%20raised%20quick%20to%20the%20moment%2C%20not%20lowered%20any%20more.](#)

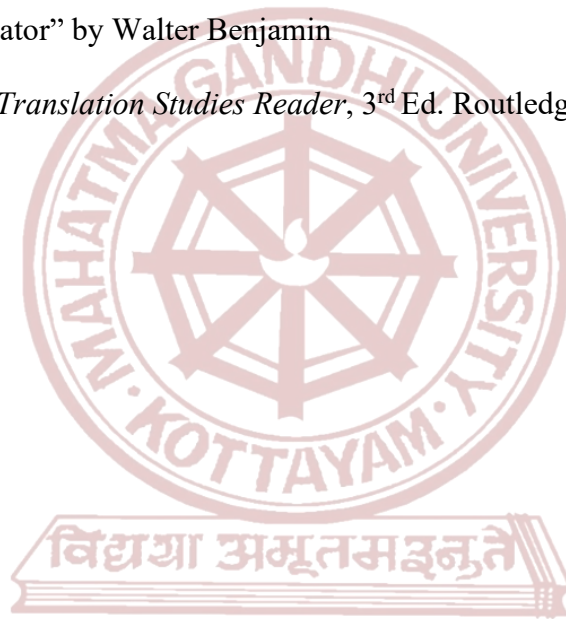
<https://www.poetryfoundation.org/poems/55321/celebrating-childhood>

<https://allpoetry.com/A-Sad-State-Of-Freedom>

SUGGESTED READINGS


“The Task of the Translator” by Walter Benjamin

Venuti, Lawrence, *The Translation Studies Reader*, 3rd Ed. Routledge 2012



MGU-UGP (HONOURS)

Syllabus

| | |
|---|---|
|  | Mahatma Gandhi University Kottayam |
|---|---|

| | | | | | | |
|-------------------------------|--|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | Translation for the Media | | | | | |
| Type of Course | DSC C | | | | | |
| Course Code | MG4DSCTRS200 | | | | | |
| Course Level | 200 – 299 | | | | | |
| Course Summary | <p>This course shall provide a comprehensive understanding of the various approaches to translation outside of literary texts and provide an interdisciplinary approach to the study of English in its functionality.</p> <p>The course presents concepts and techniques that can be fruitfully used by experts in multiple languages who are sensitive to other cultures. As the course promotes creativity in the field of media studies, the course focuses on strengthening critical analysis and empathy skill.</p> | | | | | |
| Semester | 4 | Credits | | | 4 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 1 | 0 | 75 |
| Pre-requisites, if any | MGU-UGP (HONOURS) | | | | | |

COURSE OUTCOMES (CO) *Syllabus*

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|---|--------------------|------------|
| 1 | Apply effective techniques for translating news articles, ensuring clarity, accuracy, and impartiality | A | 1, 2, 3 |
| 2 | Demonstrate cultural sensitivity and awareness in translations, ensuring that the content is appropriate and respectful towards the cultural context of the target audience | U | 8, 1, |
| 3 | Adapt the technical and linguistic aspects of translation in the fields of subtitling, including synchronization, condensation, and readability | C | 3, 1 |
| 4 | Apply dubbing techniques, ensuring that translated dialogue matches the original lip movements and conveys the intended emotions | A | 1, |
| 5 | Develop skills for creating descriptive audio content for visually impaired audiences, adhering to industry standards and guidelines | S | 2, 3, 6, 7 |
| 6 | Adapt translations to different media formats, ensuring consistency and appropriateness across various platforms | C | 1, 3 |
| 7 | Exhibit advanced proficiency in both source and target languages, ensuring accurate and culturally appropriate translations | C | 1, |
| 8 | Demonstrate a thorough understanding of key translation theories and their applications in various media contexts | U | 1, |

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course description | Hrs | CO No. |
|--|------------------|---|-----|---------|
| 1 News Transl ation | 1.1 | Hard news and Soft News – cultural relativity in the preferences for hard news and soft news. Foreignisation and Domestication – cultural biases News Agency Translations in the global scenario – news translation in a multi-lingual environment News in dailies, news portals and the visual media | 5 | 8 |
| | 1.2 | Diplomacy in translation – multiple source texts in news translation – translation as editing Hard news and soft news: varying strategies in translation – cultural differences in the treatment of content and language styles | 5 | 2, 6 |
| | 1.3 Practicum | News translation Practice- 1 | 5 | 1, 6, 7 |
| 2 Langu age Skills for Subtitl ing | 2.1 | History of subtitling: the silent movie era and after Key technical terms and concepts: intertitles – digital and analogous subtitles – closed subtitles and open subtitles – subtitles and captions | 5 | 8 |
| | 2.2 | Content of subtitles: Linguistic content (conversations, songs, non-diegetic linguistic content) Non-linguistic sound Visual Features Language Variety in subtitling Technical issues in subtitling -- overtranslation and undertranslation Technological advancements | 5 | 3 |
| | 2.3 Practicum | Subtitling – Practice -1 | 5 | 6, 7 |

| | | | | |
|---|------------------|---|---|------|
| | 3.1 | History of Dubbing (post-silent film era): Sound on film – magnetic strips – digital dubbing – full dubbing and partial dubbing (voice-over) | 5 | 4 |
| 3 Language Skills for Dubbing | 3.2 | Synchrony in dubbing: lip synchrony – isochrony – kinetic synchrony – problem of equivalence – technical requirements v/s close translation – revoicing to overcome problems of synchrony Standard Practices in voice-over dubbing Technological advancements | 5 | 6, 7 |
| | 3.3 Practicum | Dubbing Practice -1 | 5 | |
| 4 Audio Description | 4.1 | Evolution and History of audio description Japanese Genshi – Running Commentaries on Radio – Audio Description for the Visually challenged | 5 | 8 |
| | 4.2 | Audio description in the theatre Audio description in Cinema Audio Introduction Visual Information and Auditory Information | 5 | 5 |
| | 4.3 | Describing live musical events and performances in theatre – Complexities of audio description in the theatre Audio description and cultural load Variations demanded by age difference Creative use of language in audio descriptions Writing script for audio description | 5 | 5 |
| | 4.4 Practicum | Audio description – Practice News Translation Practice -2 | 7 | 6, 7 |
| | 4.5 Practicum | Editing and Analysis of Script Dubbing Practice -2 Subtitling Practice – 2 | 8 | 7, 8 |

| | | | | |
|---|--|--------------------------|--|--|
| 5 | | Teacher Specific Content | | |
|---|--|--------------------------|--|--|

| Teaching and Learning Approach | <p>Classroom Procedure (Mode of transaction)</p> <ol style="list-style-type: none"> 1. Lecture 2. Class Discussions 3. Hands-on training 4. Research Projects and Presentations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|---------------------------------|--------------------|------------------|------------|------------------|------------|---------------------------------|-------|--------|-----------|------------|-------------|-------------|-----------|------------|------------|--------------|----------|------------|------------|----------------|----|--------------|-------------|-----|----|----|-------------|--|--|--------------|-----------|
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| Particulars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Translation (News) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Movie subtitling | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | Total | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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MGU-UGP (HONOURS)

Syllabus