UNIVERSITY OF KERALA

DOUBLE MAIN PROGRAMMES
(2020 Admission onwards)

First Degree programmes
(CBCS System)

B.A English and Media Studies
(2020 Admission onwards)
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# B.A Double Main – English and Media Studies

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UNIVERSITY OF KERALA

DOUBLE MAIN PROGRAMMES
(2020 Admission onwards)

First Degree programmes
(CBCS System)

ENGLISH (MAIN I)

B.A English and Media Studies
(2020 Admission onwards)
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Programme Outcome

- **PO 1:** Imbibe a comprehensive understanding of the two different streams of learning and their interdisciplinary nature that needs to be addressed and imbibed.
- **PO 2:** Gain a basic understanding of the realms of knowledge production specific to the two disciplines and the specific educational philosophy they cater to.
- **PO 3:** Understand the need to cross over disciplinary border lines to achieve a multidisciplinary perspective of knowledge production.
- **PO 4:** Imbibe a research oriented approach to the study of humanities in connection with the basic understanding of social sciences to initiate a multidisciplinary approach of study.
- **PO 5:** Understand the importance of interdisciplinary learning to broaden the subject knowledge and enhance the skill development as per the global context and requirement
- **PO 6:** Imbibe the importance of a multidisciplinary approach to understand the nuances of literary expressions and vice versa.
- **PO 7:** Form an awareness of the multiplicities of socio-cultural realities that shape literary representations and to critique the inherent hegemony.
- **PO 8:** Address the requirements of the language use in a globalized context
- **PO 9:** Ensure the importance of language study in relation with the study of language and literature of the mother tongue
- **PO 10:** Acquire improved competence in translation and to view the same not only as a tool for cultural transmission but also as skill acquisition, esp. in the field of media and translation.
- **PO 11:** Comprehend the current modes of writings – that which encompasses the issues of power related to class, caste, race, gender, ethnicity, climate change etc. and realize the role of literature in inculcating social sensitiveness and responsibilities.
- **PO 12:** The competence to identify the literary voices of dissent from diverse parts of the globe and to reflect on the popular culture, literature and everyday resistance.
- **PO 13:** Gain the basic knowledge of research methodology and other areas related to the faculty of research.
- **PO 14:** Imbibe a research oriented approach to the study of humanities in connection with the basic understanding of social sciences to initiate a multidisciplinary approach of study.
- **PO 15:** Contribute to the realm of knowledge production with an increased intellectual, creative, critical and multidisciplinary capability.
SEMESTER I

FIRST DEGREE DOUBLE MAIN PROGRAMME IN

B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)

(2020 Admission onwards)

Core Course 1: ENM 1131 - Introduction to Literary Studies I

No. of Credits: 3  No. of Instructional hours: 3 per week (Total 54 Hours)

Aim  To introduce the world of literature

Objectives:

1. Introduce varied literary representations.
2. Familiarize students with the nature and characteristics of literature.
3. Discuss the nature and characteristics of literature.

Course Outcome

CO 1: Introduce varied literary representations.
CO 2: Familiarize students with the nature and characteristics of literature.
CO 3: Discuss the nature and characteristics of literature
CO 4: Introduce two key genres of literature, poetry and drama.
CO 5: Possess a foundational understanding of poetry and drama.

COURSE OUTLINE

Module I Introduction

Art form - Oral-Written- Narrative forms- Poetry- Prose- Literary Fiction- Novel- Novella-
Short Story- Electronic Literature-Popular Literature- Graphic Novels

1. Swapna Gopinath: “What is Literature?”
   https://freereads854632715.wordpress.com/2020/10/04/what-is-literature/
Module II Poetry- Forms


1. Edgar Allen Poe: “Annabel Lee”
   https://www.poetryfoundation.org/poems/44885/annabel-lee
2. P.B Shelley: “To a Skylark”
   https://www.poetryfoundation.org/poems/45146/to-a-skylark
3. W.H. Auden: “Stop all the clocks, cut off the telephone”
   https://web.cs.dal.ca/~johnston/poetry/stopclocks.html
4. Edna St. Vincent Millay: “I, Being born a Woman and Distressed (Sonnet XLI)”
5. Kae Tempest: “The woman the boy became”
   https://kaleidoscopetodd.tumblr.com/post/108439629368/the-woman-the-boy-became
   https://www.youtube.com/watch?v=YS7vPjsMsJw
6. Matsuo Basho: “The Old Pond”
   https://www.poemhunter.com/poem/the-old-pond/

Module III- Glimpses of World Poetry

   https://poets.org/poem/children-1
2. Pablo Neruda: “Tonight I Can Write the Saddest Lines”
   https://www.poemhunter.com/poem/tonight-i-can-write-the-saddest-lines/
3. Mary Elizabeth Frye: “Do not stand at my grave and weep”
5. Wislawa Szymborska: “Possibilities”
   https://www.poemhunter.com/poem/possibilities-21/
6. Amrita Pritam: “I will meet you yet again”
   http://www.littlemag.com/ghosts/amritapritam.html

Module IV Drama

What is Drama? Nature-Characteristics-Tragedy-Comedy-Tragicomedy-One Act Plays-Melodrama-Opera-Pantomime-Mime-Ballet

1. Cedrick Mount : The Never Never Nest
   https://kupdf.net/download/never-never-nest-one-act-play_5bda8f69e2b6f5b855bfbbc6.pdf
2. Sajitha Madathil: Matsyagandhi
3. Henrik Ibsen: *A Doll’s House*
https://www.gutenberg.org/files/2542/2542-h/2542-h.htm

**Recommended Reading**


Damrosch, David. *What is World Literature?* Princeton University Press, 2018


e-resources

https://www.youtube.com/watch?v=sr3nw7CZvO8 (Video of *A Doll’s House*)

https://www.youtube.com/watch?v=yn2HdrAh-fA (Video of *Never Never Nest*)

https://www.youtube.com/watch?v=uCYFQvGdvpo&list=PLw835AzeS24O8LphQisApUyAPpNAG49e&index=14 (Video of *Matsyagandhi*)

https://pabloneruda.net/

https://www.kahlilgibran.com/

https://www.poetryfoundation.org/poems/browse?page=1&sort_by=recently_added

https://www.poemhunter.com/

https://www.poetryinternational.org/pi/home

https://www.pitt.edu/~dash/folkttexts.html

https://www.gutenberg.org/ebooks/search/?query=poetry&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=Drama&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=theatre&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=one+act+plays&submit_search=Go%21
SEMESTER I
FIRST DEGREE DOUBLE MAIN PROGRAMME IN
B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)
(2020 Admission onwards)

Core Course 2: ENM 1132 – Introduction to Literary Studies II

No. of Credits: 3                       No. of Instructional hours: 4 per week (Total 72 Hours)

Aim   Introduce the world of Literature, especially, Fiction and Non-Fiction

Objectives

1. An awareness of diverse literary representations from different time and space
2. Possess a foundational understanding of fiction and non-fiction.
3. Provide an awareness of genre, with emphasis on forms of short fiction, fiction and non-fiction.

Course Outcome

CO 1: Cultivate a taste for the literary among students
CO 2: Familiarize students with the nature and characteristics of different genres of literature.
CO 3: Introduce two key genres of literature- fiction and non-fiction.
CO 4: Imbibe the representational possibilities of the respective genres.
CO 5: Instil a creative aptitude

COURSE OUTLINE

Module I Short Story

What is a short story? History-Characteristics.

1. Rabindranath Tagore: “Kabuliwala”
   https://www.gutenberg.org/files/27200/27200-h/27200-h.htm#nighting
3. Fyodor Dostoyevsky: “An Honest Thief”
Module II Novella

History- Characteristics.

1. John Steinbeck: *The Pearl*
2. Antoine de Saint-Exupéry: *Little Prince*

Module III Novel

History- Characteristics-Types

1. Bibhutibhushan Bandhopadhyay: *Pather Panchali*

Module IV Non-Fiction

History-Characteristics-Type

1. Ramachandra Guha: “The Cities that Shaped Gandhi, the Cities that Gandhi Shaped”
2. Margaret Atwood: “Attitude” (Speech, 1983)
3. Yuval Noah Harari: “A Day in the Life of Adam and Eve” from *Sapiens: A Brief History of Humankind*
Recommended Reading


e-resources

https://www.nobelprize.org/prizes/lists/all-nobel-prizes-in-literature/


https://www.theguardian.com/books/series/100-best-nonfiction-books-of-all-time

https://www.gutenberg.org/ebooks/search/?query=novels&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=short+stories&submit_search=Go%21

https://encyclopedia.ushmm.org/content/en/project/the-holocaust-a-learning-site-for-students


https://www.history.com/topics/world-war-ii/the-holocaust

http://margaretatwood.ca/
https://dostoevsky.org/
https://www.tagoreweb.in/
http://ramachandraguha.in/
https://www.ynharari.com/
SEMESTER II
FIRST DEGREE DOUBLE MAIN PROGRAMME IN
B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)
(2020 Admission onwards)

Foundation Course 2: EML 1221 – Environmental Studies and Disaster Management

No. of Credits: 3  No. of Instructional hours: 3 per week (Total 54 Hours)

Aim: Engage with a wide range of issues in environmental studies and disaster management and acquire a set of values for environmental protection and conservation

Objectives:
1. The learners recognize the ecological basis for regional and global environmental issues
2. Manage natural disasters and other emergency situations
3. Develop a critical vocabulary related to environmental studies and disaster management

Course Outcome:
CO 1: Understand environmental crises and disaster management situations
CO 2: Take lead in spreading environmental values and creating awareness among the public
CO 3: Understand local environmental issues better
CO 4: Respond in a better way to a natural calamity or disaster
CO 5: Articulate environmental concerns using appropriate vocabulary

Course Description
Module 1

Understanding the Environment

Introduction: Environment-its importance-types of ecosystems

- “Chief Seattle’s Speech”
- “The Religion of Forest” (An Essay by Rabindranath Tagore)
- “Trophic Cascade” (A poem by Camille T. Dungy)
A Glossary of relevant key concepts with examples

Comprehension Questions

Module 2

Resources and their Conservation

Introduction: Natural Resources - biodiversity - conservation

- An extract from The Silent Spring (A book by Rachel Carson)
- *On Killing a Tree* (A poem by Gieve Patel)
- *The Inheritors of the Earth* (A translation of Short Story by Vaikom Muhammed Basheer)

A Glossary of related Key Concepts with examples

Comprehension Questions

Module 3

Environmental Pollution

Introduction: Types - Causes - Effects - Waste management - Policies and practices

- *Beat Plastic Pollution* (An article from unenvironment.org)
- “Memory of Hiroshima” (A poem by K. Satchidanandan )
- *E is for E-waste* (Ellen Banda-Aaku)

A Glossary of Related Key Concepts with examples

Comprehension Questions

Module 4

Disaster Management

Introduction: Natural and Man-made - health emergency - handling hazardous materials - managing personal disasters - bomb threats - disaster preparedness - management - rehabilitation

- An introductory essay on Disaster Management
- *The Truth about the Floods* (A poem by Nissim Ezekiel)
- An extract from Chapter 1 of *Patna Blues* by Abdullah Khan (Juggernaut Books)
- A newsletter on Bhopal Gas Tragedy
- Laboratory safety manual
- ‘Relief Standard Operating Procedure for Natural & Man-made disaster,’ an essay.
A Glossary of related Key Concepts with interesting examples

Comprehension Questions

Project report (10 Marks)

Students are expected to prepare a project report based on any one of the activities suggested below. General guidelines will be provided for preparing the Project Report.

1. Visit to a local area to document environmental assets: River/Forest/Grassland/Hill
2. Visit to a local polluted site: Urban/Rural/Industrial/Agricultural
3. Study of simple ecosystems: Pond/River/Hill slopes
4. Mock drill organized in their college by the local disaster management agencies

Model Question Paper

No questions should be asked from Additional/ Suggested Reading

Total marks: 80                                                                 Time: 3 hours

Part One

10 questions to be answered, each in a word or sentence.(10 x 1=10marks)

Part Two

Eight questions to be answered from a total of 12 and to be written in not more than 50 words. (8 x 2= 16marks)

Part Three

Six questions to be answered from a total of 9 and to be written in around 100 words. (6 x 4 = 24marks)

Part Four

Two questions to be answered out of four and to be written in not less than 300 words. (2 x 15= 30marks)
Text Book Prescribed:

Ecoscapes

Edited by Dr Kishore Ram, Assistant Professor, Department of English, N.S.S College, Kottiyam, Dr Gireesh J., Assistant Professor, Department of English, Govt. B.J.M College, Chavara, Kollam, Dr. Ranjith Krishnan K.R., Assistant Professor, Department of English, N.S.S College, Kottiyam and Dr Deepa Prasad L. Assistant Professor, Research Centre and Department of English, University College, Thiruvananthapuram

Publishers: Emerald

Suggested Reading


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SEMESTER II
FIRST DEGREE DOUBLE MAIN PROGRAMME IN
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(2020 Admission onwards)
Core Course 3: ENM 1231 – Popular Literature and Culture
No. of Credits: 2                         No. of Instructional hours: 2 per week (Total 36 Hours)

Aim  To broaden the idea of literature and the concept of texts

Objectives

1. Sensitize students to the ways in which popular fiction reflects and engages with questions of gender, identity, ethics and education.
2. Encourage the student to think critically about popular literature
3. Help distinguish between artistic literature and popular literature

Course Outcome

CO 1: Encourage the learners to think critically about popular literature
CO 2: Understand the categories of the “popular” and the “canonical”
CO 3: Identify the conventions, formulas, themes and styles of popular genres such as fairy tales, detective fiction, science fiction, fantasy, children’s literature, and comics.
CO 4: Assessment of the literary and cultural value of popular texts
CO 5: Sensitize the learners to the ways in which popular fiction reflects and engages with questions of gender, identity, ethics and education.

COURSE OUTLINE

Module I: Popular Literature and Culture – a brief overview

Popular literature– ‘literature of the people’- origins and development– characteristic features-various literary genres and subgenres of popular literature - folk tales, fairy tales, ballads, romances, periodicals, detective fiction, sci-fi, fantasy, horror, children’s literature, cartoon/comic strips, comics, chick lit, best sellers, magazines, graphic novels, creative non-fiction- memoirs-social media posts-blog posts

Popular culture- entertainment value- dance-music- art- television shows

Suggested texts for reference

1. Video lecture on “What is Popular Literature?” https://youtu.be/tHra0zBJIWA
Module II: Short fiction and Verse

1. “The Shoes That Were Danced to Pieces” by Jacob and Wilhelm Grimm (fairy tale)  
   https://www.pitt.edu/~dash/grimm133.html
2. Bob Dylan – “Blowin’ in the Wind” (song)  
   http://www.bobdylan.com/songs/blowin-wind/ (verses)  
   https://youtu.be/G58XWF6B3AA (song)

Module III: Novels

1. Anuja Chauhan – The Zoya Factor (Westland, 2016)
2. J.K. Rowling – Harry Potter and the Philosopher’s Stone (Bloomsbury 1997)

Module IV: Creative non-fiction


Recommended Reading


Inge, M. Thomas Comics as Culture. UP Mississippi 1990

Sabin, Roger Comics, Comix and Graphic Novels London: Phaidon Press, 1996  
https://www.britannica.com/art/popular-literature

https://literariness.org/
SEMESTER II

FIRST DEGREE DOUBLE MAIN PROGRAMME IN

B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)

(2020 Admission onwards)

Core Course 4: ENM 1232 - Art and Literary Aesthetics

No. of Credits: 3                           No. of Instructional hours: 3 per week (Total 54 Hours)

Aim  Introduce the multidisciplinarity of Art and Literary Studies

Objectives:

1. Gain an understanding of various movements in art history and how they relate to literature
2. Engage with works of art that directly refer to literary works and also draw inspiration from art
3. Recognize how all forms of art are part of a continuum.

Course Outcome

CO 1: engage with literature in a broader, educated perspective.
CO 2: think with greater originality and independence about the complex interrelationship between different art forms.
CO 3: engage sensitively and intelligently with new readings of literature.
CO 4: develop an understanding of the co-relation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights into literary texts.
CO 5: initiate students to implement the multidisciplinary scope of art and literary studies.

Course Outline

[Instruction to the Teachers: This course is designed to draw out the relationships between art movements and literature. In the first two modules, the texts/pieces have been chosen to be representative of the various time periods in which these movements originated, so a comparative study of both the paintings, films and the literary works is recommended. The
third module discusses music as literary text and the various ways in which this is manifested.

Module I

Literature and Visual Arts - I


2. Romanticism:
   - Delacroix – Liberty Leading the People (painting)
     https://www.khanacademy.org/humanities/ap-art-history/late-europe-and-americas/enlightenment-revolution/a/delacroix-liberty-leading
   - Coleridge – “Destruction of the Bastille” (poem)

3. Pre-Raphaelite Movement:
   - D.G. Rossetti – Proserpine (painting)
     https://www.khanacademy.org/humanities/becoming-modern/victorian-art-architecture/pre-raphaelites/a/rossetti-proserpine
   - D.G. Rossetti – “Proserpine” (poem)
     http://www.victorianweb.org/painting/dgr/drawings/5.html

4. Post-Impressionism
   - Virginia Woolf – *The Waves* (novel)
     http://gutenberg.net.au/ebooks02/0201091h.html

Module II

Literature and Visual Arts - II

1. Expressionism
   - Munch - The Scream / Kahlo – Self Portrait with Thorn (paintings)
     https://www.pinterest.de/pin/525162006534163564/?nic_v2=1a2KHhnuH

2. Cubism/Surrealism:
   - Picasso - Guernica (painting)
     https://www.pablopicasso.org/images/paintings/guernica3.jpg
• Max Weber- “Eye Moment” (poem)  
https://heiup.uniheidelberg.de/journals/index.php/transcultural/article/view/23509/17361 (From the online article- “The Reception of Max Weber’s Cubist Poems (1914) in Taishō Japan”)

• AiméCésaire – “The Woman and the Flame” (poem)  
https://poets.org/poem/woman-and-flame

• Salvador Dali, Walt Disney Pictures – Destino (short film)  
https://www.youtube.com/watch?v=y_TlaxmOKqs

3. Postmodernism

• Banksy - Love is in the Air (Flower Thrower)  
https://hexagongallery.com/catalog/artist/banksy/love-is-in-the-air/

• Katsuhiro Otomo – Akira (film)  
https://m.youtube.com/watch?v=hcZ3Id6Wz5k

Module III

Literature, Music and Performing Arts

1. Essay: T. M.Krishna – “A Culture that Dominates is No Culture At All” (Ramon Magsaysay Address)  
https://thewire.in/rights/tm-krishna-magsaysay-award-speech  
https://www.youtube.com/watch?v=IfR3OddYVBY

2. Poetry and Music: poems put to music:

• Text: “The Lady of Shalott” (poem Tennyson)  
https://www.poetryfoundation.org/poems/45359/the-lady-of-shalott-1832

• “The Lady of Shalott” (pop music LoreenaMcKennit)  
https://www.youtube.com/watch?v=80-kp6RDl94

3. Music as Resistance

• Billie Holiday – “Strange Fruit” (Jazz, Harlem Renaissance)  
https://www.youtube.com/watch?v=Web007rzSOI

• Langston Hughes- “Harlem” (Harlem Renaissance)  
https://www.poetryfoundation.org/poems/46548/harlem

4. Music as Text:

• “The 1975 – 1975” (Greta Thunberg’s speeches on the climate crisis set to music)  
https://www.youtube.com/watch?v=4fwEG8XK1uU
Lin Manuel Miranda – “My Shot” (from Hamilton) (From a Broadway musical about the American founding fathers in rap form)
https://www.youtube.com/watch?v=lc7NqP_YGlg

5. Music in Fiction and Drama:

- “Do You Hear the People Sing” (from Les Miserables)
  https://www.youtube.com/watch?v=K5PzJhU8i10
- The Willow Song” from Othello
  https://www.youtube.com/watch?v=7RDAM14EPfs

6. Music, Dance, Literature

- Isadora Duncan – “The Dancer of the Future” (essay)
  https://mccc.edu/pdf/vpa228/the%20dancer%20of%20the%20future%20-%20duncan.pdf

Recommended Reading

e-resources


Eugene O’Neill – The Hairy Ape (play)
https://www.gutenberg.org/files/4015/4015-h/4015-h.htm


Kafka – “Metamorphosis (novella)”


All About the Hamiltons. https://www.newyorker.com/magazine/2015/02/09/hamiltons
SEMESTER III
FIRST DEGREE DOUBLE MAIN PROGRAMME IN
B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)
(2020 Admission onwards)

Core Course 5: ENM 1331 - British Literature

No. of Credits: 4                       No. of Instructional hours: 5 per week (Total 90 Hours)

Aim  Introduce students to British literature

Objectives

1. Familiarise the historical phases of English literature
2. Provide glimpses of writers and literary texts that are pivotal to an understanding of British literature
3. Discuss the development of British literature across time from Pre-Elizabethan to Restoration Era

Course Outcome

CO 1: Comprehend the origins of English literature
CO 2: Understand the specific features of the particular periods
CO 3: Understand themes, structure and style adopted by early British writers
CO 4: Gain knowledge of growth and development of British Literature in relation to the historical developments
CO 5: Understand how writers use language and creativity to capture human experience through different literary forms

Module I:  Old English Literature


2. Deor’s Lament
Module II: Elizabethan Age


1. Spenser- “Sonnet 30” (from Amoretti)
   [Website]
2. Extract from Dr Faustus- Apostrophe to Helen
   [Website]
3. Bacon’s essay - Of Studies
   [Website]
4. Isabella Whitney: “A Sweet Nosegay, or Pleasant Poesy, Containing a Hundred and Ten Philosophical Flowers”
   [Website]
5. Death, Be not Proud (Holy Sonnet 10) - John Donne
   [Website]
6. Shakespeare: Romeo and Juliet
   [Website]

Module III: Puritan Age and Restoration Age


1. John Milton- Extract from Book 9 (Paradise Lost) - The Fall of Man – Lines 850-1055
   [Website]
   [Website]
3. William Congreve- Proviso scene (Act 4, Scene 5) from The Way of the World
   [Website]
4. Robert Burns--A Red, Red Rose
   [Website]
5. Elizabeth Carter: “Written Extempore on the Sea Shore”
   [Website]
Module IV: Romantic Age and Victorian Age
French Revolution – Romantic Revival – first and younger generations of Romantics -
Lyrical Ballads – familiar/personal essay – Lamb, Hazlitt, De Quincey - fiction in the
Romantic age– Walter Scott, Jane Austen- Victorian poets – Pre-Raphaelite Poetry -
Victorian prose writers – Victorian compromise - Victorian novelists – Women novelists

   https://www.poetryfoundation.org/poems/43654/the-chimney-sweeper-when-my-
   mother-died-i-was-very-young
2. William Wordsworth – “Composed Upon Westminster Bridge”
   https://www.poetryfoundation.org/poems/45514/composed-upon-westminster-bridge-
   september-3-1802
3. John Keats – “To Autumn”
   https://www.poetryfoundation.org/poems/44484/to-autumn
4. Charles Lamb – “Dream Children, a Reverie”
   http://essays.quotidiana.org/lamb/dream_children_a_reverie/
5. Jane Austen – Pride and Prejudice
   https://www.gutenberg.org/files/1342/1342-h/1342-h.htm
6. Elizabeth Barrett Browning – “If thou must love me…” (Sonnet 14)
   https://www.poetryfoundation.org/poems/45992/to-her-sister-mistress-a-b
7. Matthew Arnold-- “Dover Beach”
   https://www.poetryfoundation.org/poems/43588/dover-beach
   https://www.dickens-online.info/the-haunted-house.html

Recommended Reading


e-resources

[Literariness.org](https://ebookcentral.proquest.com/)

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SEMESTER III
FIRST DEGREE DOUBLE MAIN PROGRAMME IN
B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)
(2020 Admission onwards)
Core Course 6: ENM 1332 - Evolution of the English Language

No. of Credits: 4                           No. of Instructional hours: 5 per week (Total 90 Hours)

Aim  Study the historical development of the English Language to the present

Objectives

1. Demonstrate a thorough understanding of the diachronic development of the English language down the ages.
2. Sensitize students to the changes that have shaped English
3. Enable understanding of the growth of English into a global language

Course Outcome

CO 1: Knowledge of the paradigm shifts in the development of English.
CO 2: Well aware of the historical paradigm shifts in the history of English Language
CO 3: Imbibe the plural socio cultural factors that went in to the shaping of the English Language.
CO 4: Place English language in a global context.
CO 5: Recognize the politics of many ‘Englishes’

COURSE OUTLINE

Module I

Module II
Module III
Modern English – Contributions of Spenser, Shakespeare and Milton to English – Changes in pronunciation (Great Vowel Shift) – Spelling reform – Dr. Johnson’s dictionary – Evolution of English as a Global Language

Module IV:
Semantic changes in English - Word formation – Growth of vocabulary -- Various Englishes – Digital English

Recommended Reading

e-resources
“Studying the History of English” http://www.uni-due.de/SHE/index.html
“History of the English Language”
SEMESTER IV
FIRST DEGREE DOUBLE MAIN PROGRAMME IN
B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)
(2020 Admission onwards)
Core Course 7: ENM 1431 –World Literatures

No. of Credits: 4                          No. of Instructional hours: 5 per week (Total 90 Hours)

Aim Understand the diversity of cultures and the commonalities of human experience in
the literature of the world.

Objectives

1. To expand the student’s knowledge of new genres in the area
2. To help students contextualise the contemporary English studies
3. To trace the concerns literatures across the world in the late 20th century to a
digital 21st Century

Course Outcome

CO 1: Learners are introduced to varied socio-cultural and political experiences and
expressions

CO 2: Learners get acquainted with varied socio-cultural and political experiences and
expressions.

CO 3: Gain a theoretical grounding to read literatures in English from different
regions and accept the fact that world literature is literature that gains in translation.

CO 4: Learn to avoid homogenising cultures and languages and protect the diversity
of languages and cultures present in literary works.

CO 5: Recognise that world literature has a readership and an impact beyond its
original language and cultural area.

COURSE OUTLINE:

Module I: Poetry

melon-city-annotated
2. Mahmoud Darwish-. “To Our Land”
   https://www.poetryfoundation.org/poems/52554/to-our-land-56d2311d9f3ad

3. Rigoberto González- “Other Fugitives And Other Strangers”
   https://www.poetryfoundation.org/poems/51573/other-fugitives-and-other-strangers

4. Simon Armitage- “Chainsaw Versus the Pampas Grass”

5. YahudaAmichai- “And We Shall Not Get Excited”

6. Jerome Sala- What is a Corporation?
   https://nyq.org/books/preview/9781630450434.pdf

Module II: Fiction

1. Naguib Mahfouz- *Midaq Alley* (1947)


Module III: Drama


   https://www.york.cuny.edu/Members/tamrhein/Anna%20Script%20and%20Notes.pdf

Module IV: Hybrid Texts


Recommended Reading


Juvan, Marko, ed. “World Literatures from the Nineteenth to the Twenty-first Century”. Special Issue. CLCWeb: Comparative Literature and Culture 15.5 (2013)


SEMESTER IV

FIRST DEGREE DOUBLE MAIN PROGRAMME IN

B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)

(2020 Admission onwards)

Core Course 8: ENM 1432 – Narratives of Resistance

No. of Credits: 4                           No. of Instructional hours: 5 per week (Total 90 Hours)

Aim     Introduce the various narratives of resistance, literary and other wise.

Objectives

1. Help form an informed opinion of the ways that discourses of resistance are framed.
2. Gain insights into the language of resistance resonating in all forms of creative expression.
3. Understand narratives of resistance as a subset of literary output of socio-political activity involved in a struggle against dominant ideologies.

Course Outcome

CO 1: Be able to identify themes of resistance in different forms and genres of literature.

CO 2: Have a sense of the various kinds of injustice related to race, ethnicity and gender prevalent in society.

CO 3: Develop an idea of literature as a form of resistance to all forms of totalitarian authority.

CO 4: Understand the inter connection between various genres in manifesting resistance

CO 5: How resistance is an undeniable presence in the everyday narratives of literary and other artistic expressions.

Course Outline

Module 1 Principles

Movement- Mothers of Plaza de Mayo – Ganda Filipinas – Pride March – Panchami Land Rights

Core Reading:

Module II People

Core Reading:


Module III Places

Core Reading:
1. Adrienne Rich- “What Kind of Times Are These”. https://www.poetryfoundation.org/poems/51092/what-kind-of-times-are-these
5. Beygairat Brigade. “Alooanday”. https://www.youtube.com/watch?v=ZEpnwCPgH7g

Module IV Practices

Core Reading:


7. SaiKiran. “Stand Up Comedy” https://www.youtube.com/watch?v=aTUjGWJinX0s://www.youtube.com/watch?v=OqllqX2DDA

**Recommended Reading**

**e-resources**

Allen Ginsberg’s “Kaddish”, https://www.poetryfoundation.org/poems/49313/kaddish

*Battleship Pottemkin*. Directed by Sergei Eisenstein, performances by Members of the crew of the Potemkin, director’s cut, Mosfilm, 1925. https://www.youtube.com/watch?v=2986SLGCgeE&t=1043s


J Devika.“Imagining Women’s Social Space in Early Modern Keralam”. https://www.researchgate.net/publication/5127065_Imagining_women's_social_space_in_early_modern_Keralam/link/545cebcb0cf27487b44d447f/download


SEMESTER V
FIRST DEGREE DOUBLE MAIN PROGRAMME IN
B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)
(2020 Admission onwards)
Core Course 9: ENM 1531 –Translation Studies

No. of Credits: 4                           No. of Instructional hours: 4 per week (Total 72 Hours)

Aim   Familiarize the students with the basics and nuances of translation

Objectives
1. Introduce Translation Studies as an academic interdiscipline.
2. Help them understand the theory and practice of translation.
3. Equip the learners to be well informed in the uniqueness of language structures.

Course Outcome
CO 1: Recognise the art involved in translation.
CO 2: Get well versed in the uniqueness of language structures.
CO 3: Learners take up translation as a profession.
CO 4: Procure and improve language and vocabulary skills
CO 5: Undertake an independent Translation Project.

COURSE OUTLINE

Module 1: Fundamentals of translation

Module II: Key Concepts
Source language-Target language-Afterlife-Linguistic and cultural systems-faithfulness-fidelity – untranslatability - confusions-equivalence

Module III: Case Studies
1. Analysis of a translated Text:
a. From Malayalam to English
I. A story
  ii. A poem
b. From English to Malayalam
  i. A story
  ii. Problems of translations

**Module IV: Translation Practice**

a. Non-Literary (Equivalent technical terms-idioms, phrases, proverbs in English and Malayalam-Translation of sentences and passages from English to Malayalam and vice-versa)

b. Literary (Translation of short literary prose pieces including fiction from English to Malayalam and vice-versa)

**COURSE MATERIAL**

**Modules 1-4**

**Core reading**


**Recommended Reading**


Ashly, C.N. *O. Henriyude Theranjedutha Kathakal*. Papion, Kozhikode.


‘Vanampadiyodu’ by Vyloppilly Sreedhara Menon. (Translation of Keats’ Ode to a Nightingale)

**e-resources**


http://amsacta.unibo.it/2393/1/Manfredi_2008_Monografia.pdf (Translation theory)
SEMESTER V
FIRST DEGREE DOUBLE MAIN PROGRAMME IN
B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)
(2020 Admission onwards)
Core Course 10: EN 1532 – Criticism and Theory

No. of Credits: 4 No. of Instructional hours: 5 per week (Total 90 Hours)

Aim
Provide a historical and critical overview of the origin and development of literary criticism

Objectives

1. Give the students a historical overview of the critical practices from classical period to the present.
2. Introduce to them some of the significant concepts that had a seminal influence on the development of critical thought.
3. To develop in them a critical perspective and capacity to relate and compare various critical practices and schools.
4. Trace the development of critical practices from ancient to the present.
5. Explain the critical concepts that emerged in different periods, places and historical milieus

Course Outcome

CO 1: Analyze and appreciate texts critically, from different perspectives.
CO 2: Appreciate Indian Aesthetics and find linkages between Western thought and Indian critical tradition.
CO 3: Show an appreciation of the relevance and value of multidisciplinary theoretical models in literary study.
CO 4: Demonstrate an understanding of important theoretical methodologies and develop an aptitude for critical analysis of literary works.
CO 5: Gain a critical and pluralistic understanding and perspective of life
COURSE OUTLINE

Module I
Western Critical Thought
1. Classical:
   Plato: Mimesis and the critique of poetry
   Aristotle: Tragedy
   Longinus: The Sublime
2. Neo Classical:
   Dryden: Defence of Poetry
3. Romantic:
   William Wordsworth: Definition of poetry
   S.T. Coleridge: Fancy and Imagination
4. Victorian:
   Matthew Arnold: Function of poetry, Touchstone method
5. Modernism:
   T.S. Eliot: Theory of Impersonality, Dissociation of Sensibility, Objective Correlative, Tradition and Individual Talent

Module II
Indian Aesthetics
The Evolution of Indian Poetics-Art and Aesthetics of Dramatic Experience-Bharatamuni-Natyasastra - Rasa Theory-Alamkara- Ritisiddhant- DhwaniSiddhant- Vakrokti- Auchitya-Thinai Poetics

(Mention the importance of the above schools of thought in Indian Criticism and their relation to Western Criticism like Rasa is equivalent to purgation or catharsis, Dhvani and symbolism, vibhavas and objective correlative, Alamkara and Rhetorics, Vakrokti and Ambiguity ).
Module III

A Brief Introduction to Critical Theory

1. New Criticism - Russian Formalism
2. Structuralism (Langue/Parole, Sign-Signifier-Signified)
3. Deconstruction
4. Feminisms (Waves of Feminism, Womanism, Intersectionality, Gynocriticism)
5. Psychoanalytic Criticism: (Id, Ego, Super ego)
   (The Real, the Imaginary, the Symbolic)
6. Postcolonial Criticism: (Orient/Occident, Eurocentrism, Othering, Negritude, Subaltern)
7. Gender and Sexuality: (Performativity)
8. Modernism, Postmodernism (Parody and Pastiche)

Module IV

Practical Criticism

Literary forms and devices.

Criticism of an Unseen Passage (Prose OR Poetry) using any of the theories prescribed.

Recommended Reading


e-resources

Classical Criticism [http://www.egyankosh.ac.in/bitstream/123456789/22610/1/Unit-1.pdf]

Classical Criticism [https://www.academia.edu/35408906/CLASSICAL_CRITICISM_A_CRITICAL_ENQUIRY]

From Plato to the Present [http://elibrary.bsu.az/books_400/N_33.pdf]

Longinus –On the Sublime [https://sites.google.com/site/zhmlit/literary-criticism/longinus-s-ideas-on-the-sublime]


Classical and Neo classical criticism [https://ddceutkal.ac.in/Syllabus/MA_English/Paper_02.pdf]

Dr Johnson as a Critic [https://literariness.org/2017/12/05/literary-criticism-of-samuel-johnson/]

Romantic Criticism [https://ddceutkal.ac.in/Syllabus/MA_English/Paper_07.pdf]


Wordsworth’s theory of poetry [https://dducollegedu.ac.in/Datafiles/cms/ecourse%20content/B.A.%20(Hons)%20ENG%20APER%209%20WORTH%20S%20THEORY%20OF%20POETRY%20IN%20THE%20LYR.pdf]

Coleridge as critic [https://dducollegedu.ac.in/Datafiles/cms/ecourse%20content/B.A.%20(Hons)%20ENG%20APER%209%20Coleridges%20Biographia%20Literaria%201817.pdf]

Matthew Arnold as critic [https://www.lsj.org/literature/essays/arnold]

Arnold and High culture [https://sites.udel.edu/britlitwiki/matthew-arnold/]

T S Eliot as critic [https://sites.google.com/site/nmeictproject/presentations/4-1-introduction-t-s-eliot-as-a-critic]

Indian Aesthetics [https://www.openart.in/general-topics/indian-aesthetics/]

A Student’s Handbook of Indian Aesthetics [https://www.cambridgescholars.com/download/sample/63790]

Rasa Theory [https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120632194631nishi_Rasa_Theory.pdf]
The Rasa Theory https://sg.inflibnet.ac.in/bitstream/10603/126482/9/09_chapter%203.pdf
Literary Theory https://courses.lumenlearning.com/introliterature/chapter/introduction-to-critical-theory/
Literary Theory http://ekladata.com/Tn8NJwPeVe21wsE0MuX7LyFQ6Gg/Literary-Theory_an-overview.pdf
Literary Theory http://library.bsu.az/books_400/N_92.pdf
Practical criticism http://egyankosh.ac.in/bitstream/123456789/22635/1/Unit-1.pdf
https://iep.utm.edu/literary/ (What is Literary Theory)
https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/ (Literary Criticism)
http://site.iugaza.edu.ps/ahabeeb/files/2012/02/An_Introduction_to_Literature_Criticism_and_Theory.pdf (Introduction to Literary Theory and Criticism)
https://ayushnanda.com/history-indian-aesthetics-brief-notes (History of Indian Aesthetics)
https://www.cambridgescholars.com/download/sample/63790 (A Student’s Handbook of Indian Aesthetics)
https://www.slideshare.net/m_b2011/comparative-aesthetics (Comparison between Indian and Western Aesthetics)
SEMESTER V

FIRST DEGREE PROGRAMME (CBCS System)

Common guidelines for Project/Dissertation

B.A. ENGLISH AND MEDIA STUDIES
(2020 Admission onwards)

Core 11: ENM 1533                Project/Dissertation

No. of Credits: 2                          No. of Instructional hours: 2 per week (Total 36 Hours)

Maximum Marks: 100

A. Guidelines for Teachers:

1. The Project/Dissertation should be done under the direct supervision of a teacher of the department, preferably the Faculty Advisor for the FIFTH semester. However the work of supervising the Projects should be distributed equally among all the faculty members of the department.

2. The teaching hours allotted in the FIFTH semester for the Project/Dissertation [i.e., 2 hours/week] is to be used to make the students familiar with Research Methodology and Project writing.

3. A maximum of five students will work as a group and submit their project as a [single] copy for the group. The members of a group shall be identified by the supervising teacher. Subsequently each group will submit a project/dissertation and face the viva individually/separately.

4. The list containing the groups and its members should be finalized at the beginning of the FIFTH semester.

5. Students should identify their topics from the list provided in consultation with the supervising teacher or the Faculty Advisor of the class [Semester 5] as the case may be. The group will then collectively work on the topic selected.

6. Credit will be given to original contributions. So students should not copy from other projects.

7. There will be an external evaluation of the project by an External examiner appointed by the University. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner who valued the projects/dissertations and an internal examiner. All the members within the group will have to be present for the viva voce. The grades obtained [for external evaluation and viva voce] will be the grade for the project/dissertation for each student within that group.
8. The Project/Dissertation must be between 20 and 25 pages. The maximum and minimum limits are to be strictly observed.


10. There should be a one-page Preface consisting of the significance of the topic, objectives and the chapter summaries.

11. Two copies have to be submitted at the department by each group. One copy will be forwarded to the University for valuation and the second copy is to be retained at the department.

**B. General guidelines for the preparation of the Project:**

- Paper must of A4 size only.
- One side Laser Printing.
- Line Spacing: double.
- Printing Margin: 1.5 inch left margin and 1 inch margin on the remaining three sides.
- Font: Times New Roman only.
- Font size: Main title -14/15 BOLD & matter - 12 normal.
- The project need be spiral-bound only.
- Paragraphs and line spacing: double space between lines [MLA format].
- Double space between paragraphs. No additional space between paragraphs.
- Start new Chapter on a new page.
- Chapter headings (bold/centred) must be identical as shown:

  Chapter One
  Introduction

- Sequence of pages in the Project/Dissertation:
  i. Cover Page.
  ii. First Page.
  iii. Acknowledgement, with name & signature of student.
  iv. Certificate (to be signed by the Head of the Dept and the Supervising Teacher).
  v. Contents page with details of Chapter Number, Chapter Heading & Page Numbers.
- Specimen copies for (i), (ii), (iv) and (v) will be sent to the colleges.
- Chapter divisions: Total three chapters.

Preface
C. Specific guidelines for preparation of Project:

1. Only the Title of the Project Report, Year and Programme/Subject should be furnished on the cover page of the University copy of the Project. The identity of the College should not be mentioned on the cover page.

2. Details like Names of the Candidates, Candidates’ Codes, Course Code, Title of Programme, Name of College, Title of Dissertation, etc. should be furnished only on the first page.

3. Identity of the Candidate/College should not be revealed in any of the inner pages.

4. The pages containing the Certificate, Declaration and Acknowledgement are not to be included in the copy forwarded to the University.

5. The Preface should come immediately before the Introductory Chapter and must be included in all the copies.

D. Selection of Topics:

Students are permitted to choose from any one of the following areas/topics. Selection of topics/areas has to be finalized in the course of the first week of the final semester itself with the prior concurrence of the Faculty Advisor / Supervisor:

1. Post-1945 literature. This must not include the prescribed work/film coming under Core study. [Works/films other than the prescribed ones can be taken for study]

2. Analysis of a film script.

3. Analysis of advertisement writing [limited to print ads]. Study should focus on the language aspect or be analyzed from a theoretical perspective [up to a maximum of 10 numbers].

4. Analysis of news from any of these news stations/channels: AIR, Doordarshan, NDTV, Headlines Today, Times Now, BBC, and CNN. [News from 5 consecutive days highlighting local, regional, national, international, sports, etc]

5. Celebrity Interview: from film, politics, sports and writers [Only one area or one personality to be selected].

6. Studies on individual celebrities in the fields of arts and literature. Example: a Nobel Prize winner, a dancer/singer/musician/film star, etc, of repute [Only one personality to be selected].

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7. Studies based on any 5 newspaper editorials or articles by leading international or national columnists like Thomas Friedman, Paul Krugman, Anees Jung, etc.

8. Compilation and translation of any 5 folk stories of the region.

9. Analysis of the language used in email and sms. The study should focus on the language aspect used in such modes of messaging, limiting to 10 pieces of email/sms. [Reference: David Crystal Txtng: the GR8 Dbt. OUP, 2008]

10. Studies on popular folk art forms like Koodiyattam, Theyyam, Pulikali, ChakyarKoothu, Nangyar Koothu, Kalaripayattu, Kathakali, Mohiniyattam, Maargamkali, Opanna, etc. [Only one art form to be selected].

11. Study on any 5 popular songs in English. Songs of popular bands like the ABBA, Boney M, Backstreet Boys, Beatles, Pink Floyd, Rolling Stones, Westlife, Boyzone, etc can be selected.

12. Study based on the life and works of one Nobel Prize winner in literature.

E. Details of Course Contents:

(1) Academic writing: The following areas are to be made familiar to the students during the course of the 3 instructional hours/week set aside for the same in the sixth semester:

(a) Selecting a Topic
(b) Compiling a Working Bibliography
(c) Writing Drafts
(d) Plagiarism and Academic Integrity
(e) Mechanics of Writing
(f) Methods of quoting texts:
(g) Format of the Research Paper


(2) Documentation of sources in the works cited page(s): Samples of different types of sources will be provided.
SEMMESTER VI

FIRST DEGREE DOUBLE MAIN PROGRAMME IN

B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)

(2020 Admission onwards)

Core Course 11: ENM 1631 – English for the Media

No. of Credits: 4  No. of Instructional hours: 5 per week (Total 90 Hours)

Aim  Introduce the essential requirements of writing for the media.

Objectives

1. Familiarise the learners with the process of writing for the media.
2. Make them familiar with the specific use of English in the field of media.
3. Generate interest in various aspects of media and thereby equip them with the basic writing skills required for the same.

Course Outcome

CO 1: Familiarize students with the process of writing for the media
CO 2: Make them familiar the specific use of English in the field of media
CO 3: Generate interest in various aspects of media and thereby to equip them with the basic writing skills required for the same.
CO 4: Enable the students to take up jobs in the media industry- both in the print, broadcast and the new media.
CO 5: Promote their writings with the help of the new media

Module I: Writing for the print media

Newspaper: Writing headlines – Analysing newspaper articles- Practising interview skills – Planning and writing a newspaper article

Magazine: Composing magazine covers –Planning the contents of a magazine – Giving instructions for a photo shoot –Planning and writing a true life story.

Module II: Writing for Radio, Television and Film


Television: Understanding the pre-production process –Organising a filming schedule –Filming on location –Editing a TV documentary
Film: Writing a screenplay – Pitching successfully – Organising a shoot – Writing a film review.

Module III: Writing for advertisements

Advertisement: Creating a print advert – Creating a screen advert – Presenting a finished advert – Analysing market trends – Setting up a marketing communication strategy – Organising the relaunch of a product – Evaluating the success of a relaunch.

Module IV: Writing for the New Media

New Media: Briefing a website designer – Analysing problems and providing solutions – Planning and writing a blog – Creating a podcast – Vlogs – Graphic novel.

[It is suggested for students to follow the different styles of reporting in various media and to familiarize themselves with the emerging trends in the new media]

Core Reading:


Recommended Reading


e-resources

https://www.google.co.in/books/edition/Designing_New_Media/

https://www.google.co.in/books/edition/AS_Media_Studies

https://www.google.co.in/books/edition/Social_Media_and_Democracy
SEMESTER VI
FIRST DEGREE DOUBLE MAIN PROGRAMME IN
B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)
(2020 Admission onwards)

Core Course 12: ENM 1632 – Linguistics and Structure of the English Language

No. of Credits: 4                       No. of Instructional hours: 5 per week (Total 90 Hours)

Aim
Understand the language structure of the English Language

Objectives
1. Give the learners a preliminary idea regarding the nature, function and scope of languages, in general.
   2. Sensitize them to the specificities of the oral and written dimensions of English.
   3. Appreciate Linguistics as a branch of learning with its own defined material and methodology.
   4. Explain the verbal, grammatical, and phonetic inputs that constitute a proper study of the English language.

Course Outcome

CO 1: Understand the phonological and grammatical structure of English Language
CO 2: Be able to analyse actual speech in terms of the principle of linguistics
CO 3: Improve the accent and pronunciation of the language
CO 4: Introduce the students to internationally accepted forms of speech and writing English
CO 5: Explore the ancient linguistic tradition of India.

COURSE OUTLINE

Module I: Linguistics

Approaches to the study of language – Diachronic and Synchronic – Prescriptive and Descriptive Language as a system of signs – Sign, Signifier and Signified, Langue and Parole, Competence and Performance, Syntagmatic and Paradigmatic axes.
Varieties of Language – Dialect, Register, Pidgin and Creole.
Significance of Received Pronunciation (RP)
Module II: Phonetics and Phonology


Phonology – Phonemes – Allophones and their distribution


Transcription (sentences and passages) – IPA

Module III: Morphology and Syntax

Morphology – Morphemes – classification – Free and Bound – Roots and Affixes – Lexical and Grammatical – Inflectional and Derivational - Allomorphs and their distribution

Syntax – Word classes – Form class and Function class – Formal features

Traditional Grammar – Structural and Functional study of grammatical categories – Grammaticality and Acceptability

Structural grammar – Introduction to IC Analysis – Phrase Structure (PS) Grammar – Transformational Generative (TG) Grammar

Module IV: Linguistics in Ancient India


Influence on Modern Linguistics

Texts for Reference:


Davidappleyard.com/English/pronunciation.htm.Web


SEMESTER VI
FIRST DEGREE DOUBLE MAIN PROGRAMME IN
B.A ENGLISH AND MEDIA STUDIES (CBCS SYSTEM)
(2020 Admission onwards)
Core Course 14: ENM 1633 – Creative Writing

No. of Credits: 3                       No. of Instructional hours: 4 per week (Total 72 Hours)

Aim  Generate interest and prompt creativity.

Objectives
1. Recognise the elements needed to give expression to their creativity.
2. Encourage students to use these self-recognized elements to develop their creative writing talent.
3. Sensitize them to the fact that creative writing has gone beyond the traditional genres in today’s world and includes many new forms that have grown with the media and social media boom, thereby blurring the boundaries between “creative” and “functional” writing.

Course Outcome
CO 1: Create a body of original creative works which exhibit basic elements of literary writing.

CO 2: Generate the ability to apply the creative as well as critical approaches to the reading and writing of literary genres.

CO 3: Critique and support the creative writing of peers in a guided workshop environment.

CO 4: Engage in literary output by identifying, analyzing and expressing socially sensitive and personally abstract themes and ideas.

CO 5: Gain expertise in providing critical readings of works of literary expressions.

COURSE OUTLINE
 Module I: Art and Craft of Writing

• Introduction
  Creative Writing definition – Measuring Creativity – Inspiration and Agency – Creativity and Resistance – Imagination – Importance of Reading

• The Art and Craft of Writing
Module II: Creative Writing across Genres

- **Poetry**
  
  Definition – Beginning to write poems – Shape, Form, Technique – Rhyme and Reason – Fixed forms and Free Verse – Modes of Poetry (Lyrical, Narrative, and Dramatic) – Voices – Indian English poets/works – Problems with writing poetry – Beginning to write

  Individual Creative Activity
  
  Poems

- **Fiction**
  
  Fiction – Literary and Popular Fiction – Short Story – Analysis of a short story – A Conversation with a creative writer – Beginning to write

  Individual Creative Activity
  
  Short Stories

- **Drama**
  
  Concepts and characterization of drama – Verbal/non-verbal elements – Different styles of contemporary theatre in Indian English – Developing a situation – Creating a sequence of events – Transforming it into a scene for a play

  Individual Creative Activity
  
  One Act Play

  - **Writing for Children**
    
    Children’s literature – writing verse – fiction – scripting for children’s theatre

  Individual Creative Activity

  Poems/Short Stories/Plays for children

Module III: Creative Writing in Other Forms

Reviews

  Book reviews, Film reviews

Travel Writing

  Travelogues

Life Writings

  Memoirs, Diary Entry, Biography, Autobiography
Blogs

Personal/Social/Cultural/Instagram poem/blogs

Creative Writing in Commercial Sphere

Forms

Advertisements, Tourist brochure, Recipe Writing

Individual Creative Activity

Book/film reviews, Travelogues, Memoirs, Diary Entry, Biography (Max. 300 words), Autobiography (Max. 300 words), Personal/Social/Cultural/Instagram poems/blogs

Course Material

Modules I & II


Reference

Modules III

Book Review


[www.writingcenter.unc.edu/esl/resources/writing-critique/](http://www.writingcenter.unc.edu/esl/resources/writing-critique/)

Film Review

[www.wikihow.com](http://www.wikihow.com)

“How to Write a Movie Review (With Sample Reviews)”

Travelogues

[www.researchgate.net/publication/274640565_TRAVELOGUES_AN_INNOVATIVE_AND_CREATIVE_GENRE_OF_LITERATURE](http://www.researchgate.net/publication/274640565_TRAVELOGUES_AN_INNOVATIVE_AND_CREATIVE_GENRE_OF_LITERATURE)

[www.academichelp.net/create-writing/write-travelogue.html](http://www.academichelp.net/create-writing/write-travelogue.html)

Memoir

[www.selfpublishingschool.com/how_to_write_a_memoir/](http://www.selfpublishingschool.com/how_to_write_a_memoir/)

“How to Fast Draft Your Memoir with Rachael Herron”

[www.youtube.com](http://www.youtube.com)

Diary Entry

[www.reliving.co.uk/write-a-diary-entry-expressing-your-feelings/](http://www.reliving.co.uk/write-a-diary-entry-expressing-your-feelings/)

Biography

[www.masterclass.com/articles/how-to-write-a-biography#6-tips-on-how-to-write-a-biography/](http://www.masterclass.com/articles/how-to-write-a-biography#6-tips-on-how-to-write-a-biography/)
Autobiography
www.theclassroom.com/write-autobiography-university-4581.html/
“How to Write an Autobiography: The Ultimate Guide with Pro Tips”
www.essaypro.com/blog/autobiography

Blogs
“How to Write a Blog Post: A Step-by-Step Guide”
blog.hubspot.com
www.wordstream.com>blog>2015/02/09>how-to-write-a-blog-post

Instagram Poems/Blogs
www.writersxp.com>how-to-become-an-instagram-poet
www.business2community.com>instagram>14-blogging...>02308043

Advertisements
“Creativity in Advertising-Harvard Business Review by Werner Reinartz and Peter Saffert
www.hbr.org>2013/06>creativity-in-advertising-when-it-w.../

Tourist Brochure
www.library.uncg.edu>nclitmap>TravelBrochureInclusion
www.wikihow.com>...>ArtMedia>Brochures>

Recipe Writing
www.sharonpalmer.com>rules-for-good-recipe-writing
www.thekitchn.com>how-to-write-a-recipe-58522
“How to write a recipe” by Jessica Focht 1 Nov. 2019
www.grammarly.com/blog/how-to-recipe/

Reviews - Commercial
Product
www.impactbnd.com/blog/how-to-write-product-reviews/

General Reference
Earnshaw, Steven. Ed. The Handbook of Creative Writing. Edinburgh University Press.
Morley, David. The Cambridge Introduction to Creative Writing. Cambridge University Press.
Prasad B. A Background to the Study of English Literature. Macmillan
Roney, Lisa. Serious Daring: Creative Writing in Four Genres. Oxford University Press.

Note: How to implement this course

Students should be exposed to the above as far as possible in the classroom sessions. Since there are many forms listed, group work and division of work along with self-teaching activities may be resorted to. Keeping this in view, certain items in the syllabus have been listed for individual/team writing. Writing workshops should also be conducted.
DOUBLE MAIN PROGRAMMES
(2020 Admission onwards)

First Degree programmes
(CBCS System)

MEDIA STUDIES (MAIN II)

B.A English and Media Studies
(2020 Admission onwards)
Double Main – Media Studies (Code- ENM)

Vision

Media Studies programme intends to create both academic perspectives and skill based knowledge among students. The course components are chronologically arranged to direct the learners into different aspects of Media- i) to practice Journalism ii) to evaluate the Journalism practices. A comprehensive method is adopted to incorporate practical assignments and theoretical engagements as well. The Innovative Trends and Industrial Standards together with a dissecting capacity are expected to orient the learners in creatively and critically engaging the Media environment. Syllabus is conceived, planned and structured in the Outcome Based Education (OBE) pattern.

Assessment Pattern

It is formulated that 20% of assessment can be made as internal and 80% on the basis of external evaluation methods or revisions as insisted by University according to its regulations.

Delivery of course content- Instructions

All the courses under this syllabus need to be taught only by a faculty who has a PG degree in Mass Communication and Journalism (MCJ/MA) with necessary qualifications like NET as prescribed by UGC guidelines.

Eligibility for Admission to the programme

Total marks in Higher Secondary + Marks scored by the candidate for Journalism.

Programme Outcomes – Media Studies

- **PO1-** To identify and plan strategies for effective communication
- **PO2-** To report and edit news events
- **PO3-** To build sociological outlook to the media practices
- **PO4-** To script and produce for broadcasting
- **PO5-** To map and document the historical turns in Media
- **PO6-** To inculcate research inquiries in media and formulate Methodological framework
<table>
<thead>
<tr>
<th>Semester 1</th>
<th>CORE</th>
<th>6 Hours – 4 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation Course offered by Media Studies (Basics of Informatics)</td>
<td>2 Hours - 2 credits</td>
</tr>
<tr>
<td>Semester 2</td>
<td>CORE</td>
<td>7 Hours - 7 credits</td>
</tr>
<tr>
<td>Semester 3</td>
<td>CORE</td>
<td>10 Hours - 8 credits</td>
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<tr>
<td>Semester 4</td>
<td>CORE</td>
<td>10 Hours - 8 credits</td>
</tr>
<tr>
<td>Semester 5</td>
<td>CORE</td>
<td>11 Hours - 11 credits</td>
</tr>
<tr>
<td></td>
<td>Open Course offered by Media Studies (Understanding Cinema)</td>
<td>3 Hours - 2 credits</td>
</tr>
<tr>
<td>Semester 6</td>
<td>CORE</td>
<td>11 Hours - 9 credits</td>
</tr>
</tbody>
</table>

MEDIA STUDIES - CORE: 55 HOURS – 47 CREDITS
+ FOUNDATION COURSE - BASICS OF INFORMATICS: 2 HOURS - 2 CREDITS
+ OPEN COURSE OFFERED – UNDERSTANDING CINEMA: 3 HOURS - 2 CREDITS

TOTAL – 60 HOURS – 51 CREDITS

Number of Core Courses – 13, Number of Foundation course -1, Number of Open course-1
## Semester wise Specific Course Structure

### Semester 1

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 1 ENM 1141 Fundamentals of Mass Communication</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>FOUNDATION COURSE (BY MEDIA STUDIES) ENM 1121 Basics of Informatics (FOUNDATION COURSE)</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Media Studies (Sem 1)**<br>Core – 6 Hours; Credits – 4<br>Foundation course – 2 Hours; Credits -2<br>Total – 8 hours; Credits – 6

### Semester 2

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CORE 2 ENM 1241 Print Media Practices-I</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CORE 3 ENM 1242 MediaHistory</td>
<td>3</td>
<td>3</td>
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</table>

**Media Studies (Sem 2)**<br>7 Hours; Credits– 7

### Semester 3

<table>
<thead>
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<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 4 ENM1341 Print Media Practices– II</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>CORE 5 ENM1342 Visual Media: Television and Cinema</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

**Media Studies (Sem 3)**<br>10 Hours; Credits – 8
### Semester 4

| CORE 6 | ENM1441 | Theories and Research Methods of Mass Communication | 5 | 4 |
| CORE 7 | ENM1442 | Public Relations and Advertising | 5 | 4 |

**Media Studies (Sem 4) – 10 Hours; Credits – 8**

### Semester 5

| CORE 8 | ENM1541 | Radio Broadcasting | 4 | 4 |
| CORE 9 | ENM1542 | Media Laws and Ethics | 4 | 4 |
| CORE 10 | ENM1543 | Digital Media – Basic Theories and Practice | 3 | 3 |
| OPEN COURSE BY MEDIA STUDIES | ENM1551 | Understanding Cinema (OPEN COURSE) | 3 | 2 |

**Media Studies (Sem 5) – 11 Hours; Credits – 11**

**Open Course – 3 Hours; Credits -2**

**Total – 14 hours; Credits – 13**
<table>
<thead>
<tr>
<th></th>
<th>Course</th>
<th>Duration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE 11</strong></td>
<td>Media and Society</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ENM1641</td>
<td></td>
<td></td>
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<tr>
<td><strong>CORE 12</strong></td>
<td>Media Management</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>ENM1642</td>
<td>(Internship Mandatory)</td>
<td></td>
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</tr>
<tr>
<td><strong>CORE 13</strong></td>
<td>Dissertation</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ENM1643</td>
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</tbody>
</table>

**Media Studies (Sem 6)**—11 Hours; Credits—9

**TOTAL**—60 HOURS—51 CREDITS

**CORE**—55 HOURS—47 CREDITS

**FOUNDATION**—2 HOURS—2 CREDITS

**OPEN**—3 HOURS—2 CREDITS

Number of Core Courses—13
Number of Foundation Course—1
Number of Open Course—1
SEMESTER 1

FUNDAMENTALS OF MASS COMMUNICATION | ENM 1141

HOURS: 6 | CREDIT: 4

Course Outcomes

| CO1 | To understand the foundational principles of Mass Communication |
| CO2 | To know the functions of various mass media forms |
| CO3 | To learn the models of communication |
| CO4 | To acquire knowledge on evolution of communication technology |

Module 1  What is communication?—Definitions—evolution of human communication—elements and process of communication—types of communication intrapersonal, interpersonal, group and mass communication—Classifications as Verbal and Nonverbal—communication barriers—7c’s of communication

Module 2  Characteristics, functions and elements of mass communication—types of mass media print, radio, film, TV, internet—a comparison of the scope and limitations of print and broadcast media, online media and its potential—Media convergence

Module 3  Models of communication—Rhetoric model—Shannon & Weaver model—SMCR model—Lasswell’s model—Schramm’s model—Circular model—Dance model—New Comb’s model—Gerbner’s model

Module 4  Growth of communication technology: Print—Radio—Television and Digital—Community Media and local empowerment—Media institutions: Local, Regional, National and Global levels

Assignment: Identify stories appeared in print/television on the themes development, arts and culture, sports, financial matters, law and order, health etc. for a period of one month. Choose one topic and prepare an analysis on how this issue has been presented by the media.

Books for Reference

1. Kumar, Keval J. (2010), Mass Communication in India, New Delhi, Jaico Publishers
5. Baran, Stanley J. & Dennis K. Davis (2006), New Delhi, Cengage Learning India
7. Vilanilam, J. V. (2003), Growth and Development of Mass Communication in India, New Delhi, NBT
Course Outcomes

<table>
<thead>
<tr>
<th>CO1</th>
<th>To locate the history of IT in Indian perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO2</td>
<td>To explain the process and practice of Information flow</td>
</tr>
<tr>
<td>CO3</td>
<td>To practice a learning management system</td>
</tr>
<tr>
<td>CO4</td>
<td>To review the ethics of social media interventions</td>
</tr>
</tbody>
</table>

COURSE CONTENT


MODULE II Information processing, Mediation of Technology, Alterations and Directions of Information, Cybernetics, Interactivity-Spontaneity-Continuity, Gate keeping in IT.

MODULE III Private and Public Operating systems- Free software- software licenses – Richard Stallman, Copy right and Copy left, Information resources, Online Library systems, INFLIBNET, OS Applications, Word, PowerPoint, Excel, Page Maker, In Design


Assignment:
1. Write a report on any Video Conferencing App or Review the E learning facilities available in Indian education system.

Books for reference
1. Alexis and Mathew Leon. Fundamentals of Information Technology. Leon Vikas
3. Marshall Poe, History of Communications: Media and Society from the Evolution of Speech to the Internet. Cambridge University
7. Rajaraman, V. Introduction to Information Technology. Prentice Hall.
   SAGE Publications, 2017

SEMESTER 2

PRINT MEDIA PRACTICES – I | ENM 1241

HOURS: 4 | CREDIT: 4

<table>
<thead>
<tr>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1</td>
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<td>CO2</td>
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<tr>
<td>CO3</td>
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<tr>
<td>CO4</td>
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</tbody>
</table>

Module 1 What is news? News values, basics of reporting, newsgathering techniques.
Types of news, news and views, news sources, source confidentiality, news conference,
meet the press, functioning of news agencies.

Module 2 Organizational structure of a newspaper, functioning of news bureau, reporter’s
duties and responsibilities, news planning, covering of events. News writing styles: inverted,
hourglass, narrative. Structure of news report: intro, body and conclusion. 5Ws and 1H, writing
headlines, principles of reporting: accuracy, objectivity, attribution, fairness.

Module 3 Reporting politics, business, sports, disasters, crime, court, civic issues, science &
technology, environment, developmental issues etc. Beat reporting, specialisations, reporter as a
researcher and investigator, sting operation, solutions based reporting. Handling press releases, social
media posts.

Module 4 Specialised forms of reporting: features, profiles, interviews, in-depth analysis,
investigative reporting, curtain raisers, running stories, citizen reporting. Major challenges and issues
of reporting, code of ethics for journalists, menace of fake news, fact checking sites, news credibility.

Assignment: Each student shall submit any two of the following assignments:

a) 600 words news report
b) 600 words feature
c) 600 words crime report
d) 600 words profile of a person from the campus/immediate locality
e) 600 words report based on an interview

Books for reference
1. Reporting for the Media: Fedler, Fred, John R. Bender, Lucinda Davenport & Michael W. Drager
2. Writing for the Mass Media: James Glen Stovall
3. Writing and Reporting News: Carole Rich
4. The Newspapers Handbook: Richard Keeble,
5. News Writing: From Lead to 30: William Metz,
6. Writing for the Media: P. P. Shaju
7. Working with Words: A Concise Handbook for Media Writers and Editors, Brian Brooks & James L. Pinson

MEDIA HISTORY | ENM 1242
HOURS: 3 | CREDIT: 3

Course Outcomes

| CO1 | To review the historical conditions of Media |
| CO2 | To track the media institutional practices |
| CO3 | To differentiate the conceptual frameworks of different phases |
| CO4 | To evaluate the role of media in the Social history |

COURSE CONTENT


Module III  Growth of Malayalam journalism - Rajyasamacharam, Paschimodayam, JnanaNikshepam, Paschimatharaka, Sandishtavadi, SatyanandaKahalam, Deepika, Keralamithram, Kerala Patrika, Malayali, Vivekodayam, Mithavadi, MalayalaManorama, Kerala Kaumudi, Swadeshabhimani, Kesari, Sahodaran, Al-Ameen; Journalism for freedom struggle- Mathrubhumi, 80
Deenabhandu, Lokamanyan; Newspapers as political mouthpieces- Regional Media Practices in Kerala- The working pattern and content of regional media.


Assignments: One among the following options

1. Prepare a case study on social history of earlier media movements (Select a media institution and prepare the evolution and growth of the same)
2. Find out the early and current publications in English or Malayalam exclusively for literature.
   (It is recommended that the regional media practices and their media environment should be prominently mapped)

Books for Reference

1. Parthasarathy, R, Journalism in India Sterling.
2. Krishna Murthy, Dr N Indian journalism
3. Natarajan, J History of Indian journalism
4. Raghavan, G N S The press in India
5. Robin Jeffrey, India’s newspaper revolution
6. Robin Jeffrey, Media and Modernity: Communications, Women, and the State in India
9. Raghavan, Puthupally Kerala Pathrapravarthanacharithram
10. Thomas, M V Bharathiya Pathracharithram Bhasha Institute
11. Kumar, Keval J Mass Communication in India, Jaioco
12. Barns, Margarita The Indian Press George Allen & Unwin
13. Bhargava, Motilal The role of the press in the freedom movement Reliance

SEMMISTER 3

<table>
<thead>
<tr>
<th>PRINT MEDIA PRACTICES – II</th>
<th>ENM1341</th>
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<tbody>
<tr>
<td>HOURS: 5</td>
<td>CREDIT: 4</td>
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</table>

| Course Outcomes |
|-----------------|----------------|
| CO1             | To familiarize the basics of news editing |
| CO2             | To train students in verbal and factual accuracy |
| CO3             | To initiate students to write effective and meaningful headlines |
| CO4             | To coordinate and rehash news packages |
Module 1  What is editing? Organization of a news desk, role and responsibilities of chief editor, news editor, chief subeditor, sub-editor. Planning and preparation by the editorial team.


Module 3  Headline writing, functions of headlines, principles of writing headlines, trends in headline writing, types of headlines: banner, skyline, kicker, deck, strapline, feature heads etc. Visual quality of newspaper, pictures, captions, cut lines, blurbs, info-graphics. Editing for online media, difference between editing for print media and online editing.

Module 4  Picture editing, basic techniques of picture editing. Newspaper formats: broadsheet, tabloid, berliner. Page design and layout, principles of page design, types of layout, pagination, pagination software.

Assignment: Team comprising not more than five students shall submit four page (A3) Laboratory journal to the department as part of the internal assessment/continuous evaluation. The journal should have reports, features, editorial, profiles, photos etc based on your campus/immediate locality. Assessment shall also be based on editing, headlines and designing. It is recommended to prepare the Journal either as a soft copy or hardcopy.

Books for reference
1. The Art of Editing : Brian Brooks, Flyod K. Baskette and Jack Scissors
2. News Editing: Bruce Westly
3. Working with Words: Brian Brooks
4. Headline Writing: Sunil Saxena
5. Fundamentals of Editing and Reporting: Ambrish Saxena
6. Writing as Craft and Magic: Carl Sessions Stepp
7. Sub editing for Journalists: Wynford Hicks

<table>
<thead>
<tr>
<th>Course Outcomes</th>
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</thead>
<tbody>
<tr>
<td>CO1 To learn the aesthetics and principles of visual compositions</td>
</tr>
<tr>
<td>CO2 To study the visual language and basics of sound design for visuals</td>
</tr>
<tr>
<td>CO3 To Explain film movements and the history of world cinema</td>
</tr>
<tr>
<td>CO4 To review the global cinema in its socio-cultural context</td>
</tr>
</tbody>
</table>
Module 1
Visual Language: Principles of framing and composition- Frame- Shot- Scene- Sequence- Aspect Ratio- Types of shots- Camera Angles: Bird’s eye view- High angle- Eye level- Worm’s eye view- Camera movements: Pan, Tilt, Dutch Angle- Track in/out- Crab dolly etc., Zoom in/out- Objective and Subjective camera- PoV- Sound elements in an AV production (Natural Sound, SFX, BGM, Voice Over)- Dubbing- Sync sound- Types of Microphones- Basics of sound design

Module 2

Module 3

Module 4

Reference
- Ralph Donald and Thomas Spann, Fundamentals of Television Production
- VasukiBelavadi, Video Production
THEORIES AND RESEARCH METHODS OF MASS COMMUNICATION | ENM 1441

Mandatory Practical work:
All students either individually or in groups are expected to submit a 5 minute news magazine or 1 minute PSA or 2 minute short fiction on assigned themes as per the directions of the course co-ordinator.

A film review of the films directed by any directors mentioned in the syllabus.

SEMESTER 4

THEORIES AND RESEARCH METHODS OF MASS COMMUNICATION | ENM 1441

HOURS: 5 | CREDIT: 4

Course Outcomes

| CO1 | To understand key theories, theoreticians and schools of thought in communication |
| CO2 | To apply proper theoretical framework in communication and media studies        |
| CO3 | To inculcate the perspectives of media content in different contexts           |
| CO4 | To develop basic research and analytical skills                               |

Module 1  
Origin of communication studies – communication studies as social science – psychological perspectives of communication – technological perspectives of communication – concepts of non-verbal communication – attitudinal change through communication – communication and language – the basics of semiotics.

Module 2  
Theories of media uses and effects -- uses and gratifications theory, social learning theory, play theory, dependency theory, agenda-setting theory, spiral of silence theory, and cultivation

Module 3 Media-audience interaction- social categories and social relations – the public and the public opinion – public sphere – persuasion and propaganda – McLuhan’s interpretation of mass media – normative theories of the press/media

Module 4 Research as a way of knowing – Academic Writing- Formulating hypothesis- methods of knowing: quantitative and qualitative -- concepts and constructs -- variables and indicators -- sampling methods -- methods for quantitative studies: surveys and content analysis -- methods of qualitative studies: interviews, focus group discussions, and case studies – Media Ethnography

Assignment: Each student shall present a seminar paper on a theory from the syllabus delineating its main assumptions, main lines of criticisms and its real-life applications. The presentation must be done making use of PPT slides and should submit the paper for valuation.

Books for reference

2. De Fleur, Melvin L. and Ball-Rokeach, Sandra J.: Theories of Mass Communication.
9. McQuail, Denis and Windahl, Sven: Communication models for the study of mass communications.

Module II  Advertising – Definition - evolution of advertising - functions and effects of advertising - types of ads - structure and functions of advertising agencies - ASCI and DAVP - Ad. Campaign.Professional organizations and code of ethics.


Module IV  Corporate communication - Definition and scope of corporate communication – Key concepts: corporate personality, corporate identity, corporate image, corporate reputation and corporate brands –functions of corporate communication – corporate communication tools -- corporate social responsibility.

Assignments:

1. Each student shall visit a private or public sector organization, and prepare a 4-page A4 size PR newsletter for the external audience and submit the same for valuation.
   
   or
   
   Each student shall produce an ad copy for print/electronic media for the promotion of a product suggested by the faculty and submit it for valuation.

2. Students in group should create a campaign for their college/institution on a theme assigned by the faculty.
   
   or
   
   Students in group should produce a one-minute PSA/Ad. Film/Pop-up

Books for reference

2. Sam Black: Practical Public Relations
5. Otto Klepner: Advertising Procedures
7. J.V Vilanilam: Advertising Basics
SEMMER 5

RADIO BROADCASTING | ENM1541

HOURS: 4  |  CREDIT: 4

Course Outcomes

| CO1  | To familiarize the production of various broadcasting formats |
| CO2  | To sketch the process of Broadcasting operations and production |
| CO3  | To prepare basic writings for Broadcasting production |
| CO4  | To explain the recording process of Broadcasting |

COURSE CONTENT

Module 1
Evolution of broadcasting in India; characteristics of Radio, Radio as a Broadcasting medium- scope and challenges; Frequency spectrum–AM–FM–shortwave-long wave, satellite radio-internet radio. Elements of audio communication–listening process–components of sound–frequency–pitch–amplitude–sound wave–wave length- Microphone positioning- ON mic, fade off, fade in, OFF mic- The elements of radio broadcasting- spoken words, music and sound effects, role of silence

Module 2

Module 3
Writing for Radio programmes- radio talk, interview, discussion, documentaries, radio magazine, radio drama; OB- running commentary—characteristics of each format. Programme presentation- traditional VS new; RJ, the use of online and social media in programme production

Participatory radio- community radio, campus radio

Module 4
Programme recording–various types of microphones–speakers–headphones–recording soft wares and conditions (Acoustics) - special effects–mixing and dubbing–sound format

Assignments:

1. Write a radio script, record in your voice, edit it and submit as a program
2. Record any program (music, interview, commentary or news with professional quality), edit and produce as an mp3 file / Produce a Radio drama
3. Select any AIR station and evaluate its contributions to the society
Books for reference

2. Vinod Pavarala and Kanchan K Malik, Other Voices the struggle for community radio, Sage
3. Michael Talbot, Sound Engineering Explained
4. Esta De Fossard, Writing and Producing Radio Dramas – (Sage Publications)
5. K. Tim Wulfeme, Radio-TV News Writing
6. Paul Chantler, Basics Radio Journalism
7. U.L. Baruah, This is All India Radio, New Delhi, Publications Division
11. Chatterjee, P C Broadcasting in India, Sage
12. Luthra, H K Indian broadcasting, Publications Division
13. Masani, Mehra Broadcasting and the people, National Book Trust
14. Thikkodiyan, Arangu Kanaatha Nadan

MEDIA LAWS AND ETHICS | ENM 1542

HOURS: 4 | CREDIT: 4

Course Outcomes

| CO1  | To explain and incorporate legal framework |
| CO2  | To suit concepts of freedom of press and the constitution |
| CO3  | To acquaint with judicial structure and role of fourth estate |
| CO4  | To review contemporary verdicts related to Media |

Module 1  Legal System in India Laws: Definition; Sources of Law: Custom; Precedent; Statute; Types of Laws: Criminal; Civil; TortRule of the Law- Constitution of India as Framework- Structure of the Indian Constitution-Preamble- Fundamental Rights- Duties, Directive principles of state policy, judicial review, Power to Amendment. Freedom of Speech & Expression and its Limit-the freedom of the press

Module 2  History of Indian Media Laws- Evolutions of media laws in colonial period-Press, and Registration of Books Act, 1867, Telegraph Act, Official Secrets Act, 1923

Introduction to Indian Penal Code with reference to sedition, crime against women and
children; Publication of Objectionable Materials Drugs and magic remedies act: Defamation, Legal Procedure in Defamation—Contempt of Court act—Contempt of Legislature

Right to Privacy, Indecent Representation & laws dealing with obscenity- Right to Information

Module 3 Legislative & legal reporting- Privileges of Legislatives and Judiciary-


Module 4 What is ethics—code of ethics—censorship/self-regulation— Codes of Professional Associations-Codes for Print media Press Council’s Norms of Journalistic Conduct—Broadcasting Media—

Working Journalists and other Newspaper Employees (Conditions of Service & Miscellaneous Provisions), Wage Boards; working journalist act

Assignments:

1. Case study based on specific law or concepts mentioned in the syllabus
2. Analysis on freedom of press and its violations
3. Panel discussion or debate based on:
   (i) Freedom of Press
   (ii) Profit motive vs responsibility of media houses
   (iii) Censorship

Book for reference

1. K.D.Umrigar, Media Laws
2. KundraS., Media Laws and Indian Constitution
4. Karan Sanders, Ethics and Journalism
5. Paranjot Guha Thakurtha (2012), Media Ethics: Truth, Fairness and Objectivity, New Delhi, OUP
Course Outcomes

<table>
<thead>
<tr>
<th>CO1</th>
<th>To explain the emerging modes of journalism and content production practices in digital platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO2</td>
<td>To familiarize the working pattern of digitality in the Social</td>
</tr>
<tr>
<td>CO3</td>
<td>To assess the suitability of hardware, software including open source solutions and applications of computer technologies and web page design</td>
</tr>
<tr>
<td>CO4</td>
<td>To map the data journalism trends</td>
</tr>
</tbody>
</table>

Module 1

Communication revolution and new media – Internet as a mass medium - its potential and limitations -networked society——hyper-textuality–interactivity– convergence– search engines - blogs–news portals–social networking sites–e-governance

Module 2

Fundamentals of computer technology–hardware & software– propriety and open source solutions– web page design basics-HTML and CSS.

Module 3

Journalism and new media - e-newspapers, online newspapers and internet editions of other mass media– Types of content in digital media. Page make-up and software solutions– InDesign and Quark Express–Broadcasting solutions– ENPS &INews

Module 4

Writing for the Web and Blog- Visual content for digital platform- Vlog- Advanced tools for digital platforms- Digital media news rooms, technologies –Innovations of MOJO exercises in Media- Basic idea of Data Journalism-News algorithm and news stories with data.

Assignments: (One of the three is compulsory)

1. Create a Blog, Vlog in Instagram / YouTube/Twitter / LinkedIn and upload your original content
2. Design an UI for an App or website
3. Technical writing exercises

Books for reference
1. D Sharma – Introduction of IT
2. Andrew Dewdney, Peter Ride – The new media handbook
3. Mike Ward - Journalism online
5. Brian Winston - Media, technology and society

OPEN COURSE OFFERED BY MEDIA STUDIES
UNDERSTANDING CINEMA | ENM 1551
HOURS: 3 | CREDIT: 2

Course Outcomes

| CO1          | To map the evolution cinema and its origin |
| CO2          | To explain cinema language and its visual components |
| CO3          | To review the global cinema in its socio-cultural context |
| CO4          | To identify Cinema as a medium of Communication |

COURSE CONTENT

Module 1  Evolution of cinema-origin of cinema; major landmarks in the history of cinema and the evolution of film language and grammar—Cinema as a distinctive visual narrative art form- Rise of the American film industry/studios- Advent of sound

Module 2  Basics of cinematography—elements of composition; Image size; camera and subject movements; Creative use of light and colour. Basics of sound—use of sound, speech, music and effects; Dubbing.

Basics of film editing—the Principles of editing—Continuity in Editing and its functions—Evolution of montage theory—Editing styles.


Malayalam cinema—brief history of Malayalam cinema, adaptation of Malayalam literary works Film society movement—Film festivals—Idea of Fandom.

Module 4  Cinema at the Present—Cinema in the Regions—Asian Cinema, African
Cinema, Latin American cinema, European Cinema-Digital technology and cinema- New distribution methods.

**Assignment**

1. Critically analyse major film movements globally.
2. Write the review of a Film

**Books for reference**

Andrew Dix (2005), *Beginning Film Studies*, New Delhi, Viva
Rudolf Arnheim (1957), *Films as Art*, Los Angeles, University of California Press
Bill Nichols (1976), *Movies and Methods*, Los Angeles, University of California Press
Bruce Mamer, *Film Production Technique*, New York, Thomas Wadsworth
Badwen, Liz-Anne (1976), *Oxford Companion to Film*, New York, OUP
Paul Rotha & Richard Griffith (1960), *Film Till Now*, New York, T–Wayne
Siegfried Kracauer (1959), *From Caligari to Hitler*, New York, Noonday
Andre Bazin (1971), *What is Cinema (2 Volumes)*, Los Angeles, University of California Press
Course Outcomes

<table>
<thead>
<tr>
<th>Course Outcome (CO)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1</td>
<td>To explain the issues pertaining in mass media practices</td>
</tr>
<tr>
<td>CO2</td>
<td>To familiarize the operational framework of institutions and societal interaction of mass media</td>
</tr>
<tr>
<td>CO3</td>
<td>To review and write the movements of digital media and social change along with the relevance of digital divide</td>
</tr>
<tr>
<td>CO4</td>
<td>To locate the technological connect of Media and Society</td>
</tr>
</tbody>
</table>

COURSE CONTENT

Module 1 Definitions and differentiation of basics concepts related to media- Data, Information, Communication, Mediation

Module 2 Media and Democracy- Freedom of media- Relation of media with the State – Legislative, Executive and Judiciary- Media and civil society- Media as Fourth Estate- Power of Media and accountability of Media.

Media and India society - Media in India- Politics and Media- State, Civil Society, and Media Economy and Media- Media Ownership-Media Audience-Media Public Sphere

Module 3 Media and Culture: Concept of Culture-Popular culture, Mass culture, High culture/low culture, Counterculture-Globalization—cultural imperialism–hegemony—identity
Media Representation

Representations in Media – Social composition in Indian Media institution – Dimensions of representations in media – Case studies representation of Religions, Gender, Class, and Caste aspects in Indian Citizenship

Module 4


Assignments:

1. Write a report on the contribution of mass media to the well-being of the society
2. Discuss the relation and change in relations between mass media and other social institutions in India.
3. Discuss the issue of media representations
4. Discuss the role of digital technology in bringing structural change in Indian Social setting

Books for Reference

3. Elihu Katz, Mass media and social change
5. John Hartley, Communication Cultural and Media Studies
6. Ratnesh Dwivedi (2013), Mass Media and Communication in Global Scenario, Kalpaz Publication
7. Maya Ranganathan (2010), Indian Media in a Globalized World, New Delhi, Sage
8. Pamela Philipose (2018) Media’s Shifting Terrain: Five years that transformed the way India Communicates, Orient Blackswan Pvt. Ltd.
Course Outcomes

<table>
<thead>
<tr>
<th>CO1</th>
<th>To familiarize with modern management concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO2</td>
<td>To apply the managerial aspects and functions of mass media organizations</td>
</tr>
<tr>
<td>CO3</td>
<td>To acquaint with business challenges and to tackle them in media organizations.</td>
</tr>
<tr>
<td>CO4</td>
<td>To understand the legal and institutional framework of media organisations</td>
</tr>
</tbody>
</table>

**Internship- Mandatory**

**COURSE CONTENT**

**Module 1**  

**Module 2**  
Types of Media Ownership- Sole proprietorship, partnership, private and public limited companies- Various departments of media organisations- Editorial, Mechanical, Circulation Personnel(HR) and Marketing: Functions and synergy

**Module 3**  
Registration and publication of newspaper – Institutions: Registrar of Newspapers of India, Press Council of India. Licensing of TV channels- Rules and regulations – FM Radio licensing- News agencies – Management of public broadcasters in India

**Module 4**  
Promotion of media brands- Research and strategies- 3 M’s :- Men, Money and Material - Reports of press commissions in India – enquiry committee on small newspapers – Varghese committee – KuldiP Nayar committee – PrasarBharti

**Internship- Mandatory**

It is mandatory to have two weeks Internship as part of the course. Media institutions or options like Public institutions, Local Self Govt Departments, NGO’s may be selected for internship specifically pointing out a connect with the Communication/Media aspects of the institution. The report of the internship, should focus on the following criteria:

**Assignment Criteria for Internship report-**

1. Sketch the organizational structure --Hierarchical chart of the organization/ Institution.
2. Prepare a report identifying the Communication/Journalistic components of the institution.

Books for reference

1. Track N. Sindhawani, Newspaper Economics and Management
2. L.W. Rucker & Williams, Newspaper Organisation and Management
3. Thomson F. Barnhart, Weekly Newspaper
4. Arun Bhattacharya, Indian Press from Profession to Industry
5. Orlik, Peter B. (1995), The Electronic Media, Massachusetts, Allyn and Bacon
6. Chathurvedi B K, Media Management

PROJECT-DISSERTATION

<table>
<thead>
<tr>
<th>100 Marks</th>
<th>ENM1643</th>
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HOURS: 2 | CREDIT: 2

During the final semester, students shall complete a research project as mandatory.

<table>
<thead>
<tr>
<th>Course Outcomes</th>
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<tbody>
<tr>
<td>CO1</td>
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<td>CO3</td>
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<td>Co4</td>
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Students shall have to prepare a dissertation work on themes of Media. It has to start with an abstract. Chapter 1 - Introduction, Chapter 2 - Review of Literature, Chapter 3 - Methodology, Chapter 4 - Interpretation and Analysis, Chapter 5 - Conclusion and Recommendations. Proper bibliography, annexures are to be added after the Chapter 5. Bibliography should follow APA style sheet. The supervision of a faculty member is compulsory. Evaluation is based on a dissertation of approximately 30-40 pages. Times New Roman font with 12 point size text is recommended with Main Titles in 32 points bold and subtitles in 18 point bold font. Further guidelines in addition to it may be suggested by supervisors if necessary.

Evaluation of Project

Dissertation also follows the regulation of 80: 20 ratio
(External evaluation and internal evaluation respectively)

1. Significance/ Scope and title
2. Methodology and theoretical framework
3. Research design
4. Viva-Voce

are the essential components that are to be taken into account.