

**CALICUT UNIVERSITY  
THIRD SEMESTER  
FOUR-YEAR UNDERGRADUATE  
PROGRAMME (CU-FYUGP)**

equipping with excellence

**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**

**MAJOR  
LANGUAGE IN ACTION  
(Course Code ENG3CJ202 /ENG3MN200)**

**PREPARED BY**

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**CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BA ENGLISH LANGUAGE AND LITERATURE MAJOR**

|                |                                                                                                                                                                                                     |                  |                   |                    |             |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|--------------------|-------------|
| Programme      | <b>BA ENGLISH LANGUAGE AND LITERATURE HONOURS</b>                                                                                                                                                   |                  |                   |                    |             |
| Course Code    | <b>ENG3CJ202 /ENG3MN200</b>                                                                                                                                                                         |                  |                   |                    |             |
| Course Title   | <b>LANGUAGE IN ACTION</b>                                                                                                                                                                           |                  |                   |                    |             |
| Type of Course | Major                                                                                                                                                                                               |                  |                   |                    |             |
| Semester       | III                                                                                                                                                                                                 |                  |                   |                    |             |
| Academic Level | 200-299                                                                                                                                                                                             |                  |                   |                    |             |
| Course Details | Credit                                                                                                                                                                                              | Lecture per week | Tutorial per week | Practical per week | Total Hours |
|                | 4                                                                                                                                                                                                   | 3                | -                 | 2                  | 75          |
| Pre-requisites | A fundamental understanding of Language, Media and Society                                                                                                                                          |                  |                   |                    |             |
| Course Summary | The course aims to enable the learner to explore the diverse areas where English language is employed to perform various purposes. The areas include Media, Literature and Technical documentation. |                  |                   |                    |             |

**Course Outcomes (CO):**

| CO                                                                                                                                                                                                        | CO Statement                                                                                                                              | Cognitive Level* | *Knowledge Category | Evaluation Tools used                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------|----------------------------------------------------------------------------------------------------------------|
| CO1                                                                                                                                                                                                       | To enable the learner to understand how language shapes and reflects societal norms, values, and power structures.                        | U                | C                   | Exam/<br>Assignment/<br>Presentations/<br>workshops/<br>interactive sessions                                   |
| CO2                                                                                                                                                                                                       | To critically analyze the use of language in various forms of media.                                                                      | Ap               | P                   | Translation assignments/<br>workshops/                                                                         |
| CO3                                                                                                                                                                                                       | To comprehend how literary texts convey themes, perspectives, and cultural values.                                                        | An               | C                   | Presentations/<br>reviews/<br>case studies                                                                     |
| CO4                                                                                                                                                                                                       | To develop proficiency in using clear, concise language in technical writing contexts.                                                    | C                | C, P                | Software demonstrations/<br>practical and digital presentations                                                |
| CO5                                                                                                                                                                                                       | To analyze similarities and differences in language use across the domains of media, literature, and technical documentation.             | Ap               | C, P                | Translation practice and public presentations in various genres and fields of verbal, visual and print sectors |
| CO6                                                                                                                                                                                                       | To appreciate critical reflection on the ethical and cultural implications of language use in various professional and personal contexts. | E, C             | M                   | Innovative research productivity through independent research                                                  |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> |                                                                                                                                           |                  |                     |                                                                                                                |

**Detailed Syllabus:**

| MODULE    | UNIT                                   | CONTENT                                                                                                               | Hrs<br>(75) | Marks<br>(70) |
|-----------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------|---------------|
| <b>I</b>  | <b>Introduction</b>                    |                                                                                                                       | <b>12</b>   | <b>16</b>     |
|           | 1                                      | Language praxis- the role of language in social practice & identity formation -literature, media & policy documents   | <b>3</b>    |               |
|           | 2                                      | Literature as a language discourse-language use – creative writing                                                    | <b>3</b>    |               |
|           | 3                                      | Media and the use of language- writing to performance-media and the formation of public opinion                       | <b>3</b>    |               |
|           | 4                                      | Role of language in documenting policies- Clarity – Effectiveness-Precision- Purpose - -Ethical Considerations-Impact | <b>3</b>    |               |
| <b>II</b> | <b>LITERATURE AS LANGUAGE PRACTICE</b> |                                                                                                                       | <b>12</b>   | <b>19</b>     |
|           | 5                                      | The Transformation of Silence into Language and Action- Audre Lorde                                                   | <b>3</b>    |               |
|           | 6                                      | What is Literature (First Three Paragraph)- Terry Eagleton                                                            | <b>3</b>    |               |
|           | 7                                      | Commute or Face of Rhythm - Autobiography of Death -Kim Hyesoon                                                       | <b>3</b>    |               |
|           | 8                                      | Sea Oak – George Sanders                                                                                              | <b>3</b>    |               |

|            |                                     |                                                                                                                                                                                                                                                                                                                                                                     |           |           |
|------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>III</b> | <b>MEDIA AND LANGUAGE</b>           |                                                                                                                                                                                                                                                                                                                                                                     | <b>12</b> | <b>16</b> |
|            | 9                                   | Chapter 6-Understanding Media: The extensions of Man- Marshall McLuhan                                                                                                                                                                                                                                                                                              | <b>3</b>  |           |
|            | 10                                  | 'From Documents to Performances' (Page 33-36)<br>Software Takes Commands-Lev Manovich                                                                                                                                                                                                                                                                               | <b>3</b>  |           |
|            | 11                                  | How Close Are We to a Climate Change Tipping Point?<br><br><a href="https://youtu.be/mFYE4Cfelj0?si=i75yzgYenB0SIrbz">https://youtu.be/mFYE4Cfelj0?si=i75yzgYenB0SIrbz</a>                                                                                                                                                                                          | <b>3</b>  |           |
|            | 12                                  | Journey of a Kuchipudi dancer from Pakistan to India- Ujwal Bommakanti<br><br><a href="http://timesofindia.indiatimes.com/articleshow/60064428.cms?utm_source=contentofinterest&amp;utm_medium=text&amp;utm_campaign=cppst">http://timesofindia.indiatimes.com/articleshow/60064428.cms?utm_source=contentofinterest&amp;utm_medium=text&amp;utm_campaign=cppst</a> | <b>3</b>  |           |
| <b>IV</b>  | <b>LANGUAGE IN POLICY DOCUMENTS</b> |                                                                                                                                                                                                                                                                                                                                                                     | <b>12</b> | <b>19</b> |
|            | 13                                  | National Legal Services v. Union of India (Verdict)                                                                                                                                                                                                                                                                                                                 | <b>3</b>  |           |
|            | 14                                  | No.WEC-19752-Women and Child Development – Dowry Prohibition Act, Kerala Dowry Prohibition (Amendment)                                                                                                                                                                                                                                                              | <b>3</b>  |           |
|            | 15                                  | Universal Declaration of Human Rights- Preamble                                                                                                                                                                                                                                                                                                                     | <b>3</b>  |           |
|            | 16                                  | The Forest Conservation Act 1980-Act.No.69 of 1980                                                                                                                                                                                                                                                                                                                  | <b>3</b>  |           |

| V | PRACTICUM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 12 |  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|
|   | <p>Suggested Activities:</p> <p>Module I:</p> <ol style="list-style-type: none"> <li>1. Explore current events or historical speeches that have influenced societal attitudes or policies.</li> <li>2. Analyze how language was used to convey messages of identity, social practices, or policy objectives. Discuss the ethical implications and the impact of language on public perception and action.</li> <li>3. create identity maps that incorporate language as a central element. They can include personal language use (slang, dialects), media influences, and policy implications on their identities.</li> <li>4. Discuss how language shapes their self-perception and interactions within different social contexts.</li> <li>5. Provide excerpts from policy documents (e.g., government policies, organizational guidelines) that address social issues such as education, healthcare, or environmental sustainability.</li> <li>6. Ask students to evaluate the clarity, precision, and ethical considerations of the language used. Discuss how language can impact the implementation and interpretation of policies.</li> </ol> <p>Module II</p> <ol style="list-style-type: none"> <li>1. Read other literary works and, in a group, analyse how they vary in theme, perspective and language</li> <li>2. Conduct an analysis on historical, cultural or social context of the literary works given and submit assignment based on the analysis</li> <li>3. Organise a debate on how various literary discourses contribute to the growth of literature</li> <li>4. Read literary works which bring social change and present it as seminar in the class</li> <li>5. Write your own version of the story 'Sea oak'.</li> <li>6. Read other texts defining and detailing the nature of literature and compare it with Eagleton</li> <li>7. Write a short note on South Asian literature</li> <li>8. Write an assignment on any literary narrative you recently read</li> </ol> <p>Module III</p> <ol style="list-style-type: none"> <li>1. Read and analyse various newspaper reports, focusing on tone, Bias, language and perspective</li> <li>2. Organise debates on current media topics, practicing argumentation and critical thinking</li> <li>3. Prepare and deliver your own version of TED talk in the classroom</li> </ol> |    |  |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <ol style="list-style-type: none"> <li>4. Write an editorial piece on a current issue, expressing your viewpoint and supporting evidence</li> <li>5. Prepare an article on the role of performance in new media platforms</li> <li>6. Identify various new media platforms where interactive writing can be done then attempt to participate in the writing process and read it in the class</li> <li>7. Translate a work from regional language to English using translation apps or web tools of your choice</li> <li>8. Enact a channel discussion in your classroom</li> </ol> <p>Module IV</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Read and analyse various government orders and find out the features of language used in the discourse focusing on clarity and structure</li> <li>2. Identify other acts and policies given by govt. &amp; non govt. organizations and discuss the impact of these on the society</li> <li>3. Find out various petitions and submit a report based on any one of them</li> <li>4. Compare different acts related to a particular issue, such as environmental protection or labour laws.</li> <li>5. Attempt to draft a policy on the protection of any endangered species you like</li> <li>6. Organize a debate on the fine points of any recent Supreme Court Verdict the class choose on the issue of dowry</li> <li>7. Attempt to re draft the human rights declaration or any other charter provided by U N</li> <li>8. Write a note on the role of language in policy making after finishing the module</li> </ol> |  |  |
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Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 45 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final examination, however, covers only the 16 units from the fixed modules.

### Suggested Reading:

1. Terry Eagleton, "Introduction: What is Literature?"
2. Kim Hyesoon, *Autobiography of Death*
3. Audre Lorde- *The Cancer Journals*
4. Hiro Murai- *Sea Oak*
5. Marshall McLuhan- *Understanding Media: The extensions of Man*
6. Lev Manovich – *Software Takes Command*
7. <https://wcd.kerala.gov.in/>
8. [https://moef.gov.in/moef/division/forest-divisions-2/forest-conservation-fc/introduction/index.html#:~:text=The%20Forest%20\(Conservation\)%20Act%2C,for%20the%20non%2Dforestry%20purposes.](https://moef.gov.in/moef/division/forest-divisions-2/forest-conservation-fc/introduction/index.html#:~:text=The%20Forest%20(Conservation)%20Act%2C,for%20the%20non%2Dforestry%20purposes.)
9. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

### Mapping of COs with PSOs and POs:

|         | PS<br>O1 | PS<br>O2 | PSO<br>3 | PS<br>O4 | PS<br>O5 | PSO<br>6 | PO<br>1 | PO<br>2 | PO<br>3 | PO<br>4 | PO<br>5 | PO<br>6 | PO7 |
|---------|----------|----------|----------|----------|----------|----------|---------|---------|---------|---------|---------|---------|-----|
| CO<br>1 | 3        | 3        | 1        | 2        | 3        | 2        | 1       | 2       | 3       | 3       | 2       | 3       | 2   |
| CO<br>2 | 2        | 2        | 2        | 3        | 3        | 1        | 2       | 3       | 3       | 2       | 3       | 1       | 3   |
| CO<br>3 | 1        | 3        | 1        | 2        | 3        | 3        | 2       | 3       | 2       | 3       | 2       | 3       | 2   |
| CO<br>4 | 2        | 3        | 1        | 3        | 3        | 2        | 3       | 3       | 3       | 1       | 2       | 2       | 2   |
| CO<br>5 | 3        | 2        | 2        | 3        | 2        | 1        | 1       | 3       | 2       | 3       | 3       | 2       | 1   |
| CO<br>6 | 2        | 1        | 2        | 3        | 3        | 2        | 2       | 3       | 3       | 3       | 3       | 2       | 3   |

**Correlation Levels:**

| Level | Correlation        |
|-------|--------------------|
| -     | Nil                |
| 1     | Slightly / Low     |
| 2     | Moderate / Medium  |
| 3     | Substantial / High |

**Assessment Rubrics:**

- Assignment/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Class Tests/Quiz (10%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

|      | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓             | ✓          |                    | ✓                         |
| CO 2 | ✓             | ✓          |                    | ✓                         |
| CO 3 |               | ✓          |                    | ✓                         |
| CO 4 |               | ✓          | ✓                  | ✓                         |
| CO 5 | ✓             | ✓          | ✓                  | ✓                         |
| CO 6 |               | ✓          | ✓                  |                           |

# MODULE I INTRODUCTION

## 1. Language Praxis

**Language Praxis: A Comprehensive Exploration** Language praxis is a concept deeply rooted in the critical pedagogy of Paulo Freire, emphasizing the dialectical relationship between reflective thought and practical action in the use, teaching, and study of language, oriented toward social transformation.

### Core Dimensions of Language Praxis

- **Integration of Reflection and Action:** Praxis involves a cycle of critical reflection on language practices followed by transformative action.
- **Language as Socially Embedded:** Language is not merely a neutral communicative tool but is embedded in social, cultural, political, and ideological contexts.
- **Critical Engagement with Power Structures:** Language praxis encourages examination of how language reflects, reproduces, and potentially challenges existing power relations.
- **Dialogic and Collaborative:** Emphasizes dialogue, narrative exchange, and collaborative inquiry as central to language learning and use.
- **Transformative Potential:** Aims for empowerment, promoting critical consciousness and communicative agency.

### Language Praxis in Pedagogical Contexts

- **Shift from Prescriptive Models:** Moves away from traditional, decontextualized language instruction focusing on grammar and memorization.
- **Contextual and Critical Learning:** Encourages learners to see language as a socially situated practice, interrogating texts and discursive acts.
- **Participatory Learning Environments:** Fosters interaction-driven, critical approaches to language education.
- **Focus on Equity and Empowerment:** Aligns language learning with broader educational goals of social justice, equity, and democratic participation.

### Language and Social Practice

- **Mediation of Interaction:** Language shapes how individuals interact, what is expressed, and perceptions of legitimacy in various social contexts.
- **Cultural and Institutional Embedment:** Language is tied to cultural norms, institutional frameworks, and power dynamics.
- **Identity and Representation:** Language plays a crucial role in forming and expressing cultural and personal identities.
- **Postcolonial and Diasporic Contexts:** Languages in these settings often involve hybridity, subversion of colonial linguistic norms, asserting cultural autonomy.

### Domains of Language Use

- Literature: Language in literature is ideologically charged, involved in producing meaning and negotiating cultural identity.
- Media: Language shapes public perception, employs rhetorical strategies influencing narratives and public opinion.
- Policy and Governance: Policy language is authoritative, regulatory; reflects and reinforces power relations, shaping social experiences.
- Digital Communication: Language practices in digital spaces involve unique dynamics of interaction, identity, and power.

### Implications and Applications

- Decolonization of Language Education: Language praxis supports validating diverse linguistic expressions, countering hegemonic language regimes.
- Critical Discourse Analysis: Examines how language constructs and is constructed by social relations and power.
- Empowerment through Language: Encourages reclaiming linguistic identities, resisting assimilative pressures.
- Social Transformation: Seen as a means toward broader goals of cultural affirmation, epistemic justice.

### Key Thinkers and Influences

- Paulo Freire: Central to the concept of praxis, emphasizing critical pedagogy and conscientization.
- Critical Theorists: Scholars like Foucault, Bourdieu contribute to understanding language, power, and social structures.
- Challenges and Considerations- Contextual Sensitivity: Effective language praxis requires attention to specific social, cultural contexts.
- Balancing Criticality and Accessibility: Navigating critical approaches with practical language learning needs.
- Diversity and Inclusion: Recognizing and valuing linguistic diversity in education and society.

## 2.Literature as a Language Discourse

### Key Aspects-

- Discursive Space: Literature is a site of interaction between language, power, and meaning (Bakhtin, Foucault, Fairclough).
- Performative: Literary language shapes social realities, reflects ideological and cultural tensions.
- Competing Ideologies: Literary texts negotiate competing voices, subjectivities, and ideologies.

- Reflexivity and Complexity: Literature distinguishes itself through polysemy, ambiguity, intertextuality, metaphor.
- Challenges Fixed Meanings: Literary language destabilizes meanings, resists reductive interpretations.
- Materiality of Language: Modernist and postmodernist texts foreground language's instability and constructed narrative nature.
- Critique and Representation: Literature critiques processes of world representation, highlighting social, ideological, historical contingencies.

### **Use of Language in Creative Writing Characteristics**

- Medium for Artistic Expression: Language is used for evoking emotion, building narrative tension.
- Linguistic Innovation: Creative writing involves stylistic experimentation with syntax, imagery, rhythm, diction.
- Polyphonic: Language in literature is a site of interaction of different voices, ideologies (Barthes, Bakhtin).
- Layered Meanings: Enables diverse interpretations, dynamic and reflective discourse.
- Subversion of Structures: Writers experiment with form, fragmented narratives, unreliable narrators.
- Thematic Concern with Language: Works like Joyce's *Ulysses*, Beckett's *Waiting for Godot* highlight language's instability.

### **Functions and Impacts**

- Identity Construction: Language reflects cultural, social, political realities.
- Social Commentary: Critiques societal norms, addresses power, inequality.
- Representation and Voice: Diction, dialect, narrative voice influence character and community representation.
- Postcolonial Literature: Hybridized languages, indigenous expressions reclaim cultural narratives.
- Feminist and Queer Writing: Language deconstructs gendered, heteronormative assumptions.
- Linguistic Activism: Creative writing challenges normative structures, affirms human experience multiplicity.

### **Examples and Contexts**

- Modernism and Postmodernism: Experimentation with language, narrative instability.
- Postcolonial Writers: Use of hybrid languages resisting colonial dominance.
- Identity and Marginalized Voices: Amplification through strategic language use.

### **3. Media and the Use of Language**

#### **Key Aspects**

- Media's Role: Informs, educates, entertains, persuades, influences society through various platforms (traditional and digital).
- Language as Nucleus: Choice of words, tone, style constructs and conveys media messages.
- Dynamic Relationship: Media and language mirror and shape linguistic practices.
- Linguistic Diversity: Media uses regional dialects, code-switching, culturally relevant expressions for wider reach.
- Adaptation to Digital: Trends like hashtags, emojis, abbreviations reflect language adaptation in digital communication.
- Power and Perception: Media shapes public opinion, reinforces/challenges societal structures through narratives and framing.

#### **Language in Action in Media Techniques**

- Loaded Language: Words with strong emotional connotations influence perceptions (e.g., "terrorist" vs. "freedom fighter").
- Spin: Presenting viewpoints favourably, downplaying negative aspects.
- Euphemisms: Mild words for unpleasant topics (e.g., "collateral damage" for civilian casualties).
- Metaphors and Analogies: Frame complex issues relatable (e.g., political debate as "battlefield", misinformation spread like a "virus").
- Narrative Construction: Storytelling choices shape audience understanding and engagement.

#### **Writing to Performance Characteristics**

- Spoken Word Focus: Writing meant to be performed aloud (theatre, film, poetry, comedy, speeches).
- Orality and Voice: Emphasizes natural speech, rhythm, emotional tone for audience connection.
- Audience Interaction: Writers consider reactions, aim for impact (laughter, reflection, persuasion).
- Performance Elements: Gestures, pauses, stage directions add meaning.
- Collaboration: Scripts evolve with directors, performers.
- Cultural Relevance: Reflects regional dialects, social issues for resonance.

#### **Media and Formation of Public Opinion Influences**

1. Agenda Setting: Media highlights topics, influencing perceived importance.

2. Framing: Presentation (words, images, tone) shapes interpretation (e.g., "violent protest" vs. "passionate demonstration").
  3. Repetition and Visibility: Repeated messages shape opinions through familiarity.
  4. Selective Exposure: Digital media can create echo chambers reinforcing biases.
  5. Emotional Appeal: Media evokes emotions (fear, sympathy, anger) to influence reactions.
- Active Participant: Media shapes worldview; critical consumption is vital.

### **Considerations**

- Language and Power: Media language reflects and influences societal power dynamics.
- Critical Thinking: Awareness of media's influence on opinions is crucial.
- Diversity and Representation: Media language impacts portrayal of groups and issues.

## **4.Role of Language in Policy Documentation**

- Specific Policy Areas- Healthcare Policies: Language must balance technical precision with patient understanding; ethical considerations are paramount.
- Environmental Policies: Clear language on goals like sustainability, conservation impacts implementation and public engagement.
- Education Policies: Language shapes curriculum, assessment, inclusivity; affects stakeholders like teachers, students, parents.
- Economic Policies: Terminology influences perception of fiscal measures, taxation, welfare.
- Drafting Techniques- Use Plain Language: Enhances accessibility for diverse audiences.
- Define Key Terms: Clarifies concepts critical for policy application.
- Structure Logically: Sections, headings, bullet points aid navigation.
- Consider Stakeholders: Tailor language for intended audience understanding and engagement.
- Review and Test: Check for clarity, ambiguity with diverse readers.
- Examples of Policy Language- "Shall" vs. "May": "Shall" implies obligation; "may" suggests discretion.
- "Must" vs. "Should": "Must" indicates requirement; "should" suggests recommendation.
- Euphemisms in Policy: Terms like "downsizing" for layoffs can soften impact.

### **Implications in Particular Sectors**

- Legal Sector: Precision critical for interpretation, compliance, legal outcomes.
- Public Sector: Language affects transparency, public trust, policy uptake.
- Corporate Sector: Policies on ethics, conduct influence organisational culture, compliance.
- International Relations: Language in treaties, agreements impacts diplomacy, cooperation.
- Challenges- Ambiguity and Interpretation: Can lead to disputes, inconsistent application.
- Cultural and Linguistic Diversity: Translation, cultural nuances affect policy reception.

- **Balancing Clarity and Complexity:** Technical policies may need balance of detail and accessibility.
- **Ethical and Bias Considerations:** Language should aim for fairness, inclusivity.

### **Best Practices**

- **Clarity and Precision:** Fundamental for effective policies.
- **Stakeholder Engagement:** Understand audience needs.
- **Consistency:** In terminology and application.
- **Transparency:** Enhances trust and compliance.

## **MODULE II LITERATURE AS LANGUAGE PRACTICE**

### **5.The Transformation of Silence into Language and Action BY Audre Lorde**

- Audre Lorde was a phenomenal American writer, poet, and activist whose work continues to inspire and empower people around the world. Born on February 18, 1934, in Harlem, New York, to Caribbean immigrant parents from Grenada, Lorde's life was marked by her unapologetic expression of identity and fierce advocacy for social justice
- **Early Life and Education:** Lorde grew up in a complex family dynamic, facing challenges like severe near sightedness and difficulties with speech development. She found solace in poetry, memorizing and writing verses from a young age. She attended Hunter College High School and later earned her BA from Hunter College and MLS from Columbia University.
- **Writing and Activism:** Lorde's poetry and essays addressed racism, sexism, homophobia, and classism. Her work emphasized intersectionality, highlighting the interconnected nature of these oppressions. Notable works include "The Cancer Journals," "Zami: A New Spelling of My Name," and "Sister Outsider".
- **Identity and Relationships:** Lorde self-identified as "black, lesbian, mother, warrior, poet". She married Edwin Rollins in 1962, had two children, and later divorced in 1970. She had significant relationships with Frances Clayton and Dr. Gloria I. Joseph.
- **Health and Later Life:** Diagnosed with breast cancer in 1977, Lorde underwent a mastectomy and wrote about her experiences in "The Cancer Journals". She passed away on November 17, 1992, due to liver cancer in St. Croix, U.S. Virgin Islands.
- Audre Lorde's powerful essay, "The Transformation of Silence into Language and Action," is a call to break the chains of silence and speak out against oppression and marginalization. Delivered in 1977 at the Modern Language Association's "Lesbian and Literature Panel," Lorde's words continue to resonate deeply today <sup>1 2 3</sup>.
- **Key Themes- Silence as Oppression:** Lorde views silence as a damaging force that allows injustices to persist and fears to dominate. She reflects on her own experiences, realizing regrets are tied to moments of silence rather than speech.

- **Power of Language:** Language is a tool for empowerment, resistance, and expressing experiences. Lorde emphasizes using language inclusively and intersectionally to challenge oppression.
- **Courage and Vulnerability:** Transforming silence into language and action demands courage and vulnerability, involving confrontation of fears and insecurities.
- **Action and Change:** Speaking out isn't enough; action is crucial for creating change and challenging systems of power.
- **Personal Context** Lorde's reflections were partly prompted by her experience with a benign breast tumor surgery, leading her to contemplate mortality and the importance of expressing oneself. As a Black lesbian feminist, her identity shaped her perspectives on oppression and the necessity of voice <sup>1 3 2</sup>.
- **Significance- Intersectionality:** Lorde's work highlights intersectional oppression, emphasizing the interplay of race, gender, sexuality, and class.
- **Feminist and Postcolonial Theory:** Her essays challenge dominant narratives, advocating for marginalized voices.
- **Activism and Art:** Lorde saw art and language as vital tools for resistance and social change .
- **Core Message** Lorde urges breaking silence not just for personal liberation but for collective empowerment and societal transformation. Her words remain a potent reminder: "Your silence will not protect you".

## 6. Terry Eagleton's "What is Literature"

### Terry Eagleton's Profile

- **Influential Critic:** Prominent British literary critic and cultural theorist.
- **Academic Background:** PhD from Cambridge, influenced by Raymond Williams.
- **Diverse Works:** Literary theory (e.g., Literary Theory), criticism, novel, plays, screenplay, memoir.

### Key Points

- **Questioning Definitions:** Eagleton challenges conventional definitions of literature based on imagination, fictionality, or creativity, arguing they are historically unstable and culturally constructed.
- **Broad Scope of Literature:** Examples from 17th-century English and French literature show inclusion of diverse writings beyond fiction (e.g., essays, sermons, philosophy, history).
- **Fact vs. Fiction Distinction:** The distinction is questionable; categories like "historical" and "artistic" truth vary across cultures and times (e.g., Icelandic sagas, Genesis).
- **Examples Blurring Boundaries:** Works like Gibbon's history, Newman's theology are read as fact by some, fiction/literature by others.

- Not All Fiction is Literature: Superman comics, romance novels aren't typically considered literature.
- Alternative Approach: Literature might be defined by its distinctive use of language, deviating from ordinary speech (Roman Jakobson).
- Language as "Organized Violence": Literature transforms/intensifies language; "Thou still unravished bride of quietness" exemplifies literary language drawing attention to itself.

### **Characteristics of Literary Language (Eagleton/Jakobson)**

- Deviation from Ordinary Speech: Literature systematically deviates from everyday language use.
- Texture, Rhythm, Resonance: Literary language has qualities beyond abstract meaning.
- Signifier vs. Signified: Disproportion between signifier (word form) and signified (meaning) in literary language.
- Self-Conscious Language: Literary language "flaunts its material being".

### **Implications**

- Contextual and Shifting Boundaries: What counts as literature varies across time and culture.
- Challenging Fixed Definitions: Eagleton invites rethinking assumptions about literature.
- Focus on Language Use: Suggests literature is better understood through distinctive language use.

### **Terry Eagleton's Profile**

- Influential Critic: Prominent British literary critic and cultural theorist.
- Academic Background: PhD from Cambridge, influenced by Raymond Williams.
- Diverse Works: Literary theory (e.g., *Literary Theory*), criticism, novel, plays, screenplay, memoir.

## **7. Commute by Kim Hyesoon**

### **Key Aspects**

- Collection: Poem from *Autobiography of Death* (2018), translated by Don Mee Choi.
- Themes: Alienation, disconnection, existential reflections on modern life.
- Setting: Subway ride, depicting surreal experience of observing a woman's death.
- Tone: Haunting, conveying emotional numbness and detachment.
- Imagery: Vivid, surreal imagery blends themes of life, death, and indifference.

### **Elements of the Poem**

- Alienation and Indifference: Speaker observes death amidst apathy of others.
- Blurring Boundaries: Life and death boundaries seem blurred in the poem's depiction.
- Fragility of Identity: Reflections on impersonal nature of existence.

- **Emptiness and Disconnection:** Routine of daily life feels detached from meaning.
- **Surreal Experience:** Poem captures dreamlike, unsettling quality of the commute.

### **Context of Kim Hyesoon's Work**

- **Feminist Undertones:** Kim's poetry often resists traditional expectations, articulates women's voices.
- **Violent Expressions:** Her work defiles conventional subjects with expressions of oppressed identity.
- **Collective Voice:** Kim sees her poetry as conduit for voices of women disappeared by violence.
- **Language and Power:** Advocates for poetry's power to challenge dominant ("father") language.

### **Characteristics of Kim's Poetry**

- **Powerful Imagery:** Known for vivid, often unsettling imagery.
- **Experimentation:** Her work is marked by linguistic experimentation.
- **Political Engagement:** Poetry engages in political struggle, articulating new voices against restrictive norms.

### **Impact and Reception**

- **Awards and Recognition:** Kim has received prestigious awards like Kim Suyong and Midang awards.

### **Key Themes in Kim Hyesoon's Poetry**

- **Alienation and Disconnection:** Her poems often depict feelings of isolation and disconnection in modern life.
- **Death and Mortality:** Autobiography of Death explores death's presence in everyday life, reflecting on unjust deaths and personal mortality.
- **Feminine Voice:** Kim's work articulates women's experiences, challenging traditional expectations.
- **Surreal Imagery:** Her poetry is known for powerful, often dreamlike images blending reality and the subconscious.

### **Context of "Commute"**

- **Collection:** Autobiography of Death (2018), originally published in Korean, translated by Don Mee Choi.
- **Style:** Kim's poetry resists beautification, using violent expressions to confront oppression and death.
- **Translator:** Don Mee Choi has translated several of Kim's collections into English.

### **Key Elements**

- **Woman's Death:** The poem describes a woman dying on the subway; her eyes roll up ("That's eternity").
- **Indifference and Violence:** People pass by; an old man commits a violent act and steals her belongings; middle schoolers rummage and kick her, taking photos.
- **Speaker's Detachment:** The speaker ("you") seems disconnected, continues commute despite witnessing death.
- **Imagery and Metaphor:** Vivid, surreal images like "discarded trash", "pair of discarded pants", "dinosaur about to come out of the woman's body".
- **Identity and Disconnection:** Themes touch on fragility of identity, impersonal existence.
- **Mortality and Transformation:** Death portrayed as external force; speaker's gaze shifts inward; woman's body treated as discardable object.
- **Tone and Style:** Haunting and Surreal: Kim Hyesoon's characteristic use of powerful, dreamlike imagery. **Blending Boundaries:** Life, death, and observer's perspective intertwine.

## **8.Sea Oak by George Saunders**

- **Plot Summary. Setting and Characters:** The narrator lives in Sea Oak, a rundown housing project, with Aunt Bernie and cousins Min and Jade (single mothers).
- **Aunt Bernie:** Kind, selfless, works hard; dies from shock after a burglary.
- **Bernie's Return:** Returns from grave, decayed, angry, bitter; demands family escape poverty.
- **Demands:** Bernie pressures narrator to use his body/sexuality at Joysticks (strip club) for money.
- **Ending:** Narrator prepares to comply; tone is ambiguous, disturbing, highlighting desperation.

### **Themes**

- **Economic Hardship:** Characters struggle financially, influencing choices.
- **Mortality and Transformation:** Bernie's death/return shows complexities of mortality, desire.
- **Family Dynamics:** Relationships drive narrative; care, struggle, dysfunction.
- **Desire and Unfulfillment:** Bernie seeks love, better circumstances post-death.
- **Power and Control:** Bernie's post-death power contrasts with earlier powerlessness.

### **Characters**

- **Aunt Bernie:** Transforms post-death; determined, grotesque.
- **Narrator:** Complies with Bernie's demands; moral ambiguity.
- **Min and Jade:** Struggle with poverty, parenting.

## **Symbolism**

- Sea Oak: Troubled environment reflecting characters' struggles.
- Bernie's Condition: Unfulfilled desires, post-death power dynamics.

## **George Saunders' Style**

- Innovative/Experimental: Blends genres, pushes boundaries.
- Dark Humour: Combines humour with serious themes.
- Character-Driven: Complex, flawed characters.
- Colloquial Language: Reflects characters' voices.

## **Context**

- Contemporary American Literature: Saunders critiques modern society, consumer culture.
- Impact: Explores human struggle, morality, economic pressures.

## **Key Elements**

- Joysticks: Strip club where narrator works.
- Bernie's Death and Return: Pivotal; transforms her character.
- Family Struggles: Central to narrative.
- Tone: Unsettling, darkly humorous.

# **MODULE III MEDIA AND LANGUAGE**

## **Media as Translators by Marshall McLuhan**

### **Themes**

- Alienation in Modern Life: Commute setting highlights disconnection.
- Mortality and Indifference: Death treated with apathy by others.
- Existential Reflections: Speaker's continuation of routine contrasts with woman's death.
- Translated by Don Mee Choi, the poem showcases Kim Hyesoon's distinctive voice exploring dark, complex themes through striking imagery.
- "Media as Translators" by Marshall McLuhan
- Marshall McLuhan's "Media as Translators" (from Understanding Media: The Extensions of Man) explores how media function as extensions of human perception, translating experience into new forms and reshaping consciousness and interaction.

### **Key Concepts**

- Media as Extensions: McLuhan posits media are extensions of human senses, like language extending vocal expression or technology extending bodily capabilities.

- Translation of Experience: Media translate experience into new forms; McLuhan sees this as akin to metaphorical transformation.
- "The Medium is the Message": McLuhan's famous phrase underscores that the medium itself shapes and controls the scale and form of human association and action.
- Metaphor and Translation: McLuhan likens media to active metaphors translating experience; language itself is a technology of explicitness translating sense experience into vocal symbols.

### **Examples and Ideas**

- Technologies as Translation: McLuhan cites technology as "explicitness" (Lyman Bryson); mechanization translates nature and human nature into amplified forms.
- Electric Age and Information: In the electric age, humans are translated into forms of information; consciousness extends into electromagnetic technology.
- Automation and Information Retrieval: Electric technology enables translation of solid goods into commodities via information circuits ("automation").
- Shakespeare's As You Like It: McLuhan references Arden forest as a metaphor for translation/transformation of nature into art, akin to electric automation's potential.
- Transformation and Metamorphosis: McLuhan discusses translation of nature into human art; contrasts with nonliterate ("tribal") use of magic rituals.

### **McLuhan's Perspectives**

- Media Impact Consciousness: Extensions of human senses via media profoundly affect human consciousness and society.
- Global Village: McLuhan's concept of "global village" hints at electric media creating a unified, interconnected consciousness.
- Serving Technology: McLuhan notes humans must serve electric technology with "servo-mechanistic fidelity", wearing "brain outside skull".
- Consciousness and Computers: McLuhan suggests potential transfer of consciousness to computer world, allowing programming of consciousness.

### **Language and Style**

- Metaphorical and Associative: McLuhan's writing is complex, metaphorical, poetic; reflects concept of media/language translating experience.
- Aphoristic Expression: McLuhan uses aphoristic mode conveying abstract ideas through rich figurative language.

### **Implications**

- Media Shape Perception: McLuhan stresses media's profound impact shaping human perception and society.
- Information Society: Shift to electric media turns human activity into "learning and knowing"; employment becomes "paid learning".
- Transformation of Economy and Culture: McLuhan sees movement toward translating all forms into information systems.

- McLuhan's work remains influential in media studies, touching on themes relevant to debates on technology, artificial intelligence, and digital culture.

## 10.From Documents to Performances by Lev Manovich

Lev Manovich's "From Documents to Performances" (from *Software Takes Command*, 2013) explores how software has transformed cultural production and consumption, shifting from fixed media "documents" to dynamic "software performances" generated in real time through interaction and computation.

### Key Points

- **Shift from Documents to Performances:** Manovich argues fixed "documents" (like books, films) are replaced by dynamic "software performances" constructed in real time by software.
- **Software Constructs Experience:** Users interact with outputs of real-time computation, not pre-defined static documents (e.g., dynamic websites, video games, apps).
- **Components of Performances:** Software uses templates, files, media from databases, real-time user input (mouse, touch, body movements).
- **Challenges to Classical Models:** This shift questions established theories like Stuart Hall's encoding/decoding framework; authorship, reception, meaning-making are redefined.
- **Interactive Media:** Content often lacks fixed boundaries; experience changes with user interaction and software updates (example: Google Earth).
- **Google Earth Example:** Manovich highlights Google Earth as interactive media without pre-defined content; users add layers, data; it's a platform for user projects.
- **Implications for Media Theory:** Manovich stresses examining software tools, interfaces, assumptions, history is essential to understand contemporary media.

### Key Aspects of Change

- **Dynamic vs. Static:** Contrast between fixed documents and dynamic software performances.
- **User Interaction:** Users manage and shape media experience; "message" isn't fixed but varies with interaction.
- **Beyond Encoding/Decoding:** Classical communication models assumed complete, definite messages; software-driven media challenge this.
- **Software as Platform:** Examples like Google Earth show software as platform for users to build projects.

### Context and Significance

- **Software Studies:** Manovich is a key figure in software studies, exploring software's role in shaping digital culture.
- **Cultural Analytics:** Manovich's work includes cultural analytics, using data science for media analysis.

- Impact on Media Understanding: Manovich's ideas redefine understanding of digital media, authorship, user interaction.

## **11.How Close Are We to a Climate Change Tipping Point?**

- Key Climate Tipping Points- Greenland Ice Sheet Collapse: Likely to occur at around 1.5°C of global warming, potentially raising sea levels by 7.2 meters.
- West Antarctic Ice Sheet Collapse: Also expected at 1.5°C, contributing to sea level rise.
- Coral Reef Die-off: Projected to decline by 70-90% at 1.5°C, with severe impacts on marine ecosystems.
- Permafrost Thaw: Holds roughly twice as much carbon as currently in the atmosphere, potentially releasing massive amounts of methane.
- Atlantic Meridional Overturning Circulation (AMOC) Shutdown: Could occur around 2°C of warming, affecting global climate patterns and food security.
- Current State and Risks- Global warming has already reached about 1.2°C above pre-industrial levels.
- Current pledges under the Paris Agreement put us on track for 2.5-2.9°C temperature rise this century.
- Crossing tipping points can lead to cascading effects, amplifying climate change impacts.
- Some research suggests certain tipping points may be closer than previously thought, with risks starting above 1°C and becoming high around 2.5-4°C
- Positive Tipping Points: Interestingly, there are also positive tipping points – shifts that can accelerate beneficial change. Examples include rapid adoption of renewable energy technologies like solar power and electric vehicles, which can help mitigate climate change.
- Uncertainty and Complexity- Climate science is complex, and predicting exact tipping points is challenging.
- There's debate among scientists about the precision of tipping point estimates.
- Factors like feedback loops and interactions between different climate elements add to the complexity
- Reference: <https://youtu.be/mFYE4CfeIj0?si=i75yzgYenB0SIr bz>

## **12.Journey of a Kuchipudi dancer from Pakistan to India- by Ujwal Bommakanti**

- The journey of D. Nilimma Devi, a Kuchipudi dancer who traveled from Pakistan to India, is truly inspiring. Born in 1940 in Peshawar, Punjab province, Nilimma belonged to a Hindu minority community amidst communal violence. Her father, D.M. Sapra, was a high-ranking official in the British government .

- **Early Life and Migration** Nilimma's family faced significant challenges during the partition of India. At just six years old, she and her sister fled to a refugee camp in Delhi with their mother, while her father escaped with the help of a Muslim driver. For eight months, they were separated from their father, who was also a refugee in Firozpur.
- **Discovery of Dance** During their time in the refugee camp, Nilimma found solace in art, particularly Kathak dance. She would walk miles from Old Delhi to New Delhi to attend classes, despite her mother's initial reservations. Later, she learned Kuchipudi under the renowned artist Nataraja Ramakrishna from Telangana <sup>1</sup>.
- **Career and Reflections** Nilimma credits dance with liberating her family from their struggles, providing spiritual enlightenment and a livelihood. After performing extensively, she migrated with her family to Washington DC.
- **Key Aspects of Kuchipudi** Kuchipudi is one of India's eight classical dances, originating from Andhra Pradesh. Key elements include.
  - **Origins:** Hails from Kuchipudi village in Andhra Pradesh, with roots tracing back to the 3rd century BC and influences from Natya Shastra.
  - **Performance:** Typically involves Carnatic music, intricate footwork, graceful movements, and expressive hand gestures (mudras).
  - **Tradition:** Initially performed by male Brahmin troupes (Bhagavathalu); now predominantly performed by women.
  - **Components:** Includes Nritya (abstract rhythmic dance), Nritya (expressive dance), and Natya (dramatic narrative).
- **Notable Kuchipudi Dancers** Some prominent Kuchipudi dancers include Raja and Radha Reddy, known for globalizing the art form, and Yamini Krishnamurthi, who played a significant role in popularizing Kuchipudi worldwide.

## **MODULE IV LANGUAGE IN POLICY DOCUMENTS**

### **13.National Legal Services v. Union of India (Verdict)**

- The National Legal Services Authority (NALSA) v. Union of India is a landmark Supreme Court judgment delivered on April 15, 2014, recognizing transgender individuals as the 'third gender' and affirming their fundamental rights under the Indian Constitution.

#### **Key Aspects of the Verdict**

- **Right to Self-Identification:** The court upheld the right of individuals to self-identify their gender, emphasizing that gender identity is an innate perception and not limited to biological characteristics.
- **Third Gender Recognition:** Transgender persons were legally recognized as a third gender, distinct from male and female categories.

- **Fundamental Rights:** The judgment affirmed that transgender individuals are entitled to fundamental rights under Articles 14 (equality before law), 15 (prohibition of discrimination), 16 (equality of opportunity in public employment), 19 (freedom of expression), and 21 (right to life and personal liberty) of the Constitution.
- **Social and Educational Backwardness:** The court directed that transgender persons be treated as socially and educationally backward classes, making them eligible for reservations in education and public employment.

### **Directives to Government**

- **Affirmative Action:** Implement affirmative action measures, including reservations in education and government jobs.
- **Healthcare and Facilities:** Provide appropriate healthcare facilities and ensure access to public spaces, including separate toilets for transgender individuals.
- **Public Awareness:** Create public awareness to reduce stigma and discrimination against transgender persons.
- **Legal and Policy Framework:** Develop a comprehensive legal and policy framework to protect transgender rights.

### **Impact and Significance**

- **Legal Recognition:** Provided legal recognition, enabling transgender individuals to access rights and services.
- **Social Inclusion:** Marked a significant step towards gender equality and social inclusion in India.
- **Precedent for LGBTQ+ Rights:** Contributed to broader LGBTQ+ rights movement in India, influencing subsequent judgments like *Navej Singh Johar v. Union of India* (2018), which decriminalized consensual same-sex relationships.

### **Key Points**

- **Third Gender Recognition:** Transgender individuals are legally recognized as a third gender, distinct from male and female.
- **Self-Identification:** Right to self-identify gender is upheld; gender identity is integral to dignity and personal autonomy.
- **Fundamental Rights:** Transgender persons are entitled to rights under Articles 14 (equality), 15 (non-discrimination), 16 (public employment), 19 (expression), and 21 (life and dignity).
- **Non-Discrimination:** Articles 15 and 16 prohibit gender-based discrimination; 'sex' includes gender identity beyond biological male/female.
- **Gender Identity and Expression:** Freedom of expression includes expressing chosen gender identity; dignity and personal autonomy are protected under Article 21.
- **Social and Educational Backwardness:** Transgenders treated as socially and educationally backward, eligible for reservations.

- Directives: Government directed to implement affirmative action, provide healthcare, ensure public access, create awareness, and develop protective legal/policy frameworks.

#### **Significance- Legal Recognition:**

- Provided legal recognition and access to rights for transgender individuals.
- Social Inclusion: Marked a significant step towards gender equality and inclusion.
- LGBTQ+ Rights: Contributed to broader LGBTQ+ rights movement in India.
- Principles and References- Human Rights: Recognized as universal, pre-legal moral rights.
- Yogyakarta Principles: Referenced in context of human rights and gender identity.
- International Conventions: India's obligations considered relevant for protecting transgender rights.
- Implications- Recognition impacts access to education, employment, healthcare for transgender persons.
- Judgment reflects evolving understanding of gender identity and rights in legal and social contexts.

### **14.The Dowry Prohibition Act**

- The Dowry Prohibition Act Circular (Kerala, 2021)The Directorate of Women and Child Development, Government of Kerala, issued a circular on July 16, 2021, regarding the implementation of the Dowry Prohibition Act, 1961, and its amendments, notably the Kerala Dowry Prohibition (Amendment) Rules 2021.

#### **Key Aspects**

- Objective: Strengthen enforcement mechanisms against dowry practices in Kerala.
- Definition of Dowry: Dowry means any property or valuable securities given or agreed to be given directly or indirectly by one party to a marriage to the other party or by parents/other persons.

#### **Punishments:**

- Giving/taking dowry: Imprisonment  $\geq 5$  years and fine  $\geq ₹15,000$  or dowry value (whichever is more).
- Demanding dowry: Imprisonment 6 months-2 years and fine up to ₹10,000.

#### **Roles and Responsibilities:**

- Chief Dowry Prohibition Officer: Director, Women and Child Development Department.
- District Dowry Prohibition Officer: District Women and Child Development Officer.

#### **Directives:**

- November 26: Observed as Dowry Prohibition Day in Kerala.
- Pledge: Students in schools/colleges to take pledge "not to give or take dowry".

- Declarations: Government servants to furnish declaration post-marriage stating no dowry taken; heads of departments to ensure compliance.
- Reporting: Six-monthly reports by department heads to District Dowry Prohibition Officers (by April 10/October 10).

### **Implementation Measures**

- Mandatory declarations from government servants after marriage.
- Educational institutions to promote awareness via pledges on Dowry Prohibition Day.
- Regulatory and procedural measures as per Kerala Dowry Prohibition (Amendment) Rules 2021.

### **Language and Style**

- Formal and Instructional: Characteristic of official communications.
- Legal Terminology: Includes prescriptive statements and defined consequences for non-compliance.
- Purpose: Enforce statutory obligations and promote social awareness against dowry.

### **Significance**

- Legal Reinforcement: Aims to strengthen dowry prohibition in Kerala.
- Social Awareness: Promotes awareness and pledges against dowry practices, especially among students.
- Administrative Role: Emphasizes government departments' and officers' roles in implementation.

## **15.The Preamble of the Universal Declaration of Human Rights (UDHR)**

- Introduction: The Preamble to the Universal Declaration of Human Rights (UDHR) is a foundational international document adopted by the United Nations General Assembly in 1948. It sets the tone and rationale for the Declaration, emphasizing the importance of human dignity, equality, and rights as the basis for freedom, justice, and peace.

### **Key Aspects of the Preamble**

- Inherent Dignity and Rights: Recognition of the inherent dignity and equal, inalienable rights of all human beings is foundational to freedom, justice, and peace.
- Consequences of Disregard: Disregard for human rights has led to "barbarous acts" outraging the "conscience of mankind".
- Aspirations: Human beings should enjoy freedom of speech and belief and freedom from fear and want.
- Rule of Law: Protection of human rights by the rule of law is essential to prevent rebellion against tyranny and oppression.

- **International Cooperation:** Promoting friendly relations between nations and universal respect for human rights is crucial.
- **UN Charter:** The peoples of the UN have reaffirmed faith in fundamental human rights, dignity, and equal rights of men and women in the UN Charter.
- **Common Understanding:** A shared understanding of rights and freedoms is vital for their realization.

#### **Language and Style**

- **Formal and Authoritative:** The Preamble uses precise, elevated vocabulary reflecting the document's gravity and global aspirations.
- **Use of "Whereas":** Repeated use of "Whereas" creates a logical, persuasive structure leading to the Declaration's proclamation.
- **Key Terms:** Words like "inalienable", "conscience of mankind", and "proclaims" underscore the document's seriousness and universality.

#### **Objectives and Impact**

- **Universal Respect:** The UDHR is proclaimed as a "common standard of achievement" for promoting respect for rights and freedoms.
- **Education and Action:** Encourages teaching, education, and progressive measures for universal recognition and observance of rights.
- **Global Aspirations:** Aims for a world with freedom from fear and want, freedom of speech and belief.

#### **Significance**

- **Foundation of Human Rights:** The UDHR is a cornerstone of modern human rights.
- **International Cooperation:** Reflects collective commitment of UN Member States to protect human rights.
- **Inspiration and Interpretation:** The language and principles inspire action and guide interpretation of human rights globally.

#### **Structure of the Preamble**

- The Preamble consists of several "Whereas" clauses leading to the proclamation of the UDHR by the General Assembly, emphasizing motivations like preventing tyranny, promoting dignity, and fostering international cooperation.

## **16.The Forest (Conservation) Act, 1980**

#### **Context and Background**

- **Post-Independence Development:** India pursued rapid industrialization, infrastructure growth, and agricultural expansion post-independence, often at environmental cost.
- **Forest Degradation:** Large forest tracts were diverted for mining, construction, farming; leading to ecological issues like soil erosion, biodiversity loss.
- **Movements like Chipko:** Public movements in the 1970s (like Chipko Movement) highlighted forest protection concerns.

- Constitutional Provisions: The 42nd Amendment (1976) added Article 48A and 51A(g) emphasizing environmental protection.

### **Key Provisions of the Forest (Conservation) Act, 1980**

- Restriction on De-reservation and Diversion: No State Government can de-reserve forests or use forest land for non-forest purposes without prior approval of the Central Government (Section 2).
- Non-Forest Purpose Defined: "Non-forest purpose" means breaking/clearing forest land for purposes other than reafforestation (Explanation to Section 2).
- Centralization of Authority: The Act centralizes decision-making on forest land use under the Central Government.
- Advisory Committee: Central Government can constitute a committee to advise on approvals under Section 2 and other forest conservation matters (Section 3).
- Rule-Making Power: Central Government can make rules for implementing the Act (Section 4).

### **Objectives and Significance**

- Conservation Focus: Aims to safeguard forests as ecological resources vital for present and future generations.
- Check on Diversion: Introduces strong legal safeguards against unchecked de-reservation and diversion of forest lands.
- Shift to Centralized Governance: Marks a significant shift toward centralized environmental governance in India.

### **Applicability and Exceptions**

- Extent: Applies to whole of India except Jammu and Kashmir.
- Effective Date: Deemed to have come into force on October 25, 1980.

### **Legal and Procedural Aspects**

- Prior Approval: Central Government's prior approval is mandatory for de-reservation or using forest land for non-forest purposes.
- Rules and Notifications: Rules made under the Act are laid before Parliament (Section 4(2)).
- Repeal of Ordinance: Repeals the Forest (Conservation) Ordinance, 1980.
- Saving Clause: Actions under the Ordinance deemed done under the Act.

### **Importance and Impact**

- Environmental Governance: Represents a legislative step toward balancing development and environmental conservation in India.
- Forest Protection: Aims to protect forests considering ecological importance alongside economic uses.