

**CHRIST COLLEGE (AUTONOMOUS),  
IRINJALAKUDA**

**IRINJALAKUDA, THRISSUR - PIN 680 125**



**DEGREE OF  
BACHELOR OF ARTS  
(CHOICE BASED CREDIT AND SEMESTER SYSTEM)**

**UNDER THE**

**FACULTY OF ARTS**

**SYLLABUS**

**(FOR THE STUDENTS ADMITTED FROM THE ACADEMIC YEAR 2014 ONWARDS)**

**BOARD OF STUDIES IN ENGLISH(UG)**

**IRINJALAKUDA, THRISSUR**

**PIN 680 125 KERALA**

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**CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS-UG) 2014**  
**REVISED SYLLABUS OF BA PROGRAMME**  
**IN FUNCTIONAL ENGLISH (CBCSS-UG)**  
(W. E. F 2014 ADMISSION)  
(Core, Complementary, Elective and Open Courses)

**Core Courses**

Sl. No	Code	Title	Hrs/week	Credit	Semester
1	FEN1B01	Oral Communication Practice	6	4	1
2	FEN2B02	Communicative Grammar	6	4	2
3	FEN3B03	English and Communication Technology	4	4	3
4	FEN3B04	Applied Phonetics	5	4	3
5	FEN4B05	Introduction to Linguistics	5	4	4
6	FEN4B06	English for Business Communication	5	4	4
7	FEN5B07	Creative Writing	5	4	5
8	FEN5B08	Functional English for Print Media	5	4	5
9	FEN5B09	Theatre for Communication	5	4	5
10	FEN5B10	Contemporary Literary and Cultural Theory	5	4	5
11	FEN6B11	English Language Teaching	5	4	6
12	FEN6B12	Functional English for Electronic Media	5	4	6
13	FEN6B13	Translation Studies	5	4	6
14	FEN6B14	Introduction to Film Studies	5	4	6
15	FEN6B15 (A)	Elective 1 – Language for Advertising: Theory and Practice OR	3	4	6
16	FEN6B15 (B)	Elective 2 – Effective Communication in Public Relations			
17	FEN6B16	Project	2	4	5 & 6
<b>Total</b>				<b>62</b>	

## Complementary Courses

Complementary Courses provide the student openings to disciplines ancillary to core courses. They give opportunities to explore areas contiguous to Functional English and also of reciprocal interest. They enable the student to broaden and enrich the knowledge and skill they acquire studying functional English.

Sl. No	Code	Title	Hrs/week	Credit	Semester
1	FEN1C01	Landmarks in English Literature	6	4	1
2	FEN2C02	Indian Writing in English	6	4	2
3	FEN3C03	Foundations of Aesthetics and Criticism	6	4	3
4	FEN4C04 (A)	American Literature OR	6	4	4
5	FEN4C04 (B)	Post-Colonial Writing	6	4	4
<b>Total</b>				16	

## Open Course

Open Course offers chance for any undergraduate student in an institution to take a course of his /her own choice, from other disciplines in the same institution. The course has 4 credits which comes in the 5<sup>th</sup> semester.

Sl. No	Code	Title	Hrs/week	Credit	Semester
1	FEN5D01	English for Business Communication OR	3	2	5
2	FEN5D02	Theatre for communication OR			
3	FEN5D03	Language for Advertising: Theory and Practice OR			
4	FEN5D04	Personality Effectiveness Programme (PEP)			

**Semester I**

Course	Code	Title	Hrs/ week	credit
Common Course I	A01		4	4
Common Course II	A02		5	3
Common Course III	A07		4	4
Core Course I	FEN1B01	Oral Communication Practice	6	5
Complementary Course I	FEN1C01	Landmarks in English Literature	6	4
Total			25	20

**Semester II**

Course	Code	Title	Hrs/ week	credit
Common course IV	A03		4	4
Common Course V	A04		5	3
Common Course VI	A08		4	4
Core Course II	FEN2B02	Communicative Grammar	6	5
Complementary Course II	FEN2C02	Indian Writing in English	6	4
Total			25	20

**Semester III**

Course	Code	Title	Hrs/ week	credit
Common course VII	A05		5	4
Common Course VIII	A09		5	4

Core Course III	FEN3B03	English and Communication Technology	4	4
Core Course IV	FEN3B04	Applied Phonetics	5	4
Complementary Course III	FEN3C03	Foundations of Aesthetics and Criticism	6	4
Total			25	20

### **Semester IV**

Course	Code	Title	Hrs/week	credit
Common course IX	A06		5	4
Common Course X	A10		5	4
Core Course V	FEN4B05	Introduction to Linguistics	5	4
Core Course VI	FEN4B06	English for Business Communication	5	4
Complementary Course IV	FEN3C04 (A)	American Literature OR	6	4
	FEN4C04 (B)	Post-Colonial Writing		
Total			25	20

### **Semester V**

Course	Code	Title	Hrs/week	credit
Core Course VII	FEN5B07	Creative Writing	5	4
Core Course VIII	FEN5B08	Functional English for Print Media	5	4
Core Course IX	FEN5B09	Theatre for Communication	5	4

Core Course X	FEN5B10	Contemporary Literary and Cultural Theory	5	4
Open Course I	FEN5D01	Personality Effectiveness Programme OR	3	2
	FEN5D02	Theatre for Communication OR		
	FEN5D03	Language for Advertising: Theory and Practice OR		
	FEN5D04	Communication in Public Relations OR		
	FEN5D05	English for Business Communication OR		
Total			23 + 2 for Project	18

### Semester VI

Course	Code	Title	Hrs/week	credit
Core Course XI	FEN6B11	English Language Teaching	5	4
Core Course XII	FEN6B12	Functional English for Electronic Media	5	4
Core Course XIII	FEN6B13	Translation Studies	5	4
Core Course XIV	FEN6B14	Introduction to Film Studies OR	5	4
Core Course XV (A) Elective	FEN6B15 (A)	Elective 1 – Language for Advertising: Theory and Practice OR	3	4
Core Course XV (B) Elective	FEN6B15 (B)	Elective 2 – Effective Communication in Public Relations		
Core Course XVI	FEN6B16	Project	2	2
Total			25	22

### CREDIT & MARK DISTRIBUTION

Subject	Sem	Common Course		Core Course				Complementary Course		Open Course	Total		
		English	Additional Language	Functional English				Course I	Course II				
<b>Functional English</b>	I	4	3	4				5	2	2		20	
	II	4	3	4				5	2	2		20	
	III	4		4		4	4			2	2		20
	IV	4		4		4	4			2	2		20
	V	-		-		4	4	4	4			2	18
	VI	-		-		4	4	4	4	4	2*		22
	Total	22 Credits (600 Marks)		16 Credits (400 Marks)		64 Credits (1550Marks)				8	8	2	120
		38 Credits (1000 Marks)		82 Credits (2000 Marks)				16 Credits (800 Marks)		2 Credits (50 Marks)			
										<b>Total Marks</b>	<b>3400</b>		

\*Project

#### B.A. Functional English Mark Distribution

Common: English	6 x 100	600	1000
Additional: Arabic/ Mal/Hindi	4 x 100	400	
Core: Functional English	15 x 100	1500	1550
Project		50	
Open		50	50
Complementary	8 x 100	800	800
<b>Total Marks</b>			<b>3400</b>

*Core Course I***ORAL COMMUNICATION PRACTICE**

Code	Contact Hrs/week	Credit	Semester
FEN1B01	6	4	1

**Aims**

- To develop confidence to respond in English during situation where the use of English is imperative
- To develop fluency in actual conversation in the English language.
- To develop the speech skills necessary for confident and intelligent participation in group discussion and to make formal, perhaps extempore speeches in English.
- To develop the skills related to teamwork and to take up team leader roles in society as well as in future workplace.

**Objectives**

On completion of the course:

The students should have better speaking and listening skills. They shall be intelligible in their own speech and shall have acquired the listening skills to comprehend and adequately respond to the English spoken in different parts of the world.

**Course Outline****Module I: Communication- theory**

Communication- Brief History of Human Communication-Meaning- Importance and Process- Characteristics of Communication-Objectives –Types of Communication-Verbals & Non-Verbal Communication- Models of Communication and Modelling: Linear Model & Transactional Model- Communication Competence.

**Books for reference**

Thomson, Neil. *Communication and Language: A Handbook of Theory and Practice*. Palgrave Macmillan, 2003 (PP 1-34)

Steinberg's. *Introduction to Communication Course book I*. New Delhi: Juta & Company, 2006.

**Module II: Situational Conversation Practice**

(Written Assignments should be given from this module)

**Core Texts**

Taylor, Grant. *Situational Conversational Practise*. New Delhi: Tata Macgraw Hill, 1975.

Sunitha K.S, Annie Pothan & Sumitha Joy. *Communication Skills English Conversation Practice: A Practice Guide to Improve Conversation Skills*. New Delhi: Sterling Publishers 2006.

- Organizing Activities in the Class as a planned programme involving students in compering, anchoring, event management etc. Team leaders and teams to be allotted specific duties in organising each activity as a full fledged programme with proper compering, a welcome speech, vote of thanks.

**Module III: Communication for Specific Purposes (Formal)**

## Specific Activities

## 1. Seminar

- a) Pair presentation.
- b) Single presentation.
- c) Question answer sessions- feed back after each seminar. (Duration- 5 minutes)

## 2. Read aloud sessions

- a) Mock TV news Reading.
- b) Recitation of a poem/ Introducing a writer/ Reading a story or article with expression.
- c) Enacting of different scenes from any of the Shakespearean Plays
- d) Preparing and presenting short skits of social relevance.

## 3. Delivery of Formal prepared Speech

- a) Extempore
- b) Debates

**Module IV: Developing Discussion Skills**

## Specific Activities

## 1. Peer Teaching

2. Mock Press Conference (Mock Interview with one student as a famous personality, being interviewed by the whole class as members of the press)
3. Group Discussion- Theory and Practice  
(Controlled, guided, free)
4. Cookery Demonstration/ Sports Commentary  
(The reports and feedback on each activity and duty performed in module III & IV, is to be filed for presentation during the external viva voce at the end of the VI Semester)

#### Books for reference

Kennedy, Chris and Rod Bolitho. *English for Specific Purpose*. London : Macmillan, 1984 (PP 1-24)  
 Gaber, Don. *How to Start a Conversation and Make Friends*. New Delhi: Sudha Publication. 1994.  
 Rogers, Natalie. *How To Speak Without Fear*. London: Wardrock Ltd. 1984)

#### Evaluation

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Programmes Organised	4
Attendance	4
<b>Total</b>	<b>20</b>

#### End Semester Examination: Question Paper Pattern

No	Question type	No. of Questions	Marks per Ques	Marks	Time (minutes)
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

**Note: There will be no internal viva voce.**

*Core Course-II**COMMUNICATIVE GRAMMAR*

Code	Contact Hrs/week	Credit	Semester
FEN2B02	6	4	2

**Aims**

- To enable the students to use English correctly and confidently
- To foster communicative competence by improving grammatical skills

**Objectives**

- To introduce relevant areas of grammar and grammatical pattern to ensure accuracy and fluency in the speaking and writing of English
- To provide support for students preparing for IELTS Examination

**Course Outline****Module I**

Parts of Speech,

Sentence Structure (NP,VP)

Auxiliary Verbs

Articles

**Module II**

Time and Tense

Reporting

Tag Questions

Passive Voice

**Module III**

Mechanics of Writing

Punctuation Marks

Footnotes- End notes

Indenting

Bibliography

**Module IV****Exercises from Core Texts****Core Books:**

F.T Wood *A Remedial English Grammar For Foreign Students*

K.N Padmanaban Nair. *Living English Grammar and Communicative Tasks*. Calicut University Press,2000

Hewings, Martin. *Advanced Grammar In Use* .New Delhi: CUP,2008

MLA Handbook for Writers of Research Papers, 7th Edition

**Books for Reference**

UR. Penny, *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge:CUP,2008

Quirk, Randolph et al. *Comprehensive Grammar of the English Language*. London: Longman,1983.

Leech, Geoffrey, and Jan Svartvick. *A Communicative Grammar of English*. London: Longman 1998

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course III**ENGLISH AND COMMUNICATION TECHNOLOGY*

Code	Contact Hrs/week	Credit	Semester
FEN3B03	4	4	3

**Aims**

This course introduces students to all the basic aspects of Information Technology and computers that an educated citizen of the modern world may be expected to know and use in daily life. The topics in the syllabus are to be presented as much as possible with a practical orientation, so that the student is given a perspective that will help him to use and master technology.

**Objectives**

On completion of the course:

- The student will have a thorough general awareness of Computer Hardware and Software from a practical perspective.
- The student will have good practical skill in performing common basic tasks with the computer

**Course Outline****Module I: Computer Hardware**

History of the development of computers- Types of computers- PC, Laptop, Net book, Tablet, Workstations – Mainframes – Supercomputers. Different parts of a computer- memory - monitor- CRT and LCD - CPU - processor types. Input/output devices – mouse - keyboard - Printers - scanners - microphones- speakers etc. Ports - USB - Network- Peripheral devices - Modems - Web camera- Bluetooth devices.

**Module II: Software**

Operating Systems - Windows- Linux- Mac- Android - Software Licenses - Free Software. Office Suites - MS Office - Libre Office - Google Docs - Zoho writer. Windows software tools- MS Word, PowerPoint, Excel – Linux tools – Open Office – Impress. Using Word Processors- formatting text- fonts - arranging pages- printing. Using Presentation Software - making presentations.

**Module III: NETWORKING AND THE INTERNET**

Networking- LAN- WAN – Wireless networks - Internet- Browsers and Search Engines.

Blogs-Email- Chat- Social networking- Video Conferencing. Security Issues- Hacking- Phishing- Computer Virus - Antivirus Tools- Safety of digital data.

**Module IV: COMPUTERS AND SOCIETY**

English - a language with a global presence on the internet - Knowledge Resources - Google Scholar - E-Gyankosh - Project Gutenberg - INFLIBNET and N-List - Online Dictionaries - Wikipedia and other online encyclopedias - Online libraries, newspapers, journals and magazines.

Websites for learning English- British Council, BBC and ELLLO. E-books and E-book readers. Trends in E-governance- Computer localization - using computers in the local languages in India – Unicode – software tools for typing local language.

**Core book**

A Wiki Book with the relevant topics in the various modules will be made available.

**Evaluation**

Internal Assessment	
Item	Marks
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

No	Question type	No. of Questions	Marks per Ques	Marks	Time (minutes)
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course IV**APPLIED PHONETICS*

Code	Contact Hrs/week	Credit	Semester
FEN3B04	5	4	3

**Aims:**

To enable the students to handle the target language effectively in an internationally acceptable manner with special emphasis on the exact production of speech sounds.

**Objectives**

- To identify distinctive English sounds, its production and the varied phonetic symbols.
- To provide learners listening and comprehension skills on internationally acceptable English.
- To make learners achieve a mastery over English pronunciation
- To give an understanding of phonetics.

**Module I: Introduction to sounds and mechanism involved in speech.**

Speech Mechanism-Organs of Speech

**Module II: Overview of English Sound System**

Phonemes – Consonants and Vowels

Classification of Vowels – Cardinal Vowels, Diphthongs and Triphthongs

Allophones and Allophonic Variations

Homonyms and Homophones

**Module III**

Supra-segmentals

Syllable

Stress and Rhythm – Intonation – Juncture

Elision and Assimilation

**Module IV: Variations found in accents:**

Distributional variation - Realisational variation - Lexical variations:

British and American compared – Vowels - Consonants - Stress related feature-  
Frequent individual words – Names - Differences in setting: Intonation and rhythm

**Seminar paper:**

The presentation should focus on any one of the following topics:

British and American varieties of the English language, in terms of spelling and pronunciation

- Indian English

**Module V: Practical classroom work****Written assignments**

- Charts for diagrams, symbols etc.
- Transcription Practice

**Language Lab and Oral Practice**

Speech skill practice:

Weekly 2 hours –Language Lab

- Listening skills
- Speaking skills

All assignments in the spoken mode are to be carried out, as far as possible, as group activities, to create enthusiasm, to prevent boredom and to make use of the fluent speakers for the benefit of the less fluent.

**Sample Assignment.**

Singing of Nursery Rhymes and Recitation of Poems are to be encouraged to enhance both the active listening skill with understanding and the creative speaking skill to facilitate the students' participation in the LSRW skill development process.

The learner is to be made aware of the following through the above said skill development:

- The need for Uniformity and Intelligibility
- Distinctions between Regional and RP Sounds
- Comprehension of emerging 'Englishes' for new age jobs.

**Core Reading**

1. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*.
2. Syamala V. *A Textbook of English Phonetics and Structure for Indian Students*.

**Books for Practice in speech skills:**

1. Damodar, G., Prema Kumari, D., Ratna Shiela Mani K., SaiLakshmy, B., (Gen.Ed. Rajagopal G), *Book for Practice in the Spoken Mode*, Foundation Books, 2006.
2. P. Kiranmai Dutt, Geetha Rajeevan, *Basic Communication Skills*, CUP India 2007 (Part 1 only)
3. V. Sasikumar, P. Kiranmai Dutt, Geetha Rajeevan, *A Course In Listening & Speaking I*, CUP India 2005

**General Reading**

1. Roach, Peter. *English Phonetics and Phonology*. Cambridge University Press, 2009
2. O’ Connor, J.D. *Better English Pronunciation*. Cambridge: Cambridge University Press, 2008
3. Aslam Mohammad & Amin Kak Aadil. *Introduction to English Phonetics and Phonology*: CUP, India, 2007
4. Gimson, A.C, Arnold Edward. *An Introduction to the Pronunciation of English*. London, 1980.
5. Hecock, Mark. *English Pronunciation in Use*. UK: Cambridge University Press, 2003.
6. Beverley Collins & Inger M. Mees. *Practical Phonetics and Phonology*. London and New York: Routledge Special Indian Edition, 2003. (Section A, C & Glossary)

**Further Reading**

Odden, David. *Introducing Phonology*. New York: Cambridge University Press, 2008.

**Evaluation**

Internal Assessment	
Item	Marks
Test papers (2)	8 (4+4)
Assignment	2
Seminar	2
Language Lab And Oral Practice	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

No	Question type	No. of Questions	Marks per Ques	Marks	Time (minutes)
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III	Short Essay(100 words)	6 out of 10	5	30	60
IV A	Long Essay(400 words)	1 out of 2	10	20	60
IV B	Transription				
	1. Words (4 words)		2	2	
	2. Passage (100 words)	1 out of 2	4	4	
	3. Dialogue (100 words)	1 out of 2	4	4	10
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course V**INTRODUCTION TO LINGUISTICS*

Code	Contact Hrs/week	Credit	Semester
FEN4B05	5	4	4

**Aims**

To introduce the basic concepts of Linguistics and to familiarize the students with the fundamentals of modern linguistics

**Objectives**

- To familiarize the students with the origin and development of language with special reference to English
- To introduce the students to various levels of linguistic analysis- Phonology, Morphology, Syntax and Semantics
- To provide a brief historical survey of the development of Modern Linguistics
- To sensitize the students to the application of Linguistics in different areas
- To introduce the students to Discourse Analysis
- To develop in them the ability to do intensive reading for identifying specific information

**Course Outline****Module I**

- Language : its origin and development
- Differences between animal and human communication
- The characteristic features of human language
- The place of English in the Indo- European family of languages

**Module II**

- Nature and scope of Linguistics
- A brief survey of linguistics
- The contributions of Bloomfield, Saussure and Chomsky
- Branches of Linguistics: Psycholinguistics, Sociolinguistics & Anthropological linguistics
- Key concepts :-Langue & Parole; Competence vs Performance;
- Sign vs symbol; Diachronic vs synchronic Approaches;
- Syntegmatic vs Paradigmatic relationships

**Module III**

- Levels of linguistic analysis
- Phonetics- Phonology-- Phonemes and allophones
- Morphology –morphemes and allomorphs
- Word formation-inflection and derivation—word-building processes

**Module IV**

- Traditional grammar and structural grammar
- Immediate Constituent Analysis
- Phrase Structure Rules

**Module V**

- Syntax
- Semantics:- Denotative, connotative, thematic, social, lexical, grammatical meaning - sense and reference
- Discourse Analysis: a) Cohesion b) Coherence

**Core Reading**

Syal, Pushpinder, and DV.Jindal. *An Introduction To Linguistics: Language, Grammar and Semantics*.(Eastern Economy Edition) New Delhi: PHI, 2007.

**Reference**

Lyon, John. *Language and Linguistics- An Introduction*. Cambridge: Cambridge University Press, 1999.

Yule ,George. *The Study of Language*. Cambridge: Cambridge University Press,1995.

Crystal, David, *Linguistics*. Harmondsworth : Penguin,1998.

Verma,S K,and N Krishna Swamy. *Modern Linguistics: An Introduction*.New Delhi: OUP,1998.

Hall, Christopher.J. *An Introduction to Language and Linguistics*. Viva Continuum Edition, 2008.

Gimson, A.C,and Edward Arnold. *An Introduction to the Pronunciation of English*.London:1980.

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course VI***ENGLISH FOR BUSINESS COMMUNICATION**

Code	Contact Hrs/week	Credit	Semester
FEN4B06	5	4	4

**Aims**

- a) To help students to learn the fundamentals of business correspondence.
- b) To get practical knowledge in business correspondence.

**Objectives**

On completion of this course, students will have:

- a) A comprehensive idea about business correspondence
- b) The ability to prepare business letters, business reports, technical proposal etc.
- c) The tips to improve their speaking skills
- d) A thorough knowledge in the field of proof reading and editing

**Course Description ii.****Cours****e Details Module I**

- a) Definition, Meaning and Importance of Business Correspondence  
Meaning - purpose and uses
- b) Common Business terms with usage

**Module II**

1. Telephonic Skills: Preparing to make a telephone call -Receiving calls- Taking and leaving messages- Asking for and giving repetition- setting up appointments- changing appointments- ending a call- Situational Dialogues
2. Presentation skills: planning and getting started- structure I - the introduction- structure II - The main body-structure III - the end-using visual aids.
3. Meetings: what makes a good meeting- chairing a meeting- stating and asking for opinions- asking for giving clarifications- ending the meeting.

**MODULE III**

## Writing Skills

- a) Business Letters and Resumes: Importance- Elements- Lay out- Elements of Style- Types of Business Letters- Resume Preparation
- b) Business Reports: Definition-Salient features- Significance- Types- Preparation and Planning- Data Collection- Analyzing and organizing the data- Preparing an outline-Structure of Formal Reports- Style of Reports- Preparing a checklist-sample reports
- c) Technical Proposal: Purpose- Importance- Types- Structure
- d) E-mail writing: Introduction- Reasons for popularity- Common pitfalls- Guiding principles for Composition- maintaining Common Etiquette
- e) Maintaining diary – using memory aids – using and asking for testimonials and certificate

**Module IV**

Other Business writings: Itinerary writing- Inter-office Memorandum (Memo)- Circulars- notice, Agenda and Minutes- Advertising ii) Editing and proofreading: significance- Advantages- Steps involved in the Editing process- Proof reading a document- Standard proofreading symbols iii) Art of condensation: Precis, summary

**4. Reading List**

## Core Text

1. Kumar, Sanjay & Latha, Pushpa. *Communication Skills*. New Delhi: OUP, 2011
2. Blundel, C.A & Middle Miss. NMG. *Career: English for Business and Commercial World*. New York: OUP, 2009
3. RC, Bhatia. *Business Communication*. New Delhi: ANE Books, 2008
4. KK, Lakshmi & KK, Ramachandran. *Business Communication*. New Delhi: Mac Millan, 2007
5. Robins MH & Vidya S. *Communicative Competence in Business English*. New Delhi: Orient Longman, 2007
6. Kitty O Locker & Stephen Kyo. *Business Communication- Building Critical Skills*. New York: McGraw Hill, 2001
7. Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course VII**CREATIVE WRITING*

Code	Contact Hours	Credit	Semester
FEN5B07	5	4	5

**Aim**

The course has been designed on the recognition of its immense relevance to the study of the Core course. It enables the students to understand the concepts and the qualities of personality, human learning, effective communication, and creative leadership.

**Objectives**

- To help students identify and appreciate various writing styles.
- To make concrete observations about one's personality and that of others, based on the physiological and psychological aspects of personality
- To be innovative and creative in exercising leadership qualities
- To endear the value of positive thinking, and to develop an optimistic attitude in life.
- To learn to motivate others, and to analyse and resolve conflicts systematically.

**Course Outline****Module I**

Introduction to creative writing – different phases of creative writing - factors influencing creative writing

Writing Fiction: Definition – Different Genres and Types of Fictions- Narrations- Techniques: Stream of Consciousness, Meta Fiction, Magic Realism.

**Module II**

Writing Drama: Plot, Character, Diction, Setting, Stage. Basic divisions: Tragedy, Comedy, Tragi-comedy.

**Module III**

Writing Poetry: Elements of poetry: Figures of speech, rhyme scheme, Blank verse, Free verse and rhythm. Types of poetry: Ballad, Ode, Dramatic monologue, sonnet, epic, mock epic, satire, villanelle, sestina, haiku, ghazal, etc.

**Module IV**

Life Writing and New media Writing: Diary Writing- Travel stories- travelogues. Memoir, Auto-biography and biography. Writing in the blogs and social networking sites.

**Module V****Plagiarism****Types of plagiarism****How to avoid plagiarism****Written assignment**

Writing practice in various genres of literature- publication of students' own writings- compiling them together into a magazine

SI. No	Title	Author	Publisher & Year
1	<i>The Cambridge Companion to Creative Writing(chapters4-8)</i>	EdiDavid Morley& Philip Neilsen	New Delhi, CUP, 2012

## Reading List

## a) Core Text

SI. No	Title	Author	Publisher & Year
1	<i>A Glossary of Literary Terms.</i>	<i>Abrams M. H.</i>	<i>Macmillan</i>
	<i>The Cambridge Introduction to Creative Writing</i>	Morley, David	New Delhi,CUP, 2007
2	<i>The Routledge Creative Writing</i>	Mills, Paul	NewYork, Routledge, 2006
3	<i>Creative Writing: A Beginner's Manual</i>	Anjana Neira Dev, Anuradha Marwah& Swati Patel	New Delhi,Pearson Longman, 2009
4	<i>Resources for Teaching Creative Writing</i>	Young, Johnnie	New York, Continuum, 2009
5	<i>Literary Terms and Criticism</i>	John Peck & Martin Coyle	New York, Palgrave,2002

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course VIII**FUNCTIONAL ENGLISH FOR PRINT MEDIA*

Code	Contact Hrs/ week	Credit	Semester
FEN5B08	5	4	5

**Aim**

To create in the student an awareness of the basic theories and concepts related to Communication and to give them basic training in writing for the newspaper.

To introduce mass media and their characteristics to students.

To familiarize them with the history and fundamentals of print media

To familiarize them with the characteristics of print media content and be a stepping stone for the student to be a print media professional.

**Objectives**

On completion of the course the student will have

- A broad notion of the theories related to Communication.
- Knowledge of the history of the media
- Functional knowledge of the fundamentals of media writing.
- Developing the skill by practice, of writing editorials, features, reviews and the like.

**Course Outline****Module I****Introduction to Communication**

Definition, elements of communication

Types of Communication: intrapersonal, interpersonal, group, mass communication,

Verbal and nonverbal communication.

## Module II

### Introduction to Mass media.

Functions: inform, educate, and entertain. Various types of mass media and their characteristics  
 Print media: Newspaper, magazine, books. Electronic media: TV, Radio, New Media- the Internet- Media Convergence.

## Module III

**Functional English in Journalism:** Definition—Journalistic writing vs Creative Writing

Print media content: News—news structure—inverted pyramid; hour glass; lead; various types of leads

News Reporting; News Agencies- Feature writing - Feature Pages-Editorial – Specializations- Sports-Film–Health–Career–Education–Lifestyle–Review (Book/ Film/ Theatre, etc) Magazine/ periodical writing- The People's Voice- Letters to the Editor.

## Module IV

**Making of a Newspaper**—Design, layout, sub-editing, Caption writing, headlines.

Print media terminology- Sub-editing, proofreading, caption writing, headlines, photo editing, page designing, layout, artwork, pagination.

**Note:** The teachers are to introduce these topics and students are to find their application in the lab journal they make as part of their assignment.

## Module V

The student should be introduced to the following terms

- Banner, Headline, bleed, blooper, barker, byline, credit line, dateline,
- deadline, gravure, gutter, handout, jumpline, nameplate, masthead,
- letterpress, logotype, offset, op-ed, widow, tombstone, tabloid, broadsheet,
- stringer, dummy, embargo, freelance, lithography, linotype, ear, news
- agency, beat, breaking news, scoop, new journalism, precision journalism, style
- Book, citizen journalist, investigative journalism, sting operation, yellow journalism.

**Field Work:** Students have to visit a newspaper office and prepare a report based on their observations.

**No core texts.**

### Reference Books:

Mencher, Melvion. *Basic News Writing*. Dubaque: William C. Brown Co.,1983.

Rich, Carole. *Writing and Reporting News: A Coaching Method*, 4th ed, USA: Wadsworth/Thomson Learning, 2003

Wainwright, David. *Journalism: Made Simple*. Heinemann. London, 1986

### General Reading

J. V. Vilanilam. *Mass Communication in India*. Sage publications : New Delhi,2005

Kamath M. V. *Professional Journalism*, Vikas publication House, James A & Brown,

Suzane S *News Writing & Reporting*. New Delhi, Surjeeth Publications,2003.

Gormly Eric. *Writing and Producing News*. New Delhi: Surjeeth publications, 2005

M. L. Stein, Susan F. Paterno & R. Christopher Burnett. *News Writer's Handbook*.

Blackwell, 2006

### Reference

Klaus Bruhn Jensen. *A handbook of Media and Communication Research*. Routledge, 2003

**Note: Questions from Glossary should be selected from the following terms:**

- *Banner, Headline, bleed, blooper, barker, byline, credit line, dateline,*
- *deadline, gravure, gutter, handout, jumpline, nameplate, masthead,*
- *letterpress, logotype, offset, op-ed, widow, tombstone, tabloid, broadsheet,*
- *stringer, dummy, embargo, freelance, lithography, linotype, ear, news*
- *agency, beat, breaking news, scoop, new journalism, precision journalism, style*
- *book, citizen journalist, investigative journalism, sting operation, yellow journalism.*

### Evaluation

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	20

**End Semester Examination: Question Paper Pattern**

No	Question type	No. of Questions	Marks per Ques	Marks	Time (minutes)
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay (100 words)	6 out of 10	5	30	60
IV	Long Essay (300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course IX**THEATRE FOR COMMUNICATION*

Code	Contact Hrs/ week	Credit	Semester
FEN5B09	5	4	5

**Aims**

- To impart a general critical understanding of the history of theatre and performance as a powerful medium of creative communication practice
- To introduce the students to modern theatre practice with special focus on the proactive and interactive potential of drama and theatre.
- To stimulate creative exploration of ideas and expression of these ideas through dramatic forms and theatre conventions

**Objectives**

On the completion of course

1. The student will be familiar with theories related to drama and theatre, both eastern and western from Bharata and Aristotle to modern theatre
2. They will be able to understand and analyse plays in relation to history, culture and theory.
3. They will be empowered in conceptualising and implementing theatrical projects.

**Module I**

**Theatre History-** Theatre History will consider theatre from four different perspectives: **a.** The different contexts within which theatrical activity developed: the social, political and religious contexts. **b.** The organisation of theatrical activity. **c.** The development of spatial structures and techniques involved: theatre architecture, and scenography. **d.** Main contributors: actors, playwrights, theatre managers, directors, and theorists.

Reference to the contribution of important Ancient Greek playwrights: Aeschylus, Sophocles, Euripides, and Aristophanes. Reference to the contribution of important Renaissance playwrights: Shakespeare, Molière, Calderon, Goldoni, and Beaumarchais.

**Module II: Realism in Theatre and Twentieth-Century Developments**

- a) Realism in theatre – the reproduction of life on stage.
- b) The influences of the Industrial Revolution on theatre and performance.
- c) Reference to important realist playwrights: Chekhov, Ibsen, Strindberg and Shaw.
- d) The turn of the Twentieth-Century and the rise of the actor.
- e) Spaces for performance – formal spaces and alternative dispositions of space.

- f) Important contributors in twentieth-century theatre: Stanislavski – The ‘system’; Brecht – Epic theatre; Grotowski – Poor Theatre and the laboratory dimension. Brief reference to the contribution of major twentieth-century playwrights: Beckett, Brecht, Miller, and Pinter.

### Module III

Bharata’s *Natyasastra*

Aristotle’s *Poetics*

Constatine stanislavski- psycho physical system

Jerzy Grotowsky-Toward a poor Theatre

Augusto Boal – The Theatre of the Oppressed

### Module IV: List of Plays for Practical

Adaptation and editing of the prescribed play, scene by teams of students- Rehearsals for final presentation

1. Kalidasa: *Abhijnanasakuntalam*- Act IV (Sir William Jone’s Translation)
2. Sophocles : *Oedipus Rex* lines 680-1185(Translated by Robert Fitzgerald)
3. Shakespeare: *Merchant of venice* . ( The Trial scene)
4. Henrik Ibsen : *A Doll’s House*.

The student groups have to undertake the following activities:

- i. Fix the role of each student (in the respective groups) within the play and also for tasks related to the production of the play. (All the students have to involve themselves as characters in the play). In case of absentees or sudden exigencies , members from other groups can be incorporated but he / she should be properly acknowledged on the basis of the role and the task done. The absentee will then have to perform at least a monologue or take up a role in any other play with any of the later performing groups ) If there are more absentees from each group , all the absentees together will form a new team and present their play, iii. Rehearse the play thoroughly after it is adapted and edited.

### Recommended Texts

N. Fraser, *Theatre History Explained*, Crowood Press, 2004

M. Wallis & S. Shepherd, *Studying plays*, London & New York, Hodder Education, 2002.

Williams Raymond. *Drama from Ibsen To Brecht* Pengu books, 1968

O. Brockett. *A History of the Theatre*. Allen and Bacon, 1991.

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Drama Enacting, Final Drama Presentation Editing, prop, specific work like directing	4
Test papers (2)	8 (4+4)
Assignment	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course X**CONTEMPORARY LITERARY AND CULTURAL THEORY*

Code	Contact Hrs/ week	Credit	Semester
FEN5B10	5	4	5

**Aim**

To initiate students into 20<sup>th</sup> Century Literary Theories and Critical Approaches.

**NOTE:** This course is meant to be introductory in nature. The students need to gain a basic understanding of each of the following schools of theory sufficient to enable them to write a 300 word essay.

**Module I**

The Significance of Theory

Structuralism.

**Module II**

Post-structuralism, Deconstruction

Psychoanalytic criticism.

**Module III**

Feminisms

Marxism

Post-Colonial Theories

**Module IV**

New Historicism and Cultural Materialism

Eco-Criticism

Queer Theory, Dalit studies

**CORE TEXT**

*Contemporary Literary and Cultural Theory* by Pramod K Nayar

**Further Reading**

Beginning theory by Peter Barry

Sharan Kumar Limbole (2004). Towards An Aesthetic of Dalit. Literature: History, Controversies and consideration orient Longman

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay (100 words)	6 out of 10	5	30	60
IV	Long Essay (300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course-XI**ENGLISH LANGUAGE TEACHING*

Code	Contact Hrs/week	Credit	Semester
FEN6B11	5	4	6

**Aims**

To help the students understand:

1. The role of teaching English as communication - its methods and techniques
2. The major theories of language teaching
3. Classroom management
4. Techniques to overcome inhibitions in expressing themselves in the English language
5. The importance of making mistakes in the learning process.

**Objectives**

On completion of the course the student should be able to

1. Communicate the scope and potential of English as a universal language
2. Recognize the importance of learner participations in the learning process
3. Realize the crucial role of the teacher as the facilitator, team player and organiser
4. Appreciate the importance of feedback in the teaching -learning environment
5. To guide the learner towards self help in the language learning process & acquire LSRW skills.

**Course Structure****Module I: For general study:****The English language:**

1. Global English Today - Factors contributing to its popularity- a brief survey of the chief varieties of English
2. English as Second language or Foreign language.
3. Objectives of teaching English at the primary and middle school level.
4. Scope of English in international communication

**Module II**

**Introduction to Theories of language Learning:** Behaviourism - Cognitivism - Acquisition

and learning - Foreign language Learning- Speech-Act theory- interaction hypothesis theory

**Module III: For detailed study**

1. **English language Teaching: Approaches, Methods and Techniques:** Grammar: Translation Method - Direct Method - Audio-lingual Method. The Aural-Oral Approach - Learner centred, task-based, content-based
2. **Communicative Language Teaching (CLT)-** Scope and Importance. Techniques and tools employed in CLT
3. **Language Skills:** Listening, Speaking, Reading and Writing.

**Module IV Practicals**

**Assignments:**

1. Peer Teaching -prose/poetry/grammar/communicative English using teaching aids – Blackboard, Pictures, Tapes, Videos, Language lab- Student grouping—group work /pair work—Class room interaction—motivation
2. Record book should include the following:
  - a) Lesson plan of the teaching done.
  - b) Feedback from peers and teacher.
  - c) Lesson Planning: How to write a lesson Plan for (i) Prose + Vocabulary (ii) Prose+ A Grammatical Item (iii) Communication using language games (iv) Poetry.

**Core Books**

Geetha Nagaraj. *English language Teaching: Approaches, Methods and Techniques*. Orient Longman

**Books for Reference**

1. M. L. Tickoo. *Teaching and Learning English: A Source Book for Teachers and Teacher Trainers*. Orient Longman
2. Jeremy Harmer. *The Practice of English language Teaching*. Orient Longman (3<sup>rd</sup> ed.)
3. Jack C. Richards.& Thodore S. Rodgers. *Approaches and Methods in language Teaching*. CUP  
A. P. R. Howatt. *A History of English Language Teaching*. OUP
4. Mohammed Aslam. *Teaching of English: A Practical Course for BEd Students*. Foundation Books

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay (100 words)	6 out of 10	5	30	60
IV	Long Essay (300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course XII**FUNCTIONAL ENGLISH FOR ELECTRONIC MEDIA*

Code	Contact Hrs/week	Credit	Semester
FEN6B12	5	4	6

**Aims**

To give the students basic training in writing for electronic media such as radio and TV and the Internet.

**Objectives**

On completion of the course the student will have

- To familiarize them with the fundamentals of electronic media.
- Knowledge of the fundamentals of writing for the electronic media.

**Course Outline****Module I: Electronic Media:**

Definition, types, characteristics of broadcast writing, immediacy, conversational style, clarity.

Brief History of Radio, TV and New Media - DD,AIR

**Module II: Radio:**

Radio as mass medium - New trends - FM - Bands - radio

Jockeys-Interactive methods-phone in shows.

Radio scripting - Different types - structure and format of news, talks, interviews,

Documentaries, drama.

**Module III: Television:**

As a mass medium - new trends: Cable, DTH, IPTV,

HDTV- Internet TV Scripting: Different types - Structure and format of news, talks, interviews, documentaries, tele films and interviews.

Basics of TV program Production: Studio recording and Editing.

**Module IV: Role of functional English in New Media:**

Basic features of E-Book, E-magazine, E-Journal, Internet, Web.

Web writing - Technical writing - Blogging - Social Networking-Profile writing Media convergence

Basic Glossary (See Appendix)

## Field Work

*Visit to the TV and Radio stations*

*Voice Training and screen presentation.* The stress will be on developing the communicative skill of student in the field of electronic media.

**A Core Text will be made available soon.**

**Reference:** White, Ted. *Broadcast News Writing, Reporting and Production* Feldman Tony.

*An Introduction to Digital Media* (Blueprint series) Paperback., 1996 Vilanilam. J. V. *Mass*

*Communication in India.* Sage publications : New Delhi, 2005 **General Reading:**

Griffith David. *A Crash Course in Screenwriting.* Glasgow: Scottish Screen Lewis

Richard L. *Digital Media: An Introduction*

M. L. Stein, Susan F. Paterno & R. Christopher Burnett. *News Writer's Handbook.*

Blackwell, 2006.

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminar	4
Attendance	4
<b>Total</b>	20

**End Semester Examination: Question Paper Pattern**

No	Question type	No. of Questions	Marks per Ques	Marks	Time (minutes)
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course-XIII***TRANSLATION STUDIES**

Code	Contact Hrs/week	Credit	Semester
FEN6B13	5	4	6

**Aims**

1. To make students familiar with the basic theories of translation
2. To make the study of language inter-lingual by initiating the students to translate texts from regional languages into English and from English into regional languages.
3. To equip the students for the profession of translator in diverse fields by imparting training in translation.

**Objectives**

By the end of the semester, the student will have an overall view of basic theories of translation. He will have acquired the skill in translating various kinds of texts.

**Course Structure****Module I**

- a) History of Translation theory—a brief overview.
- b) Types of translation: Partial translation--full translation—Literal translation—free translation—transliteration—phonological translation—graphological translation—translating cultures.

**Module II****Literary Translation:**

- a) Translation of poetry—metered verse and free verse—poetic diction and imagery.
- b) Translation of Prose—tackling different styles and registers
- c) Translation of fiction—establishing correspondence between modes and styles in the SL and TL.
- d) Translating Drama—tackling dramatic diction and performability.

**Module III****Translating for the Media:**

Translating News reports—advertisements—central issues: language versus culture

equivalence-loss and gain in translation—limits to translatability- intranslatability—  
translation as rewriting /new writing.

#### Module IV

- a) Interpreting: Translating speeches—translating for visiting dignitaries and tourists
- b) Translating for Business: Translating Business correspondence—Translating literature on consumer products—advertisements.
- c) Machine translation

#### Core Reading:

Susan Bassnett. *Translation Studies*

Engene Nida: *He Theory and Practice of Translation* - (Brill, 1969, with C.R. Taber)

#### Reference :

Peter M Newmark. *Approaches to Translation*. New York: Pergamon Press, 1985.

Mathew Guidere. “Translating Practices in International Advertising”  
<<http://accurapid.com/journal/15advert.htm>.

Christiana Coblis, “Subtitling: Basic Principles” <<http://www.proz.com/doc/32>

#### General Reading

J. C. Catford. *A Lilnguistic Theory of Translation*

Nida Eugene. *Theory and Practice of Translation*

Roman Jacobson. *On Linguistic Aspect of Translation*

Ayyappa Panicker. ‘Towards an Indian Theory of Literary Translation’ in Tutun Mukherjee ed. *Translation; From Periphery to Centre Stage*. New Delhi: Prestige, 1998.

Sujit Mukherjee. *Translation as Discovery*. Hyderabad: Orient Longman, 2006.

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment*	4
Test papers (2)	8 (4+4)
Project**	4
Attendance	4
<b>Total</b>	<b>20</b>

\* The student may be given translation activities on smaller pieces in prose, poetry, drama or even website material translations for their assignments. The authenticity of the work must be ascertained by the teacher in charge of the student.

\*\* The student must for their project translate a short piece of literature from any other language into English. The maximum length of this may be 1500 words. They may be assigned this at the commencement of their semester.

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Core Course XIV**FILM STUDIES*

Code	Contact Hrs/week	Credit	Semester
FEN6B14	5	4	6

**Aim**

1. To introduce students to film studies as a discipline and to develop in them analytical and critical skills so that they can appreciate cinema as an independent art form.
2. The course aims to discuss film theories in the basic level and thus attempts to prepare the students to find an entry point to the higher level of understanding of contemporary film theories.

**Objectives**

1. To give the students an outline of the evolution of film theories from the concepts relevant to general aesthetics and talk about its development as a set of theories specific to cinema medium
2. To arrive at an appreciation of film as an art form and its aesthetics.
3. To see film as a gateway subject and foster through film an understanding of visual aesthetics, forms and technological innovation.
4. To understand how film connects with history, politics, technology, psychology and performance.
5. To critically appraise the nature of representation on screen and how class, race, ethnicity and sexuality are represented.
6. To probe the impact of practices and regulations such as censorship, cultural policy, industry awards and international distribution in film reception.
7. To develop analytical skills so that the student can produce informed and through close readings of films.

**Course Outline****Module I**

Introduction to the basic concepts of Film Theory and major theoretical positions on cinema

1. Basic concept of Representation
2. Idea of 'Text' and 'Authorship'
3. Introduction to the film theories of Sergei Eisenstein, Andre Brazin, auteur theory, Christian Metz and Laura Melvy
4. Introduction to Film Semiotics

5. Structuralist approach to Film Narrative- Narratology-Point of view- structure etc.

## Module II

Introduction to Major movements and film genres

1. The silent era, classic, Hollywood cinema, Realism and Neo-Realism in Cinema, French New wave, Indian Cinema, Soviet Montage
2. The Major Genres-Narrative, avant-garde, documentary
3. Other genres- thriller, melodrama, musical, horror-western, fantasy animation, film noir, expressionist, historical, mythological, road movies

## Module III

Introduction to the basic terminology of film making

1. Mise en scene, long takes, deep focus, shots( close up, medium shot, long shot)
2. Editing- Chronological editing, cross cutting, montage, continuity editing, continuity cuts, jump cuts, match cuts, 30 degree rule, 180 degree rule, sound in the movies, colour in the movies, The production, distribution and reception of films; censorship

## Module IV

Selected film texts and case studies of Classic Cinema

1. Andre Bazin : *The Evolution of the Language of Cinema*
2. Ronald Abramson: *Structure and Meaning in Cinema in Movies and Methods*. Ed. Bill Nicholas
3. Satyajit Ray: “What is Wrong with Indian Films” ( from *Our Films Their Films*)

Case Studies of Classic Cinema

1. *Battleship Potemkin*-Silent Cinema,m Montage
2. *Bicycle Thieves*- Italian Neo-Realism
3. *The Godfather*- Hollywood Classic
4. *Charulatha*- Indian Classic
5. *Rashomon*-Asian Classic, Japanese Cinema
6. *Chemmeen*-Malayalam Classic

The student will be capable of analyzing and making a critical evaluation of these movies

Reading List:-

Recommended Reading

1. *Introduction to Major Film Theories*- J D Andrew
2. *Film Theory: An Introduction* – R Lapstey and M Westlake
3. *Film Theory and Criticism* – Mast & Cohen
4. *Eisenstein Reader*- ed. Richard Tylor
5. *What is Cinema*, vol II – Andre Bazin

6. *New Vocabularies in Film Semiotics*- R Stendal
7. *Film Language: A Semiotics of Cinema* ( C Metz)
8. Peter Wollon's analysis of *North by North-West* (*Readings and Writings*)
9. *The Point-of-View Shots*( Edward Banigen)
10. *Teach Yourself Film Studies*- Warren Buckland
11. *A History of Film*- Virginia Wright Wexman
12. *Key Concepts in Cinema Studies*- Susan Heyward

### Evaluation

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

### End Semester Examination: Question Paper Pattern

No	Question type	No. of Questions	Marks per Ques	Marks	Time (minutes)
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>



*Core Course XV Elective-1**ADVERTISING: THEORY & PRACTICE*

Code	Contact Hrs/week	Credit	Semester
FEN6B15(A)	3	4	6

**Introduction**

Although advertising is an accepted part of everyday life, there is still great debate as to how advertising works and the role it can and should perform within the marketing communication mix.

This course is intended to enable the students apply the theories to the advertising in our media today. They will learn how to put together an advertising plan and will examine the ingredients of an effective advertisement and ways in which this effectiveness can be measured.

**Aims**

1. To gain an understanding of the role of advertising within the marketing communication mix.
2. To examine communication and advertising theories and their relationship with consumer behavior.
3. To develop knowledge of advertising strategy and planning.
4. To examine the importance and use of creativity in advertising.
5. To acquire an understanding of various production techniques.

**Objectives**

By the completion of the course, the student will be able to:

1. Identify the role of advertising within the Marketing Communication Mix.
2. Analyze advertisements in terms of creativity and execution.
3. Create advertising objectives and put together a plan to meet these objectives
4. Examine marketing data, using appropriate techniques, and use the information to establish and solve marketing communication problems.
5. Understand the techniques and procedures involved in advertisement production.

## Course Outline

### Module I

Advertising – Definitions--Origin and development of advertising-- economic impact of advertising--new trends in advertising.

### Module II

Advertising as a Process : four components: the advertiser, the advertisement, the ad agency and the mass media. Ad. Agency : structure, function and characteristics of a good ad agency--Media selection criteria--Client satisfaction.

### Module III

Advertisement types: Product, Service, Industrial, Institutional, Public Service  
Media wise category: Print media ads, Electronic media ads (Radio, TV and Film) and New Media ads. Non-Mass Media ads: Graffiti, Billboards, fliers, novelties etc.

### Module IV

Copy writing, copy creativity, copy structure, text: Headline, slogan, body copy Copy style, credibility, readability. Qualities of a good copy writer. Visualization of Advertisements: typography, Illustration, logo, trademarks, themes, graphics, appeals, animation, special effects and basic principles of designing.

### Module V (Practical Oriented)

Practice in copy writing and visualization focusing on the fourth module. Practice in analyzing textual and visual effects of advertisements

### Core Text

Vilanilam and Varghese. *Advertising Basics! A Resource Guide for Beginners*. Response books – a Division of Sage Publications, NewDelhi, 2004.

### General Reading:

Aitchinson J. *Cutting Edge Copy Writing*. Prentice Hall, Singapre, 2001

Twitehell, J B. *Twenty Ads that shook the World*. Crown Publication (Random), 2000.

Vilanilam J. V: *More Effective Communication: A Manual for Professionals*. New Delhi, Response Books/Sage, 2000.

Nylen, D W, *Advertising: Planning, Implemenation and Control*, 4th Edition, Cincinnati, OH: South Western Publishing Co. 1993.

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

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*Core Course XV**Elective II*

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*EFFECTIVE COMMUNICATION IN PUBLIC RELATIONS*

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Code	Contact Hrs/week	Credit	Semester
FEN6B15 (B)	6	4	6

**Aims:**

The Course is designed on the recognition of its immense relevance to the study of the Core Courses. It exposes students to the basics of Public Relations—theory and practice.

**Objectives:**

By the end of the semester:

- (1) Students will have acquired knowledge about the history of public relations in modern organizations and a variety of theories and paradigms of effective public relations.
- (2) They will learn to develop market surveys, write news releases, produce public service announcements, conduct news conferences, and design web pages. Throughout the class, students will consider the professional and social obligations associated with a career in public relations.

**Course Outline****Module-I**

Introduction—What is Public relations(PR)?—Detailed study of definitions— Nature of "public" in Public Relations Differences between PR, Publicity and Propaganda

**Module-II**

Growth and Development of PR in India Function of PR in private and public sectors

**Module-III**

Organizational structure of PR departments in private and public sectors—Central and State Governments

Role and responsibilities of PR personnel—Essential qualifications needed for PR personnel

**Module-IV**

PR tools—hand outs, brochure, newsletters and house journals PR campaigns—goals, planning and execution.

**Core Reading**

Narasimha Reddy. *How to be a Good P.R.O*

**General reading**

1. Michael Bland, Alison Theaker & David Wragg. *The Art and Science of Public Relations* (Vol. I to 8). Crest Publishing House, New Delhi.
2. Scot. H Cutlip and Allen H Canter. *Effective Public Relations*
3. Sam Black. *Practical Public relations*
4. D. S, Mehta. *A Handbook of Public Relations*

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Programme Organised	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

# COMPLEMENTARY COURSES

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*Complementary Course -I*

***LANDMARKS IN ENGLISH LITERATURE***

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Code	Contact Hrs/week	Credit	Semester
FEN1C01	6	4	1

**Aims**

- To create in the student an overall perspective of the History of English Literature; ages and movements that have become milestones in the history of literature—the major writers and their work.
- To make the student feel the transitions in language which was affected through literature.

**Objectives**

- On completion of the course, the student will become familiar with the various movements and ages in English literature.
- The student will be acquainted with great classics in English and American literature.
- He will be enlightened by the experience of reading great works of literature and delving into the literary genius of the age.
- He shall be acquainted with the changes in English language through literature.

**Course Outline****Module I**(a) **Geoffrey Chaucer and the beginning of English**

Prescribed Text:

- 1) **Geoffrey Chaucer, *Prologue to the Canterbury Tales* – first 20 lines.**

(b) **Elizabethan Age—Major poets, essayists and playwrights—Elizabethan stage**

Prescribed Text:

- 1) ***Mark Antony's Funeral Oration in Julius Caesar* by William Shakespeare - Act III, Scene II, Line number 50 to 231, (<http://www.bartleby.com/70/4032.html>)**
- 2) **'Of Studies' by Francis Bacon**

**Module II**

**Augustan Age—Major essayists and poets Alexander Pope – Dr. Johnson – Joseph Addison**

and Richard Steele

Prescribed Text:

- 1) 'Sir Roger at the Theatre' - Joseph Addison
- 2) 'London' by William Blake

### Module III

(a) Romanticism. —Major Writers—Wordsworth, Coleridge, Keats and Shelley; Charles Lamb, William Hazlitt

Prescribed Texts:

- 1) 'Ode to the West Wind' by Percy Bysshe Shelley
  - 2) 'Ode on a Grecian Urn' by John Keats
- (b) Victorian Literature—Features—Major poets and novelists—Tennyson, Arnold, Browning— Charles Dickens, George Eliot, Emile Bronte

Prescribed Texts:

- 1) 'My Last Duchess' by Robert Browning.
- 2) Charles Dickens, 'Oliver Twist' (Non-detailed)

### Module IV

(a) Modern Age—General Characteristics—Anxiety and Interrogation—Impact of socio-economic condition—The Two World Wars-- Avant-gardism

(b) Major writers—T. S. Eliot, W. B. Yeats; D. H. Lawrence, Virginia Woolf, Harold Pinter.

Prescribed Texts:

- 1) 'The Journey of the Magi' by T. S. Eliot
- 2) John Osborne, *Look Back in Anger* (Non-detailed)

### Core Books:

Core texts mentioned in the modules.

### Websites for accessing the core texts:

1. Prologue to Canterbury Tales - <http://www.gutenberg.org/files/22120/22120-h/22120-h.htm#prologue>
2. Mark Antony's Funeral Oration - <http://www.bartleby.com/70/4032.html>
3. Of Studies-  
[http://www.montgomeryschoolsmd.org/uploadedFiles/schools/wheatonhs/departments/aphonors/Bacon\\_OfStudies.pdf](http://www.montgomeryschoolsmd.org/uploadedFiles/schools/wheatonhs/departments/aphonors/Bacon_OfStudies.pdf)
4. Sir Roger at the Theatre - <http://documentarywriting.org/archives/324>
5. London - <http://www.poetryfoundation.org/poem/172929>
6. Ode to the West Wind - <http://www.poets.org/viewmedia.php/prmMID/15693>
7. Ode on a Grecian Urn - <http://www.eecs.harvard.edu/~keith/poems/urn.html>
8. My Last Duchess - <http://www.poets.org/viewmedia.php/prmMID/15701>
9. Oliver Twist - <http://www.planetebook.com/ebooks/Oliver-Twist.pdf>
10. The Journey of the Magi - <http://allpoetry.com/poem/8453741-The-Journey-Of-The->

Magi-by-T-S--Eliot

11. Look Back in Anger - <http://elsru.ir/archives/2313>

### Books for Reference

1. Crompton & Ricket. *History of English Literature*
2. Long, William J. *English Literature: Its History and its Significance*, ed. Kalyani Publishers, New Delhi
3. M. H. Abrams. *A Glossary of Literary Terms*, Harcourt Publishers, New Delhi, 2001.
4. John Peck and Martin Coyle. *A Brief History of English Literature*, Palgrave, 2008

### Evaluation

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

### End Semester Examination: Question Paper Pattern

No	Question type	No. of Questions	Marks per Ques	Marks	Time (minutes)
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

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*Complementary Course-II (Optional)**INDIAN WRITING IN ENGLISH*

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Code	Contact Hrs/week	Credit	Semester
FEN2C02	6	4	2

**Aims:**

- To enable students to have an overall perspective of Indian Writing in English.
- To inspire students to appreciate and familiarize with Indian variety of English.
- To motivate students for a critical and comparative study of other literatures in English

**2. OBJECTIVES OF THE COURSE**

By the end of the semester the student will be able

- To read between the lines and understand the overt and covert meanings and to critically assess ideas seen in a passage.
- To familiarize with the English used by various Indian writers who write in English and to expose to constraints and challenges encountered in articulating Indian sensibility in English.
- To acquaint with a wide range of Indian fictional and poetic writings in English and to introduce students to the pluralistic aspects of Indian culture and identity.

**Course Structure****Module I :** Introduction :

An overview of the history of Indian Writing in English-Different phases in its evolution-Different genres-New voices and trends

**(This part of the course aim at giving an introductory overview of the area. Questions**

for end semester assessment are to be limited within the purview of the prescribed authors and texts.)

### Module II: Poetry

Rabindranath Tagore : 'Leave This' ( from *Githanjali* )

Sarojini naidu : Palanquin Bearers

Nissim Ezekiel : Goodbye Party to Miss Pushpa T.S.

Kamala Das : Sunshine Cat

A. K. Ramanujan : Mothers, among other things

Dilip Chitre : Lost Images

Sujata Bhatt : A Different History

### Module III: Prose & Short Fiction

Mahatma Gandhi : My Experiments with Truth (chapters 1 to 10 only)

Amrita Pritam : The Weed

### Module IV : Fiction

Sashi Deshpande : Binding Wine

### Module V: Drama

Girish Karnad : Nagamandala

### Core Books:

All the prescribed texts in Module II to V

### Reference:

1. Iyengar, Sreenivasa K.R. *Indian Writing in English*, Delhi: Sterling, 1984
2. Naik, M.K. *A History of Indian English* Delhi: Sahitya Literature Academi, 1982
3. Naik, M. K. (Ed). *Perspectives on Indian Poetry in English*. New Delhi: Abhinav Publications, 1984
4. Mehrotra, A.K. *A Concise History of Indian Literature in English*, Delhi: Permanent Black, 2008

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

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*Complementary Course-III*

**FOUNDATIONS OF AESTHETICS AND CRITICISM**

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Code	Contact Hrs/week	Credit	Semester
FEN3C03	6	4	3

**Aim**

To give students an overview of Literary Theory till around 1950

**MODULE I-CLASSICAL FOUNDATIONS: WESTERN**

*Explanation of the following thinkers and concepts sufficient to enable the student to write a 300-word essay on them:*

- Plato's concept of art and his criticism of drama and poetry
- Aristotle's concept of Tragedy, Comedy, Plot and *Catharsis*
- Longinus' Concept of the Sublime

**Module II -CLASSICAL FOUNDATIONS: EASTERN**

Indian Aesthetic Theories of:

- ❖ Rasa
- ❖ Dhvani
- ❖ Vakroti

**Module III -EVOLUTION OF ENGLISH CRITICISM**

A brief survey of each of the following writers and their main ideas with reference to the main critical texts written by them:

- ❖ EARLY MASTERS
  - Philip Sidney
  - John Dryden
  - Alexander Pope
  - Dr Samuel Johnson
  - William Wordsworth
- ❖ EMERGENCE OF MODERN THEORY
  - Mathew Arnold
  - T.S.Eliot
  - LA. Richards

- F.R.Leavis

DETAILED STUDY:

T.S Eliot: *Tradition and Individual Talent*

**Module IV - A BRIEF SURVEY OF MAJOR LITERARY MOVEMENTS AND POETIC DEVICES**

**CORE READING:**

- ❖ *An Introduction to the Study of Literature- William Henry* Hudson
- ❖ *A Background to the Study of Literature- B. Prasad*

**REFERENCE:**

- ❖ *Classical Literary Criticism* - Eds. D.A. Russell and Michael Winterbottom
- ❖ *Indian Aesthetics/ Ed. V.S. Sethuraman*
- ❖ *Indian Literary Criticism I* Ed. G.N. Devy
- ❖ *The English Critical Texts/ D.J. Enright and Ernest Chickera*
- ❖ *Twentieth Century Literary Criticism/ David Lodge*
- ❖ *Contemporary Literary Theory: A Student Companion/ N. Krishnaswami and Sunita Mishra*

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

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*Complementary Course IV**AMERICAN LITERATURE*

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Code	Contact Hrs/week	Credit	Semester
FEN4C04 (A)	6	4	2

**Aim**

To acquaint students with some of the landmark texts of American Literature through the ages

**Module I****THE BEGINNINGS**

A brief historical survey of the movements and concerns of American Literature

**Module II****NON-FICTIONAL PROSE**

'Self Reliance' /Ralph Waldo Emerson

'Civil Disobedience' /Henry David Thoreau

**MODULE III -****POETRY**

"When Lilacs Last in the Dooryard Bloom'd"/ Walt Whitman

"Because could not stop for death" / Emily Dickinson

"At a Station of the Metro"/ Ezra Pound

"Mending Wall" / Robert Frost

"The Emperor of Ice Cream"/ Wallace Stevens

"Mirror"/ Sylvia Plath

**Module IV -****FICTION**

A brief survey of the following authors and their major works:

❖ Herman Melville

❖ Nathaniel Hawthorne

❖ Mark Twain

❖ Ernest Hemingway

DETAILED STUDY TEXT: *The Old Man and the Sea* /Hemingway

## MODULE V -

### DRAMA

A brief survey of the following authors and their major works:

❖ Eugene O'Neill

❖ Tennessee Williams

❖ Arthur Miller

❖ Edward Albee

DETAILED STUDY: *All My Sons* /Arthur Miller

### Core Text:

**All the core text mentioned in the modules**

### Reference:

❖ *The Literature of the United States*/ Marcus Cunliffe

❖ *American Literature: An Anthology (2 Volumes)*/ Eurasia Publishers

**FREE TEXT AND AUDIO DOWNLOADS OF MANY TEXTS AVAILABLE**

[www.ibrivox.org](http://www.ibrivox.org)

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

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*Complementary Course V*

*Post-Colonial Writing*

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Code	Contact Hrs/week	Credit	Semester
FEN4C04 (B)	6	4	3

Aims:-

- ❖ To create an awareness of the diverse voices that constitute postcolonial identity
- ❖ To sensitize students to the aftermath of colonization and the effects of colonial oppression.
- ❖ To engage the students in key theoretical issues and debates that emerged during the colonial period and thereafter
- ❖ To equip the students with the conceptual vocabulary to enable them to understand, analyze and critique postcolonial writing.

Objectives:-

- ❖ By the end of the semester, the student will be familiar with the basic concepts in Postcolonial Literature.
- ❖ He/she will have a general understanding of the variety of postcolonial writings.

**Module I**

- A) Introduction to Post Colonialism – The “Post” in Post Colonial, related political traditions, Movements and theories against empire.
- B) Leading 20<sup>th</sup> century Post Colonial thinkers –
  - 1) Edward Said
  - 2) Gayatri Spivak
  - 3) Homi Babha
- C) Defining the terms: - Colonialism, Imperialism, Neo Colonialism, Post Colonialism, Orientalism, Imperialism, Hybridity, Diaspora, Subaltern, Hegemony.

**Module II**

- A) Fiction
  - Chinuae Achebe – Arrow of God

**Module III**

A) Short stories

- 1) Uma Parameswaran – “The Door I shut behind me”
- 2) Hyder Quarratulain \_ “The street singers of Lucknow and other stories”

**Module IV**

A) Poems

- 1) Kamala Das – “The Old Play House”
- 2) Birago Diop – “Breadth”
- 3) Kiswar Naheed – “I am not that woman”
- 4) Kamala Wijeratne – “To a student”
- 5) Rabindra Nath Tagore – “Heaven of Freedom”

**Module V**

A) Drama

- 1) Wole Soyinka – “The strong Breed”

**Core Reading**

A prescribed texts will be provided

**Further Reading**

- 1) Colonialism/Post Colonialism – Ania Loomba
- 2) Colonial and Post Colonial Literature IInd Edition – Elleke Boehmer
- 3) Literary theory (The basics) – Hans Bertens
- 4) Beginning Theory by Peter Barry

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
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III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

# OPEN COURSE

*Open Course (Optional 1)***ENGLISH FOR BUSINESS COMMUNICATION**

Code	Contact Hrs/week	Credit	Semester
FEN5D01	3	2	5

**Aims**

- c) To help students to learn the fundamentals of business correspondence.
- d) To get practical knowledge in business correspondence.

**Objectives**

On completion of this course, students will have:

- e) A comprehensive idea about business correspondence
- f) The ability to prepare business letters, business reports, technical proposal etc.
- g) The tips to improve their speaking skills
- h) A thorough knowledge in the field of proof reading and editing

**Course Description ii. Course Details****Module I**

- c) Definition, Meaning and Importance of Business Correspondence Meaning - purpose and uses
- d) Common Business terms with usage

**Module II**

- 4. Telephonic Skills: Preparing to make a telephone call -Receiving calls- Taking and leaving messages- Asking for and giving repetition- setting up appointments- changing appointments- ending a call- Situational Dialogues
- 5. Presentation skills: planning and getting started- structure I - the introduction-structure II - The main body-structure III - the end-using visual aids.
- 6. Meetings: what makes a good meeting- chairing a meeting- stating and asking for opinions- asking for giving clarifications- ending the meeting.

**MODULE III****Writing Skills**

- f) Business Letters and Resumes: Importance- Elements- Lay out- Elements of Style- Types of Business Letters- Resume Preparation
- g) Business Reports: Definition-Salient features- Significance- Types- Preparation

and Planning- Data Collection- Analyzing and organizing the data- Preparing an outline-Structure of Formal Reports- Style of Reports- Preparing a checklist- sample reports

- h) Technical Proposal: Purpose- Importance- Types- Structure
- i) E-mail writing: Introduction- Reasons for popularity- Common pitfalls- Guiding principles for Composition- maintaining Common Etiquette
- j) Maintaining diary – using memory aids – using and asking for testimonials and certificate

#### Module IV

Other Business writings: Itinerary writing- Inter-office Memorandum(Memo)- Circulars- notice, Agenda and Minutes- Advertising ii) Editing and proofreading: significance- Advantages- Steps involved in the Editing process- Proof reading a document- Standard proofreading symbols iii) Art of condensation: Precis, summary

#### 4. Reading List

Core Text

- 8. Kumar, Sanjay & Latha, Pushpa. *Communication Skills*. New Delhi: OUP, 2011
- 9. Blundel, C.A & Middle Miss. NMG. *Career: English for Business and Commercial World*. New York: OUP, 2009
- 10. RC, Bhatia. *Business Communication*. New Delhi: ANE Books, 2008
- 11. KK, Lakshmi & KK, Ramachandran. *Business Communication*. New Delhi: Mac Millan, 2007
- 12. Robins MH & Vidya S. *Communicative Competence in Business English*. New Delhi: Orient Longman, 2007
- 13. Kitty O Locker & Stephen Kyo. *Business Communication- Building Critical Skills*. New York: McGraw Hill, 2001
- 14. Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
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IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Open Course (Optional 2)**THEATRE FOR COMMUNICATION*

Code	Contact Hrs/ week	Credit	Semester
FEN5D02	3	2	5

**Aims**

- To impart a general critical understanding of the history of theatre and performance as a powerful medium of creative communication practice
- To introduce the students to modern theatre practice with special focus on the proactive and interactive potential of drama and theatre.
- To stimulate creative exploration of ideas and expression of these ideas through dramatic forms and theatre conventions

**Objectives**

On the completion of course

4. The student will be familiar with theories related to drama and theatre, both eastern and western from Bharata and Aristotle to modern theatre
5. They will be able to understand and analyse plays in relation to history, culture and theory.
6. They will be empowered in conceptualising and implementing theatrical projects.

**Module I**

**Theatre History-** Theatre History will consider theatre from four different perspectives: **a.** The different contexts within which theatrical activity developed: the social, political and religious contexts. **b.** The organisation of theatrical activity. **c.** The development of spatial structures and techniques involved: theatre architecture, and scenography. **d.** Main contributors: actors, playwrights, theatre managers, directors, and theorists.

Reference to the contribution of important Ancient Greek playwrights: Aeschylus, Sophocles, Euripides, and Aristophanes. Reference to the contribution of important Renaissance playwrights: Shakespeare, Molière, Calderon, Goldoni, and Beaumarchais.

**Module II: Realism in Theatre and Twentieth-Century Developments**

- g) Realism in theatre – the reproduction of life on stage.
- h) The influences of the Industrial Revolution on theatre and performance.
- i) Reference to important realist playwrights: Chekhov, Ibsen, Strindberg and Shaw.
- j) The turn of the Twentieth-Century and the rise of the actor.
- k) Spaces for performance – formal spaces and alternative dispositions of space.

l) Important contributors in twentieth-century theatre: Stanislavski – The ‘system’; Brecht – Epic theatre; Grotowski – Poor Theatre and the laboratory dimension. Brief reference to the contribution of major twentieth-century playwrights: Beckett, Brecht, Miller, and Pinter.

### Module III

Bharata’s *Natyasastra*

Aristotle’s *Poetics*

Constatine stanislavski- psycho physical system

Jerzy Grotowsky-Toward a poor Theatre

Augusto Boal – The Theatre of the Oppressed

### Module IV: List of Plays for Practical

Adaptation and editing of the prescribed play, scene by teams of students- Rehearsals for final presentation

5. Kalidasa: *Abhijnanasakuntalam*- Act IV (Sir William Jone’s Translation)
6. Sophocles : *Oedipus Rex* lines 680-1185(Translated by Robert Fitzgerald)
7. Shakespeare: *Merchant of venice* . ( The Trial scene)
8. Henrik Ibsen : *A Doll’s House*.

The student groups have to undertake the following activities:

- i. Fix the role of each student (in the respective groups) within the play and also for tasks related to the production of the play. (All the students have to involve themselves as characters in the play). In case of absentees or sudden exigencies , members from other groups can be incorporated but he / she should be properly acknowledged on the basis of the role and the task done. The absentee will then have to perform at least a monologue or take up a role in any other play with any of the later performing groups ) If there are more absentees from each group , all the absentees together will form a new team and present their play, iii. Rehearse the play thoroughly after it is adapted and edited.

### Recommended Texts

N. Fraser, *Theatre History Explained*, Crowood Press, 2004

M. Wallis & S. Shepherd, *Studying plays*, London & New York, Hodder Education, 2002.

Williams Raymond. *Drama from Ibsen To Brecht* Pengin books, 1968

O. Brockett. *A History of the Theatre*. Allen and Bacon, 1991.

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Drama Enacting, Final Drama Presentation Editing, prop, specific work like directing	4
Test papers (2)	8 (4+4)
Assignment	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Open Course (Optional 3)**ADVERTISING: THEORY & PRACTICE*

Code	Contact Hrs/week	Credit	Semester
FEN5D03	3	2	5

**Introduction**

Although advertising is an accepted part of everyday life, there is still great debate as to how advertising works and the role it can and should perform within the marketing communication mix.

This course is intended to enable the students apply the theories to the advertising in our media today. They will learn how to put together an advertising plan and will examine the ingredients of an effective advertisement and ways in which this effectiveness can be measured.

**Aims**

1. To gain an understanding of the role of advertising within the marketing communication mix.
2. To examine communication and advertising theories and their relationship with consumer behaviour.
3. To develop knowledge of advertising strategy and planning.
4. To examine the importance and use of creativity in advertising.
5. To acquire an understanding of various production techniques.

**Objectives**

By the completion of the course, the student will be able to:

1. Identify the role of advertising within the Marketing Communication Mix.
2. Analyse advertisements in terms of creativity and execution.
3. Create advertising objectives and put together a plan to meet these objectives
4. Examine marketing data, using appropriate techniques, and use the information to establish and solve marketing communication problems.
5. Understand the techniques and procedures involved in advertisement production.

**Course Outline****Module I**

Advertising – Definitions--Origin and development of advertising-- economic impact of advertising--new trends in advertising.

## Module II

Advertising as a Process : four components: the advertiser, the advertisement, the ad agency and the mass media. Ad. Agency : structure, function and characteristics of a good ad agency--Media selection criteria--Client satisfaction.

## Module III

Advertisement types: Product, Service, Industrial, Institutional, Public Service  
Media wise category: Print media ads, Electronic media ads (Radio, TV and Film) and New Media ads. Non-Mass Media ads: Graffiti, Billboards, fliers, novelties etc.

## Module IV

Copy writing, copy creativity, copy structure, text: Headline, slogan, body copy Copy style, credibility, readability. Qualities of a good copy writer. Visualization of Advertisements: typography, Illustration, logo, trademarks, themes, graphics, appeals, animation, special effects and basic principles of designing.

## Module V (Practical Oriented)

Practice in copy writing and visualization focusing on the fourth module. Practice in analyzing textual and visual effects of advertisements

## Core Text

Vilanilam and Varghese. *Advertising Basics! A Resource Guide for Beginners*. Response books – a Division of Sage Publications, NewDelhi, 2004.

## General Reading:

Aitchinson J. *Cutting Edge Copy Writing*. Prentice Hall, Singapre, 2001

Twitell, J B. *Twenty Ads that shook the World*. Crown Publication (Random), 2000.

Vilanilam J. V: *More Effective Communication: A Manual for Professionals*. New Delhi, Response Books/Sage, 2000.

Nylen, D W, *Advertising: Planning, Implemenation and Control*, 4th Edition, Cincinnati, OH: South Western Publishing Co. 1993.

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

*Open Course (Optional 4)****PERSONALITY EFFECTIVENESS PROGRAMME***

Code	Contact Hours	Credit	Semester
FEN5D04	3	2	5

**Aim**

The course has been designed on the recognition of its immense relevance to the study of the Core course. It enables the students to understand the concepts and the qualities of personality, human learning, effective communication, and creative leadership.

**Objectives**

1. To enable the students to understand the importance of the interpersonal effectiveness, and to apply them in their interaction with others.
2. To make concrete observations about one's personality and that of the others, based on the physiological and psychological aspects of personality
3. To be innovative and creative in exercising leadership qualities
4. To endear the value of positive thinking, and to develop an optimistic attitude in life.
5. To learn to motivate others, and to analyse and resolve conflicts systematically.

**Course Outline****Module I**

Definitions of key terms in Personality Development (A very basic understanding is intended)

Personality, Intelligence, Memory, Creativity, Aptitude, Interest, Motivation, Stress, Study Skills, Interpersonal relations, Anger, Stress, Procrastination, Job satisfaction, Leadership, Self esteem, Assertiveness, Anxiety, Addiction

**Module-II**

Emotions – emergence of self – role of parents and siblings – peer group influence – Psychoanalytic, social learning and cognitive perspectives in the personality development – Type A and Type B personalities-emotional problems of childhood – adolescence, identity crisis in adolescence, relationship with parents and peers, sexual identity- teenage problems-impact of heredity, environment upon personality.

Motivation: Concept- Importance-Maslow's Need Hierarchy Theory- Learning: Definition:-  
Cognitive Learning, Social Learning.

### **Module III: Skills for Personal Effectiveness**

Goal setting-positive thinking- communication skills-verbal and non-verbal communications-effective intra-personal and inter-personal communication. leadership skills-group dynamics and team building- performance appraisal-time management-decision making- problem solving- stress management-negotiation skills.

### **Module-IV Recent Trends in Training for Personality Effectiveness**

Transactional Analysis- Neuro Linguistic Programming

(A very basic conceptual awareness is intended)

#### **Core Text**

A Core Text will be incorporated

#### **Reading List**

1. Getting Things Done: The Art of Stress-Free Productivity by David Allen
2. Awaken the Giant Within: How to Take Immediate Control of Your Mental, Emotional, Physical and Financial Destiny! By Anthony Robbins
3. Think and Grow Rich. By Napoleon Hill.
4. Long Walk To Freedom. By Nelson Mandela.
5. The Magic of Thinking Big. By David Schwartz.
6. Spark. By John Ratey.
7. The Motivated Mind – Raj Persaud
8. Mega Living by Robin Sharma
9. You can Win by Shivkhera

**Evaluation**

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Assignment	4
Test papers (2)	8 (4+4)
Seminars	4
Attendance	4
<b>Total</b>	<b>20</b>

**End Semester Examination: Question Paper Pattern**

<b>No</b>	<b>Question type</b>	<b>No. of Questions</b>	<b>Marks per Ques</b>	<b>Marks</b>	<b>Time (minutes)</b>
I	Objective type	3 bunches of 4 questions each	1	12	15
II	Short Answer	9 out of 12	2	18	45
III.	Short Essay(100 words)	6 out of 10	5	30	60
IV	Long Essay(300 words)	2 out of 4	10	20	60
<b>Total</b>				<b>80</b>	<b>180 mins</b>

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**PROJECT WORK**

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Code	Hrs/Week	Credit	Semester
FEN6B16	2	2	6

**Aim**

The course is entirely devoted to a project which is to be worked on and completed by the student by the end of the sixth semester.

**Objective**

The project is a specimen document that reflects the student's competence in and mastery of English, ingenuity and workmanship. It provides space to the student's expression of her/his talent, potential and skill in creating his own artifact/product based on the knowledge and art he had acquired through the three-year programme.

The course offers a wide range of topics related to diverse functions of English such as Translation, Media writing, advertisements, investigative journalism and the like.

**Project Work**

The student can make his choice of topic at the beginning of the 5 semester. The necessary ambience to prepare the student for the project work is to be created in the initial phase of this semester. Apart from the allotted hours, all possible materials like books, language lab etc. are to be fully utilized.

**Project Guide**

Every student will have a member of faculty as Project Guide. The Project Guide is the facilitator who should (1) Diagnose the difficulties and provide the remediation. (2) Continuously evaluate the progress (3) Give scaffolding/support wherever necessary (4) Promote divergent thinking (5) Facilitate reference/data collection,

**The Project:**

The expected length of the project is 6000 words.

(Two or three small projects from the same area can be undertaken.)

**Choice of Subject:**

The student can select any subject related to the areas covered in the Program. A few examples are given below:

**I. Media Writing**

1. An analytical study on a specific aspect of media or a recent trend in print or electronic media such as
  - a) The representation of women in a particular cartoon strip in a particular newspaper

within a specific period.

- b) A comparative study of the different approaches followed by different newspapers while reporting on the same news event.
  - c) A critical analysis of the layout of a particular newspaper
  - d) The demographic features of the audience who participate (make phone calls/ send letters/email) in a television/radio program within a particular period of time.
2. Conduct a small scale survey on the effect of media among different demographic categories. Examples:
    - a) The reach and effect of *Vayalum Veedum* programme of Akashavani among farmers in a particular area.
    - b) The newspaper readership pattern among a particular group. E.g:- Teenagers.
  3. Prepare script for a one-hour documentary for a TV channel/radio
  4. Prepare a series of features for a newspaper on a topic which has scope for investigative reporting.
  5. Prepare script for two or three episodes of a half hour TV program.
  6. News Interview: Report of a topic of current interest based on interviews of eminent persons in politics/literature etc.
  7. Advertisements

## II. Translation

1. Translation of literary works in Malayalam/Hindi to English.
2. Translation of Screen plays/scripts for Radio or TV

### *Format*

#### **I. Media Writings** Introduction—

Relevance of the study Objectives

Classified/grouped data (with specimen documents/paper cuttings) Analysis

Findings

Conclusion

on

Appendix

x

#### **II. Translation**

Preface: Relevance of the text translated

Method of translation employed (Semitic/Communicative etc) Problems faced in translating the text. Introduction: Original work—its author—its status—impact—critical evaluation and other relevant factors—Translation—chapter wise Appendix Bibliography/webliography

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#### **General Instructions:**

1. The project is to be done in A4 paper
2. The document rules of the M.L.A Handbook are to be followed.
3. The Project should be certified by the Project Guide and the Head of the Department.

## Evaluation

<b>Internal Assessment</b>	
<b>Item</b>	<b>Marks</b>
Punctuality	2
Use of data	2
Scheme / Organisation of Report	6
<b>Total</b>	10

<b>External Assessment</b>	
<b>Item</b>	<b>Marks</b>
Relevance of topic statement of objectives methodology (Reference/ Bibliography)	8
Presentation , Quality of analysis, Findings and Recommendations	12
Viva voce	20
<b>Total</b>	40