VIMALA COLLEGE (AUTONOMOUS), THRISSUR

B.A. Programme in

FUNCTIONAL ENGLISH

Revised Syllabus (w.e.f 2019 admission) of CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)

GENERAL SCHEME OF THE PROGRAMME

Sl No Course No of Courses Credits

1 Common Courses (English) 6 22

2 Common Courses
(Additional Language) 4 16 3 Core Courses 15 61

4 Project
(Linked to Core Courses)

1 2

5 Complementary Courses 2 16 6 Open Courses 1 3

Total 120

Audit course 4 16 Extra Credit Course 1 4

Total 140 [Type text]

A. Common Courses

Sl.
No. Code Title Semester 1 A01 Common English Course I I 2 A02

Common English Course II I 3 A03 Common English Course III II 4 A04

Common English Course IV II 5 A05 Common English Course V III

6 A06 Common English Course VI IV

7 A07(1) Additional language Course I I

8 A08(1) Additional language Course II II

9 A09 Additional language Course III III

10 A10 Additional language Course IV IV

Total Credits 38

PROGRAMME STRUCTURE

Duration: The duration of a UG Programme shall be 6 semesters distributed over a period of 3 academic years. The odd semesters (1, 3, 5) shall be from June to October and the even semesters (2, 4, 6) shall be from November to March.

Courses: The UG Programme shall include five types of courses, viz; Common Courses (Code A), Core courses (Code B), Complementary courses (Code C), Open Course (Code D) and Audit courses (Code E).

[Type text]

Common Courses: In general, every UG student shall undergo 10 common courses (total 38 credits) chosen from a group of 14 common courses listed below, for completing the programme

A01. Common English Course 1	English courses A01-A06 applicable to BA/BSC Regular pattern
A02. Common English Course II *A03. Common English Course III A04. Common English Course IV A05. Common English Course V* *A06. Common English Course VI*	English courses A01-A04 applicable to Language Reduced Pattern (LRP) Programmes B.com, BBA, BBA (T), BBM, B.Sc (LRP), BCA etc.

A07. Additional Language Course I A08. Additional Language Course II *A09 .Additional Language Course III A10. Additional Language Course IV*	Addl. Language courses A07-A10 applicable to BA/B.Sc Regular Pattern Addl.Language courses A07-A08 applicable to Language Reduced Pattern (LRP) Programmes
A11. General Course I *A12. General Course II* *A13. General Course III A14. General Course IV*	Applicable to Language Reduced Pattern (LRP) Programmes

Common courses A01-A06 shall be taught by English teachers and A07-A10 by teachers of additional languages respectively. General courses A11-A14 shall be offered by teachers of departments offering core courses concerned.

General courses I, II, III and IV shall be designed by the group of boards concerned.

Common Courses in various programmes

No.	Programme	Semester I	Semester II	Semester III	Semester IV
1	B.A. Functional English	A01, A02, A07	A03, A04, A08	A05, A09	A06, A10

Core courses: Core courses are the courses in the major (core) subject of the degree programme chosen by the student. Core courses are offered by the parent department.

Complementary courses: Complementary courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters. There shall be one complementary course in a semester for B.A Programmes. The complementary courses in first and fourth semester (Type 1) shall be the same. Similarly the complementary courses in second and third semester (Type 2) shall be the same. The college can choose any complementary course either in Type1 or in Type2 for a programme. Once they choose the complementary courses that should be intimated to the university. If a college wants to change the complementary course pattern (Type 1 or Type 2) prior sanction has to be obtained. All other programmes, existing pattern will follow.

Open courses: There shall be one open course in core subjects in the fifth semester. The open course shall be open to all the students in the institution except the students in the parent department. The students can opt that course from any other department in the institution. Each department can decide the open course from a pool of three courses offered by the University. Total credit allotted for open course is 3 and the

hours allotted is 3. If there is only one programme in a college, they can choose either language courses or physical education as open course.

Common and open courses under SDE/Private Registration: Existing pattern (as in CUCBCSSUG 2014) shall be followed under SDE/ Private Registration.

Ability Enhancement courses/ Audit courses: These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the University. The students can also attain these credits through online courses like SWAYAM, MOOC etc(optional).The list of passed students must be sent to the University from the colleges at least before the fifth semester examination. The lists of courses in each semester with credits are given below.

Course with credit	Semester
Environment Studies – 4	1
Disaster Management - 4	2
*Human Rights/Intellectual Property Rights/ Consumer Protection - 4	3
*Gender Studies/Gerontology- 4	4

∗ Colleges can opt any one of the courses.

Extra credit Activities: Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Those students who could not join in any of the above activities have to undergo Calicut University

[Type text]
Social Service Programme (CUSSP). Extra credits are not counted for SGPA or CGPA.

Credits: A student is required to acquire a minimum of 140 credits for the completion of the UG programme, of which 120 credits are to be acquired from class room study and shall only be counted for SGPA and CGPA. Out of the120 credits, 38 (22 for common English courses and 16 for common languages other than English) credits shall be from common courses, 2 credits for project/ corresponding paper and 3 credits for the open course.(In the case of LRP Programmes 14 credits for common courses (English), 8 credits for additional language courses and 16 credits for General courses). The maximum credits for a course shall not exceed

5. Dual core programmes are having separate credit distribution. Audit courses shall have 4 credits per course and a total of 16 credits in the entire programme. The maximum credit acquired under extra credit shall be 4. If more Extra credit activities are done by a student that may be mentioned in the Grade card. The credits of audited courses or extra credits are not counted for SGPA or CGPA.

Attendance: A student shall be permitted to appear for the semester examination, only if he/ she secures not less than75% attendance in each semester. Attendance shall be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by University remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college /university with the prior concurrence of the Head of the institution. Participation in such activities may be treated as presence in lieu of their absence on production of participation/attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester).

[Type text]

Students can avail of condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonation during the entire programme). If a student fails to get 65% attendance, he/she can move to the next semester only if he/she acquires 50% attendance. In that case, a **provisional registration** is needed. Such students can appear for supplementary examination for such semesters after the completion of the programme. Less than 50% attendance requires Readmission. Readmission is permitted only once during the entire programme.

Grace Marks: Grace Marks may be awarded to a student for meritorious achievements in co-curricular activities (in Sports/Arts/NSS/NCC/Student Entrepreneurship) carried out besides the regular hours. Such a benefit is applicable and limited to a maximum of 8 courses in an academic year spreading over two semesters. In addition, maximum of 6 marks per semester can be awarded to the students of UG Programmes, for participating in the College Fitness Education Programme (COFE).

Project: Every student of a UG degree programme shall have to work on a project of 2 credits under the supervision of a faculty member or shall write a theory course based on Research Methodology as per the curriculum. College shall have the liberty to choose either of the above. But SDE/Private Registration students shall write the Research Methodology course instead of project. Board of Studies concerned shall prepare the syllabus for the same.

1. Core Courses

Sl. No	Code	Title	Hrs/ week	Credit	Sem.
1	FEN1B01	Communication Skills in English	6	5	1
2	FEN2B02	Advanced English Grammar	6	4	2
3	FEN3B03	Language and Technology	4	4	3
4	FEN3B04	Applied Phonetics	5	4	3
5	FEN4B05	Fundamentals of Linguistics	5	4	4

6	FEN4B06	Business English	5	4	4
7	FEN5B07	Translation Studies	5	4	5
8	FEN5B08	Print Media	5	4	5
9	FEN5B09	Theatre for Communication	5	4	5
10	FEN5B10	Contemporary Literary Theory	5	4	5
11	FEN6B11	English Language Teaching	5	4	6
12	FEN6B12	Electronic Media	5	4	6
13	FEN6B13	Creative Writing	5	4	6
14	FEN6B14	Film Studies	5	4	6
15	FEN6B15	Elective 1 – Language for Advertising : Theory and Practice Or	3	4	6
16	FEN6B16	Elective 2 – Women Studies			

17	FEN6B17	Project	2	2	5&6
Total				63	

2. Complementary Courses

Complementary Courses provide learners with 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 students to broaden and enrich the knowledge and skill they acquire studying functional English. The two Complementary Courses are **Literatures in English** and **Cultural Studies**. They are **Type I** and **Type II** respectively and colleges have the freedom to choose either of them to be **Type I** or **Type II**

SL No	Code	Title	Hrs/week	Credit	Semester
1	FEN1(2)CO1	**Literatures in English:** From Chaucer to the Present	6	4	1/2
2	FEN4(3)CO1	**Literatures in English:** American & Post Colonial	6	4	3/4
3	FEN1(2)CO2	**Cultural Studies:** Perspectives in Culture	6	4	1/2
4	FEN4(3)CO2	**Cultural Studies:** Cultural Spaces	6	4	3/4

3. Open Courses

Open Course offers chances for any undergraduate students in an institution to take a course of their own choice, from other disciplines in the same institution. The course has 2 credits and it comes in the 5th semester**.**

SL No	Code	Title	Hrs/week	Credit	semester
1	FEN5DO1	**English for Competitive Examinations**	2	3	5
2	FEN5DO2	**Language for advertising: theory and practice**			
3	FEN5DO3	**Language for professional Success**			

4. Internal Assessment Framework*

Item	Marks /20	Marks/15
Assignments	4	3
Test Paper(s)/ Viva voce	8	6
Seminar/Presentation	4	3
Classroom participation based on attendance	4	3
Total	**20**	**15**

Performative/skill-oriented assessment is to be preferred to theoretical knowledge checking in all courses, mandatorily in courses like FEN1B01,FEN3B04, FEN5B09 and FEN6B13.

Split up of marks for test papers/viva voce

Range of Marks in test paper	Out of 8 (Maximum internal marks is 20)	Out of 6 (Maximum internal marks is 15)
Less than 35%	1	1
35%- 45%	2	2
45% - 55%	3	3
55% - 65%	4	4
65% -85%	6	5
85% -100%	8	6

Split up of marks for Classroom Participation

Range of Marks in test paper	Range of CRP Out of 4 (Maximum internal marks is 20)	Out of 3 (Maximum internal marks is 15)
50% $\leq$ CRP <75%	1	1
75% $\leq$ CRP <85%	2	2
85 % and above	4	3

5. External Assessment Framework

End Semester Test Design of Courses with 80 Marks

Sl No Question type	No. of Questions	Marks/ Question	Total Marks
Short answers (2/3 sentences)	15	2	Ceiling 25
Paragraph/problem type	8	5	Ceiling 35
Essay Type	2 out of 4	10	20
Total			**80**
Time			**2.5 hrs**

End Semester Test Design of Courses with 60 Marks

Question type	No. of Questions	Marks/ Question	Total Marks
Short answers (2-4 sentences)	12	2	Ceiling 20
Paragraph/problem/applicati on type	7	5	Ceiling 30
Essay Type	1 out of 2	10	10
Total	**60**		
Time	**2 hrs**		

To Question Setters:

⬚ Questions should be assessing both lower order and higher order skills of learners. ⬚

Questions to assess application and analytical skills of learners should get enough weight. ⬚ Questions addressing the comprehension level of learners have to be minimal.

6. Detailed Course Outlines

COMMUNICATION SKILLS IN ENGLISH

Code	Contact Hrs/week	Credit	Semester
FEN1B01	6	5	1

Courses Objectives

⬚ 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 and 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.

Learning Outcomes

Learners improve their ability to express themselves in English in formal and informal situations.

- They identify the linguistic and pragmatic variations in English in relation to context and speakers.
- They attain an advanced level of mastery in all the macro skills of English.

Course Outline

Module I: Communication Theory

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

Module II: Day-to-day English

At a restaurant-ordering, offering, polite questions- **At a bus stop-** making requests, enquiring, giving suggestions, asking for directions-**At a hospital-**seeking help, giving instructions- **At a school/college-** encouraging, expressing probability**, obligations.**

(Enough oral drills in diverse realistic situations, both in pairs and groups, have to be done to ensure maximum performative skills of learners)

Module III: Oral communication skills

Presentations Skills (pair/single)- specific language/expressions for starting a presentation introducing a point-listing ideas-comparing and contrasting-concluding a topic. **Mock TV News Reading**-pitch-intonation, rhythm**-Preparing and presenting short skits**-enacting scenes from dramas. **Preparing and delivering speeches**-welcome, inaugural, presidential and vote of thanks- extempore speeches-**Evaluating oral presentations**.

(Learners have to be sensitized and exposed to the language/expressions used in these different contexts. They also have to be given adequate practice to improve their performative abilities in English)

Module IV: English for Discussion/Debating Skills

Group Discussion-(controlled , guided and free) guidelines-polite expressions for disagreeing, agreeing, adding, interrupting, suggesting-**Mock Press Conference-**Polite expressions for seeking/ expressing opinions in formal contexts- **Demonstration**-(language focused like cookery show, introducing a product, its function etc) vocabulary and structures used in this.

Core Texts

Taylor, Grant. Situational Conversational Practise. New Delhi: Tata Macgraw Hill, 1975.
Sunitha K.S, Annie Pothan & Sumitha Joy. Communication Skills for English Conversation Practice: A Practice Guide to Improve Conversation Skills. New Delhi: Sterling Publishers 2006.

Suggested reading

Kennedy, Chris and Rod Bolitho. English for Specific Purpose. London : Macmillan, 1984 Gaber, Don.How to Start a Conversation and Make Friends. New Delhi: Sudha Publication. 1994.
Thomson, Neil. Communication and Language: A Handbook of Theory and Practice. Palgrave Macmillan, 2003
Practice Workbook - Premanand M E & Prasanth V G et al. *Nuts and Bolts of English*. Dept. of English, 2017. ISBN 978-81-920171-3-6

ADVANCED ENGLISH GRAMMAR

Code	Contact Hrs/week	Credit	Semester
FEN2B02	6	4	2

Course Objectives

- To enable the students to use English correctly and confidently in writing and speech.
- To foster communicative competence by improving grammatical skills.
- To introduce learners to the advanced areas of English grammar and usage.

Learning Outcomes

Learners get exposed to advanced level of grammatical patterns and usages in English.

They improve their skills to speak and write English accurately.

They enhance their skills to analyse the internal patterns and functions of language in different

contexts.

Course Outline

Module I

Parts of Speech-Sentence Structure (NP,VP)-Verbs (regular and irregular)-Auxiliary Verbs- primary, modal and semi-modal-Pronouns -personal, reflexive, emphatic, demonstrative, indefinite.

Module II

Time and Tense-Articles-Reporting-Tag Questions-Passive/active Voice

Module III

Comparison of adjectives-Concord-Sentence types based on clauses.

Module IV

Conjunctions (coordinating and subordinating)-Prepositions-Conditional sentences and wishes- common errors.

Core reading

Betty Azar .Understanding and Using English Grammar. Longman
David Green. Contemporary English Grammar, structures and composition. Trinity

Suggested reading

UR. Penny, *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge:CUP,2008
Hewings, Martin.*Advanced Grammar In Use* .New Delhi: CUP,2008
Leech, Geoffrey, and Jan Svartvick. *A Communicative Grammar of English.* London: Longman 1998
E-book available at www.englishskillsone.com

LANGUAGE AND TECHNOLOGY

Code	Contact Hrs/week	Credit	Semester
FEN3B03	4	4	3

Course Objectives

To help learners understand the impact of communication technology on English and its pedagogy.

To expose them to the practical ways of using the internet for better acquisition of LSRW.

To help learner integrate smartphones to English Language education effectively.   To keep learners abreast of recent trends in instructional technology .

Learning Outcomes

Learners get skills in using the internet as a potential tool for language learning.
Learners acquire skills to use smartphones for better communicative mastery in English.

They realize the paradigm shifts taking place in instructional practices.

Course Outline

Module-I. Digital Learning

Software and Types-FOSS-OER Commons-Project Gutenberg-Swayam-E(PG) Pathshala Inflibnet- MOOC-Khan academy-Presentation software and educational potential characteristics of an Ideal PPT presentation.

(Students have to be encouraged to do free online courses and due internal marks can be awarded . Students have to be exposed to utilities of these softwares in language labs and assignments to prepare PPT slides on topics related to ICT and ELL are positively

Module-II. Internet and linguistic impacts

recommended)

World Wide Web-its impact on English-NetSpeak-features of NetSpeak-The language of Emails- hypertexts and interactivity-virtual libraries-online dictionaries-e-zines-webinars-the linguistic future of the internet.

Module III. Internet for LSRW

Learning and teaching in the cyber era-sites/programmes for English Language Learners (www.bbc.co.uk/learningenglish / www.learningenglish.voanews.com / www.esl-lab.com/ www.eslpdf.com/ www.englishbanana.com)-student publishing-wikis and blogs-podcasts-vodcasts.

(Students have to be given homework which makes them explore the customized language programmes telecast on the site)

Module IV. Smartphones as educative tools

Potential uses of smartphones in English classrooms-Useful mobile applications for English language learning and teaching (LEB English/VOA English/great poetry/Hello TalkEnglish/English conversation/wordweb)-Mobile Learning Management Systems (MLMS)-Edmodo and Schoology- M-testing.

(Practical sessions to explore the utilities and functions of the Apps for learning and teaching have to be given)

Core Reading

Crystal David (2004) The Language and the Internet. CUP

Warschauer, Mark & Shetzer, Heidi (2003) Internet for English

Teaching:Virginia **Suggested Reading/e-resources**

www.bbc.co.uk/learningenglish , www.learningenglish.voanews.com / www.esl-lab.com/ www.eslpdf.com/ www.englishbanana.com , E-book available at www.englishskillsone.com

APPLIED PHONETICS

Code	Contact Hrs/week	Credit	Semester
FEN3B04	5	4	3

Course 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.

Learning Outcomes

The students get to handle the target language effectively in an internationally acceptable manner.

They develop skills to understand different accents and language variations.

Course

Outline Module I: Introduction to speech mechanism

Speech Mechanism-Organs of Speech

Module II: English Sound System

Phonemes – Consonants and Vowels-Classification of sounds – Cardinal Vowels, Diphthongs and Triphthongs-allophones and allophonic Variations.

(transcription practice at word/sentence level is to be done in the classroom) **Module III**

Supra-segmentals-Syllable-Stress and Rhythm – Intonation – Juncture-Elision and Assimilation Homonyms and Homophones.

(learners have to be sensitized to supra-segmental features with the help of language labs/smart phones/mobile apps, preferably using native speaker's audio/video clips)

Module IV: Major varieties of English

Differences between British and American varieties (Vowels - Consonants - Stress related dissimilarities) Vocabulary variations-GIE and its characteristics.

(learners have to exposed to the accent variations with the help of language labs/digital devices/mobile apps)

Core Reading

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

Suggested Reading

Damodar,G.,Prema Kumari,D.,Ratna Shiela Mani K.,SaiLakshmy,B.,(Gen.Ed. Rajagopal Book for Practice in the Spoken Mode, Foundation Books ,2006. P.Kiranmai Dutt,Geetha Rajeevan, Basic Communication Skills, CUP India 2007 (Part 1 only) V. Sasikumar, P.Kiranmai Dutt, Geetha Rajeevan, A Course In Listening & Speaking I, CUP India 2005. O' Connor,J.D. Better English Pronunciation .Cambridge: Cambridge University Press, 2008

FUNDAMENTALS OF LINGUISTICS

Code	Contact Hrs/week	Credit	Semester
FEN4B05	5	4	4

Course Objectives

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

To familiarize the students with the origin and development of language with special reference to English

To provide a brief historical survey of the development of Modern Linguistics   To develop in them the ability to do intensive reading for identifying specific Information

Learning Outcomes

The learners understand the relationship between linguistics and related disciplines. They will be able to use linguistics as a tool in understanding and processing written or spoken text.

They realize the complexities underlying the structure and function of human languages

They acquire better communication and analytical abilities in English.

Course Outline

Module-I. Understanding language

Language-definition(s)-origin-characteristics-language and culture-limitations of animal communication-ethnologue- language death.

Module-II. Linguistics and key concepts

Linguistics-definition(s)-nature and scope-phonetics and phonology-langue and parole synchrony versus diachrony-paradigmatic and syntegmatic relationships-signifier and

signified-competence/i- language and performance/e-language-binarity-ambiguity.

Module III. Grammar of words and sentences

Semantics-meanings and connotations-word formation processes-traditional and modern approaches to grammar-form and function-grammaticality and acceptability-TG Grammar-IC Analysis –corpus grammar and pedagogy- spoken grammar and written grammar. **Module IV. Language and recent trends**

Socio-linguistics-code switching and code mixing-language variations-New Englishes-the linguistic characteristics of New Englishes-corpus linguistics-pragmatics-lexicology Americanisation.

Core Reading
Bauer Laurie (2007) The Linguistics Student's Handbook.
EUP Yule, George (2010) .The Study of Language.CUP
Suggested Reading
Thornbury Scott (2002) How to teach grammar. Longman
Anne O'keeffe & Michael McCarthy (2007) From Corpus to classroom: Language use and language teaching.CUP
Varga, Laszlo (2010). Introduction to English Linguistics.ELU
Geoffrey, Leech; Smith & Mair(2009) Changes in Contemporary English.CUP

BUSINESS ENGLISH

Code	Contact Hrs/week	Credit	Semester
FEN4B06	5	4	4

Course Objectives
To help students to learn the fundamentals of business correspondence.

To get practical knowledge in business correspondence.

To equip students with better employability skills.
Learning Outcomes
Students get a comprehensive idea about business correspondence.

They develop ability to prepare business letters, business reports, technical proposal etc.

They develop their employability skills.

Course Outline

Module I: Business & communication
Importance of communication in business-7Cs of effective communication-communication types (downward, upward, horizontal, diagonal) kinds of presentations in business (monologue, guided
,sales) effective presentation strategies & structure-body language-negotiation skills. **Module II: Business correspondence**
Types of correspondence-its importance in business-elements, features& formats of business letters types of letters (inquiry, quotation, complaint, adjustment, collection, cover letter, interview letter, appointment letter)
(Written practice and assignments to ensure the letter drafting skills of learns have to be given)
Module III: Official Correspondence
Drafting Emails (features & dos and don'ts)- office memorandum-office orders- office circulars minutes of meetings-writing reports.
(Classroom works and assignments to ensure the writing skills of learners have to be given) **Module IV : Interviews & Meetings**
Before, during and after interviews-types of interview questions-interviewer's questioning styles frequent question types in interviews.

(mock interviews and meetings have to be held and the students need to be asked to prepare reports/minutes of those events)

Core Reading

RC, Bhatia. *Business Communication*. New Delhi: ANE Books, 2008

Mallika Nawal .*Business Communication*

Suggested reading

Blundel, C.A & Middle Miss. NMG. Career: English for Business and Commercial World. New York: OUP, 2009

KK, Lakshmi & KK, Ramachandran. *Business Communcation*. New Delhi: Mac Millian, 2007 Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004 E-book available at www.englishskillsone.com

TRANSLATION STUDIES

Code	Contact Hrs/week	Credit	Semester
FEN5B07	5	4	5

Course Objectives

To make students familiar with the basic theories of translation and to enable them to translate different types of texts from their mother tongue to English and vice versa. 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.

To equip the students for the profession of translator in diverse fields by imparting training in translation.

Learning Outcomes

The students will have an overall view of basic theories of translation.

They will have acquired the skill in translating various kinds of texts.

Course outline

Module I:Basic concepts

Basic concepts and a brief history of translation studies-translation types: (partial, full,literal,free,word- for-word,sense-for-sense,interalingual, interlingual and intersemiotic)- equivalence-untranslatability- technology and translation. **Module II: Translating poetry**

Translation of poetry-basic issues-translation as recreation/transcreation -translation competence- Text for translation: The Tiger by William Blake

Practices in translating short poetry texts from English to mother tongue and vice versa-peer analysis and discussions.

Module III: Translating prose

Translation of Prose-issues of styles and registers-transliteration-translation as intercultural communication.

Text for Practice: On Doors by Christopher Morley

Practices in translating short prose texts from English to mother tongue and vice versa -peer analysis and discussions.

Module IV: Translating drama

Translating Drama—Issue of dramatic diction and performability-translator as cultural mediator- translating text in context- Translating news reports/articles-oral translation/real time human translation-major issues.

Text for Practice: Ghosts (A few dialogues from Act-III) by Henrik Ibsen

Practices in translating short dramatic scenes/articles/real time speech from English to mother tongue and vice versa-peer analysis and discussions.

Core Reading:

The Routledge companion to Translation Studies edited by Jeremy Munday
Susan Bassnett. *Translation Studies*

Suggested Reading

Introducing Translation Studies:Theories and applications by Jeremy
Munday J. C. Catford. *A Lilnguistic Theory of Translation*
Nida Eugene. *Theory and Practice of Translation*
Roman Jacobson. *On Linguistic Aspect of*
Translation
Sujit Mukherjee. *Translation as Discovery*. Hyderabad: Orient Longman, 2006.

PRINT MEDIA

Code	Contact Hrs/week	Credit	Semester
FEN5B08	5	4	5

Course Objectives

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.

Learning Outcomes

• Students get knowledge of the history of the media

• They acquire functional knowledge of the fundamentals of media writing. • They

developing the skill by practice, of writing editorials, features, reviews and the like.

Course Outline

Module I: History of Indian Journalism

The Age of Print-The beginning of Indian Journalism- Firm roots with British Raj and spread of English journalism- The Press and the Freedom Movement- recent developments. **Module II: Introduction to Mass media.**

Importance of Mass Media-Functions-Various types of mass media and their characteristics Print media: newspaper, magazine, books. Electronic media: TV, Radio, Films. The New Media- the Internet-Media Convergence-Media ethics-'media world' vs native culture.

Module III: Writing for the media

Role of Journalism-Journalistic Writing vs Creative Writing-Print media contents: News writing and news structure-; leads and types of leads –Report writing; News Agencies- Feature writing – Structure and types Editorial–Review writing (Book/ Film)- The People's Voice- Letters to the Editor.

(sessions to analyse language and contents of sample news/reports/leads have to be incorporated)

Module IV: Journalistic English

Writing captions & headlines (language, tense, voice and style)-rules of editing- Proofreading and symbols, standards in editing-designing, artwork, pagination.

Journalistic Glossary to be introduced : Banner, Headline, bleed, blooper, barker, byline, credit line, dateline, deadline, gravure, gutter, jump line, nameplate, masthead, offset, op-ed, tombstone, tabloid, stringer, dummy, freelance, 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 production unit and prepare a report based on their observations.

Practical work: Students have to publish a full-fledged newspaper and due weight can be given

for this in internal assessment.

Core Reading

Seema Hasan. Mass Communication: Principles and Concepts; CBS
Publishers. Essential English for Journalists, editors and writers- Harold
Evans

Suggested Reading

Kundra, G. C. *History of Journalism in India*. (2004).
Moitra, Mohit. *A History of Indian Journalism,* Hardcover. (1969).
Mencher, Melvin. Basic News Writing. Dubaque: William C. Brown
Co.,1983. Premanand, M.E. *Textbook on Media Studies* (2012)
E-book available at www.englishskillsone.com

THEATRE FOR COMMUNICATION

Code	Contact Hrs/week	Credit	Semester
FEN5B09	5	4	5

Course Objectives

• 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

Learning Outcomes

On the completion of course

The student will be familiar with theories related to drama and theatre , both
eastern and western from Bharata and Aristotle to modern theatre

They will be able to understand and analyse plays in relation to history, culture and theory.

They will be empowered in conceptualizing and implementing theatrical projects.

Course

Outline Module I History and Evolution of Drama

Drama as a performing art - Drama as a tool for social criticism – Theatre – Introduction to theatres such
as Absurd, Epic, Street, Cruelty, Anger, Feminist, Ritualistic, and Poor. Genres: Tragedy, Comedy,
Tragi- Comedy, Farce and Melodrama, Masque, One-Act Play.

Module II

Aristotle's observations of drama –elements of tragedy-Contributions of important ancient
Greek playwrights: Aeschylus, Sophocles, and Euripides- Important contributors in twentieth
century theatre: Constantine Stanislavski- Psycho- physical system, Augusto Boal- The
Theatre of the Oppressed.

Module III: List of Plays for Practicals

Script writing-adaptation and editing of prescribed plays/scenes by teams of students- Rehearsals
for final presentation.

Tagore: Chandalika- (Act II)
G B Shaw: Pygmalion (Act-III)
Shakespeare: Merchant of Venice (The Trial
scene) Henrik Ibsen: A Doll's House (Act -III)
Fritz Karinthy: Refund (Adapted by Percival Wilde)

(students have to read the works assigned to them and adapt/edit/rewrite the original text
for enacting the scenes/acts and get the text approved by the teacher concerned)

Module IV **Practicals**

Final production of the play/act/scene by each group.
The groups present the plays/acts/scene adapted and edited by them in front of the whole class.

This should be followed by an interactive feedback session with the teacher, the faculty, peer group members from the same class and others in the audience, if any.

Weight: After the performance, weight for the Internals (Practicals) should be given according to the following priority (to each group, and to each member of the group): i. Effective communication of the story through the play.

    ii. Clarity in articulation and fluency.

    iii. Confidence and body language.

    iv. Verbal and non-verbal performance.

    v. Costumes, light, sound, and settings need not be given any weightage, as the emphasis is more on theatre as communication.

        (Theatre workshops involving local theatre groups or resource persons can be organized for adequate exposure to theatre arts.)

Reading List

Core Text

Sreerekha, N. *Reading Drama*. New Delhi: Oxford University Press, 2011.

Recommended Texts

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

M. Wallis & S. Shepherd, Studyingplays, 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.

CONTEMPORARY LITERARY THEORY

Code	Contact Hours/Week	Credit	Semester
FEN5B10	6	4	5

Course Objectives

    To initiate students into 20th Century Literary Theories and Critical approaches

    To provide them exposure to diverse theoretical practices and its applications

    To make the students familiarize with contemporary theories and theoreticians

    To provide a larger framework of theory to enhance the taste of research

Module- I

New Criticism (Irony, Paradox, Ambiguity, Affective Fallacy, Intentional Fallacy, Tension) **Russian Formalism :** (De-familiarization, Metaphor, Metonymy) **Structuralism** (Signified, Signifier, Binary Opposition, Langue and Parole)

Module-II

Post-structuralism (Deconstruction, Aporia, Logocentrism, Binary Opposition) **Feminism** (Patriarchy, Woman as Reader, Woman as Writer)

Module-III

Marxism (Class Consciousness, Hegemony, Ideology) **New Historicism** (History of Textuality, Textuality of History)

Module-IV

Psychoanalysis (Id, Ego, Super ego, Condensation, Displacement, Latent Content and Manifested Content, Jouissance) **Eco-Criticism** (Green studies, deep ecology, ecopoetics, biopolitics) **Queer Theory** (LGBTIQ)

References

Beginning Theory---Peter Barry

Glossary of Literary Terms—MH Abrams

Literary Theory: A Practical Introduction---Michael Ryan

ENGLISH LANGUAGE TEACHING

Code	Contact Hrs/week	Credit	Semester
FEN6B11	5	4	6

To help learners understand the basic principles underlying the practice of teaching English as a second language.

To expose them to the practical ways of teaching English language using different methods.

To help learner develop a taste for teaching English effectively.

To develop in learners ability for critical reflections on their own and fellow-learners' method of teaching English.

Learning Outcomes

To be able to teach basic English language components in an effective way.   To understand and achieve the rudimentary skills for being a successful English teacher.   To realize the roles of a teacher/learner in making the process of teaching interactive and outcome- based.

To acquire better presentation and communication abilities in English.

Course Outline

Module-I. Introduction to ELT
Basic glossary-(L1/L2, ESL/EFL,TESOL,CALL,ICT,CLT,EAP,ESP,ELL,PPP,TBL,IELTS/TOEFL,PT,AT,CE)-Receptive and Productive Skills-Acquisition and Learning-English as an international Language-reasons for its spread-World Englishes-the history of ELE in India-GIE-the future of English(es).

Module-II. ELT Principles and Practices
Learning theories-behaviourism, cognitivism, constructivism- Defining approach -Structural, Lexical, and Communicative approaches -defining method- Grammar Translation, Direct, CLT, Bilingual methods-Task Based Learning and Teaching- Post method Concept.
(Practical ways of teaching a single language component using different approaches/methods have to be demonstrated in the classroom)

Module III. From Theory to Practice
Lesson planning-teaching grammar, vocabulary and pronunciation-Integrating skills Peer teaching/Micro- teaching.
(Practical peer/microteaching by students is to be done in the class and it can be an alternative to tests meant for internal assessment)

Module IV. Language Testing andEvaluation
Testing and teaching-Types of tests-Characteristics of a good test- Test Items

Core reading
Harmer, Jeremy (2001) The Practice of English language Teaching. Orient Longman
Nagaraj, Geetha (2010) English Language Teaching : Approaches Methods and Techniques. Orient Black swan

Suggested reading
McKay, Sandra(2002) Teaching English as an International Language.OUP
Larsen, Freeman and Anderson (2011) Techniques and Principles in Language Teaching.OUP
Peter, Jason. (2006) English to the World: Teaching Methodology Made Easy. August Publishing Nunan , D (2003) Practical of English language Teaching. New York. McGraw Hill.
Kumaravadivelu (2006) Understanding Language Teaching: from Method to Postmethod. Lawrence Associates

ELECTRONIC MEDIA

Code	Contact Hrs/week	Credit	Semester
FEN6B12	5	4	6

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

To equip the learners with the practical skills needed to work in electronic media

Learning Outcomes

The students will be familiar with them with the fundamentals of electronic media.

They will get the 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 - Radio programme formats-Bulletins, documentaries, drama, commercials, phone in programmes- New trends - FM - Bands – radio Jockeys-Radio scripting techniques- Guidelines for good radio script-Radio recording techniques-community radio.

Module III: **Television**:

Television as a mass medium –television broadcasting- new trends: Cable, DTH, IPTV, HDTV- Internet TV- Writing for television-TV programme formats-news, talks, interviews, - soap operas, cookery shows, reality shows-Basics of TV programme Production.

(practices/presentations in different programme formats have to be assigned to students) **Module IV: New Media**

Online Journalism-Media convergence –information superhighway –global village-advantages and disadvantages of new media- writing for web-E-Journal-Blogging- Introduction to Advertising and public relations.

Field Work : Students have to visit a TV/Radio broadcasting station to gain practical knowledge. (Study Tour)

Core Reading

Seema Hasan. Mass Communication: Principles and Concepts; CBS Publishers. A Guide to Journalism and Mass Communication- Majime Books

Suggested Reading

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

Lewis Richard L. *Digital Media: An Introduction*

M. L. Stein, Susan F. Paterno&R. Christopher Burnett. *News Writer's Handbook*. Blackwell, 2006.

E-book available at www.englishskillsone.com

CREATIVE WRITING

Code	Contact Hrs/week	Credit	Semester
FEN6B13	5	4	6

Course Objectives

To familiarize the learners with all the basic concepts and components of different genres of creative writing.

To ignite their creative writing talents through controlled and free practice.   To develop their critical and analytical skills in appreciating works written by peers.

Learning Outcomes

Students learn how to identify and appreciate various writing styles.

They develop abilities to critically reflect on other's writings from different angles.

They acquire skills to prune their writing skills and analytical skills.

Course Outline

Module I:
Introduction

Introduction to creative writing-writing as an art-voice-creating a world-defamiliarisation imagination- words as images-preparing for publication-plagiarism and intellectual property rights.

Module II: Writing poetry

Writing Poetry: analyzing elements of poetry: figures of speech-diction-rhythm and verse forms major poetic forms with examples.(poetry writing sessions and critical peer analyses of the poems have to be done in the class)
Text for analysis: Ulysses by Tennyson (https://www.poetryfoundation.org/poems/45392/ulysses)

Module III: Writing fiction

Writing Fiction: analyzing elements of fiction – different genres and types – narrations and techniques/ points of view- introducing a character. (Short story writing sessions and critical peer analyses of the stories have to be done in the class)
Text for analysis: The Looking Glass by Anton Chekhov
(https://americanliterature.com/100- great- short-stories)

Module IV: Writing drama

Writing Drama: analyzing components of drama-mechanics of writing dialogues- basic divisions- screenplays-components of travelogues and memoirs (dramatic scene/screenplay/travelogue writing sessions and critical analyses have to be done in the class) Text for analysis: ILE , a play in one-act by Eugene O'Neill ,(http://www.one-act plays.com/dramas/ile.html)

The student's writings during the course have to be compiled and brought out as a magazine.
* *Popular pieces of literature have to be taken up for analysis in each*
module **Core Reading**

An Introduction to the Study of Literature – Hudson
The Routledge Creative writing Coursebook-Paul
Mills The Oxford essential Guide to writing
Thomas S Kane **Suggested Reading**
The Cambridge introduction to creative writing-David
Morley A glossary of literary terms MH Abrams
Creative Writing: A beginner's Manuel- Dev, Marwah & Pal (pearson)

FILM STUDIES

Code	Contact Hrs/week	Credit	Semester
FEN6B14	5	4	6

Course Objectives

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.

To prepare the students to find an entry point to the higher level of understanding of contemporary film theories.

Course Outcomes

Students develop skills to appreciate film as an art form and its aesthetics. They get an understanding of visual aesthetics, forms and technological innovation. They develop skills to connect films with history, politics, technology, psychology and performance.

Course Outline

Module I: Introduction

Introduction to the basic concepts of Film Theory and major theoretical positions on cinema Basic concept of Representation- Idea of 'Text' and 'Authorship'- Introduction to the film theories of Sergei Eisenstein, Andre Brazin, auteur theory,Christian Metz and Laura Melvy Introduction to Film Semiotics

Module II:Major movements and film genres

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

Module III: Basic terminology of film making

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

Module IV: F**ilm texts and case studies of Classic Cinema**

a. Satyajit Ray: "What is Wrong with Indian Films" (From *Our Films Their Films*) b. V C Harris: "Engendering Popular Cinema in Malayalam" (From *Women in Malayalam Cinema: Naturalizing Gender Hierarchies.* Ed. Meena T Pillai) Case Studies of Classic Cinema
1. *Modern Times* Silent Cinema
2. *Sound of Music-* Musical
3. *Psycho-* Thriller
4. *Yavanika-*Malayalam film
5. *Bicycle Thieves-*Italian Neo-Realism

Suggested Films

Life is Beautiful (Roberto Benigni) Shawshank Redemption (Frank Darabont) Seven Samurai (Akira Kurosawa) Anantharam (Adoor Gopalakrishnan)

The student will be capable of analyzing and making a critical evaluation of these Movies. **Suggested 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

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Elective -1
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LANGUAGE FOR ADVERTISING: THEORY & PRACTICE

Code	Contact Hrs/week	Credit	Semester
FEN6B15	3	4	6

Course Objectives

To gain an understanding of the role of advertising within the corporate world.

To examine communication and advertising theories and their relationship with consumer behaviour.

To develop knowledge of advertising strategy and planning.

To examine the importance and use of creativity in advertising.

Learning Outcomes

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

Identify the role of advertising within the Marketing Communication Mix.

Analyse advertisements in terms of creativity and execution.

Create advertising objectives and put together a plan to meet these objectives Examine marketing data, using appropriate techniques, and use the information to establish and solve marketing communication problems.

Course Outline

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

Module II
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 III
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.

(Practice in copy writing, visualization and analyzing textual and visual effects of advertisements have to done in classrooms)

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

Suggested 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.

Elective -II WOMEN STUDIES

Code	Contact Hrs/week	Credit	Semester
FEN6B16	3	4	6

Course Objectives
To introduce students to experiences unique to women and to the fundamental precepts of the feminist movement

To identify the polyphonic quality of women's voices.
Course Outcome

Students develop better human perspective about women and their writings.   They get interested in analyzing critically the diversity of women's experiences across the world.

They start to perceive gender as a social construct.

Course Outline

Module 1: Poetry
1. Kamala Das: An Introduction
2. Amy Lowell: Vintage
3. Sappho: To Anactoria in Lydia
4. Inez Hernandez Avila: To Other Women Who Were Ugly Once
5. Emily Dickinson: She rose to his requirements

Module II: Fiction
1.Clarice Lispector :
Preciousness 2.Alice Walker:
The Flowers

Module III: Drama
CaryL Churchil: Top Girls

Suggested Reading
Kamala Bhasin---What is Patriarchy? Nivedita Menon--Seeing
like A Feminist Naomi Wolf--Beauty Myth
Alice Walker ---Color Purple
Caryl Churchill---Vinegar Tom
Deepa Mehta's films---Earth ,Fire ,Water Rina Das' Film---The
village Rockster

PROJECT WORK

Code	Contact Hrs/week	Credit	Semester
FEN6B17	2	2	5&6

Aim

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

Learning Outcome

The project is expected to be 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/her 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, languagelab 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:

1. Media Writing
2. 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.
3. 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.
4. Prepare script for a one-hour documentary for a TV channel/radio
5. Prepare a series of features for a newspaper on a topic which has scope for investigative reporting.
6. Prepare script for two or three episodes of a half hour TV program.
7. News Interview: Report of a topic of current interest based on interviews of eminent persons in politics/literature etc.
8. 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 Appendix

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

Guidelines for the Evaluation of Project
1. . PROJECT EVALUATION- Regular

• Evaluation of the Project Report shall be done under Mark System. The evaluation of the project will be done at two stages :

    a) Internal Assessment (supervising teachers will assess the project and award internal
    Marks) b) External evaluation (external examiner appointed by the University)
    c) Grade for the project will be awarded to candidates, combining the internal and
external marks.
3. The internal to external components is to be taken in the ratio
1:4. Assessment of different components may be taken as
below.

(internal (20% of total)	External (80% of total)	
Components	**% of Internal marks**	**Criteria**
Originality	20	Relevance of the topic, statement of objectives
Methodology	20	Reference/presentation/quality of analysis/use of tools
Scheme/organisation of report	30	Findings/recommendations
Viva voce	30	Knowledge/langauge/accuracy/presentation skills

4. External Examiners will be appointed by the University from the list of VI Semester
Board of Examiners in consultation with the Chairperson of the Board.
5. The Chairman of the VI semester examination should form and coordinate the evaluation
teams and their work.
6. Internal Assessment should be completed 2 weeks before the last working day of VI
Semester. 7. Internal Assessment marks should be published in the Department.
8. In the case of Courses with practical examination, project evaluation shall be done along
with practical examinations.
9. The Chairman Board of Examinations, may at his discretion, on urgent requirements,
make certain exception in the guidelines for the smooth conduct of the evaluation of
project.
2. PASS CONDITIONS
• Submission of the Project Report and presence of the student for viva are compulsory for
internal evaluation. No marks shall be awarded to a candidate if she/ he fails to submit the
Project Report for external evaluation.

• The student should get a minimum P Grade in aggregate of External and Internal. • There shall be no improvement chance for the Marks obtain in the Project Report. • * In the extent of student failing to obtain a minimum of Pass Grade, the project work may be re-done and a new Internal mark may be submitted by the Parent Department. External examination may be conducted along with the subsequent batch.

COMPLEMENTARY COURSES

LITERATURES IN ENGLISH: COURSE I : From Chaucer to the Present

Code	Contact Hours/Week	Credit	Semester
FEN1(2)CO1	6	4	1/2

Course Objectives

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 understand the transitions in language effected through literature.

Learning Outcome

The student will become familiar with the various movements and ages in English literature.

The student will be acquainted with great classics in English of literature.

They will be enlightened by the experience of reading great works of literature and delving into the

literary genius of the age.

Module I

Early English Poetry, Geoffrey Chaucer.(Prescribed Text, First 20 lines of *Prologue to Canterbury Tales)*
Elizabethan Age and its Features.
(Renaissance, Reformation, the new learning, discovery, spirit of adventure)
Prescribed Text:William Shakespeare, The Opening Scene of *King Lear.*
Francis Bacon, *Of Studies.*
Jacobean Era and its Political and Literary Characteristics.
(Grim humour, moral corruption, violence, counter-reformation)
Prescribed Texts: John Donne, Sun Rising. John Webster *The Duchess of Malfi* - Act
IV **Restoration, its literary features.**
Prescribed Text: John Dryden, Alexander's Feast.

Module two: Augustan Literature and its features.
(Restoration, new morality, coffee houses, neo-classism, age of reason, satire, Poetic Diction) Prescribed texts: Sir Richard Steele, *Spectator Club.*
Jonathan Swift *Gulliver's Travel's (Part One)*
Romanticism, its major features and authors.
(liberation of the self, return to nature, subjectivity, rustic life, imagination, language of common man)
Prescribed texts: William Wordsworth, *Rainbow*
Byron*: She Walks in Beauty*
P. B. Shelley, *Ozymandias.*

Module-III
Victorian Age, Social and Literary Characteristics; Major Authors.
(Tennyson, Arnold, Browning, Charles Dickens, George Eliot, Emily Bronte)

Prescribed Texts
Robert Browning, *My Last Duchess.*
Charles Lamb, *Dream Children.*
Mathew Arnold: *Dover Beach*

Modernism, its literary features and prominent figures
(Imagism, World War, symbolism, the Lost Generation, allusion, New Criticism) T. S. Eliot, *Journey of Magi.*
W B Yeats: *Circus Animal's Desertion*

J. M Synge, *Riders to the Sea.*

Module-IV

Post 1940 Literature, Second World War and its impact on Literature. (revival of Romanticism, Surrealism, Movement poetry, Absurd literature,) Prescribed texts,
Dylan Thomas, *Do not go Gentle into that Good Night*
Philip Larkin, *Ambulances.*
Ted Hughes, *Thought Fox*
Harold Pinter, *Room.*

Core Books:
Core texts mentioned in the modules.

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

LITERATURES IN ENGLISH:Course II: **American & Post Colonial**

Code	Contact Hours/Week	Credit	Semester
FEN4(3)CO 1	6	4	3/4

MODULE-I
A) Introduction to Postcolonialism –
(Colonialism, Imperialism, Post-colonialism, Diaspora, History, Nationalism) B) Leading 20th century Post Colonial thinkers
1) Franz Fanon (National Consciousness, Identity)
2) Edward Said (Concept of Orientalism)
3) HomiBabha (Hybridity, Ambivalence, Mimicry, Diaspora)
4) Gayatri Chakravarty Spivak (Subalternity, Representation)

MODULE-II
Poems:
Gabriel Okara: Mystic Drum
Margaret Atwood: This is a Photograph of
me Kamala Das: Nani
David Diop: Africa
Nissim Ezekiel: Goodbye Party to Miss Pushpa TS
(blogginginparis.com/2004/08/22/afrique-africa-by-david-diop-1927-1960/ -
) **Drama**: Vijay Tendulkar- *Silence! The Court is in Session* – Act I

Story: O V Vijayan- *After Hanging*

MODULE-III

A brief historical survey of the movements and concerns of American Literature (Transcendentalism, American Romanticism, Civil War, Beat Generation, Confessionalism, Womanism)

MODULE IV

Poetry

"Success is counted Sweetest"/ Emily Dickinson
 "Anecdote of the Jar"/Wallace Stevens
"My Papa's Waltz"/Theodore Roethke.
"Anyone Lived in a Pretty How town"/E. E. Cummings
"Tulips" / Sylvia Plath
"Dream Deferred" Langston Hughes

Fiction and Drama

"Gift of Magi"/ O. Henry.
 "Old Man and the Sea"/ Earnest Hemingway.
 "The Hairy Ape"/ Eugene O'Neil

Further Reading

1) Colonialism/Post Colonialism – AniaLoomba
2) Colonial and Post Colonial Literature IInd Edition – EllekeBoehmer
3) Literary theory (The basics) – HansBertens
4) Beginning Theory by PeterBarry
5) Empire Writes Back: Bill Ashcroft, Gareth Griffiths and Helen Tiffin.

Reference:

1. Bonglke, Rangrao (Ed) Contemporary American Literature: Poetry, Fiction, Drama and Criticism. New Delhi: Atlantic Publishers, 2002.
2. Iyengar ,Sreenivasa K.R. *Indian Writing in English,* Delhi: Sterling, 1984 3
Naik, M.K. *A History of Indian English* Delhi: Sahitya *Literature* Academi, 1982
4. Naik,M. K.(Ed). *Perspectives on Indian Poetry in English*. New Delhi: Abhinav Publications, 1984.
5. Mathiessew, F.O. American Literature upto Nineteenth Century
6. Collins-An Introduction to American Literature.

COMPLECULTURAL STUDIES: COURSE I:

Perspectives in Culture

Code	Contact Hours/Week	Credit	Semester

FEN1(2)CO2	6	4	1/2

Course Objectives

To enable the student to analyse and explain major theories that both influenced and came out of Cultural Studies and its approach to 'high' and popular culture.

To equip the student to apply one or more concepts of cultural studies to unique research problems.

To demonstrate the practicality of cultural studies theory to new situations and practices relevant to the everyday experience of students.

Learning Outcomes

By the end of the semester the student will be able:

To discover the contours of Cultural Studies as a field of inquiry, situating their learning within explorations of the disciplinary and historical context of the field.

to use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of cultural objects and processes, establishing a basic knowledge of the theoretical paradigms of Cultural Studies.

to connect cultural knowledge to everyday life and practices, gaining a preliminary understanding of the relationship of methodology (paradigms for study) to inquiry in Cultural Studies.

MODULE 1
1. Cultural Studies: An Introduction
1. Culture,
2. Popular Culture,
3. Production and Consumption of Culture
4. Power/Culture
5. Origin of Cultural Studies

MODULE 2
Methods of Cultural Studies:
1. Methods of Cultural Studies
2. Language and Discourse
3. Identity
4. Audience and Reception Studies

MODULE 3
Major Theories
Introduce briefly so as to understand the concept:
1. Structuralism
2. Post Structuralism
3. Marxism

MODULE 4
Major Theories
4. Feminism
5. Queer Theory
6. Post-Colonial Theory

Glossary of Literary Terms—MH Abrams

Beginning Theory—Peter Barry
An Introduction to Cultural Studies—Pramod K Nayar

CORE TEXT: Pramod K Nayar. *An Introduction to Cultural Studies.* Viva Books, New Delhi

CULTURAL STUDIES: Course II Cultural Spaces

Code	Contact Hours/Week	Credit	Semester
FEN4(3)CO2	6	4	4/3

MODULE ONE
Locations of Culture
Introduce briefly so as to understand the concept.
   1. Modernity
   2. Postmodernity
   3. Globalization
   4. The Nation State
   5. New Social Movements
   6. Fundamentalism

MODULE TWO
The Culture Industry: Key areas to be Introduced
   1. Product of Consumption
   2. The Spaces of Consumption I: The Mall
   3. The Spaces of Consumption II: Online Shopping

MODULE THREE: Select Terms and Issues
Gender, Site, Race, Class, Ideology, Cyberspace,

MODULE FOUR: Select Terms and Issues
Hegemony, Hybridity, Consumerism, Counterculture, Margin(ality), Paradigm

(Reference for Module Three: *A Glossary of Cultural Theory*—Peter Brooker available as e book in the site: https://lisamonalisa.files.wordpress.com/2011/01/brooker-a-glossary-of-cultural theory.pdf)
CORE TEXT: Pramod K Nayar. *An Introduction to Cultural Studies.* Viva Books, New
   Delhi **Further Reading**
Chris Barker, Making Sense of Cultural Studies, Sage, 2002
Simon During, Cultural Studies: A Critical Introduction. Routledge,2005

OPEN COURSES

Open Course-I
ENGLISH FOR COMPETITIVE EXAMINATIONS

Code	Contact Hrs/week	Credit	Semester
FEN5DO1	2	3	5

Course Objectives

   To introduce the learners to the core areas of English often tested in competitive exams.

   To make equipped to fare well in English components in exams held by PSC/UPSC
To familiarize learners with the types questions figuring in screening tests.

Learning Outcomes

The learners get a good idea of how to prepare for competitive exams.

They improve their competence and confidence level in English for competitive exams.

Course outline

Module-I

Grammar components for competitive exams (p.1-20)- spotting errors(p.78-83) **Module-II**

Vocabulary: synonyms (p.36-43)- antonyms(p.48-56)-exercises for idioms and Phrases(p.63-72) **Module-III**

Sentence completion tasks (p.99-108)

Core Reading

General English for competitive exams. Disha Publications

Suggested reading

Tips & Techniques in English for competitive exams

Open Course-II
LANGUAGE FOR ADVERTISING: THEORY & PRACTICE

Code	Contact Hrs/week	Credit	Semester
FEN5D02	2	3	5

Course Objectives

To gain an understanding of the role of advertising within the marketing communication mix.

To examine communication and advertising theories and their relationship with consumer behaviour.

To develop knowledge of advertising strategy and planning.

To examine the importance and use of creativity in advertising.

Learning Outcomes

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

Identify the role of advertising within the Marketing Communication Mix.

Analyse advertisements in terms of creativity and execution.

Create advertising objectives and put together a plan to meet these objectives
Examine marketing data, using appropriate techniques, and use the information to establish and solve marketing communication problems.

Course Outline

Module I

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

Module II

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 III

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.

(Practice in copy writing, visualization and analyzing textual and visual effects of advertisements have to done in classrooms)

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.

Open Course-III
ENGLISH FOR PROFESSIONAL SUCCESS

Code	Contact Hrs/week	Credit	Semester
FEN5DO3	2	3	5

Course Objectives
To help students to learn the fundamentals of business correspondence.

To get practical knowledge in business correspondence.

To equip students with better employability skills.

Learning Outcomes
Students get a comprehensive idea about business correspondence.

They develop ability to prepare business letters, business reports, technical proposal etc.

They develop their employability skills.

Course Outline
Module I: Business & communication
Importance of communication in business-7Cs of effective communication-communication types (downward, upward, horizontal, diagonal) kinds of presentations in business (monologue, guided, sales) effective presentation strategies & structure-body language negotiation skills.

Module II: Professional correspondence
Features& formats of business letters-types of letters (inquiry, quotation, complaint, adjustment, collection, cover letter, interview letter, appointment letter) - Drafting Emails (features & dos and don'ts)
(Practice and assignments to ensure the letter drafting skills of learns have to be given) **Module III: Interviews & Meetings**
Before, during and after interviews-types of interview questions-interviewer's questioning styles- frequent question types in interviews-chairing a meeting- polite ways of stating and asking for opinions- asking for/giving clarifications- ending the meeting.

(mock interviews and meetings have to be held and the students need to be asked to prepare reports/minutes of those events)

Core Reading
RC, Bhatia. *Business Communication*. New Delhi: ANE Books, 2008
Mallika Nawal .*Business Communication*

Suggested reading

Blundel, C.A & Middle Miss. NMG. Career: English for Business and Commercial World. New York: OUP, 2009

KK, Lakshmi & KK, Ramachandran. *Business Communcation*. New Delhi: Mac Millian, 2007 Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004