

FAROOK COLLEGE (AUTONOMOUS)

Farook College PO, Kozhikode-673632

U.G Programme in English

Under

Choice Based Credit Semester System

SYLLABUS

**Core, Common, Complementary & Open Courses
(2022 Admission Onwards)**



Prepared By:

Board of Studies in English & Functional English

Farook College (Autonomous)

CERTIFICATE

I hereby certify that the documents attached are the bona fide copies of the syllabus of Core Courses offered to B.A. Functional English programme, Common, Complementary and Open Courses offered by the Department of Functional English to be effective from 2022 admission onwards.

Date:

Place: Farook College

Principal

CREDITS & MARK DISTRIBUTION (Counted for SGPA & CGPA)

Sem ester	Code	Course	Hrs Per Week	Credit	External Marks	Internal Marks	Total Marks
1	BEN1A01	Common Course: Transactions: Essential Language Skills in English	4 hrs	3	60	15	75
	BEN1A02	Common Course: Ways with words	5 hrs	3	60	15	75
	A07	Common Course: Additional Language	4 hrs	4	80	20	100
	BFE1B01	Core Course: Communication skills in English	6 hrs	5	80	20	100
	BFE1C01	Complementary Course : Literatures in English: From Chaucer to the Present	6 hrs	4	80	20	100
		Total	25 hrs	19	360	90	450
2	BEN2A03	Common Course: Writing for Academic and Professional success	4 hrs	4	80	20	100
	BEN2A04	Common Course: Zeitgeist: Readings on contemporary Culture	5 hrs	4	80	20	100
	A08	Common Course: Additional Language	4 hrs	4	80	20	100
	BFE2B02	Core Course: Advanced English Grammar	6 hrs	4	80	20	100
	BFE2C02	Complementary Course: Cultural studies: Perspective in culture	6 hrs	4	80	20	100
		Total	25 hrs	20	400	100	500
3	BEN3A05	Common Course: Signatures: Expressing the self	5 hrs	4	80	20	100
	A09	Common Course: Additional Language	5 hrs	4	80	20	100
	BFE3B03	Core Course: Language and Technology	4 hrs	4	80	20	100
	BFE3B04	Core Course: Applied Phonetics	5 hrs	4	80	20	100
	BFE3C03	Complementary Course: Cultural Studies: Cultural spaces	6 hrs	4	80	20	100
		Total	25 hrs	20	400	100	500

4	BEN4A06	Common Course: Spectrum: Literature and contemporary issues	5 hrs	4	80	20	100
	A10	Common Course: Additional language	5 hrs	4	80	20	100
	BFE4B05	Core Course: Fundamentals of Linguistics	5 hrs	4	80	20	100
	BFE4B06	Core Course: Business English	4 hrs	4	80	20	100
	BFE4C04	Complementary Course: Literatures in English: American and Post Colonial	6 hrs	4	80	20	100
		Total	25hrs	20	400	100	500
5	BFE5B07	Core Course: Translation Studies	5 hrs	4	80	20	100
	BFE5B08	Core Course : Print Media	5 hrs	4	80	20	100
	BFE5B09	Core Course: Theatre for Communication	5 hrs	4	80	20	100
	BFE5B10	Core Course: Contemporary Literary Theory	5 hrs	4	80	20	100
	BFE5D01	Open Course: English for Competitive Examinations	3 hrs	3	60	15	75
		Total	23+ 2hrs (Proj)	19	380	95	475
6	BFE6B11	Core Course: English Language Teaching	5 hrs	4	80	20	100
	BFE6B12	Core Course: Electronic	5 hrs	4	80	20	100
	BFE6B13	Core Course: Creative	5 hrs	4	80	20	100
	BFE6B14	Core Course: Film Studies	5 hrs	4	80	20	100
	BFE6E01	Elective 1- Language for Advertising : Theory and Practice Or	3 hrs	4	80	20	100
	BFE6E02	Elective 2- Women Studies					
	BFE6B10P	Project		2	60	15	75
			Total	25 hrs	22	480	120

Total Credits : 19+20+20+20+19+22 = 120

Total marks : 450 +500 +500+500+475+ 575 = 3000

CREDIT & MARK DISTRIBUTION

Subject	Sem	Common Course		Core Course				Complementary Course		Open Course	Total	
		English	Additional Language	Functional English				Course I	Course II			
Functional English	I	3	3	4				5	2	2		19
	II	4	4	4				4	2	2		20
	III	4		4	4				2	2		20
	IV	4		4	4				2	2		20
	V				4	4	4	4			3	19
	VI				4	4	4	4	4	2*		22
	Total		22 Credits 550 Marks)	16 Credits (400 Marks)	63 Credits (1575 Marks)				8	8	3	120
		38 Credits (950 Marks)		82 Credits (2050 Marks)				16 Credits (400 Marks)		3 Credits (75 Marks)	120	
Total Marks										3000		

*Project

B.A FUNCTIONAL ENGLISH MARK DISTRIBUTION

Common course: English	2 X 75 + 4 X 100	550	950
Additional Language	4 X 100	400	
Core: Functional English	15 X 100	1500	1650
Open course		75	
Project		75	
Complementary	4 X 100	400	400
		Total Marks	3000

GENERAL SCHEME OF THE PROGRAMME

SI 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	4	16
6 Open Courses	1	3
Total		120
Audit course	4	16
Extra Credit Course	1	4
Total		140

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).

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.

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 College. Total credit allotted for open course is 3 and the hours allotted is 3.

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

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. Extra credits are not counted for SGPA or CGPA.

1. Core Courses

Sl. No	Code	Title	Hrs/ week	Credit	Sem.
1	BFE1B01	Communication Skills in English	6	5	1
2	BFE2B02	Advanced English Grammar	6	4	2
3	BFE3B03	Language and Technology	4	4	3
4	BFE3B04	Applied Phonetics	5	4	3
5	BFE4B05	Fundamentals of Linguistics	5	4	4
6	BFE4B06	Business English	4	4	4
7	BFE5B07	Translation Studies	5	4	5
8	BFE5B08	Print Media	5	4	5
9	BFE5B09	Theatre for Communication	5	4	5
10	BFE5B10	Contemporary Literary Theory	5	4	5
11	BFE6B11	English Language Teaching	5	4	6
12	BFE6B12	Electronic Media	5	4	6
13	BFE6B13	Creative Writing	5	4	6
14	BFE6B14	Film Studies	5	4	6
15	BFE6E01	Elective 1 - Language for Advertising : Theory and Practice Or	3	4	6
16	BFE6E02	Elective 2 - Women Studies			
17	BFE6B10P	Project	2	2	5&6
Total				63	

4. Internal Assessment Framework

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.

SL No	Code	Title	Hrs/week	Credit	Semester
1	BFE1CO1	Literatures in English: From Chaucer to the Present	6	4	1
2	BFE2CO2	Cultural Studies: Perspectives in Culture	6	4	2
3	BFE3CO3	Cultural Studies: Cultural Spaces	6	4	3
4	BFE4CO4	Literatures in English: American & Post-Colonial	6	4	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	BFE5DO1	English for Competitive Examinations	3	3	5
2	BFE5DO2	Language for advertising: Theory and practice			
3	BFE5DO3	Language for professional Success			

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
46% - 55%	3	3
56% - 65%	4	4
66% -85%	6	5
86% -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% <CRP <75%	1	1
76% <CRP <85%	2	2
86 % and above	4	3

5. External Assessment Framework

End Semester Test Design of Courses with 80 Marks (For 4 Credits and above)

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

End Semester Test Design of Courses with 60Marks

(For 3 Credits and below)

Question Type	No. of Questions	Marks/ Question	Total Marks
Short answers (2-4 sentences)	12	2	Ceiling 20
Paragraph/problem/application 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

BA PROGRAMME OUTCOME

The programs in Arts, Language, Literature, Humanities and Social Science are designed to equip the undergraduates with a broad understanding of human life experiences in its varied contexts in order to help them improve life conditions and become learned individuals of society and responsible citizens of the country.

The learning experiences include critical reading of texts and analyzing social issues from an interdisciplinary perspective, applying scientific methods, acknowledging the socio-cultural diversity, analysing the discursive foundations of respective disciplines and disclosing the ideological and philosophical nuances of interpretations inherent in them.

On completion of the B.A. programme, a student is expected to:

- Acquire competent knowledge of the fundamental concepts, theories and methods in the respective discipline and demonstrate it impressively.
- Understand the interdisciplinary nature of knowledge systems and incorporate principles and methods from Science, Social Science, Arts and Language Studies in reading and analyzing texts and problems.
- Gain a wider understanding of the diversity in languages, cultures, religions and social ethos of the country and the world in order to understand the other.
- Acquire proficiency in communication in multiple languages for advanced reading, writing and speaking and equip with interpretive and composition skills.
- Develop social, political, historical, literary and aesthetic sense and economic, religious and commercial perspectives in order to comprehend and interpret various texts in the respective discipline and allied fields.
- Develop a research orientation and be familiar with the fundamentals of research in various areas of Humanities, Social Science, Arts and Language Studies.
- Practice and promote knowledge sharing with the help of digital technology and multilingual translation.
- Pursue higher studies in the specialized area of respective field and qualify for a productive career.
- Ensure productive involvement in the process of socialization and engage with relevant issues holding an informed opinion and acknowledging multiple perspectives.
- Respond creatively to issues of regional, national and international significance in order to bring about desirable changes in social systems, government policies and individual opinions.

- Understand one's duties and rights as a responsible citizen and act accordingly in all realms of personal and social life.
- Qualify to work independently and with team spirit following basic ethical principles in all their pursuits without compromising the quality.
- Uphold socio- cultural, constitutional and ethnic values both in the academia and everyday life to ensure human dignity, equality and democratic values.
- Update knowledge and skills in (ICT) Information Communication Technology to meet the career assignments and expedite everyday activities.

Courses objectives

- To develop fluency and speech skills in the English language.
- To introduce the latest technology for language learning.
- To help them achieve a mastery over English pronunciation and modern linguistics.
- To equip students with better employability skills by teaching the basics of business correspondence.
- To impart training in translation.
- Help them be a print media professional.
- To introduce them to modern theatre practice.
- To provide them exposure to diverse modern literary theories.
- To introduce basic principles of teaching English as a second language.
- To impart basic training in writing for electronic media.
- To ignite their creative writing talents.
- To introduce them to film studies.
- To introduce them to feminist movements.

Courses outcomes

- Attain mastery in all the skills of English.
- Understand the relationship between linguistics and related disciplines.
- Develop employability skills.
- Be adept translators.
- Become familiar with fundamentals of media writing.
- Attain skills to be a successful English teacher.
- Know how to write for the electronic media.
- Have mastery over visual aesthetics and forms.
- Perceive gender as a social construct.

6. Detailed Course Outlines

COMMUNICATION SKILLS IN ENGLISH

Code	Contact Hrs/week	Credit	Semester
BFE1B01	6	5	1

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
BFE2B02	6	4	2

Course Outline

Module I

Parts of Speech-Sentence Structure -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
BFE3B03	4	4	3

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 recommended)

Module-II. Internet and linguistic impacts

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
BFE3B04	5	4	3

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 be 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., Sai Lakshmy, 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
BFE4B05	5	4	4

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/ilanguage 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. Cff

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
BFE4B06	5	4	4

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 learners 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.

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

MallikaNawal.*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: COT, 2004 E-book available at www.englishskillsone.com

TRANSLATION STUDIES

Code	Contact Hrs/week	Credit	Semester
BFE5B07	5	4	5

Course outline

Module I: Basic concept

Basic concepts and a brief history of translation studies-translation types: (partial, full,literal,free,word- for-word,sense-for-sense,interlingual, 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

-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.*
Caliculi A Linguistic Theory of Translation *Nida Eugene. Theory and Practice of*
Translation Roman Jakobson.
On Linguistic Aspect of Translation

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

PRINT MEDIA

Code	Contact Hrs/week	Credit	Semester
BFE5B08	5	4	5

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-Variety 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, oped, 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**

lundra, G. c. History 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
BFEB09	5	4	5

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.
- ii. Confidence and body language.
- iii. Verbal and non-verbal performance.
- iv. 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, *Studying plays*, London & New York, Hodder

Education, 2002. Williams Raymond. *Drama from Ibsen To Brecht*

Penguin books, 1968

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

CONTEMPORARY LITERARY THEORY

Code	Contact Hours/Week	Credit	Semester
BFEE5B10	6	4	5

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-111

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 Hours/Week	Credit	Semester
BFE6B11	5	4	5

Module-I. Introduction to ELT Basic glossary

Productive Skills-Acquisition and Learning-English as an international Language- reasons for its spread-World Englishes-the history of ELE in India-Gffi-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 and Evaluation

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

ELECTRONIC MEDIA

Code	Contact Hours/Week	Credit	Semester
BFE6B12	5	4	6

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-A1R

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, HDTVInternet

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

SeemaHasan. Mass Communication: Principles and Concepts; CBS Publishers.

A Guide to Journalism and Mass Communication- Majime Books **Suggested**

Reading

*Wl,TeABroadcastNews Writing, ^eporting^ndPro^nction*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: Scottish Screen *LewfsRfckrd L. Digital Media: ^nIntro^nction*

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 Hours/Week	Credit	Semester
BF6E6B13	5	4	6

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-greatshort-stories>)

Module IV: Writing drama

- Writing Drama: analyzing components of drama-mechanics of writing dialogues- basic division 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-actplays.com/dramas/ile.html>).

- * *Popular pieces of literature to be taken up 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 Hours/Week	Credit	Semester
BF6E6B14	5	4	6

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: Film 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: Case Studies of Classic Cinema*)

1. *Modern Times* Silent Cinema I

Sound of Music- Music Psycho-

Thriller 4. Yavani^a-Malayalam film

5Bicycle Thieves-Italian Neo-Realism

Suggested Films

Life is Beautiful (Roberto Benigni)

Shawshank Redemption (Frank Darabont)

Seven Samurai (Akira Kurosawa)

Anantharam (AdoorGopalakrishnan)

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

movies. **Suggested Reading**

1. *1 Major Film Theories- J Andrew*

2. *Film Theory: An Introduction* - R Lapstey and M Westlake

3. *Film Theory and Criticism* - Mas il Cohen

4. *Eisenstein Reader*- ed. Richard Tylor

5. *What is Cinema*, vol II - Andre Bazin

6. *New Vocabularies in Film Semiotics- RS fend*

7. *Film Language: A Semiotics of Cinema* (C ^efz)

8. *Peter Wotlon's dystso Northby North-West* (^ea^ingsan^d Writings)

9. *The Point-^^^View Shots^Edw^rd Bergen*

10. *Teach Yourself Film Studies*- Warren Buckland

11. *A History of Film*- Virginia Wright Wexman

12.. *Key Concepts in Cinema Studies- Su^n Weyw^rd*

ELECTIVES

Elective .1 LANGUAGE FOR ADVERTISING: THEORY AND PRACTICE

Code	Contact Hrs/week	Credit	Semester
BFE6E01	3	4	6

Course Outline

Module I

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 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

Vilaniam 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. Vilaniam 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
BFE6E02	3	4	6

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

LClariceLispector : Preciousness

2. Alice Walker: The Flowers

Module III: Drama CarylChurchil:

Top Girls

Suggested Reading

Kamala Bhasin---What is

Patriarchy?

NiveditaMenon--Seeing like A Feminist Naomi

Wolf--Beauty Myth Alice Walker ---Color

Purple Caryl Churchill—Vinegar Tom Deepa

Mehta's films—Earth ,Fire ,Water RinaDas'

Film---The village Rockster

PROJECT WORK

Code	Contact Hrs/week	Credit	Semester
BFE6B10P	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, 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:

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 Akashvani 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

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 - 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 Board of Studies of English, Farook College)
- c) Grade for the project will be awarded to candidates, combining marks. the internal and external

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 Chairperson of Board of Studies of English, Farook College (Autonomous).

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- a) Internal Assessment (supervising teachers will assess the project and award internal Marks)
- b) External evaluation (external examiner appointed by the Board of Studies of English, Farook College)
- c) Grade for the project will be awarded to candidates, combining marks. the internal and external

3. The internal to external components is to be taken in the ratio 1:4. Assessment of different components may be taken as below.

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 obtained 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 Hrs/week	Credit	Semester
BFE1CO1	6	4	1

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 II: 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 – Gullivers Travels (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-111

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

*Aninial'sDesertion*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

GoodNight *Philip Larkin, *Ambulances.*

Ted Hughes Thought

Fox

*Harold Pinter, *Room.*

***FOR NON**

DETAILED STUDY

Core Books:

Core texts mentioned in the modules.

Books for Reference

1. Crompton & Ricket. *History of English Literature*
- 1 Long,,WimT. *EngshLiterature: Its History andits Significance,*
eAKAyaniPublishers, 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 Hrs/week	Credit	Semester
BFE4C04	6	4	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) *GayatriChakravartySpivak (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

(blogmgmparis.com/2004/08/22/afrique-ajHea-by-da }nd-diop-1927-1960/)

Drama: Vijay Tendulkar- *Silenee! The Court is in Session* – Act one

***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)

MODUIE 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

***FOR NON DETAILED**

STUDY

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: SahityaLiteratureAcademi, 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-Antotroduction to American Literature.

COMPLEMENTARY COURSE II

CULTURAL STUDIES: COURSE I: Perspectives in Culture

Code	Contact Hrs/week	Credit	Semester
BFE2CO2	6	4	2

- 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 Hrs/week	Credit	Semester
BFE3CO3	6	4	3

MODULE I

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 II

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 III: Select Terms and**

Issues Gender, Site, Race, Class, Ideology,

Cyberspace,

MODULE IV: 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
BF5E5DO1	2	3	5

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
BF5E5D02	3	3	5

Course Outline

Module I

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 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. VilanilamJ. 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
BFE5DO3	3	3	5

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 learners 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 Communication*. New Delhi: Mac Millan, 2007

Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004

SCHEME & SYLLABUS of AUDIT COURSES

2022 Admission Onwards

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

*Departments can opt anyone of the course.

AEC01 ENVIRONMENTAL STUDIES

Module 1:

Introduction - Environment in the Indian context: Concept of an ecosystem, Multidisciplinary nature of environmental studies. Components of environment- Atmosphere, hydrosphere, lithosphere and biosphere. Definition, scope and importance. Concept of sustainability and sustainable development.

Module 2: Natural Resources : Renewable and non-renewable resources : Natural resources and associated problems. a) Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. e) Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies. f) Land resources : Land as a resource, land degradation, man induced landslides, soil erosion and desertification. * Role of an individual in conservation of natural resources. .Carbon footprint Water conservation, rain water harvesting, watershed management

Module 3: Structure and function of an ecosystem. • Producers, consumers and decomposers. • Energy flow in the ecosystem. • Ecological succession. • Food chains, food webs and ecological pyramids. • Introduction, types, characteristic features, structure and function of the following ecosystem :- a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Module 4: Biodiversity and its conservation • Introduction - Definition : genetic, species and ecosystem diversity. • Biogeographical classification of India • Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values • Biodiversity at global, National and local levels. • Hot-spots of biodiversity. • Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts. • Endangered and endemic species of India • Conservation of biodiversity :

Module 5: Environmental Pollution Definition • Cause, effects and control measures of :- a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards • Solid waste Management : Causes, effects and control measures of urban and industrial wastes. • Role of an individual in prevention of pollution.

Module 6: Environmental Policies and practices: Climate change, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents.

Essential Reading

1. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad - 380 013, India, Email:mapin@icenet.net (R) c)
2. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
3. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
4. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
5. Singh, J. S., Singh, S. P. and Gupta, S. R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
6. Sodhi, N. S., Gibson, L. & Raven, P. H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
7. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.

AEC02 DISASTER MANAGEMENT

Module 1:

Introduction - Hazard and Disaster. Concepts of Hazard, Vulnerability, Risks. Different Types of Disaster : A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Manmade Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures(Building and Bridge), War & Terrorism etc. Slow Disasters (famine, draught, epidemics) and Rapid Onset Disasters(Air Crash, tidal waves, Tsunami) Causes, effects and practical examples for all disasters.

Water and Climate Disaster: flood, hail storms, cloudburst, cyclones, heat and snow avalanches, cold waves, droughts, sea erosion, thunder and lightning. Geological Disaster: landslides, earthquakes, Tsunami, mine fires, dam failures and general fires. Biological Disaster: epidemics, pest attacks, cattle epidemic and food poisoning. Nuclear and Industrial Disaster: chemical and industrial disasters , nuclear accidents. Accidental Disaster: urban and forest fires, oil spill, mine flooding incidents, collapse of huge building structures.

Module 2:

Natural disasters- Earthquakes, Tsunami, Floods, Drought, Landslides, Cyclones and Volcanic eruptions. Their case studies. Coastal disasters. Coastal regulation Zone.

Risk and Vulnerability Analysis 1. Risk : Its concept and analysis 2. Risk Reduction 3.

Vulnerability : Its concept and analysis 4. Strategic Development for Vulnerability Reduction

.Disaster Prevention and Mitigation. Refugee operations during disasters, Human Resettlement and Rehabilitation issues during and after disasters, Inter-sectoral coordination during disasters, Models in Disasters.

Module 3:

Disaster Preparedness and Response Concept and Nature Disaster Preparedness Plan Prediction, Early Warnings and Safety Measures of Disaster. Role of Information, Education, Communication, and Training,

Disaster Management : Role of Government, International and NGO Bodies. Role of IT in Disaster Preparedness Role of Engineers on Disaster Management. Response Disaster Response : Introduction Disaster Response Plan Communication, Participation, and Activation of Emergency Preparedness Plan Search, Rescue, Evacuation and Logistic Management Role of Government, International and NGO Bodies Psychological Response and Management (Trauma, Stress, Rumor and Panic) Relief and Recovery Medical Health Response to Different Disasters.

Module 4:

Rehabilitation, Reconstruction and Recovery Reconstruction and Rehabilitation as a Means of Development. Damage Assessment Post Disaster effects and Remedial Measures. Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction Sanitation and Hygiene Education and Awareness, Dealing with Victims' Psychology, Longterm

Counter Disaster Planning Role of Educational Institute.

Module 5:

The vulnerability atlas of India. Disaster Prevention and Mitigation. Agencies involved in Disaster Management. Warning and Prediction **Essential Reading:**

1. Pandey, M., 2014. Disaster Management, Wiley India Pvt. Ltd., 240p.
2. Tushar Bhattacharya, Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd
3. Jagbir Singh, Disaster, Management: Future Challenges and Opportunities, K W Publishers Pvt. Ltd.
4. J.P. Singhal, Disaster Management, Laxmi Publications
5. C. K. Rajan, NavalePandharinath, Earth and Atmospheric Disaster Management : Nature and Manmade, B S Publication
6. Shailesh Shukla, ShamnaHussain, Biodiversity, Environment and Disaster Management, Unique Publications

AEC03- HUMAN RIGHTS

CREDITS :4

MODULE –I

HUMAN RIGHTS; Meaning, Evolution and Importance
Approaches; Western, Marxian, Feminist and Third World

MODULE – II

U N O AND HUMAN RIGHTS

- (a) Universal Declaration of Human Rights
- (b) International Covenants on Civil and Political Rights (ICCPR),
International Covenant on Social Economic and Cultural Rights (ICESCR)
- (c) The Office of the United Nations High Commissioners for Human Rights (UNHCHR)

MODULE- II

HUMAN RIGHTS IN INDIA

- (a) Constitutional Provisions- Fundamental Rights, Directive Principles of State Policy

(b)Some important Legislations

- 1) Protection of Civil Rights Act-1955
 - 2) Prevention of Atrocities (SC and ST) Act 1989
 - 3) Sexual Harassment of Women at workplace (Prevention, Prohibition and Redressal) Act, 2013
 - 4) The Rights of Persons with Disabilities Act-2016
 - 5) Right to information Act 2005
- (c) Agencies Protecting Human Rights ; Judiciary, Public Interest Litigation, National Human Rights Commission and Media

MODULE- IV

CHALLENGES TO HUMAN RIGHTS

Human Rights Violations against Women, Children, Other marginalised sections like Minorities, Dalits, Adivasis and Women, Refugees

BOOKS AND REFERENCES

- 1 Andrew Clapham, Human Rights: A Very Short Introduction, Oxford University Press, New York, 2007
- 2 Darren J O Byrne,(ed), Human Rights: An Introduction, Pearson, New Delhi,2004
- 3 Chiranjeevi Nirmal, Human Rights in India, Oxford University Press, New Delhi,1997.
- 4 Pavithran K S,(ed), Human Rights in India: Discourse and Contentions, Gyan books, New Delhi,2018
- 5 Ujwal Kumar Singh, (ed), Human Rights and peace: Ideas, Laws, Institutions and Movements, Sage, New Delhi,2009
- 6 Upendra Bax,,: The RIGHT to be Human Lasncer International New Delhi, 1987.
- 7 Johari J.C Human Rights and New World Order Anmol Publications , New Delhi, 0998

AEC04-Gender Studies

Module I

Introducing the concepts of sex and gender, gender division of labour, patriarchy, sexualities and sexual orientations, gender stereotypes, masculinities, intersectionalities of race, class, caste and gender in family and society

Suggested Readings

1. 50 Key concepts in Gender Studies, Jane Pilcher and Imelda Whelehan, Sage Publications, 2005
2. Understanding Gender: Kamala Bhasin, Women Unlimited, New Delhi, 2003.
3. What is Patriarchy? Kamala Bhasin, Women Unlimited, New Delhi, 2003.

4. ജജ്ഞതയയലതലഗവർഷകരതകമമജശ്ശ, ഉമജചകകരവർത്ത, മജ്ഞതഭതബകകസക,മകജ്ജ്ഞതമകജ്ജടക
5. Exploring Masculinity, Kamala Bhasin, Women Unlimited, New Delhi, 2003.

Module II

Women’s Experiences in family & work, community, public sphere kinship structures, various forms of violence against women – female foeticide, infanticide, dowry, domestic violence, sexual assaults, rape, sexual harassment at workplace, honour killings – Government mechanisms to combat Violence against women in India

1. An overview of the status of women in India: Neera Desai and Maithreyi Krishnaraj, P 296-319, Class, Caste, Gender- Readings in Indian Government and Politics-5, Ed. Manoranjan Mohanty, Sage Publications, New Delhi, 2004
2. ‘Towards Equality’, Report of the Committee on the Status of Women in India, 1975
3. തറവജ്ഞതർഷപതറനവളലചനയപണലളണജയയതജ്ഞന?;, കലസസയലചനയപണലളണജയയതജ്ഞന?;, യജ. മദവതക, യസനർമഹജ്ജർഡവലപയമനകസഡസസക, തതരവനനപരല

Module III

Historical Roots of Women's Movements in India and global – Right to vote –Women's Question and social reform in 19th early 20th Century in India and Kerala –Women in National Movement – Left Movement- The Contemporary Women’s Movements in India

Queer movements – International human rights instruments & UN conventions on gender rights, Indian Constitutional guarantees of equality and citizenship rights – gender in higher education

1. History of Doing, Radha Kumar, Kali for Women, New Delhi
2. Mapping of Women's Movement, Threfall. M. (Ed.). Verso, London
3. Women, Ecology and Culture: Gabriele Dietrich, P. 72- 95, Gender and Politics in India, Kali for Women
4. തതരതചരതയയപമടണവതമവചനല,മഡജ. ഗസനജകമജരത, മകരളുശജസസജഹതതകയപരതഷതക
5. Saksham Report on Measures for Ensuring the Safety of Women and Programmes for Gender Sensitisation on Campuses, 2013, https://www.ugc.ac.in/pdfnews/5873997_saksham-book.pdf

Module IV

Gender perspectives on popular culture, discourse and practices of cinema, television, popular music, magazines and advertisements, representations of women and gender/sexual minorities in media, gendered dimensions of social media – analysis of gender in news – print, television, web and women’s media initiatives

Suggested Readings

1. Whose News: The Media and Women’s Issues, Ammu Joseph & Kalpana Sharma

(Ed), Sage Publishing, 2006

2. Films and Feminism - Essays in Indian Cinema - Jasbir Jain and Sudha Rai (Ed.), Rawat Publications.

Suggested Activities

1. Analysis of popular films – films for analysis: (1) The Great Indian Kitchen (Malayalam), Thappad (Hindi)

2. Analysis of (1) commercial television advertisements (2) Matrimonial Classifieds in Malayalam News papers

References

3. Understanding Gender: Kamala Bhasin, Women Unlimited, New Delhi

4. What is Patriarchy? Kamala Bhasin, Women Unlimited, New Delhi

5. Exploring Masculinity, Kamala Bhasin, Women Unlimited, New Delhi

6. History of Doing, Radha Kumar, Kali for Women, New Delhi

7. Gendering caste through a feminist lens, Uma Chakravarti, Sage Publications

8. Feminism in India, Maitreyi Chaudhuri (Ed.), Women Unlimited, New Delhi 2005

9. 50 Key concepts in Gender Studies, Jane Pilcher and Imelda Whelehan, Sage Publications

10. Feminism, Jane Freedman, Buckingham Open University Press, Buckingham, 2001, pp. 1-44.

11. Mapping of Women's Movement, Threfall. M. (Ed.). Verso, London

12. Anila Agarwal, Human Rights for survival of civilization, Kalinga Publication, Delhi (2004).

13. V.N. Shukla's Constitution of India, Eastern Book Company, 13th edn.

14. Who's News? Ammu Joseph and Kalpana Sharma, Sage Publications, New Delhi, 1994.

15. Women in Malayalam Cinema: Naturalising Gender Hierarchies, (Ed.) Meena T Pillai, Orient BlackSwan, New Delhi, 2010.

