

UNIVERSITY OF CALICUT

(Abstract)

UG Programme in Functional English under Choice based Credit Semester System - Syllabus - revised with effect from 2012 admission – approved - Orders issued.

GENERAL AND ACADEMIC BRANCH – IV ‘B’ SECTION

No.GAI/B2/10453/08

Dated, Calicut University. P.O.26.07.2012

- Read: 1. U.O.No. GA I/J2/3601/08 Vol. II dated 19.06.2009.
2. U.O of even no dated 25.06.2009
3. Minutes of the meeting of the Board of Studies in Functional English held on 29.06.2012, 02.07.2012 and 10.07.2012 (item no 1 and 2)
4. Telephonic message from the Chairman Board of Studies on 21.07.2012
5. Orders of the Vice chancellor in file of even no dated 25.07.2012

ORDER

1. Choice Based Credit Semester System and Grading has been introduced in the UG curriculum in affiliated colleges of the University with effect from 2009 admission onwards and Regulation for the same implemented vide paper cited 1 above

2. Vide U.O read second above the scheme and syllabus for BA programme in Functional English under CCSS in the affiliated colleges of the University was implemented with effect from 2009 admission onwards.

3. Vide paper read third above the Board of Studies in Functional English resolved to revise the Syllabus of BA Functional English with effect from 2012 admission onwards and has forwarded the hard and soft copy of the same .

4. Vide paper read fourth the Chairman Board of Studies in Functional English has requested that the remarks made in item 1 and 2 in the minutes of the meeting of the Board of Studies in Functional English held on 10.07.2012 may be overlooked and the full revised syllabus of BA Functional English be implemented urgently.

5. Vide paper read fifth above the Vice Chancellor considering the urgency has approved the minutes of the meeting of the Board of Studies in Functional English held on 29.06.2012, 02.07.2012 and 10.07.2012 exercising the powers of the Academic Council subject to ratification by the Academic Council.

Orders are issued accordingly.

The syllabus is appended herewith.

Sd/-

DEPUTY REGISTRAR (G&A-IV)

For REGISTRAR.

To

The Principals of Colleges
Offering BA Functional English.

Copy to: CE/EX Section/PG.DR/AR BA Branch/System Administrator
With a request to upload in the University Website
Library/GAI ‘F’ Section/SF/DF/FC

Forwarded / By Order

Sd/-
SECTION OFFICER

**REVISED SYLLABUS OF BA PROGRAMME
IN FUNCTIONAL ENGLISH (CCSS – UG)
(W.E.F 2012 ADMISSION)
(Core, Complementary , Elective and Open Courses)**

Distribution of courses

1 to 10 Common courses

11 to 27 Core Courses

28 to 34 Complementary Courses

35 to 39 Open courses

2. Core courses

Sl. No	Code	Title	Hrs/week	Credit	Semester
11	FE1B01	Oral Communication Practice- I	6	4	1
12	FE2B02	Land marks in English Literature	6	4	2
13	FE3B03	English and Communication Technology	4	4	3
14	FE3B04	Communicative Grammar	5	4	3
15	FE4B05	Introduction to Linguistics	4	4	4
16	FE4B06	Applied Phonetics	5	4	4
17	FE5B07	Oral Communication Practice II	5	4	5
18	FE5B08	Media Studies I - print Media	5	4	5
19	FE5B09	Creative Writing	5	4	5
20	FE5B10	Business English	5	4	5
21	FE6B11	English Language Teaching	5	4	6
22	FE6B12	Media Studies II - Electronic Media	5	4	6
23	FE6B13	Translation Studies	5	4	6
24	FE6B14	Theatre for Communication	5	4	6
25	FE6B15(E)1	Elective 1 - Advertising: Theory and Practice	3	2	6
26	FE6B15(E)2	Elective 2 - Contemporary Literary and Cultural Theory			
27	FE6B16	Project	2	4	5 &6
		Total		62	

Complementary Courses

Complementary Courses provide the students openings to disciplines ancillary to Core courses. They give opportunities to explore areas contiguous to Functional English and also of

reciprocal interest. They enable the student to broaden and enrich the knowledge and skill they acquire in Functional English.

Sl. No	Code	Title	Hrs/week	Credit	Semester
28	FE1C01A	Indian Writing in English OR	6	4	1
29	FE1C01B	Post Colonial Writing			
30	FE2C02	American Literature	6	4	2
31	FE3C03A	Foundations of aesthetics and criticism OR	6	4	3
32	FE3C03B	Introduction to Public Administration			
33	FE4C04A	Personality Development OR	6	4	4
34	FE4C04B	Public Relations			
		Total		16	

Open Course

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

Sl. No	Code	Title	Hrs/week	Credit	Semester
35	FE5D01	Communicative English OR	3	4	5
36	FE5D02	Theatre for Communication OR			
37	FE5D03	Advertising - Theory and Practice OR			
38	FE5D04	Introduction to Public Administration OR			
39	FE5D05	Personality Development			

Semester I

Course	Code	Title	Hrs/week	Credit
Common Course I	A01	Communication Skills in English	4	3
Common Course II	A02	Critical Reasoning, Writing & Presentation	5	3
Common Course III	A07	Communication Skills in Other Languages	4	4
Core Course I	FE1B01	Oral Communication Practice 1	6	4
Complementary Course I	FE1C01A	Indian Writing in English	6	4
	FE1C01B	Post Colonial Writing		
Total			25	18

Semester II

Course	Code	Title	Hrs/week	Credit
Common Course IV	A03	Reading Literature in English	4	4
Common Course V	A04	Readings on Indian Constitution, Secularism and sustainable environment	5	4
Common Course VI	A08	Translation and communication in other languages	4	4
Core Course II	FE2B02	Land marks in English Literature	6	4
Complementary Course II	FE2C02	American Literature	6	4
Total			25	20

Semester III

Course	Code	Title	Hrs/week	Credit
Common Course VII	A05	Literature and Contemporary issues	5	4
Common Course VIII	A09	Literature in other languages	5	4
Core Course	FE3B0	English and Communication	4	4

III	3	Technology		
Core Course IV	FE3B04	Communicative Grammar	5	4
Complementary course III	FE3C03A	Foundations of aesthetics and criticism OR	6	4
	FE3C03B	Introduction to Public Administration		
		Total	25	20

Semester IV

Course	Code	Title	Hrs/week	Credit
Common Course IX	A06	History and Philosophy of science	5	4
Common Course X	A10	Culture and Civilization	5	4
Core Course V	FE4B05	Introduction to Linguistics	4	4
Core Course VI	FE4B06	Applied Phonetics	5	4
Complementary course IV	FE4C04A	Personality Development OR	6	4
	FE4C04B	Public Relations		
		Total	25	20

Semester V

Course	Code	Title	Hrs/w eek	Cre dit
Core Course VII	FE5B07	Oral Communication Practice II	5	4
Core Course VIII	FE5B08	Media Studies I - print Media	5	4
Core Course IX	FE5B09	Creative Writing	5	4
Core Course X	FE5B10	Business English	5	4
Open course I	FE5D01	Communicative English OR	3	4
	FE5D02	Theatre for Communication OR		
	FE5D03	Advertising - Theory and Practice OR		
	FE5D04	Introduction to Public Administration OR		
	FE5D05	Personality Development		
	FE6B16	Project	2	0
Total			25	20

Semester VI

Course	Code	Title	Hrs/we ek	Cre dit
Core Course XI	FE6B11	English Language Teaching	5	4
Core Course XII	FE6B12	Media Studies II - Electronic Media	5	4
Core Course XIII	FE6B13	Translation Studies	5	4
Core Course XIV	FE6B14	Theatre for Communication	5	4
Core Course XV(i)	FE6B15(E)1	Advertising: Theory and Practice	3	2
Core Course XV(ii)	FE6B15(E)2	Contemporary Literary and Cultural Theory		
Core Course XVI	FE6B16	Project	2	4
Total			25	22

SYLLABUS

REVISED SYLLABI FOR CORE COURSES 2012 – 13 ONWARDS

FE1B01: ORAL COMMUNICATION PRACTICE - I

COURSE CODE	FE1B01
TITLE OF THE COURSE	ORAL COMMUNICATION PRACTICE - I
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
No. OF CREDITS	4
No. OF CONTACT HOURS	5 hrs/wk

Aim of the course

AIMS

The student, at the end of the first semester, should have better speaking and listening skills. He/she should be adequately intelligible in his own speech and should acquire the listening skills to comprehend and adequately respond to Spoken English in the classroom and local social situations. The paper will prepare him for more challenging communicative activities in the 5th Semester paper, ensuring fluency, appropriacy and accuracy in English.

OBJECTIVES.

To equip the learner to become functional and creative in language use :

- To develop confidence to respond in English during situations where the use of English is imperative.
 - To develop the skill in listening with comprehension, to English spoken within the classroom both at the peer level and in the context of classroom teaching and learning.
 - To develop the speech skills necessary for confident and intelligent participation in Group Discussions and to make formal, perhaps extempore speeches in English.
 - To develop the skills related to teamwork and to take up team leader roles in society as well as in future workplaces.
 - To initiate a need to turn the Functional English classroom into a compulsory English speaking classroom for the sole benefit of the learners in improving their communication skills.
-

Distribution of Hours

Since more practical activities would benefit the learner more than the traditional lecture classes, it is advisable to convert even the lecture hours into language workshop activity hours to facilitate maximum group activity and interaction for the development of appropriate language skills.

A minimum of 2 hours to be kept apart compulsorily for Speech Practice at the Language Lab, records to be maintained and certified by the teacher for verification during the Final Viva.

Please note:

The following instructions are meant for all modules:

Team leaders and teams to be allotted specific duties in event management, organizing each activity as a full fledged programme, with proper compering/anchoring , a welcome speech, vote of thanks etc.

Record Book :only 1 book for Sem I and V. (to be submitted during the Model and the Final Viva Voce at the end of the course):

- All the activities and related peer feed back to be recorded (with date entry for each activity) by each student and duly signed by the teacher and the class teacher.
- Any other activity like useful and interesting language games (envisaged by either teacher or students) should be recorded for the sake of the subsequent batches.

See also additional instructions in each module.

Course structure

Module I. Formal

Speech skills for Special purposes.

Specific activities:

1.Seminar:

a) Pair presentation. : Two students can team up and make a presentation.(minimum 10 minutes) Focus to be on the verbal communication achieved by the pair. (Power point presentation to be minimal and only if necessary).

b) Question answer sessions and peer feedback after each seminar presentation (duration – minimum 5 minutes)

2. Read Aloud Sessions:

a)Mock T.V. News Reading

b)Recitation of a poem / reading aloud a story or article (with gestures and facial expression)

Record Book

The seminar paper, the poem recited, the story read, the mock T.V. news reading done etc. to be included , with peer feed back on the activity by each student.

Module II. Formal

Speech skills for Special purposes.

Specific activities:

1.Seminar:

a)Single presentation by each student. (duration-minimum 5 minutes.)

b) Question answer sessions and feedback from peers after each seminar presentation (duration –minimum 5 minutes)

2. Delivery of a formal, prepared speech by each student.(Topics to be selected by the pair team., duration 5 minutes)

Record Book

- The seminar paper , the speech and peer feed back to be included.

Module III Semi-formal (using theatre)

Specific activities: Group work.

Preparing and presenting very short skits of social relevance on the basis of everyday newspapers

Or

Enacting of selected scenes (preferably from those plays prescribed for Core or common courses)

Record Book

The scripts and details of the enacted skit , peer feedback on the enacted scene and the portrayed character, with a short note on the gestures and facial expressions used. (the body language, non-verbal aspect in language)

Module IV Semi-formal (using media or teaching)

Specific activities

Mock Press Conference (Mock Interview with one student as a famous personality, being interviewed by the whole class as members of the Press) Duration 5 to 10 minutes.

Or

Peer Group Teaching (preferably of a short scene from the selected one act plays from Core or Common course)

Please note:

It is advised that the fluent speakers be asked to take up the Press Conference task so that the others get an opportunity to ask questions based on prior preparation.

Record Book

- A report (including the best questions and answers) of the interview and peer feedback on the performance to be recorded by each student (Mention the name of the interviewed personality) // The report of the teaching done, lesson plan, feedback etc.

Further Suggestions for classroom practice

- Everyday news items could be brought into the classroom in the form of skits to be planned, prepared and performed by students in groups.-to be done by each group-at least one skit per month.
- Cartoon strips and comic strips may be used to help to create a communicative situation in the classroom..
- Films, and the T.V.can be used to facilitate active listening with comprehension to expose the students to the major varieties of the English language..
- The Radio and T.V. scripts (prepared as part of the media assignment can also be used for communicative performance.

Suggested reading:

No core text is prescribed as such, since the emphasis has to be on the practical activities related to communication skills.

Hence, the following list is suggested for the specific purpose of speech skills practice: (Due to the time factor , it is better to familiarize the students with the same plays as prescribed for the Core paper on theatre , since both focus on practical communication skills) This will ensure meaningful involvement.

- A set of one act plays, either old or new (relevant in content and dialogue)for the specific task of scene –wise performance by the students as groups
- Chosen scenes from Shakespeare, and other playwrights –for the groups to adapt and edit in order to perform without losing its sense and background
- At least 1 Prominent English Newspaper- Everyday

- English periodicals-I per week-preferably different ones every month –for exposure to variety.

Please note:

- The newspapers and periodicals would enlighten the student on current topics and current language (Also a pre-requisite for the Core paper on Media)
- The above reading list would bring in variety which will infuse creativity and generate meaningful discussions among the students ,which could be formalized as positive group work and team play.
- The reading list is meant for active use in the class , not through the outdated lecture method but through the active involvement of each student in the process of speaking aloud or performing.
- It would expose the learner to a wide range of language variety and enlighten him on varied aspects of life with an adequate blend of old and new, literary as well as non-literary.

General Reading

- 1.Books on Group Discussions on universally relevant and also topical issues (Competition Success etc. can be used as reference material)
- 2.Relevant Books on Speech skills Practice
- 3 Other English .Periodicals and Newspapers
- 4 Newspapers and periodicals in the mother-tongue-(to facilitate simultaneous ,parallel reading and on- the- spot- translation practice
5. Online Newspapers and journals.
- 6.Contemporary one act plays, plays, short stories, novels of social relevance
- 7.Prose passages from prescribed texts of Common ,Core or Open courses
- 8..Famous speeches, travelogues, autobiographies etc.
- 9..Literary pieces from the mother-tongue to be translated for performance.
- 10..Plays prescribed for Theatre in Communication and Common course..

Evaluation

Written examination : weightage 10

Internal Viva Voce Weightage 20

Question paper pattern:

Serai No.	Question Type	Weightage
1	Objective type (2 bunches of 4 questions each)	2
2 a.	Short paragraph type: (filling up the parts of a passage or a dialogue	1X2=2
2 b.	b) Short paragraph type :(formal	1X2=2

	speech)	
3	Long essay type (One out of two)	1X4=4

Internal Viva Voce at the end of Sem I paper (to be sent to the University separately as Viva mark list):

Self introduction & replies to General Question	5
Verbal (Dramatic) performance (duration-1 minutes)	5
Formal speech (minimum 2 minutes)	5
Verification of records	5
Total for Internal Viva voce	20

Internal assessment	: weightage : 10
Oral Performance	4
Record Book	2
Test paper	2
Attendance	2
Total weightage for Internals	10

For the sake of conformity and for the Final Viva Voce, it is advisable to go by the syllabus plan, module by module as it prepares the learner to take step by step measures to improve his/ her skills in communication. This will definitely ensure greater confidence and self esteem in the learner.

REFERENCES

Websites available : accessed on 08-07-12

- 1) Group Discussion and Pair work
http://www.bbc.co.uk/worldservice/learningenglish/teach/discuss/2010/02/100205_teach_discuss_pairwork.shtml
- 2) Fifty Contemporary One-Act Plays
<http://www.gutenberg.org/ebooks/36984>
- 3) The Atlantic Book of Modern Plays
<http://www.gutenberg.org/ebooks/36984>
- 4) Basic Interview Format
<http://home.moravian.edu/public/hr/employment/interview/basicInterview.pdf>
- 5) Extempore Speech and public Speech
http://www.srikumar.com/toastmaster/impromptu_or_extempore_speech_tips_guidelines.htm
- 6) Tips for Viva
http://www.srikumar.com/toastmaster/impromptu_or_extempore_speech_tips_guidelines.htm
- 7) Tips for Seminar
<http://i-powerpoint.blogspot.in/2007/08/how-to-prepare-for-powerful-power-point.html>

Core Course-II
Landmarks in English literature

Code	Contact Hrs/week	Credit	Semester
FE2B02	6	4	2

Aims:

To create in the student an overall perspective of the History of English Literature; ages and movements that have become milestones in the history of literature—the major writers and their work.

To make the student feel the transitions in language which was effected through literature.

Objectives:

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

Course Outline

Module I : (a) Geoffrey Chaucer and the beginning of English – Prologue to the Canterbury Tales – first 20 lines

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

Prescribed Text: ‘Sonnet 116’ by William Shakespeare.

‘Of Studies’ by Francis Bacon

Module II : Augustan Age—Major essayists and poets Alexander Pope – Dr. Johnson – Joseph Addison and Richard Steele.

Prescribed Text: ‘Sir Roger at the Theatre’ - Joseph Addison
‘London’ by William Blake

Module III

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

Prescribed Texts: ‘The Solitary Reaper’ by William Wordsworth

(b) Victorian Literature—features—Major poets and novelists—Tennyson, Arnold, Browning—

Charles Dickens, George Eliot, Emily Brontë

Prescribed Text: ‘Ulysses’ by Tennyson,

Module IV :

(a) Modern Age—General Characteristics

--Anxiety and interrogation—Impact of socio-economic condition—the two world wars-- Avant-gardism—

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

Prescribed Texts: T. S. Eliot, ‘The Journey of the Magi’

Harold Pinter, *Birthday Party*

Core Books:

Core text 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

Evaluation

Internal Assessment

Item	Weightage
Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2
Total	10

**End Semester Examination
Question Paper Pattern**

No Question type	No. of Questions	Weight
I Objective type	3 bunches of 4 questions each	3
II Short Answer	9 out of 12 (9 x 1)	9
III. Short Essay : (100 words)	7 out of 10 (7 x 2)	14
IV. Long Essay (300 words)	1 out of 2 (1 x 4)	4
		Total 30

**CORE COURSE III
ENGLISH AND COMMUNICATION TECHNOLOGY**

Code	Contact Hrs/week	Credit	Semester
FE3B03	4	4	3

1. AIMS

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

2. OBJECTIVES

Upon Completion of the course:

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

3. COURSE OUTLINE

Module I: COMPUTER HARDWARE

History of the development of computers- various kinds of computers- PC, Laptop, Net book, Tablet- different parts of a computer- processor- memory-

monitor- input/output devices etc. Ports - USB - Network- Peripheral devices
- Modems - Web camera- Bluetooth devices.

Module II: SOFTWARE

Operating Systems - Windows- Linux- Mac- Android- Software Licenses- Free Software- FOSS- GNU General Public License.

Office Suites- MS Office- Libre Office- Word Processors- MS Word- Libre Office Writer- Presentation Software- Power Point- Impress.

Using Word Processors- formatting text- fonts - arranging pages- printing.

Using Presentation Software- making presentations.

Practical work in word processing and making presentations.

Preparing documents online- Google Docs- Zoho writer

Electronic translation- translation services on browsers and on the internet

Assistive Technology - JAWS- NVDA. Text- to-speech- OCR tools, speech recognition.

Module III: NETWORKING AND THE INTERNET

Networking- LAN- Internet- Browsers and Search Engines.
Blogs-Email- Chat- Social Networking- Video Conferencing

Security Issues- Hacking- Phishing- Computer Virus - Antivirus Tools- Safety of digital data

Module IV: COMPUTERS AND SOCIETY

English- a language with a global presence on the internet- Guidelines for searching the internet.

Knowledge Resources- Google Scholar- E-Gyankosh- Project Gutenberg- INFLIBNET and N-List- Online Dictionaries- Wikipedia and other online encyclopedias. Online libraries, newspapers, journals and magazines. Websites for learning English- British Council, BBC, ELLLO. E-books and E-book readers

Trends in E-governance- Implementation of e-governance in Kerala

Unicode-local language fonts- Computer localization- Software for using local languages- TDIL project

Core Text: A Wiki Book with the relevant topics will be made available.

Evaluation

Internal Assessment

Item

Weightage

Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2
Total	10

End Semester Examination

Question Paper Pattern

No Question type	No. of Questions	Weight
I Objective type	3 bunches of 4 questions each	3
II Short Answer	9 out of 12 (9 x 1)	9
III. Short Essay : (100 words)	7 out of 10 (7 x 2)	14
IV. Long Essay (300 words)	1 out of 2 (1 x 4)	4
	Total	30

Core Course-IV COMMUNICATIVE GRAMMAR

Code	Contact Hrs/week	Credit	Semester
FE3B04	5	4	3

Aims:

- To enable the students to use English correctly and confidently.
 - To foster communicative competence by improving grammatical skills./ developing a sense of language and grammar.
- To prepare them for the Core paper on Linguistics

Objectives

- To introduce relevant areas of grammar and grammatical patterns to ensure accuracy and fluency in the speaking and writing of English
- To make them realize the need for a descriptive grammar instead of a prescriptive one.
- To provide support for students preparing for IELTS Examination

Course Structure

MODULE I

- i. Sentence Structure (NP , VP)
 - ii. Auxiliary Verbs
 - iii. Discourse Markers
 - iv. The problem of ambiguity
- Exercises

MODULE II

- i. Articles
- ii. Tag questions
- iii. Time and Tense
- iv. Preposition

Exercises

- Linking Verbs, Passives ; Questions
- Verb Complementation
- Reporting
- Nouns

MODULE III

- i. Social Communication (Language functions)**
- ii. Situational Conversation Practice**
- iii. Punctuation Marks and Mechanics of Writing Exercises**

MODULE IV Practicals from Part II of Core text

Group assignments with special focus on both written and oral communicative skills .

Core Text :

Dr. K.N. Padmanaban Nair: Living English Grammar and Communicative Tasks: Calicut University press,2000

Reference:

- Murphy, Raymond : *Essential English Grammar*, New Delhi:CUP 2010
Hewings,Martin. *Advanced Grammar in Use* .New Delhi: CUP, 2008.
Ur.Penny. *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge:CUP,2008 .
Quirk ,Randolf et al. *Comprehensive Grammar of the English Language*. London: Longman,1983.
Leech, Geoffrey, and Jan Svartvik. *A Communicative Grammar of English*. London: Longman 1998

Evaluation

a) Continuous Assessment weightage: 10

Test papers	4
Assignment	2
Seminar	2

Attendance 2

End Semester Examination

Question Paper Pattern

No Question type

I Objective type

No. of Questions

3 bunches of 4 questions each

Weight

3

II Short Answer

9 out of 12 (9 x 1)

9

III. Short Essay : (100 words)

7 out of 10 (7 x 2)

14

IV. Long Essay (300 words)

1 out of 2 (1 x 4)

4

Total 30

Core Course-V INTRODUCTION TO LINGUISTICS

Code	Contact Hrs/week	Credit	Semester
FE4B05	4	4	4

Aims:

· To introduce the basic concepts of Linguistics and to familiarize the students with the fundamentals of Modern Linguistics

Objectives:

- To familiarize the students with the origin and development of language with special reference to English
- To introduce the students to various levels of linguistic analysis - Phonology, morphology, Syntax and Semantics
- To provide a brief historical survey of the development of Modern Linguistics
- To sensitize the students to the application of Linguistics in different areas
- To introduce the students to Discourse Analysis

Course Outline

Module 1

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

Module II

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

Module III

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

Module IV

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

Module V

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

Core Reading

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

Reference

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

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

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

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

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

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

Evaluation

a) Internal Assessment weightage: 10

Test papers 4

Assignment 2

Seminar 2

Attendance 2

End Semester Examination

Question Paper Pattern

No Question type

I Objective type

II Short Answer

III. Short Essay : (100 words)

IV. Long Essay (300 words)

No. of Questions

3 bunches of 4 questions each

9 out of 12 (9 x 1)

7 out of 10 (7 x 2)

1 out of 2 (1 x 4)

Weight

3

9

14

4

Total 30

Core Course-VI APPLIED PHONETICS

Code	Contact Hrs/week	Credit	Semester
FE4B06	5	4	4

Aims:

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

Objectives

- Identification of distinctive English sounds, its production and the varied Phonetic symbols.
- Listening and comprehension skills on internationally acceptable English.

Course Structure

Module I

Introduction to sounds and mechanism involved in speech.

Speech Mechanism-Organs of Speech

Module II.

Overview of English Sound System

Phonemes – Consonants and Vowels

Classification of Vowels – Cardinal Vowels, Diphthongs and Triphthongs

Allophones and Allophonic Variations

Homonyms and Homophones

Module III

Supra-segmentals

Syllable

Stress and Rhythm – Intonation – Juncture

Elision and Assimilation

Module IV: variations found in accents:

Distributional variation—Realisational variation—Lexical variations

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

Seminar paper:

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

- i. British and American varieties of the English language, in terms of spelling and pronunciation
- ii. Indian English

Module V – Practical classroom work

Written assignments

- Charts for the diagrams, symbols etc.
- Transcription Practice

Assignments in the spoken mode

Speech skills Practice :

Weekly 2 hours –Language Lab

- Listening skills
- Speaking skills

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

Sample Assignment.

Singing of Nursery Rhymes and Recitation of Poems to be encouraged to enhance both

the active listening skills with understanding and the creative speaking skills to facilitate the students' participation in the LSRW skills' development process.

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

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

Core Reading

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*.

Books for Practice in speech skills:

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

General Reading

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

Further Reading

Odden, David. *Introducing Phonology*. New York: Cambridge University Press, 2005 2008

Evaluation

Internal Assessment - Weightage 10

- | | |
|--|---|
| i. Test papers : Two numbers (average to be taken) | 2 |
| ii. Assignments -written | 1 |
| iii. Assignments-oral (any 3 from the given 6) | 1 |
| iv Seminar | 2 |
| v. Language Lab and workbook practice | 2 |
| vi. Attendance | 2 |

Total 10

End Semester Examination

Theory		20
Internal Viva voce		10
Pattern of question paper		
Question type	No. of Questions	Weight
Objective type	3 bunches of 4 questions each	3
Short Answer	6 out of 10 (6 x 1)	6
Short Notes	3 out of 5 (3 x 2 = 6)	6
Transcription		
(i) words	4 words	1
(ii) Passage	1	(1 x 2=2) 2
(iii) Dialogue	1	(1x2=2) 2
		Total 20

Core Course VII
ORAL COMMUNICATION PRACTICE -II

Code	Contact Hrs/week	Credit	Semester
FE5B07	5	4	5

AIMS

The student, at the end of the course should have fine tuned his/her speaking and listening skills. He/she should be intelligible in his own speech and should acquire the listening skills to comprehend and adequately respond to Spoken English from different parts of India and the

world. The learner will be expected to follow the standard British English variety, more or less, to avoid a mix-up of the emerging “Englishes” during the course period., though an awareness is indispensable and beneficial to the student in every way.

OBJECTIVES.

To

- To develop confidence to respond in English during situations where the use of English is imperative.
- To develop fluency in actual conversation in the English language.
- To develop the skill in listening with comprehension, to English spoken , especially in the context of interviews and career prospects.
- To develop the speech skills necessary for confident and intelligent participation in Group Discussions and to make formal, perhaps extempore speeches in English.
- To develop the skills related to teamwork and to take up team leader roles in society as well as in future workplace.

Instructions to question paper setter:

Distribution of Score:

Internal Assessment	: 10 weightage
External Viva Voce	: 20 weightage
Written exam.	:10 weightage
Total	:40 weightage

External Viva voce pattern: (to be followed in the Model Viva also)

Self introduction & replies to General Questions	5	
Verbal (Dramatic) performance (duration-1 minute)	5	
Extempore speech	5	
Verification of records		5
Total	20	

Internal assessment	: weightage :10
Oral Performance	4
Record Book	2
Test paper	2
Attendance	2
Total weightage for Internals	10

Instructions to the teacher and learner :

No core text is prescribed as such, since the emphasis has to be on the practical activities related to communication skills.

For the sake of conformity and for the Final Viva Voce ,it is advisable to go by the syllabus plan ,module by module as it prepares the learner to take step by step measures to improve his/

her skills in communication. This will definitely ensure greater confidence and self esteem in the learner.

Distribution of Hours

Since more practical activities would benefit the learner more than the traditional lecture classes, it is advisable to convert even the lecture hours into language workshop activity hours to facilitate maximum group activity and interaction for the development of appropriate language skills.

A minimum of 2 hours to be kept apart compulsorily for Speech Practice at the Language Lab, records to be maintained and certified by the teacher for verification during the Final Viva.

Please note:

The following instructions are meant for all modules:

Team leaders and teams to be allotted specific duties in organizing each activity as a full fledged programme(event management), with proper compeering/anchoring , a welcome speech, vote of thanks etc.

Record Book (only 1) for Sem I & V papers (to submit during the Model (in Sem V and the Final Viva Voce at the end of the course):

- All the activities to be recorded (with date entry for each activity)and to be duly signed by the teacher and the class teacher.
- Self Feedback on each activity and duty performed should be recorded below the respective activity by each student
- Any other activity like useful and interesting language games (envisaged by either teacher or students) should be recorded for the sake of the subsequent batches.
- The Teams (for GD, events, play enacting etc.) should consist of mixed ability groups and the teacher should work as a facilitator to bring out the leadership quality and team play of the participants.

See also additional instructions in each module.

Module I

Informal-

(How to respond quickly and with fluency in informal and formal situations socially and professionally)

Specific activities:

1.Group Discussion:

Stage I: Controlled : Teacher as facilitator to organize the teams, observe and supervise on any digression from selected topic, the use of language, time limit etc. .

Stage II. Guided: Peer team leaders to select topics, and help the teacher in observing and supervising as in stage I.

Stage III. Free: Teams are to decide on a topic and the entire management of the event will be by the peer groups themselves. The teacher can assess and grade the students on their performance during the discussion.:

- Relevant topics for GD should be selected from newspapers, periodicals, films ,T.V. etc.

Record Book

- A full fledged report of all the three main GD (Stage I,II,& III) topics, with the main points noted along with a feedback by each student should be produced during the Model and the Final Viva Voce. The teacher's grade and observations to be included in the Record of each student.

Module II.

Practice in Free and Fluent thinking and speech

Extempore Speech

- Each student could be asked to give an on the spot feedback on the kind of activities done in the class.
- Specific topics could be selected from the GD topics already handled by the students.
- Relevant topics for speech should be selected from newspapers, periodicals, films ,T.V. etc. .

Module III

Practice in Free and Fluent thinking and speech

A taped interview (on audio or CD) with an interesting personality (duration-15 minutes) The written script to be included in the Record Book. The CD to be produced for Model and External Viva.

Module IV: Mock & Model Viva

Specific activities

1.A Mock Viva to be organized among the students themselves with the teacher as the facilitator.

- Three as a group will interview one student and then each interviewer will switch roles with the interviewee.
- The interviewers will grade the interviewee.The final total grade given by the group should be entered in the Record Book of the interviewee.

2.Model Viva session in one sitting:

- The faculty of the department will conduct a Model Viva (modelled on the Final Viva voce) for all the students. **The weightage ,grade point , and final grade should be entered in the Record Book of the student.**
- A group of students can be allotted to two teachers each from the department so that the Viva for the entire set of students can be completed in one afternoon session..)

Further Suggestions for classroom practice

- Group Discussions on the screened films and the T.V. programmes must be encouraged so that the team leaders in the group can directly play a greater and more active ,creative role in helping the less competent (in the target language) to understand and appreciate the film's theme, story , characters etc.
- Group Discussions should draw upon the current issues in all major fields of human interaction

- Listening to simple English songs to be encouraged so as to activate the students' listening skills. Lyrics can be written down as an assignment and songs can be sung (even in spite of a lack of musical ability) with the purpose of familiarizing the students with the articulation and subsequent fluency that could be achieved through familiarity with the English words through a comprehensive listening with full attention on meaning.

Suggested reading :

Please note:

Due to the time factor , it is better to familiarize the students with the same plays as prescribed for the Core paper on theatre , since both focus on practical communication skills. This will ensure meaningful involvement.

The following list would expose the learner to a wide range of language variety and enlighten him on varied aspects of life with an adequate blend of old and new, literary as well as non-literary.

For the specific purpose of speech skills practice:

- A set of one act plays, either old or new (relevant in content and dialogue –for the specific task of scene –wise performance by the students as groups
- Chosen scenes from Shakespeare –for the groups to adapt and edit in order to perform without losing its sense and background
- Chosen scenes from playwrights, other than Shakespeare.
- At least 1 Prominent English Newspaper- Everyday
- English periodicals-1 per week-preferably different ones every month –for exposure to variety..
- The newspapers and periodicals would enlighten the student on current topics and current language (Also a pre-requisite for the Core paper on Media)
- The above reading list would bring in variety which will infuse creativity and generate meaningful discussions among the students ,which could be formalized as positive group work and team play.
- The reading list is meant for active use in the class , not through the outdated lecture method but through the active involvement of each student in the process of speaking aloud or performing.
- It would expose the learner to a wide range of language variety and enlighten him on varied aspects of life with an adequate blend of old and new, literary as well as non-literary.

General Reading

1. Books on Group Discussions on universally relevant and also topical issues (Competition Success etc. can be used as reference material)
2. Relevant Books on Speech skills Practice
- 3 Other English .Periodicals and Newspapers
- 4 Newspapers and periodicals in the mother-tongue-(to facilitate simultaneous ,parallel reading and on- the- spot- translation practice
5. Online Newspapers and journals.
6. Contemporary one act plays, plays, short stories, novels of social relevance

7. Prose passages from prescribed texts of Common, Core or Open courses
8. Famous speeches, travelogues, autobiographies etc.
9. Literary pieces from the mother-tongue to be translated for performance.
10. Plays prescribed for Theatre As Communication..

Websites available : accessed on 08-07-12

- 1) Group Discussion and Pair work
http://www.bbc.co.uk/worldservice/learningenglish/teach/discuss/2010/02/100205_teach_discuss_pairwork.shtml
- 2) Fifty Contemporary One-Act Plays
<http://www.gutenberg.org/ebooks/36984>
- 3) The Atlantic Book of Modern Plays
<http://www.gutenberg.org/ebooks/36984>
- 4) Basic Interview Format
<http://home.moravian.edu/public/hr/employment/interview/basicInterview.pdf>
- 5) Extempore Speech and public Speech
http://www.srikumar.com/toastmaster/impromptu_or_extempore_speech_tips_guidelines.htm
- 6) Tips for Viva
http://www.srikumar.com/toastmaster/impromptu_or_extempore_speech_tips_guidelines.htm
- 7) Tips for Seminar
<http://i-powerpoint.blogspot.in/2007/08/how-to-prepare-for-powerful-power-point.html>

**Core Course-VIII
MEDIA STUDIES—I
Print Media**

Code	Contact Hrs/week	Credit	Semester
FE5B08	5	4	5

Aim:

To create in the student an awareness of the basic theories and concepts related to communication and to give them basic training in writing for the newspaper.
To introduce mass media and their characteristics to students.
To familiarize them with the history and fundamentals of print media
To familiarize them with the characteristics of print media content and be a stepping stone for the student to be a print media professional.

Objectives:

On completion of the course the student will have (1) A broad based notion of the theories related to Communication. (2) A knowledge of the history of the media. (3) A knowledge of the

fundamentals of media writing. (4) The skill, by practice, of writing editorials, features, reviews and the like.

Course Outline

Module I:

Introduction to Communication

Definition, elements of communication

Types of Communication intrapersonal, interpersonal, group, mass communication, verbal and nonverbal communication.

Module II :

Introduction to Mass media.

Functions: inform, educate, and entertain.

Various types of mass media and their characteristics

Print media: Newspaper, magazine, books

Electronic media: TV, Radio, New Media- The Internet- Media Convergence.

Module III:

Journalistic Writing: Definition—Journalistic writing vs Creative Writing

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

News Reporting; News Agencies- Feature writing-Feature pages- Editorial—Specializations- Sports- Film- Health- Career- Education- Lifestyle- The

Women's page—Review(Book/Film/Theatre, etc)

Magazine/periodical writing- The People's Voice- Letters to the Editor.

Module IV:

News paper Production (Practical oriented)

How to produce a Newspaper?—Design, layout, sub-editing, Caption writing, headlines.

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

Note: The teachers are to introduce these topics and students are to find their application in the Newspaper they make.

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

No core text.

Reference Books:

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

1983.

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

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

General Reading

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

Kamath M. V. *Professional Journalism*, Vikas publication House

Neal, James A & Brown, Suzane S *News Writing & Reporting*. New Delhi, Surjeeth Publications, 2003.

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

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

Reference

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

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

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

Evaluation

(a) Internal Assessment

Weight: 10

Test paper: 2

Report of the visit to the Newspaper office: 2

Newspaper Production:4

Attendance: 2

End Semester Assessment: Question paper pattern Weight : 30

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9 x 1)	9
III.	Short Essay : (100 words)	7 out of 10 (7 x 2)	14
IV.	Long Essay (300 words)	1 out of 2 (1 x 4)	4

CORE COURSE IX
FE5B09: CREATIVE WRITING

Code	Contact Hrs/week	Credit	Semester
FE5B09	5	4	5

1. AIMS OF THE COURSE

- a. To help students identify and appreciate various writing styles
- b. To prepare students to master the art of giving expression to their thoughts in different genres
- c. To mould and sharpen the creative talents of students with proper training and guidance
- d. To nurture creative, communicative and critical competence.

2. OBJECTIVES OF THE COURSE

On completion of this course, student should be able to:

- a. Appreciate the various writing styles of different works of literature
- b. Express himself effectively through various forms of literature
- c. Equip himself with the skills required to pursue a career

3. COURSE DESCRIPTION

I. COURSE DETAILS

MODULE – I

- i) Fiction: Elements - Approaches: Realism- fantasy-writing exercises

MODULE – II

Writing Drama:

Drama Terms (Definition and examples)

- Plot, Character, Setting, Stage, Catharsis

- Basic divisions: Tragedy, Comedy, Tragi-comedy

Writing exercises

MODULE III

Introducing poetry: Elements of poetry-rhythm and music-Metrics-Reason for rhyme-

Form and feeling: sonnet-villanelle-sestina-haiku-ghazal-Open form-Motifs and movements-writing exercises

MODULE IV

- i) Travel writing: Stories and journeys-finding a thread from travels- travelogues- writing exercises

MODULE V

- i) Life writing: forms of life writing: diaries-hybrids-Autobiography and Memoir-Biography-Poetic life writing- Writing exercises

PROJECT

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

4. READING LIST

- a) Core Text

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

b) Further Reading

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

i) INTERNAL ASSESSMENT

Item	Weight
Assignment	: 2
Test paper	: 2
Record /Seminar (See note below)	: 4
Attendance	: 2
Total	: 10

ii) END SEMESTER EXAMINATION

Question Paper Pattern	No	Question type	No. of Questions	Weight
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I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	7 out of 10 (7 x 1)	7
III.	Short Essay : (100 words)	2 out of 4 (2 x 2)	4
IV.	(a) Composing a poem on a given theme (1 out of 2)		4
	(b) Developing a theme into a readable story (1 out of 2)		4
	(c) Writing a short play on a given topic/situation (1 out of 2)		4
	(d) Travelogue on a journey recently undertaken OR (1 out of 2)		
	Narrating a personal experience focusing on a particular emotion		4
	Total	30	

Note:

- Record: Record of a creative work belonging to any genre.
- Seminar: Presentation of a poem, article, short play, travelogue of the student's choice.

CORE COURSE X
FE5B10: BUSINESS ENGLISH

Code	Contact Hrs/week	Credit	Semester
FE5B10	5	4	5

1. AIMS OF THE COURSE

- e. To help students to learn the fundamentals of business correspondence
- f. To get practical knowledge in business correspondence
- g. To improve the listening and speaking skills of the students

2. OBJECTIVES OF THE COURSE

On completion of this course, student will have:

- d. a comprehensive idea about business correspondence
- e. .the ability to prepare business letters, business reports, technical proposal etc.
- f. Equip him/herself with the skills in listening
- g. The tips to improve his speaking skills
- h. A thorough knowledge in the field of proofreading and editing

3. COURSE DESCRIPTION

II. COURSE DETAILS

MODULE – I

- i) Definition, Meaning and Importance of Business Correspondence
Meaning—purpose and uses
- ii) Common Business terms with usage

MODULE – II

- i) Listening Skills
Advantages of Good Listening- Process and types of listening- Intensive Vs Extensive
Listening- Barriers to Effective Listening- Steps to Active Listening

MODULE III

i) Speaking Skills

Telephonic Skills: Preparing to make a telephone call –Receiving calls- Taking and leaving messages- Asking for and giving repetition- setting up appointments- changing appointments- ending a call- Situational Dialogues

Presentation skills: planning and getting started- structure1-the introduction-structure2-the main body-structure3- the end-using visual aids

Meetings: what makes a good meeting- chairing a meeting- stating and asking for opinions- asking for giving clarifications- ending the meeting-

MODULE IV

Writing Skills

i) Business Letters and Resumes: Importance- Elements- Lay out- Elements of Style- Types of Business Letters- Resume Preparation

ii) Business Reports: Definition-Salient features- Significance- Types- Preparation and Planning- Data Collection- Analyzing and organizing the data- Preparing an outline- Structure of Formal Reports- Style of Reports- Preparing a checklist- sample reports

iii) Technical Proposal: Purpose- Importance- Types- Structure

iv) E-mail writing: Introduction- Reasons for popularity- Common pitfalls- Guiding principles for Composition- maintaining Common Etiquette

MODULE V

i) Other Business writings: Itinerary writing- Inter-office Memorandum(Memo)- Circulars- notice, Agenda and Minutes- Advertising

ii) Editing and proofreading: significance- Advantages- Steps involved in the Editing process- Proof reading a document- Standard proofreading symbols

iii) Art of condensation: Precis, summary

4. READING LIST

c) Core Text

Sl. No	Title	Author	Publisher & Year
1	<i>Communication Skills (Sections 9,18.1,18.2,18.3,18.9,22,23,24,26,27, 28&Appendix A)</i>	Sanjay Kumar & Pushp Lata	New Delhi, OUP, 2011

d) Further Reading

Sl. No	Title	Author	Publisher & Year
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1	Business Communication (2nd Ed).	Bhatia R. C.	New Delhi, Ane Books,2008
2	Business Communication	K.K.Ramachandran, K. K. Lakshmi, K. K. Karthick & M. Krishnakumar	Macmillan, 2007
3	Communicative Competence in Business English.	BrianM.H.Robinson, Vidya S. Netrakanti & Dr.HariV. shintre.	Orient Longman, 2007
4	Business Communication-Building Critical Skills	Kitty O Locker &Stephen Kyo Kaczmarek	New York, McGraw Hill Irwin, 2001
5	Communicating in Business	Simon Sweeny	Cambridge, CUP, 2004

ASSESSMENT

iii) INTERNAL ASSESSMENT

Item	Weight
Assignment (4 types of letters/reports/technical proposals/other business writings)	: 4
Test paper	: 2
Record works done in the Seminar (to be verified and assessed periodically)	: 2
Attendance	: 2
Total	: 10

iv) END SEMESTER EXAMINATION

Question Paper Pattern

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	
II	Short Answer	9 out of 12 (9 x 1)	
III.	Writing Letters/Correspondence/Editing Exercises/E mail writing/reports	7 out of 10 (7 x 2)	
IV.	Long Essay (300 words)	1 out of 2 (1 x 4)	

Core Course-XI
ENGLISH LANGUAGE TEACHING

Code	Contact Hrs/week	Credit	Semester
FE6B11	5	4	6

Aims

To help the students understand : (1) The role of teaching English as communication —its methods and techniques (2) The major theories of language teaching (3) Class management (4) the need to overcome inhibitions in expressing themselves in the English language (5) the importance of errors in the learning progress.....

Objectives:

On completion of the course the student should be able to

- (1) Communicate the scope and potential of English as a global language
- (2) Recognize the importance of learner involvement in the learning process
- (3) Realize the crucial role of the teacher as the facilitator
- (4) Appreciate the importance of feedback in the teaching –learning environment
- (5) to guide the learner towards self help in the language learning process & LSRW skills.

Course Structure**Module I : For general study :**

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

Module II

Introduction to Theories of language Learning: Behaviourism—Cognitivism—Acquisition and learning—Foreign language Learning—Speech-Act theory

Module III: For detailed study

(1)English language Teaching: Approaches, Methods and Techniques:

Grammar: Translation Method—Direct Method—Audio-lingual Method

The Aural-oral Approach—The Structural-situational method—Notional-functional

approach—Communicative Approach—

Alternative approaches and methods—Learner centred, task-based, content-based

(2) **Language Skills and Techniques:** Listening, Speaking, Reading and Writing.

Module IV Practicals

Assignments :

1. Peer Teaching -(prose/ poetry/ grammar/ communicative English using teaching aids

-Blackboard; Pictures; Tapes; Videos, Language lab)

Student grouping—group work /pair work—Class room interaction—motivation

(2) Record book should include the following:

i..Lesson plan of the teaching done.

ii.Feedback from peers and teacher.

iii.Lesson Planning: How to write a lesson Plan for (i) Prose + Vocabulary (ii) Prose+ A Grammatical Item (iii) Communication using language games (iv) Poetry.

Core Books

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

Books for Reference

1. M. L. Tickoo. *Teaching and Learning English: A Source Book for Teachers and Teacher Trainers*. Orient Longman

2.. Jeremy Harmer. *The Practice of English language Teaching*. Orient Longman (3rd ed.)

3. Jack C. Richards.& Thodore S. Rodgers. *Approaches and Methods in language Teaching*. CUP

4 A. P. R. Howatt. *A History of English Language Teaching*. OUP

5. Mohammed Aslam. *Teaching of English: A Practical Course for Bed Students*. Foundation Books

Internal Assessment

Item	Weight
Record	2
Test paper	2
Teaching session	4
Attendance	2
Total	10

End Semester Examination

Question Paper Pattern

No	Question type	No. of Questions	Weight
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I	Objective type	3 bunches questions each of 1	3
II	Short Answer	9 out of 12 (9 x 1)	9
III.	Short Essay : (100 words)	7 out of 10 (7 x 2)	14
IV.	Long Essay (300 words)	1 out of 2 (1 x 4)	4
		Total	30

Core Course-XII

MEDIA STUDIES—II

Electronic Media

Code	Contact Hrs/week	Credit	Semester
FE6B12	5	4	6

Aims: To give the students basic training in writing for Electronic Media such as Radio and TV and the Internet.

To familiarize them with the fundamentals of electronic media

Objectives: On completion of the course the student will have (1) A knowledge of the fundamentals of writing for the Electronic media. (2) the skill, by practice, of writing scripts, features, presentations etc. for the Electronic media.

Course Outline

Module I: Electronic Media: Definition, types, characteristics of broadcast writing, immediacy, conversational style, clarity.

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

Module II: Radio: Radio as mass medium—New trends—FM—Bands—radio Jockeys-Interactive methods-phone in shows.

Radio scripting—Different types—structure and format of news, talks, interviews, documentaries, drama.

Module III: Television: As a mass medium--new trends: Cable, DTH, IPTV, HDTV- Internet TV

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

Basics of TV program Production: Studio recording and Editing.

Module IV: Introduction to New Media: Basic features.

E-Book, E-magazine, E-Journal, Internet, Web.

Web writing—Technical writing—Blogging— Social Networking-Profile writing

Media convergence

Basic Glossary (See Appendix)

Field Work

Visit to the TV and Radio stations

Voice Training and screen presentation

No Core Text Prescribed

Reference:

White, Ted. *Broadcast News Writing, Reporting and Production*

Feldman Tony. *An Introduction to Digital Media* (Blueprint series) Paperback., 1996

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

General Reading:

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

Lewis Richard L. *Digital Media: An Introduction*

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

Blackwell, 2006.

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

Aspect ratio, pixel, dolly, pedestal, steadicam, tilt, tripod, truck, zoom, close-up, extreme close-up(ECU), Long shot, Extreme Long Shot (ELS),Headroom, Medium shot (MS), Over the shoulder Shot(O/S), White Balance, Chroma Key, Tele prompter, Story board, resolution, Non-linear Editing, Montage, ENG, depth of Field Acoustic, Boom Microphone, cardioid, cue, DAB, Fx, Jingle, Off Mike, Omni directional, Simulcasting, sound bite, voice over, windshield, bidirectional, Disc Jockey, Fitter, VOA, BBC.

Evaluation

(a) Internal Assessment	Weight
Test paper	2
Report of the visit to the Radio/TV stations.	2
Script for Documentary—on a social issue	4
Attendance	2
Total	10

(b) End Semester Assessment: Weightage 30

Question Paper Pattern

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9 x 1)	9
III.	Short Essay :(100 words)	7 out of 10 (7 x 2)	14
IV.	Long Essay (300 words)	1 out of 2 (1 x 4)	4
Total			30

**Core Course-XIII
TRANSLATION STUDIES**

Code	Contact Hrs/week	credit	Semester
FE6B13	5	4	6

Aims:

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

Objectives:

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

Course Structure

Module I

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

Module II

Literary Translation:

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

Module III

Translating for the Media:

Translating News reports—advertisements—central issues: language versus culture-equivalence-loss and gain in translation-limits to translatability-intranslatability-translation as rewriting/new writing.

Module IV

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

Core Reading:

Reference :

Peter MNewmark. *Approaches to Translation*. New York: Pergamon Press, 1985.
Mathew Guidere. "Translating Practices in International Advertising"
<<http://accurapid.com/journal/15advert.htm>.
Christiana Coblis, "Subtitling: Basic Principles" <<http://www.proz.com/doc/32>

General Reading

J. C. Catford. *A Linguistic Theory of Translation*
Nida Eugene. *Theory and Practice of Translation*
Roman Jakobson. *On Linguistic Aspect of Translation*
Ayyappa Panicker. 'Towards an Indian Theory of Literary Translation' in Tutun Mukherjee ed. *Translation; From Periphery to Centre Stage*. New Delhi: Prestige, 1998.
Sujit Mukherjee. *Translation as Discovery*. Hyderabad: Orient Longman, 2006.

Evaluation

Internal Assessment Weightage :	10
Test paper	2
Assignment/Minor Project	
1. Translation of a passage in prose/poem (English to Malayalam/Hindi)	2
2. Translation of a passage in prose/poem (Malayalam/Hindi to English)	2
3. Translation of literature on Consumer Products/Advertisement	2
Attendance	2
Total	10

End Semester Examination

Question Paper Pattern

No Question type	No. of Questions	Weight
I Objective type	3 bunches of 4 questions each	3
II Short Answer	9 out of 12 (9 x 1)	9
III. Short Essay : Translation work of different types	5 out of 7 (5 x 2)	10
IV. Long Essay (300 words)	2 out of 4 (2 x 4)	8
	Total	30

THEATRE FOR COMMUNICATION

Code	semester	Contact hours/week	credit
FE6B 14	6	5	4

1. Aims

i To impart to the students, the communicative potential of theatre through direct involvement in practical theatre, using texts of plays as adaptations.

ii. Learners are expected to make full use of the theatre as a powerful medium of creative communication practice.

iii. Faculty as facilitators, to draw upon the strength of team work and group play to enable students to overcome their verbal and non-verbal inhibitions and stage fear.

2. Objectives

By the end of the semester, the student will:

- acquire the functional skill of articulating, thinking, interacting and performing in the English language through performance
- develop the basic LSRW skills in English communication along with speech clarity, self confidence, self esteem and instinctive presence of mind for improvisation and linguistic interaction through the activities involved in performance.
- exercise their individual and group creativity in the process of presentation of each play.
- be empowered sufficiently in the art of putting up a play on their own as a result of their team play and group work.

Please Note:

No core text is prescribed as such. But the students are to familiarize themselves with all the plays selected for performance among them as group work. Selected extracts from Aristotle's Poetics also to be learnt.

- 2 hours per week is to be used for play reading (module II) rehearsals (module III) and performance (module IV)
- Materials for Module I and II may be accessed from the internet/ photocopies of the prescribed text, scenes and plays can be taken from the original texts. The teams can watch videos and follow famous plays /scenes from Shakespeare and others in [www. youtube.com](http://www.youtube.com).
- Read aloud scenes from well known English plays. They may be adapted into modern English as much as possible without losing the essence.

- The External Examination will necessarily include questions based on the scenes prescribed for enacting . So the students have to be aware of the main theme/story of the plays in general and of the prescribed scenes in particular.
 - Costumes , light , sound and settings need not be given any weightage as the emphasis is more on theatre as communication. However it is left to the imagination of the teacher to guide and goad the students (according to available facilities) into qualitatively better performance through inputs in these areas.
 - Theatre workshops involving local theatre groups or resource persons can be organized for adequate exposure to theatre arts
-

Module I:

A brief introduction to theory : Aristotle's Poetics (for study: only chapters on Tragedy, Theory of Imitation, Tragic Plot, Characterisation, Plot and Character, Theory of Catharsis,& the Dramatic Unities.)

Module II:

Play reading Practice: Teams can be grouped for the play reading sessions with a view to preparing them to enact the same play/ scene that they have familiarized through the reading session. Each member of the team will take up a role in the scene /play selected by them. It is advisable to maintain the same teams for the later performance. The play reading session by each team will empower all the teams with a basic knowledge of (and familiarity with) the prescribed selections.

Scenes/ Plays/one act plays prescribed for play reading sessions:

- 1 Shakespeare : Merchant of Venice: The Trial scene
- 2 Henrik Ibsen : A Doll's House
- 3 Fritz Karinthy : Refund (adapted by Percival Wilde)
- 4 Serafin and Joaquin Quintero :A Sunny Morning
- 5 Cedric Mount : Never Never Nest

Module III Practicals

- Adaptation and editing of the prescribed play /scene by each team
- Rehearsals for final presentation .

The student groups have to undertake the following activities:

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

iv. Prompting can be allowed during rehearsals.

Please note:

The focus is on speaking skills and so dialogues need not be omitted as far as possible. More dialogues can be brought in for roles that have very few dialogues if it can enhance the quality of the scene.

Module IV Practicals

Final production of a one act play/ scene by each group.

The same groups will present the plays adapted and edited by them. The teacher can guide them in perfecting the presentation. The presentation of the play should be done before the class and if possible before a wider audience comprising of faculty, peer groups and junior students in the department. This should be followed by an interactive , feed back session with the teacher, the faculty , peer group members from the same class and others in the audience if any.

Weightage:

After the performance , weightage 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

Instructions to question paper setter, teacher and learner:

The written examination is to test the involvement of the students in the practicals of the theatre process and so questions must only probe into their understanding of the prescribed text, plays and scenes without being too intricate.(since the paper does not involve a detailed study of the whole texts)

Written examination

30weightage

Internal assessment

10weightage

Internal Assessment :

Test paper	2
Practicals as performance (scene /play)	6
Attendance	2
Total weightage	10

End Semester Assessment: Weightage 30

Question Paper Pattern

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9 x 1)	9
III.	Short Essay :(100 words)	7 out of 10 (7 x 2)	14
IV.	Long Essay (300 words)	1 out of 2 (1 x 4)	4
Total			30

References from website:

Accessed on 08/07/2012

<http://www.btinternet.com/~ted.power/teflindex.htm>

theatre

<http://www.creativedrama.com/theatre.htm>

accessed on 09-07-12

scenes

<http://www.shakespeare-online.com/plays/>

scenes from one act play

http://plays.about.com/od/oneactplaysandscenes/One_Act_Plays_and_Scenes.htm

never never nest

sunny morning by Serafin and Joaquin Quintero

http://archive.org/stream/sunnymorningcome00alvarich/sunnymorningcome00alvarich_djvu.txt

one act plays

<http://www.one-act-plays.com>

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

Code	Contact hrs/week	Credit	semester
FE6B15(E)1	3	2	6

Introduction:

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

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

Aims

1. To gain an understanding of the role of advertising within the Marketing Communication Mix.
2. To examine communication and advertising theories and their relationship with consumer

behaviour.

3. To develop knowledge of advertising strategy and planning.
4. To examine the importance and use of creativity in advertising.
5. To acquire an understanding of various production techniques.

Objectives

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

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

Course Outline

Module I

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

Module II

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

Module III

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

Module IV

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

Module V (Practical Oriented)

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

Core Text

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

General Reading:

- Aitchinson J. *Cutting Edge Copy Writing*. Prentice Hall, Singapre, 2001
- Twitchehell, J B. *Twenty Ads that shook the World*. Crown Publication (Random), 2000.
- Vilanilam J. V: *More Effective Communication: A Manual for Professionals*. New Delhi, Response Books/Sage, 2000.
- Nylen, D W, *Advertising: Planning, Implemenation and Control*, 4th Edition, Cincinnati, OH: South Western Publishing Co. 1993.

Evaluation

Internal Assessment

Item	Weightage
Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2
	Total 10

End Semester Examination Question Paper Pattern

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9 x 1)	9
III.	Short Essay : (100 words)	5 out of 8 (5 x 2)	10
IV.	Practical work (300 words)	2out of 4 (2 x 4)	8

Total 30

**CORE COURSE XV- ELECTIVE 2
CONTEMPORARY LITERARY AND CULTURAL THEORY**

code	Credit	Contact hours/week	Semester
FE6 B15(E) 2	2	3	6

AIM:

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

NOTE: *This course is meant to be introductory in nature. The students need to gain a basic understanding of each of the following schools of theory sufficient to enable them to write a 300 word essay. Teachers and examiners are advised to bear this in mind and avoid going into depths of detail.*

MODULE I:

The Significance of Theory

MODULE II

- Structuralism

- Post-Structuralism and Deconstruction

MODULE III

- Psychoanalytic Criticism
- Feminisms

MODULE IV

- Marxisms
- Post-Colonial Theories

MODULE V

- New Historicism and Cultural Materialism
- Eco-Criticism

CORE TEXT

❖ *Contemporary Literary and Cultural Theory/* Pramod K. Nayar

❖ **End Semester Examination**

Question Paper Pattern

No Question type	No. of Questions	Weight
I Objective type	3 bunches of 4 questions each	3
II Short Answer	9 out of 12 (9 x 1)	9
III. Short Essay :	5 out of 7 (5 x 2)	10
IV. Long Essay (300 words)	2 out of 4 (2 x 4)	8

❖ **Total 30**

INTERNAL ASSESSMENT

Item	:	Weight
Assignment	:	2
Test paper	:	2
Seminar	:	4
Attendance	:	2
Total	:	10

Complementary Course-I(Optional)
INDIAN WRITING IN ENGLISH

Code	Contact Hrs/week	Credit	Semester
FE1C01A	6	4	1

Aims:

To familiarize the students with the Indian variety of English as used by Indian English writers. To enable students to have an overall perspective of Indian Writing in English.

Objectives:

By the end of the semester the student will be familiar with the English used by various Indian writers who write in English. He will have an overall view of Indian writing in English.

Course Structure

Module I:

Indian Writing in English: An introduction (**This part of the course aim at giving an introductory overview of the area. Questions for end semester assessment are to be limited within the purview of the prescribed authors and texts.**)

Module II:

Poetry

Rabindranath Tagore: 'Leave This' from *Githanjali*

Sarojini naidu: Palanquin Bearers

Nizim Ezekiel: Night of the Scorpion

Kamala Das: Words

A. K. Ramanujan: Mothers, among other things

Dileep Chitre: Father Returning Home

Gieve Patel: On Killing a Tree

Module III:**Prose**

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

Jawahar Lal Nehru:

1.“Our Universities” (convocation address at University of Allahabad in 1947 and included in *Independence and after*)

2.*Tryst with Destiny*

Module IV :**Fiction**

Sasi Deshpande: *That Long Silence*

Module V: Drama

Girish Karnad: *Yayathi*

Core Books:

All the prescribed texts in Module II to V

Reference:

Naik,M. K.(Ed). *Perspectives on Indian Poetry in English*. New Delhi: Abhinav Publications,1984

Evaluation**Internal Assessment**

Item	Weightage
Assignment:	4
Test paper	2
Seminar	2
Attendance	2
Total	10

End Semester Examination**Question Paper Pattern**

No Question type	No. of Questions	Weight
I Objective type	3 bunches of 4 questions each	3
II Short Answer	9 out of 12 (9 x 1)	9
III. Short Essay : (100 words)	5 out of 7 (5 x 2)	10
IV. Long Essay (300 words)	2 out of 3(2x 4)	8
	Total	30

Complementary Course-II (Optional)
Postcolonial writing

Code	Contact Hrs/week	Credit	Semester
FE1C01B	6	4	1

Aims:

To create an awareness of the diverse voices that constitute postcolonial identity To sensitize students to the aftermath of colonization and the effects of colonial oppression.

To engage the students in key theoretical issues and debates that emerged during the colonial period and thereafter To equip the students with the conceptual vocabulary to enable them to understand, analyze and critique postcolonial writing.

Objectives

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

Module I:

Basic concepts in Postcolonial Discourse— Orientalism, Imperialism; Hegemony,

Module II:

Fiction

Chinua Achebe, *Things Fall Apart*

Module III:

Short Stories

1. Nadine Gordimer, 'Someone Born to Sweet Delight'
2. Patrick White, 'Down at the Dump'
3. Jhumpa Lahiri, 'Interpreter of Maladies'
4. J. M. Coetzee, 'The Magistrate'

Module IV:

Poems

- 1 Wole Soyinka, 'Telephone Conversation'
2. Birago Diop, 'Breath'
3. Kiswar Naheed, 'I am Not That Woman'
4. Kamala Wijeratne, 'To a Student'
5. Kamala Das, 'Someone else's Song'

(From *An Anthology of Commonwealth poetry*. Ed.Narasimhaiah. C. D. Macmillan,1990)

Module V:

Postcolonial Theatre

Manjula Padmanabhan: *The Harvest*

Core Reading

All the prescribed texts in module 2 to 5

General Reading

Bill Ashcroft et al, *Key concepts in Post colonial studies*, London: Routledge 1998

Leela Gandhi. *Postcolonial Theory*

Taisha Abraham, *Introducing Postcolonial Theories: Issues and Debates*.

Evaluation

Internal Assessment

Item	Weightage
Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2

Total 10

End Semester Examination Question Paper Pattern

No Question type	No. of Questions	Weight
I Objective type	3 bunches of 4 questions each	3
II Short Answer	9 out of 12 (9 x 1)	9
III. Short Essay : (100 words)	5 out of 8 (5 x 2)	10
IV. Long Essay (300 words)	2 out of 4 (2 x 4)	8
		Total 30

**COMPLEMENTARY COURSE III(Compulsory)
AMERICAN LITERATURE**

Code	Contact Hrs/week	Credit	Semester
FE2C02	6	4	2

AIM:

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

MODULE I –

THE BEGINNINGS

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

NOTE: *This module is only to give students the contextual frames necessary to fully appreciate the literary texts prescribed in this course. Examination questions should not be set based on this module.*

MODULE II –

NON-FICTIONAL PROSE

‘Self Reliance’ /Ralph Waldo Emerson

‘Civil Disobedience’ /Henry David Thoreau

MODULE III –

POETRY

“When Lilacs Last in the Dooryard Bloom’d”/ Walt Whitman

“And death shall have no dominion” / Emily Dickinson

“At a Station of the Metro”/ Ezra Pound

“Mending Wall” / Robert Frost

“The Emperor of Ice Cream”/ Wallace Stevens

“Harlem”/ Langston Hughes

MODULE IV –

FICTION

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

- Herman Melville
- Nathaniel Hawthorne
- Mark Twain
- Ernest Hemingway

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

MODULE V –

DRAMA

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

- Eugene O’Neill
- Tennessee Williams
- Arthur Miller

- Edward Albee

DETAILED STUDY: *All My Sons* /Arthur Miller

Core Text:

All the core text mentioned in the modules

Reference:

- *The Literature of the United States*/ Marcus Cunliffe
- *American Literature: An Anthology (2 Volumes)*/ Eurasia Publishers

FREE TEXT AND AUDIO DOWNLOADS OF MANY TEXTS AVAILABLE AT:

www.librivox.org

Evaluation

Internal Assessment

Item	Weightage
Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2

Total 10

End Semester Examination Question Paper Pattern

No Question type	No. of Questions	Weight
I Objective type	3 bunches of 4 questions each	3
II Short Answer	9 out of 12 (9 x 1)	9
III. Short Essay : (100 words)	5 out of 8 (5 x 2)	10
IV. Long Essay (300 words)	2 out of 4 (2 x 4)	8
		Total 30

COMPLEMENTARY COURSE IV (optional)

Foundations of Aesthetics and Criticism

Code	Contact Hrs/week	Credit	Semester
FE3C03A	6	4	3

AIM:

To give students an overview of Literary Theory till around 1950

MODULE I –CLASSICAL FOUNDATIONS: WESTERN

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

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

MODULE II –CLASSICAL FOUNDATIONS: EASTERN

Indian Aesthetic Theories of:

- ❖ Rasa
- ❖ Dhvani
- ❖ Vakroti

MODULE III –EVOLUTION OF ENGLISH CRITICISM

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

- ❖ **EARLY MASTERS**
 - o Philip Sidney
 - o John Dryden
 - o Alexander Pope
 - o DR Samuel Johnson
 - o William Wordsworth
- ❖ **EMERGENCE OF MODERN THEORY**
 - o Matthew Arnold
 - o T.S. Eliot
 - o I.A. Richards
 - o F.R. Leavis

DETAILED STUDY: ‘Tradition and Individual Talent’/ Eliot

- ❖ **MODULE IV –A BRIEF SURVEY OF MAJOR LITERARY MOVEMENTS AND POETIC DEVICES**

CORE READING:

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

REFERENCE:

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

Evaluation

Internal Assessment

Item	Weightage
Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2
Total 10	

End Semester Examination Question Paper Pattern

No Question type

No. of Questions

Weight

I Objective type	3 bunches of 4 questions each	3
II Short Answer	9 out of 12 (9 x 1)	9

III. Short Essay : (100 words)	5 out of 8 (5 x 2)	10	
IV. Long Essay (300 words)	2 out of 4 (2 x 4)		8
		Total 30	

COMPLEMENTARY COURSE V(Optional)
INTRODUCTION TO PUBLIC ADMINISTRATION

Code	Contact Hrs/week	Credit	Semester
FE3C03B	6	4	3

OBJECTIVES

- ❖ To make the students familiar with basic concepts of Public Administration
- ❖ To introduce them to Administration in India

NOTE:

- ❖ ONLY Chapters 3 to12, 16, 23, 24 and 26 to 29 of the Core Text mentioned for this course need be taught and examination questions should be based only on what is in those chapters.
- ❖ Topics not found in the Core Text may be researched from other books and the internet and taught very briefly. Paper setters are advised not to set long essay questions based on them.

COURSE OUTLINE

MODULE I: INTRODUCTION AND A BRIEF OVERVIEW OF SOME THEORIES AND APPROACHES

Meanings of the term ‘Administration’ –a particular govt dispensation, the art of government, the sum total of actions that constitute governance, a subject of study, etc. What is Public Administration? –a few well-known definitions

Human Relations Approach of Elton Mayo –Behavioural Approach of Herbert Simon—Socio–Psychological Approach of Abraham Maslow and his concept of the Hierarchy of Needs --Ecological Approach of Riggs

MODULE II: MODERN INDIAN ADMINISTRATION –GENESIS AND GROWTH

Civil Service since Colonial British Rule –Growth and Development of Departments in India – Society and Public Administration in India –The Constitution and Public Administration – Theory of Public Administration in India – Government Organisation –Departmental Structure –Secretariat –Bureaucracy –Right Sizing the Bureaucracy –Selection of Senior Administrators

MODULE III: PLANNING AND LOCAL SELF-GOVERNMENT

Planning in India –the structure and role of the Planning Commission
Panchayati Raj and the role of Local Self Government –Municipal Government

MODULE IV: REFORM AND OTHER AREAS OF PUBLIC CONCERN

Administrative Reform –Major Reform Areas –Corruption –Public Service Ethics–The Right to Information Act –Lok Ayukta –the contest over the Lokpal Bill –Public Private Partnerships

CORE READING

Public Administration in India by Shri Ram Maheshwari. Macmillan India, 2000.

REFERENCE

Public Administration by S. Polinaidy. Galgotia Publishing, 2011.

OTHER RESOURCES

www.annahazare.org for the Team Anna version of the Jan Lokpal Bill

- persmin.nic.in for the Govt version of the bill
- www.prsindia.org for the Draft Model Panchayat and Gram Swaraj Act of 2009
- www.egyankosh.ac.in for Module I
- Gmail account that can be accessed with the username “parasunotes” and password “Notes4students!”

MODEL QUESTION PAPER

To be incorporated

Evaluation

Internal Assessment

Item	Weightage
Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2

Total **10**

End Semester Examination Question Paper Pattern

No Question type	No. of Questions	Weight
I Objective type	3 bunches of 4 questions each	3
II Short Answer	9 out of 12 (9 x 1)	9
III. Short Essay : (100 words)	5 out of 8 (5 x 2)	10
IV. Long Essay (300 words)	2 out of 4 (2 x 4)	8
		Total 30

Complementary Course-VI (optional)

PERSONALITY DEVELOPMENT

Code	Contact Hrs/week	Credit	Semester
FE4C04A	6	4	4

Aim:

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

Objectives

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

Course Outline

Module-I

The Field of Personality: Meaning – Definition – Personality Theories – Stages of Personality Development – Major Determinants of Personality. Heredity Potentials – Environmental Influences – Relative Influences of Heredity and Environment. Understanding – Self and Others - Self-concept – Perception.

Module-II

(A) Human Factors and Motivation: Concept – Significance – Drive, Incentive, Arousal, Humanistic Theories of Motivation – Maslow's Need Hierarchy Theory – McGregor's Theory X and Theory Y – Herzberg's Two Factor Theory – McClelland's Need for Achievement Theory.

(B) Introduction to Learning: Meaning – Components – Determinants – Theories of Learning: Classical Conditioning – Operant Conditioning – Cognitive Learning – Kholer – Tolman – Social Learning – Bandura - Principles of Reinforcement: Positive – Negative – Extinction – Punishment.

Module-III

(A) Leadership: Meaning – Nature – Styles – Skills – Functions of a Leader – Theories of Leadership: Personality Theories – Behavioural Theories – Qualities of a Good Leader – Leadership Training.

(B) Power of Positive Thinking: Positive Attitude to Life – Kill Negative Thoughts – Methods to Think Positive – Formula for success: Read – Study – Visualise – Perform.

Module-IV

(A) Communication Basics and Interpersonal Effectiveness: Meaning of Com. – Importance - Com. Process: Source, Encoding etc., - Directions of Com.: Downward, Upward etc., - Barriers to Effective Com. – 7Cs of Effective Com. **(B) Non-Verbal Communication:** Meaning – Categories: Proxemics - Paralanguage – Kinesics – Facial Expression – Eye Contact – Gestures – Posture – Standing – Walking – Sitting – Head – Lips – Mouth – Chin – Nose – Neck – Hair – Sounds – Clothing – Jewellery – Cosmetics – Smoking – Drugs.

Reading List

1. Bhatia. R.C. *Personality Development*. Ane Books Pvt. Ltd., New Delhi, 2010.
2. Harlock B. Elizabeth. *Personality Development*. Tata McGraw-Hill Ltd., New Delhi, 1976.
3. McAdams. D.P. *The Person: A New Introduction to Personality Psychology* (4th edition). John Wiley and Sons, 2006.
4. Klinger. E., & Cox, W. M. "Motivation and the Theory of Current Concerns" - *Handbook of Motivation Counselling*. Ed., E. Klinger & W. M. Cox.
5. Markus. H., & Kitayama. S. "Culture and Self: Implications for Cognition, Emotion, and Motivation"- *Psychological Review*, 1998 (pp. 224-253).
6. Rao. P.L. *Comprehensive HRM*. Excel Books, New Delhi, 2004.
7. Aquinas. P.G. "Organizational Behaviour – Concept, Realities, and Challenges." Excel Books, New Delhi, 2005.

Evaluation

1. Internal Assessment

Item	Weightage
Assignment	4
Test paper	2
Seminar/Project	2
Attendance	2
Total	10

2. End Semester Examination - Question Paper Pattern

No	Question type	No. of Questions	Weightage
I	Objective type	2 bunches of 4 questions each	2
II	Short Answer	6 out of 9 (6x1)	6
III	Short Essay (100 w)	4 out of 6 (4x2)	8
IV	Long Essay (300 w)	1 out of 4 (1x4)	4
		Total	20
			10

3. Internal Viva-Voce

Tips for the Conduct of Viva-Voce

1. The Viva-Voce should be conducted internally by the Faculty concerned, before the educants leave the institution for their study holidays, prior to the end semester examination.
2. The Letter-grade and the average grade point should be awarded, and forwarded to the University.
3. The Viva-Voce should be of two parts, carrying 5 weightage each. Part I should be the 'breaking the ice' session, motivating the student to introduce himself/herself, and to make genuine observations about his/her personality. Part II should consist of 5 questions based on the syllabus, each carrying one weightage.

N.B.

The aim, the objectives, the reading list, the evaluation: continuous evaluation, end semester examination question paper pattern, and the conduct of Viva-Voce of the **Open Course**, are same as those of the Complementary Course - **Personality Development**.

Complementary Course-VII (Optional)
PUBLIC RELATIONS

Code	Contact Hrs/week	Credit	Semester
FE4C04B	6	4	4

Aims:

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

Objectives:

By the end of the semester,;

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

Course Outline

Module-I

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

Module-II

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

Module-III

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

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

Module-IV

PR tools—hand outs, brochure, newsletters and house journals

PR campaigns—goals, planning and execution.

Core Reading

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

General reading

1. Michael Bland, Alison Theaker & David Wragg. *The Art and Science of Public Relations* (Vol. I to 8). Crest Publishing House, New Delhi.

2. Scot. H Cutlip and Allen H Canter. *Effective Public Relations*

3. Sam Black. *Practical Public relations*

4. D. S. Mehta. *A Handbook of Public Relations*

5. Anil Basu. *Public Relations—Strategies and Tactics*

Evaluation

Internal Assessment

Item	Weightage
Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2
	Total 10

End Semester Examination

Question Paper Pattern

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9 x 1)	9
III.	Short Essay : (100 words)	5 out of 8 (5 x 2)	10
IV.	Long Essay (300 words)	2 out of 4 (2 x 4)	8
			Total 30

Open Course No. I (Optional) COMMUNICATIVE ENGLISH

Code	Contact Hrs/week	Credit	Semester
FE5D01	3	4	5

AIMS:

To give students majoring in subjects other than English a working knowledge of Functional English –i.e. the type of English that is required in real life situations, especially the globalized workplace.

OBJECTIVES

- To help the students overcome their inhibitions about speaking in English about their day-to-day life and learning experiences within and outside college
- To develop them into clear, unpretentious and effective communicators, both in speech and in writing
- To give them the rudiments of grammar, with an emphasis on the correct usage of the language in various contexts
- To train them to write clear, well-framed, polite but concise formal letters and e-mails for a variety of purposes
- To give them some of the soft-skills that go hand in hand with English –namely, the ability to prepare for an interview and face it confidently, the ability to participate boldly a group discussion and contribute meaningfully to it, the ability to make a simple and interesting presentation of 5-10 minutes before a mixed audience on anything that they have learnt in the previous semesters of the UG programme

NOTE TO COURSE INSTRUCTORS AND EXAMINATION PAPER SETTERS

This course does not have any “Core” reading material. A list of useful reference books and other resources has been provided, but it must be emphasized that *none of them should be used exclusively*, in the manner of core books. Instead the teacher and students must exercise their discretion and take whatever is useful from them.

COURSE SUMMARY

MODULE NO.	BASIC ACTIVITY	NUMBER OF HOURS
I	Talking About Oneself	15
II	Writing About Oneself	7
III	Introducing others	9
	Role Play	3
	Group Discussions	6
	Interview Tips	3
IV	Letters and Mails	4
V	Fine Tuning One’s English	4
TOTAL		51

COURSE OUTLINE

MODULE I: TALKING ABOUT ONESELF

- ✓ One’s basic details –academic career from Plus 2 onwards
- ✓ One’s home village or locality

- ✓ Family members and what they do
 - ✓ Interests/hobbies
 - ✓ Abilities and strengths (with illustrative examples/anecdotes)
 - ✓ Weaknesses (with illustrative examples/anecdotes)
 - ✓ Brief narrative with a few “highlights” of things learnt during the first 2 years of the degree programme (this could include curricular and co-curricular
- things such as participation in NCC or NSS or some club)
 - ✓ Aims and ambitions in life (both career and social aims)
 - ✓ Any one person who inspires or (in the past) inspired/used to inspire the student and proved to be a role-model for her/him
 - ✓ A memorable experience in the life of the student and why it is so memorable

BALL GAME FOR BREAKING DOWN INHIBITIONS

- This may be played as often as possible with a small basketball or volleyball.
- The teacher and all the students in class stand in a circle around a cleared space either indoors or outdoors.
- The teacher throws the ball to a student randomly loudly saying, “My name is (her name) I come from (her home village/locality).
- The student has to repeat those sentences substituting the teacher’s name and place with her own and throw the ball back at the teacher. If she gets it correctly, the teacher throws the ball to the next student. If not the teacher repeats the utterance with a stress on the word/part to be corrected and throws the ball back to the same person.
- This is to be repeated till the student gets it right and also speaks in a voice loud enough to be heard by everybody.

MODULE II: WRITING ABOUT ONESELF

1. Basic Grammar: Gender Agreement, Number Agreement, Subject-Verb Agreement, Use of Articles and Tenses
2. Exercises –Note: Students need not remember the names of the tense forms but they must know develop the ability to use them correctly. Teachers handling this course can take 3 or more items from Module I and make the students write about them in a simple, conversational style. This writing can then be checked for gender and number agreement as well as the proper use of articles and tense forms and feedback can be given with a view to reinforcing their ability to write grammatically.

MODULE III: COMMUNICATING WITH OTHERS

1. INTRODUCING OTHERS

- ✓ Introducing a classmate to an audience mentioning their basic details, good qualities, interests and achievements and also narrating some shared experience or something that one has found striking about them

- ✓ Researching a celebrity and introducing a classmate as if he/she were that person

NOTE: The number of classmates and “celebrities” introduced like this by each student can be fixed depending on the number of students in the class and the time available.

2. ROLE PLAY

- ✓ A student talking to a bank manager enquiring about study loans
- ✓ A traveler asking for help at a railway enquiry counter
- ✓ A tourist asking for information at an enquiry counter about places to visit in a new state, hotel rates, how to get to those places, etc.

3. GROUP DISCUSSION on one or more of the following:

- ✓ Some issue of common concern from the students’ lives
- ✓ A recent news item
- ✓ A recent film

Guidelines

The first 2 rounds of discussion may be on non-controversial topics and the discussion group may be given some preparation time; the next 2 should be spontaneous and on slightly more controversial topics. The class may be split into 2 (or 4) groups. While one group is carrying on the discussion, another group of people may be posted to observe them. Each participant should have a watcher unknown to him/her, who will make notes on that person and give them to the teacher for a feedback. Points to be watched shall be –the student’s level of participation, body language, voice, manner, confidence level and overall contribution to the discussion. Through this method the principles of healthy group discussion can be “derived” and taught.

4. INTERVIEW

- ✓ *A brief recapitulation* of how to prepare a CV or resume (since the students would have done this in their 1st semester)
- ✓ How to write an application letter to go with it
- ✓ Preparation for an interview: researching the subject/organization, the responsibilities on the job one is seeking –things to do on the previous day
- ✓ Non-Verbal factors: Dress, punctuality, body language, eye contact, sitting posture
- ✓ Types of interview questions: fact seeking, searching or opinion seeking, confirmatory, open and closed questions
- ✓ Ways of disagreeing politely with the panelists, refusing to take provocations, asking for clarifications
- ✓ What to do before and during a telephonic interview

MODULE IV: LETTERS AND MAILS

1. Basic elements of an email and some points of netiquette
2. Formal letters and emails for the following purposes:

- ✓ Applying for a job
- ✓ Seeking information
- ✓ Ordering a product
- ✓ Making enquiries and bookings
- ✓ Making a complaint
- ✓ Giving negative feedback tactfully
- ✓ Asking for help
- ✓ Apologizing for mistakes made
- ✓ Thanking people for services/help received

MODULE V: FINE TUNING ONE'S ENGLISH

- ✓ What is Mother-tongue Interference and why does it happen? –Speech sounds in English that are NOT found in Malayalam –some English sounds/words commonly mispronounced by Malayalis
- ✓ 2-3 sessions of listening to British speech –2 -3 sessions of listening to American speech
- ✓ Getting the most out of a dictionary –how to look for a word –some common words with multiple meanings (all widely used) –meaning of ‘connotation’, ‘pejorative’, ‘dialect’, ‘slang’, ‘expletive’ and ‘profanity’ with an example each
- ✓ Making a 5-10 minute presentation on any topic chosen by the student and approved by the teacher.

BOOKS FOR REFERENCE

1. *Basic Communication Skills* (book with CD). P. Kiranmai Dutt and Geetha Rajeevan. Foundation Books, CUP, 2011: Part I and III. Price: 150/
2. *Essential English Grammar: A self-study reference and practice book for elementary students of English (with answers)* 2nd Edition. Raymond Murphy. CUP, 2010. Price: 125/
3. *The Craft of Business Letter Writing*. Matthew M. Monippally. Tata McGraw Hill, 2006: Especially Part I and II (Chapters 1-6), Chapter 9 and 10 in Part III and the Appendix, “Rogues’ Gallery”. Price: 250/
4. *E-Mailing* (book with CD). Louise Pile. Viva Books, 2009. Price: 195/
5. *Communication for Business: A Practical Approach* (4th Edition). Shirley Taylor. Pearson Education, 2006: Relevant Chapters in Units 3, 4, 5, 6, 8 and 18. Price: 250/
6. *A Dictionary of Contemporary English* (New Edition with DVD ROM). Pearson Longman, 2009. Price: 500/

WEB RESOURCES:

1. www.grammar-monster.com
2. Powerpoint Presentation in www.wikipedia.org on English spelling
3. BBC World resources on learning English
4. Grammar exercises which can be accessed from a Gmail address with the username “parasunotes” and the password “Notes4students!”

Evaluation

Internal Assessment

Item	Weightage
Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2
Total	10

End Semester Examination

Question Paper Pattern

No	Question type	No. of Questions
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I	Objective type 3	3 bunches of 4 questions each
II	Short Answer 9	9 out of 12 (9 x 1)
III.	Short Essay : (100 words) 10	5 out of 8 (5 x 2)
IV.	Long Essay (300 words) 8	2 out of 4 (2 x 4)

30

Total

Open Course II (Optional)
THEATRE FOR COMMUNICATION

Code	Contact Hrs/week	Credit	Semester
FE5D02	3	4	5

Aims:

i To impart to the students, the communicative potential of theatre through direct involvement in practical theatre, using texts of plays as adaptations.

ii. Learners are expected to make full use of the theatre as a powerful medium of creative communication practice.

iii. Faculty as facilitators, to draw upon the strength of team work and group play to enable students to overcome their verbal and non-verbal inhibitions and stage fear.

Objectives

By the end of the semester, the student will:

- acquire the functional skill of articulating, thinking, interacting and performing in the English language through performance
- develop the basic LSRW skills in English communication along with speech clarity, self confidence, self esteem and instinctive presence of mind for improvisation and linguistic interaction through the activities involved in performance.
- exercise their individual and group creativity in the process of presentation of each play.
- be empowered sufficiently in the art of putting up a play on their own as a result of their team play and group work.

Instructions to question paper setter, teacher and learner:

The written examination is to test the involvement of the students in the practicals of the theatre process and so questions must only probe into their understanding of the prescribed text (selected chapters from Poetics, the selected play and scene without being too intricate. (since the paper does not involve a detailed study of the whole texts)

Please Note:

No core text is prescribed as such. But the students are to familiarize themselves with the play and scene selected for performance among them as group work. Selected extracts from Aristotle's Poetics also to be learnt.

- 2 hours per week is to be used for play reading (module II) rehearsals (module III) and performance (module IV)
- Materials for Module I and II may be accessed from the internet/ photocopies of the prescribed text, scenes and plays can be taken from the original texts. The teams can watch videos and follow famous plays /scenes from Shakespeare and others in [www. youtube.com](http://www.youtube.com).
- Read aloud scenes from well known English plays. They may be adapted into modern English as much as possible without losing the essence.
- The External Examination will necessarily include questions based on the scenes prescribed for enacting . So the students have to be aware of the main theme/story of the plays in general and of the prescribed scenes in particular.
- Costumes , light , sound and settings need not be given any weightage as the emphasis is more on theatre as communication. However it is left to the imagination of the teacher to guide and goad the students (according to available facilities) into qualitatively better performance through inputs in these areas.

- Theatre workshops involving local theatre groups or resource persons can be organized for adequate exposure to theatre arts
- Module I: A brief introduction to theory : Aristotle's Poetics (for study: only chapters on Tragedy, Theory of Imitation, Tragic Plot, Characterisation, Plot and Character, Theory of Catharsis,& the Dramatic Unities.)
-

Module II:

Play reading Practice: Teams can be grouped for the play reading sessions with a view to preparing them to enact the same play/ scene that they have familiarized through the reading session. Each member of the team will take up a role in the scene /play selected by them. It is advisable to maintain the same teams for the later performance. The play reading session by each team will empower all the teams with a basic knowledge of (and familiarity with) the prescribed selections.

Scenes/ Plays/one act plays prescribed for play reading sessions:

1. Julius Caesar : Mark Antony's famous speech on the assassination of Caesar
- 2 Cedric Mount : Never Never Nest

Module III Practicals

- Adaptation and editing of the prescribed play /scene by each team
- Rehearsals for final presentation .

The student groups have to undertake the following activities:

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

Please note:

The focus is on speaking skills and so dialogues need not be omitted as far as possible. More dialogues can be brought in for roles that have very few dialogues if it can enhance the quality of the scene.

Module IV Practicals

Final production of a one act play/ scene by each group.

The same groups will present the plays adapted and edited by them. The teacher can guide them in perfecting the presentation. The presentation of the play should be done before the class and if possible before a wider audience comprising of faculty, peer groups and junior students in the department. This should be followed by an interactive , feed back session with the teacher, the faculty , peer group members from the same class and others in the audience if any.

Weightage:

After the performance , weightage 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

Internal Assessment

Item	Weightage
Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2
	Total 10

End Semester Examination

Question Paper Pattern

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9 x 1)	9
III.	Short Essay : (100 words)	5 out of 8 (5 x 2)	10
IV.	Long Essay (300 words)	2 out of 4 (2 x 4)	8
			Total 30

References from website:

Accessed on 08/07/2012

<http://www.btinternet.com/~ted.power/teflindex.htm>

theatre

<http://www.creativedrama.com/theatre.htm>

accessed on 09-07-12

scenes

<http://www.shakespeare-online.com/plays/>

scenes from one act play

[http://plays.about.com/od/oneactplaysandscenes/One Act Plays and Scenes.htm](http://plays.about.com/od/oneactplaysandscenes/One_Act_Plays_and_Scenes.htm)

never never nest

sunny morning by Serafin and Joaquin Quintero

http://archive.org/stream/sunnymorningcome00alvarich/sunnymorningcome00alvarich_djvu.txt

one act plays

<http://www.one-act-plays.com>

Open Course-III—Optional
ADVERTISING: THEORY & PRACTICE

Code	Contact hrs/week	Credit	semester
FE5D03	3	4	5

Introduction:

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

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

Aims

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

Objectives

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

1. Identify the role of advertising within the Marketing Communication Mix.
2. Analyse advertisements in terms of creativity and execution.
3. Create advertising objectives and put together a plan to meet these objectives

4. Examine marketing data, using appropriate techniques, and use the information to establish and solve marketing communication problems.
5. Understand the techniques and procedures involved in advertisement production.

Course Outline

Module I

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

Module II

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

Module III

Advertisement types: Product, Service, Industrial, Institutional, Public Service
Media wise category: Print media ads, Electronic media ads (Radio, TV and Film) and New Media ads.

Non-Mass Media ads: Graffiti, Billboards, fliers, novelties etc.

Module IV

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

Module V (Practical Oriented)

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

Core Text

· Vilanilam and Varghese. *Advertising Basics! A Resource Guide for Beginners*.

Response books – a Division of Sage Publications, NewDelhi, 2004.

General Reading:

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

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

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

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

Evaluation

Internal Assessment

Item	Weightage
Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2
	Total 10

End Semester Examination Question Paper Pattern

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9 x 1)	9
III.	Short Essay : (100 words)	5 out of 8 (5 x 2)	10
IV.	Practical work (300 words)	2 out of 4 (2 x 4)	8

Total 30

**OPEN COURSE IV(Optional)
INTRODUCTION TO PUBLIC ADMINISTRATION**

Code	Contact Hrs/week	Credit	Semester
FE5D04	3	4	5

INTRODUCTION TO PUBLIC ADMINISTRATION

OBJECTIVES

- ❖ To make the students familiar with basic concepts of Public Administration
- ❖ To introduce them to Administration in India

NOTE

- ❖ Only Chapters 3-12, 26, 27, 28 and 29 of the Core Text are needed for this course. The other chapters need not be taught nor should examination questions be set based on them.
- ❖ For topics not found in the Core text other resources may be used, but they should be taught briefly and examination paper setters are advised not to set long essay questions based on them.

COURSE OUTLINE

MODULE I: INTRODUCTION AND A BRIEF OVERVIEW OF SOME THEORIES AND APPROACHES

Meanings of the term 'Administration' –a particular govt dispensation, the art of government, the sum total of actions that constitute governance, a subject of study, etc.
 What is Public Administration? –a few well-known definitions
 Human Relations Approach of Elton Mayo –Behavioural Approach of Herbert Simon—
 Socio–Psychological Approach of Abraham Maslow and his concept of the Hierarchy of Needs --Ecological Approach of Riggs

MODULE II: MODERN INDIAN ADMINISTRATION –GENESIS AND GROWTH

Civil Service since Colonial British Rule –Growth and Development of Departments in India –Society and Public Administration in India –The Constitution and Public Administration –Theory of Public Administration in India – Government Organisation –

MODULE III: REFORM AND OTHER AREAS OF PUBLIC CONCERN

Administrative Reform –Major Reform Areas –Corruption –Public Service Ethics–The Right to Information Act –Lok Ayukta –the contest over the Lokpal Bill –Public Private Partnerships

CORE READING

Public Administration in India by Shri Ram Maheshwari. Macmillan India, 2000.

Evaluation

Internal Assessment

Item	Weightage
Assignment:	4
Test paper	2
Project /Seminar	2
Attendance	2
Total 10	

End Semester Examination Question Paper Pattern

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	9 out of 12 (9 x 1)	9
III.	Short Essay : (100 words)	5 out of 8 (5 x 2)	10
IV.	Practical work (300 words)	2out of 4 (2 x 4)	8

Total 30

REFERENCE

Public Administration by S. Polinaidy. Galgotia Publishing, 2011.

OTHER RESOURCES

- www.annahazare.org for the Team Anna version of the Jan Lokpal Bill
- persmin.nic.in for the Govt version of the bill
- www.prsindia.org for the Draft Model Panchayat and Gram Swaraj Act of 2009
- www.egyankosh.ac.in for Module I
- Gmail account that can be accessed with the username “parasunotes” and password “Notes4students!”

MODEL QUESTION PAPER

To be incorporated

Open Course-V (optional) PERSONALITY DEVELOPMENT

Code	Contact Hrs/week	Credit	Semester
FE5D05	3	4	5

Aim:

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

Objectives

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

Course Outline

Module-I

The Field of Personality: Meaning – Definition – Personality Theories – Stages of Personality Development – Major Determinants of Personality. Heredity Potentials – Environmental Influences – Relative Influences of Heredity and Environment.

Module-II

(A) Human Factors and Motivation: Concept – Significance – Drive, Incentive, Behavioural, Humanistic Theories of Motivation – Maslow's Need Hierarchy Theory – McGregor's Theory X and Theory Y – Herzberg's Two Factor Theory – McClelland's Need for Achievement Theory.

Module-III

(A) Leadership: Meaning – Nature – Styles – Skills – Functions of a Leader – Qualities of a Good Leader – Leadership Training.

(B) Power of Positive Thinking: Positive Attitude to Life – Kill Negative Thoughts – Methods to Think Positive – Formula for success: Read – Study – Visualise – Perform.

Module-IV

(A) Non-Verbal Communication: Meaning – Categories: Proxemics - Paralanguage – Kinesics – Facial Expression – Eye Contact – Gestures – Posture – Standing – Walking – Sitting – Head – Lips – Mouth – Chin – Nose – Neck – Hair – Sounds – Clothing – Jewellery – Cosmetics – Smoking – Drugs.

Reading List

8. Bhatia. R.C. *Personality Development*. Ane Books Pvt. Ltd., New Delhi, 2010.
9. Harlock B. Elizabeth. *Personality Development*. Tata McGraw-Hill Ltd., New Delhi, 1976.

10. McAdams. D.P. *The Person: A New Introduction to Personality Psychology* (4th edition). John Wiley and Sons, 2006.
11. Klinger. E., & Cox, W. M. "Motivation and the Theory of Current Concerns" - *Handbook of Motivation Counselling*. Ed., E. Klinger & W. M. Cox.
12. Markus. H., & Kitayama. S. "Culture and Self: Implications for Cognition, Emotion, and Motivation"- *Psychological Review*, 1998 (pp. 224-253).
13. Rao. P.L. *Comprehensive HRM*. Excel Books, New Delhi, 2004.
14. Aquinas. P.G. "*Organizational Behaviour - Concept, Realities, and Challenges*." Excel Books, New Delhi, 2005.

Evaluation

1. Internal Assessment

Item	Weightage
Assignment	4
Test paper	2
Seminar/Project	2
Attendance	2
Total	10

2. End Semester Examination - Question Paper Pattern

No	Question type	No. of Questions	Weightage
I	Objective type	2 bunches of 4 questions each	2
II	Short Answer	6 out of 9 (6x1)	6
III	Short Essay (100 w)	4 out of 6 (4x2)	8
IV	Long Essay (300 w)	1 out of 4 (1x4)	4
Total			20
3. Internal Viva-Voce			10

Tips for the Conduct of Viva-Voce

4. The Viva-Voce should be conducted internally by the Faculty concerned, before the educants leave the institution for their study holidays, prior to the end semester examination.
5. The Letter-grade and the average grade point should be awarded, and forwarded to the University.
6. The Viva-Voce should be of two parts, carrying 5 weightage each. Part I should be the 'breaking the ice' session, motivating the student to introduce himself/herself, and to make genuine observations about his/her personality. Part II should consist of 5 questions based on the syllabus, each carrying one weightage.

N.B.

The aim, the objectives, the reading list, the evaluation: continuous evaluation, end semester examination question paper pattern, and the conduct of Viva-Voce of the **Open Course**, are same as those of the Complementary Course - **Personality Development**.

Project Work

Code	Hrs/Week	Credit	Semester
FE6B16	2	4	5&6

Ai

m:

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

Objective

s

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

The course offers a wide range of topics related to diverse functions of English such as

Translation, Media writing, advertisements, investigative journalism and the like.

Project Work

The student can make his choice of topic at the beginning of the 5th semester.

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

Project Guide

Every student will have a member of faculty as Project Guide. The Project Guide is the facilitator who should (1) Diagnose the difficulties and provide the remediation. (2) Continuously evaluate the progress (3) Give scaffolding/support

wherever necessary (4) Promote divergent thinking (5) Facilitate reference/data collection.

The Project:

The expected length of the project is 6000 words.

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

Choice of Subject:

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

I. Media

Writing

1. An analytical study on a specific aspect of media or a recent trend in print or electronic media such as

(a) The representation of women in a particular cartoon strip in a particular newspaper within a specific period.

(b) A comparative study of the different approaches followed by different newspapers while reporting on the same news event.

© A critical analysis of the layout of a particular newspaper

(d) The demographic features of the audience who participate (make phone calls/ send letters/email) in a television/radio program within a particular period of time.

2. Conduct a small scale survey on the effect of media among different demographic categories. Examples:

(a) The reach and effect of *Vayalum Veedum* programme of Akashvani among farmers in a particular area.

(b) The newspaper readership pattern among a particular group. E.g:- Teenagers.

3. Prepare script for a one-hour documentary for a TV channel/radio

4. Prepare a series of features for a newspaper on a topic which has scope for investigative reporting.

5. Prepare script for two or three episodes of a half hour TV program.

6. News Interview: Report of a topic of current interest based on interviews of eminent persons in politics/literature etc.

7. Advertisements

II. Translation

1. Translation of literary works in Malayalam/Hindi to English.

2. Translation of Screen plays/scripts for Radio or TV

Format

I. Media Writings

Introduction—Relevance of the study

Objectives

Classified/grouped data (with specimen documents/paper)

cuttings) Analysis
Findings
Conclusi
on
Appendi
x

II. Translation

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

General Instructions:

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

Evaluation

Internal assessment:	Weight: 4
Project done	2
Presentation	1
Viva Voce	1
Total	4
External assessment:	Weight:4
Project done	2
Presentation	1
Viva voce	1
Total	4

