

# UNIVERSITY OF CALICUT

(Abstract)

UG Programme in Functional English under Choice based Credit Semester System - Scheme and Syllabus - implemented with effect from 2009 admission – approved - Orders issued.

---

## GENERAL AND ACADEMIC BRANCH – I ‘B’ SECTION

No.GAI/B2/10453/08

Dated, Calicut University. P.O., 25.06.2009

---

Read: 1. U.O.No. GA I/J2/3601/08 Vol. II dated 19.06.2009.

2. Minutes of the meeting of the Board of Studies in Functional English held on 02.01.2009 , 29.01.2009, 18.02.2009 and 23.04.2009.

3. Minutes of the meeting of the Faculty of Language and Literature held on 06.05.2009 item No. II 1.

4. Minutes of the meeting of the Academic Council held on 14.05.2009 item No. II H1

### 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. The meeting of the Board of Studies in Functional English held on 02.01.2009 , 29.01.2009, 18.02.2009 and 23.04.2009 prepared and approved the syllabus under Choice based Credit Semester System vide paper read 2<sup>nd</sup> above. The minutes of the Board of Studies meeting were approved by the meetings of Faculty of Language and Literature and Academic Council vide papers read 3<sup>rd</sup> and 4<sup>th</sup> above.

3. Sanction has therefore been accorded for implementing the scheme and syllabus for BA programme in Functional English under CCSS in the affiliated colleges of the University with effect from 2009 admission onwards.

Orders are issued accordingly.

The syllabus is appended herewith.

Sd/-

**DEPUTY REGISTRAR**

**(G&A-I)**

**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

UNIVERSITY OF CALICUT  
B. A. Programme in *Functional English*

Restructured  
Curriculum and Syllabi  
2009

*Prepared by*

Board of Studies  
Functional English

## Contents

Foreword.....	3
Acknowledgement .....	4
Aims and Objectives.....	5
Distribution of the Courses.....	6
Courses—semester-wise.....	9
<b>SYLLABI</b>	
Core Courses.....	12
Complementary Courses.....	56
Open Courses.....	68
Recommendations.....	70

Members, Board of Studies.....	71
Experts and Consultants.....	71

## **FOREWORD**

The initiation of Kerala State Higher Education Council (KSHEC) for the formulation of a scheme for restructuring the Under graduate Education has been potentially instrumental for the making of the Curriculum and syllabi of B. A. Programme in Functional English. The University of Calicut accepted the proposal and is keen to implement the new system from the academic year, 2009-10.

The major aspects of the reforms proposed by KSHEC are semesterisation, choice-based credit system, continuous evaluation and Grading. These reforms mark a departure from the existing system in its content and method. A radical transformation in the academics was envisaged. It is a transformation from teacher-oriented to student-oriented mode. It is a knowledge-imbibing process in which the students are no more passive recipients of knowledge, but active

participants and the teachers not deliverers of information and knowledge but facilitators and motivators. This necessitated a major curriculum reform. Such a task demanded the involvement of all teachers, from the very concept formation to the implementation level. It is in the backdrop of this concept that the Board of Studies was entrusted with the work of conducting workshop for preparing the curriculum and syllabi of the programme.

The essential work of the Restructuring of the Curriculum and syllabi was completed in four phases:

(1) Discussions in the several sittings and the individual homework of the Board members.

(2) Consultation with Subject experts.

(3) Five-day workshop for teachers who teach *Functional English* in various colleges affiliated to University of Calicut.

(4) Finalising the drafts and approval of syllabi in the Board meeting on 23-4-09.

## **ACKNOWLEDGEMENT**

The Board of Studies is mindful of the sincere efforts of all the teachers who took part in the Five-day workshop without which this curriculum and syllabi would not have been realized.

The suggestions and guidelines offered by the Experts and Resource Persons, before, during and after the workshop have been very valuable.

I feel very contented and proud that the Board functioned as a committed, creative and hardworking team with one mind. I express my gratitude to all hands and hearts in making this document a reality.

The Board received all sorts of encouragement, motivation and support from the University authorities and the Kerala State Higher Education Council.

Chairman, Board of Studies,  
*Functional English.*

## **AIMS AND OBJECTIVES OF THE PROGRAMME**

The Curriculum of B.A. *Functional English* has been designed keeping in view the role of English as a major language of international communication in the present world scenario. A multi-focal academic programme, this U.G. Programme aims at equipping the student with excellent communicative skill in diverse applications of English Language designed to open up a wide spectrum of career avenue in a fast evolving knowledge society.

### **Features**

- Advanced Level English Programme with an interactive approach.
- Primary focus on basic language skill—LSRW (Listening, Speaking, Reading and Writing)
- Application of English in major areas—Media, Business, Creative writing, Translation, Advertising, Film, Sports and Entertainment.
- Fostering human values through exposure to major works of literature in English and stimulating self-exploration and self-expression.
- Moulding a generation of techno-savvy student competent in tapping ICT for generation of knowledge.

- Providing support for IELTS, TOEFL and other international language testing system.

### Distribution of courses

- 1 to 10    Common courses  
 11 to 27    Core Courses  
 28 to 33    Complementary Courses  
 34        Open course

#### Common courses

Sl. No	Code	Title	Hrs/week	Credit	Semester
1	A01	Communication Skills in English	4	3	1
2	A02	Critical Reasoning, writing and Presentation	5	3	1
3	A03	Reading Literature in English	4	4	2
4	A04	Readings on Indian Constitution, Secularism& Sustainable Environment	5	4	2
5	A05	Literature and Contemporary issues	5	4	3
6	A06	History and Philosophy of Science	5	4	4
7	A07	Communication Skills in Other lanbguages	4	4	1
8	A08	Translation and Communication in Other Languages	4	4	2
9	A09	Literature in Other Languages	5	4	3
10	A10	Culture and Civilisation	5	4	4



		<b>Total</b>		<b>38</b>	
--	--	--------------	--	-----------	--

## 2. Core courses

	<b>Code</b>	<b>Title</b>	<b>Contact hrs</b>	<b>Credit</b>	<b>Semester</b>
11	<b>FE1B01</b>	Methodology--Humanities	6	4	1
12	<b>FE2B02</b>	Methodology--Functional English	6	4	2
13	<b>FE3B03</b>	Informatics	4	4	3
14	<b>FE3B04</b>	Communicative Grammar	5	4	3
15	<b>FE4B05</b>	Oral Communicatiuon Practice	4	4	4
16	<b>FE4B06</b>	Applied Phonetics	5	4	4
17	<b>FE5B07</b>	Introduction to Linguistics	5	4	5
18	<b>FE5B08</b>	Media Studies-I Print Media	5	4	5
19	<b>FE5B09</b>	Creative Writing	5	4	5
20	<b>FE5B10</b>	Business English	5	4	5
21	<b>FE6B11</b>	English Language Teaching	5	4	6
22	<b>FE6B12</b>	Media Studies-II Electronic Media	5	4	6
23	<b>FE6B13</b>	Translation Studies	5	4	6
24	<b>FE6B14</b>	Introduction to Theatre Studies	5	4	6
25	<b>FE6B15(E)1</b>	Advertising--Theory & Practice	3	2	6
26	<b>FE6B15(E)2</b>	Literature in Translation			
27	<b>FE6B16</b>	Project	2	4	5 & 6
		<b>Total</b>		<b>62</b>	

## 3. 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.

	<b>Code</b>	<b>Title</b>	<b>Contact</b>	<b>Credit</b>	<b>Semester</b>
28	<b>FE1C01A</b>	Indian Writing in English <b>OR</b>	6	4	1
29	<b>FE1C01B</b>	Postcolonial Writing			
30	<b>FE2C02</b>	Landmarks in English Literature	6	4	2
31	<b>FE3C03A</b>	Public Administration <b>OR</b>	6	4	3
32	<b>FE3C03B</b>	Personality Development			
33	<b>FE4C04</b>	Introduction to Public Relations	6	4	4
		<b>Total</b>		<b>16</b>	

#### 4. Open Course

Open Course proffers chance for any undergraduate student in an institution to take a course of his own choice, from other disciplines in the same institution.

The course which has 4 credits comes in the 5th semester.

	<b>Code</b>	<b>Title</b>	<b>Contact</b>	<b>Credit</b>	<b>Semester</b>
34	<b>FE5D01</b>	Communicative English	3	4	5

However, the departments can select one among the following Core Courses also as the Open Course

1	Introduction to Theatre Studies
2	Studies in Advertising
3	Public Administration
4	Personality Development

Courses--Semester wise

Course	Code	Title	Hrs/week	Credit
<b>Semester . I</b>				
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
<b>Core Course I</b>	<b>FE1B01</b>	<b>Methodology--Humanities</b>	6	4
<b>Complementary I</b>	<b>FE1C01A</b>	<b>Indian Writing in English OR</b>	6	4
	<b>FE1C01B</b>	<b>Postcolonial Writing</b>		
		<b>Total</b>	<b>25</b>	<b>18</b>
<b>Semester . II</b>				
Common Course IV	A03	Reading Literature in English	4	4
Common Course V	A04	Readings on Indian Constitution, Secular State and Sustainable Environment	5	4
Common Course VI	A08	Translation and Communication in Other Languages	4	4
<b>Core Course II</b>	<b>FE2B02</b>	<b>Methodology--Functional English</b>	6	4
<b>Complementary II</b>	<b>FE2C02</b>	<b>Landmarks in English Literature</b>	6	4
		<b>Total</b>	<b>25</b>	<b>20</b>
<b>Semester . III</b>				
Common Course VII	A05	Literature & Contemporary issues	5	4
Common Course VIII	A09	Literature in Other Languages	5	4
<b>Core Course III</b>	<b>FE3B03</b>	<b>Informatics</b>	4	4
<b>Core Course IV</b>	<b>FE3B04</b>	<b>Communicative Grammar</b>	5	4
<b>Complementary III</b>	<b>FE3C03A</b>	<b>Public Administration OR</b>	6	4
	<b>FE3C03B</b>	<b>Personality development</b>		
		<b>Total</b>	<b>25</b>	<b>20</b>
<b>Semester . IV</b>				
Common Course IX	A06	History & Philosophy of Science	5	4

Common Course X	A10	Culture and Civilization	5	4				
Core Course V	FE4B05	Oral Communication Practice	4	4				
Core Course VI	FE4B06	Applied Phonetics	5	4				
Complementary IV	FE4C04	Public Relations	6	4				
<b>Total</b>			<b>25</b>	<b>20</b>				
<b>Semester . V</b>								
Core Course VII	FE5B07	Introduction to Linguistics	5	4				
Core Course VIII	FE5B08	Media Studies--I	5	4				
Core Course IX	FE5B09	Creative Writing	5	4				
Core Course X	FE5B10	Business English	5	4				
Open Course I	FE5D01	Communicative English (open) ***	3	4				
	FE6B16	Project	2	0				
<b>Total</b>			<b>25</b>	<b>20</b>				
<b>Semester . VI</b>								
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	Introduction to Theatre Studies	5	4				
Core Course XV (i)	FE6B15(E)1	Advertising--Theory and Practice OR	3	2				
Core Course XV(ii)	FE6B15(E)2	Literature in Translation						
Core Course XVI	FE6B16	Project	2	4				
<b>Total</b>			<b>25</b>	<b>22</b>				
<p>*** Open Course can also be selected from one among the four core papers given below</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="width: 50%;">1. Introduction to Theatre Studies</td> <td style="width: 50%;">3. Studies in advertising</td> </tr> <tr> <td>2. Public administration</td> <td>4. Personality Development</td> </tr> </tbody> </table>					1. Introduction to Theatre Studies	3. Studies in advertising	2. Public administration	4. Personality Development
1. Introduction to Theatre Studies	3. Studies in advertising							
2. Public administration	4. Personality Development							

# **SYLLABUS**

**Core Course-I**

**METHODOLOGY—HUMANITIES**

**Code: FE1B01    Contact Hrs/week: 6    Credit: 4**

---

**1. AIM**

- The course is intended to introduce the student to the methodological issues that are specific to the disciplines referred to as the humanities and to inspire in the student a critical perspective with which to approach the disciplines under the humanities.

**2. OBJECTIVES**

On completion of the course, the student should be (able):

- To know the distinction between the methodologies of natural, social and human sciences
- To understand the questions concerning the relation between language and subjectivity as well as those pertaining to structure and agency in language
- Aware the theories of textuality and reading both western and Indian

**3. COURSE OUTLINE**

**MODULE I**

Introduction - difference between the natural, social and the human sciences – facts and interpretation - history and fiction - study of the natural world compared to the study of the subjective world - study of tastes, values and belief system - the question of ideology

**CORE READING**

- Terry Eagleton. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983. Chapter: ‘What is Literature?’
- EH Carr. *What is History?* Ed 2. London, Macmillan. 1986. 1-24, 50-80 (Chapter 1: *The Historian and His Facts* & Chapter 3: *History, Science and Morality*)

**GENERAL READING**

- Peter Widdowson. *Literature*. London, Routledge. 1999

## MODULE II

Language, Culture and Identity – the relation between language, culture and subjectivity – the question of agency in language – the social construction of reality – language in history - language in relation to class, caste, race and gender – language and colonialism

### CORE READING

- Peter L Berger and Thomas Luckmann, *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Harmondsworth: Penguin, 1966. 13-30. Introduction
- J.G. Merquior, *From Prague to Paris*. London: Verso, 1986. 10-17, Chapter 1, Sections *The Linguistic Paradigm* and *From Language to Culture*.

### GENERAL READING

- Rosalind Coward and John Ellis, *Language and Materialism*. London: Routledge, 1977.

## MODULE III

Narration and representation - reality and/as representation – narrative modes of thinking – narration in literature, philosophy and history - textuality and reading

### CORE READING

- Shlomith Rimmon Kenan, *Narrative Fiction: Contemporary Poetics*. London: Methuen, 1981. Chapter 1.
- Javed Akhtar, “*The Syntax of Secularism in Hindi Cinema*,” in *Composite Culture in a Multi-cultural Society*, ed. Bipan Chandra and Sucheta Mahajan. New Delhi: NBT and Pierson, 2007. 265-72.

### GENERAL READING

- Linda M Shires and Steven Cohen, *Telling Stories*. London: Methuen, 1985.

## MODULE IV

Indian theories of knowledge – Methodologies of Indian knowledge systems – what is knowledge – concepts of knowledge in the Indian tradition - origin and development of Indian philosophical systems

### CORE READING

- M. Hiriyanna. *Outlines of Indian Philosophy*. London. 1956. Chapters 1 & 2.
- Debiprasad Chattopadhyaya. *Indian Philosophy: A popular Introduction*. New Delhi, Peoples Publishing House, 1982. Chapters 4, 8 & 24.

### GENERAL READING

- S.Radhakrishnan. *Indian Philosophy*. 2 vols. London, 1943.

### Note on Course work

The teaching of the course will involve making the student enter into a sort of dialogue with some of the issues raised in the reading material given below. While the student should be encouraged to read the recommended section of the text or the whole text outside the class hours, representative excerpts from individual texts (to be selected by the teacher) may be used for intensive reading in the class.

### 4. CORE TEXT

*(A student book containing the above lessons will be made available)*

### 5. MODEL QUESTION PAPER

*(To be incorporated)*

## Core Course-II METHODOLOGY—FUNCTIONAL ENGLISH



**Aims**

1. To familiarize the students with the concept of Functional English as a multi-focal discipline.
2. To chart the areas of application of Functional English.
3. To highlight the methods/techniques/strategies employed in the learning/teaching of English.
4. To provide a deeper understanding of the major theories of learning/Teaching/acquisition of language to enable the students to undertake a theoretically informed analysis of language.
5. To help the students gain an insight into the evolution of language and the role of English as an international medium of communication.
6. To enable the students to tap the resources of ICT in the acquisition of communication skills.
7. To empower students to be an active participant/contributor in the knowledge society.

**Objectives**

On completion of the semester (1) the student will have a general understanding of the concept of F.E as a multi-focal discipline (2) He will have a deeper understanding of the major theories of learning and teaching

Course Structure

**Module I.** Evolution of human language—uniqueness of human language—English as a Global language -Michael Halliday's concept of Functionalism –  
-- Functions of Language: 1. Instrumental 2. Regulatory 3. Interactional 4. Personal  
5. Heuristic 6. Imaginative 7. Representational

**Module II:** Functional English—definition—conceptualization in the light of the purposes/functions of language—Acquisition of skills required to use current English in a variety of contexts—Role of students as generators of knowledge.

Use of English in various text types.

Functional English as a multi-focal discipline—Primary focus on communication skills—ELT

LSRW— Grammar—Phonetics—vocabulary building.

Varieties of English — British and American.

**Module III:** English— Its application

1. Media: Radio, TV, Print—Formats and stylistics— Films—Web Resources—Webliographical flair.
2. Literature/Creative Writing—different genres—methods of analysis.
3. Business English: Business Communication- Business vocabulary—meetings—presentations—negotiations— socialising—Biz journals and periodicals.
4. Translation: Role of translation in the Indian/International context—Equivalence—cultural transaction-Translation in the IT era.
5. Sports and Entertainment: announcing—compering—commentaries

**Module IV:** (a) Approaches to language: Acquisition/Learning/Teaching  
Grammar Translation Method

Direct Method  
 Audio-lingual Method  
 Communicative approach  
 Notional Functional Approach  
 Task-based Language Teaching  
 (b) Theories  
 Behaviourism— Cognitivism-- Social Development Theory—Cooperative Learning—  
 Universal Grammar.

### Reference Books

1. Nagaraj, Geetha. English language Teaching. Hyderabad: Orient Longman, 2008.
2. Trask R. L. Key Concepts in language & Linguistics. London: Routledge, 2004.
3. Trask R. L. Language the Basics. London : Routledge, 2003
4. Halliday MAK. Spoken and written Language. London: OUPP, 1989
5. Halliday MAK. An Introduction to Functional Grammar. London: Arnold, 1994
6. Mathew, et al. Language Curriculum: Dynamics of Change (Vol. I & II). Orient Longman
7. Tickoo, M. L. Teaching and Learning English. Orient Longman
- 8 Vygotsky, L. S. Mind in Society. Cambridge: Harvard University Press, 1978
9. Richards, Jack C and Theodore S Rodgers. Approaches and methods in language teaching .Cambridge : CUP,1995.
10. Hatim ,Basil and Jeremy Munday. Translation: An Advanced Resource Book. Oxon: Routledge,2004.
11. Crystal, David. English as a Global Language. Cambridge: CUP, 1997.
12. Mascull, Bill. Business vocabulary in Use. Cambridge : CUP,2004.

### Evaluation

<b>Continuous Assessment :</b>	<b>Weightage : 10</b>
Test paper	2
Assignment:	2
Project /Seminar	4
Attendance	2

### 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
		<b>Total</b>	<b>30</b>

### Core Course III

## INFORMATICS

Code: FE3B03

Contact Hrs/week: 4

Credit: 4

#### 1. AIMS

This course introduces students to all the different aspects of Information Technology and Computers that 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 thorough general awareness of Computer hardware and software from a practical perspective.
- The student will have good practical skill in performing common basic tasks with the computer.

## 3. COURSE OUTLINE

### **MODULE I: GENERAL INTRODUCTION**

Outline history of the development of computers - Types of computers- PC/ Workstations – Laptops – Palmtops - Mobile Devices – Notebooks - Mainframes – Supercomputers - Significance of IT and the Internet

### **MODULE II: INTRODUCTION TO BASIC HARDWARE**

Monitor - CRT and LCD – issues - CPU-mouse-keyboard-processor types - Ports - USB 2.0 - IEEE Firewire - IDE/SATA connectors - Input-output devices - Printers-scanners-graphic tablet-thumb drive- modems-digital cameras-microphones-speakers. Bluetooth devices

### **MODULE III: INTRODUCTION TO SOFTWARE**

Topics: Operating Systems - Windows- Windows versions- Linux – Linux distributions- Free software- software licenses - GNU public license- other licenses. Open Source - Source Code FOSS. Installing Windows and Linux - BIOS - Changing boot order. Installing software in Windows and Linux - Drivers for peripherals - Software Tools (applications) - Windows software tools- Word, PowerPoint, Excel - Linux tools - Open Office, etc. Advanced applications - Photoshop, GIMP, Spreadsheets, Database tools in Windows and Linux. Dream weaver etc. Text-to-speech, OCR tools, speech recognition Content Management Systems-Learning Management Systems- Content Authoring tools- Blogs. Assistive technology for the handicapped - JAWS, NVDA. Virtual Reality, Quick Time Virtual Reality - Security issues- viruses - antivirus tools. File encryption- Cryptography. Various file formats and extensions- (eg: .jpg, .doc, .bmp .avi etc) format reading software- converting between formats- proprietary formats-formats that software save files in. Developing Software - Programming Languages- c++ - Visual Basic- Java- python etc. (introduction only).

### **MODULE IV: INTRODUCTION TO NETWORKING AND THE INTERNET**

What is Networking - LAN- WAN- Wireless networks - Benefits of Networking-file sharing- sharing of printers- examples - networking in an office- in an internet café. The Internet- HTML- websites – blogs - search engines- e-mail-

chat- wikis- social networking- file sharing- net banking- shopping on the internet- booking a rail ticket online- checking telephone directories online  
Checking electoral rolls at the Election Commission site- Online maps etc.  
Security issues- Hacking- Phishing etc.

#### **MODULE V: KNOWLEDGE RESOURCES ON THE INTERNET**

Encyclopedias – libraries - book sites – journals - content repositories - online education - other information sites - internet directories - other information sources - websites of universities and research institutions - COIL, TDIL sites. Information Feeds - RSS, Atom etc. Online courses and Virtual Universities

#### **MODULE VI: COMPUTER LOCALIZATION**

What is localization - using computers in the local languages in India - language packs for operating systems and programs - fonts –Unicode - ttf- ASCII - keyboard layout issues - official layouts - software tools for typing local languages - government developed tools - TDIL project - Bharateeya Open Office - Using local languages in Linux. CLIK Keralam site - (Centre for Linguistic Computing Keralam)

#### **4. CORE TEXT**

*(A text containing the above lessons will be made available)*

#### **5. MODEL QUESTION PAPER**

*(To be incorporated)*

### **Core Course-IV**

# **COMMUNICATIVE GRAMMAR**

Code: FE3B04

Contact Hrs/week: 5

Credit: 4

---

#### **Aims:**

- To enable the students to use English correctly and confidently.

- To foster communicative competence by improving grammatical skills.

## **Objectives**

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

## **Course Outline**

### **MODULE I**

- Tenses
- The Future
- Modals and Semi modals

### **MODULE II**

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

### **MODULE III**

- Articles; Determiners; Qualifiers
- Relative clauses
- Pronouns ; Adjectives ; Adverbs

### **MODULE IV**

- Adverbial Clauses and Conjunctions
- Prepositions
- Organising Information

## **Core Books**

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

( For classroom teaching and practice)

Ur. Penny. *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge:

CUP, 2008 .

(Topics for Assignments may be chosen from this Practice book)

## **Reference**

Quirk ,Randolf et al. *Comprehensive Grammar of the English Language*. London:

Longman,1983.

Leech, Geoffrey, and Jan Svartvick. *A Communicative Grammar of English*.

London:Longman 1998

### Evaluation

#### a) Continuous Assessment **weightage: 10**

Test papers 4

Assignment 2

Seminar 2

Attendance 2

#### 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
		<b>Total</b>	<b>30</b>

### Core Course-V

## ORAL COMMUNICATION PRACTICE

Code: FE4B05

Contact Hrs/week: 4

Credit: 4

---

AIMS

- 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.

#### **OBJECTIVES.**

The student, at the end of the course should have better speaking and listening skills. He/she shall be internationally intelligible in his own speech and shall have acquired the listening skills to comprehend and adequately respond to Spoken English from different parts of the world. The course enables the learner to become aware of the major varieties of the English language, now in existence, though for all practical purposes of normal and official communication , the learner will be expected to follow the standard British English variety to avoid a mix-up of the emerging ‘Englishes’ during the course period.

#### **Module I. Formal**

Speech skills for Special purposes.

1.Organizing activities in the class as a planned programme involving students in compeering ,anchoring, event management etc.

#### **Specific activities:**

1.Seminar:

a) Pair presentation in the initial sessions.

b)Single presentation by each student in subsequent sessions. (duration-minimum 5 minutes.)

c) Question answer sessions and 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 expression

3. Delivery of a formal, prepared speech

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

Written Assignment

- Feedback and Reports on each activity and duty performed , to be submitted as written assignment by all the students. (to be produced both during the Model and the External Viva Voce)
- The seminar paper, the speech, the poem recited,the story read, the mock T.V. news reading done etc. to be filed for presentation during both the Model and the External Viva voce at the end of the semester.

-

## **Module II**

Semi-formal

Specific activities:

1. Peer Group Teaching ( preferably of a scene from the selected one act plays )
2. Enacting of different scenes from the plays
3. Preparing and presenting very short skits of social relevance on the basis of everyday newspapers.
4. Mock Press Conference (Mock Interview with one student as a famous personality, being interviewed by the whole class as members of the Press)
5. Composing lyrics (as group assignments)
6. Group singing/Cookery Demonstration /Sports Commentary.

Written Assignments to be produced at the time of the Model and Final Viva Voce:

- o The report of the teaching done
- o Detailed feedback on the enacted scene and the character, with a short note on the gestures and facial expressions used. (the body language)
- o The scripts of the skit enacted
- o The report of the questions and answers during the Mock Press Conference (Mention the name of the interviewed personality)
- o Lyrics composed ,songs sung/ cookery / sports –records to be verified during Model and External Viva Voce.

## **Module III-**

Informal-

(How to respond in informal and formal situations in fluent English socially and professionally)

Specific activities:

1.Group Discussion:

Stage I: Controlled

Stage II. Guided

Stage III. Free

2.Extempore Speech :

1. Each student could be asked to give an on the spot feedback on the kind of activities done in the class.
  2. Specific topics could be selected from the GD topics already handled by the students.
- Topics (for both GD and speech )can be selected by the students themselves from newspapers, periodicals, films ,T.V. etc. The relevance of the topics must be the criterion for the teacher’s decision to include or reject each topic. As the facilitator ,the teacher should oversee the discussions to avoid unnecessary controversy and over-heated pointless arguments by narrowing down the topics and focusing on the crux of the matter.
  - The G.D. Teams should be of mixed ability groups and the teacher should work as a facilitator to bring out the leadership quality and team play of the participants.



- 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 External Viva Voce.

#### **Module IV.**

Practice in Free and Fluent thinking and speech

Assignments:

- 1.A taped interview (on audio or CD) with an interesting personality (duration-15 minutes) The written script to be submitted alongwith the other assignments in the same file.
- 2.A Mock Viva to be organized among the students themselves with the teacher as the facilitator. (They should be encouraged to grade each other during a viva session in which two or three of them will interview one student and then proceed in the reverse order.) This will definitely increase their confidence to face both the Model and the Final Viva.
- 3.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 External Viva Voce.

#### **Module V**

Preparation and Practice for

##### **Model (Internal) Viva Voce**

- 1.Self introduction & replies to General Questions
  - 2.Verbal (Dramatic) performance (duration-1 minute)
  - 3.Extempore speech
  - 4.Group Discussions
- The student has to keep all the reports and records of all the modules in one single file with an index , so as to enable easy verification during both Internal and External Viva Voce.

#### **Core Reading**

1. Turk Christopher. *Effective Speaking*. Spon press, Taylor and Francis Group. New York, 2007
2. Kamlesh sadanand & Susheela Punitha. *Spoken English: A Foundation Course*. Part I & II. Orient Longman, 2008
3. Kenneth Anderson, Joan Maclean & Tony Lynch. *Study Speaking*. C.U.P, 2004.

#### **Other readings for the specific purpose of speech skills practice**

1. A set of one act plays, either old or new (relevant in content and dialogue –for the specific task of performing in groups-scene-wise.
2. Chosen scenes from Shakespeare –for the groups to adapt and edit in order to perform without losing its sense and background
3. Chosen scenes from playwrights, other than Shakespeare.
4. At least I Prominent English Newspaper- Everyday
5. English periodicals-I per week-preferably different ones every month –for exposure to variety.

- The plays should be the ones prescribed for the target students in their open courses, as far as possible, to ensure meaningful involvement.
- The plays should be used in order to give maximum exposure to the student in practicing speech skills, meaningful rendering of dialogues, absorption of a situation through active involvement etc.
- 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.

### **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 for GD topics.
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. Collection of One-act Plays

### **Further Reading For Speech Practice**

1. -P.Kiranmai Dutt, Geetha Rajeevan *Basic Communication Skills*, CUP India 2007
- 2., V. Sasikumar, P.Kiranmai Dutt, Geetha Rajeevan, *A Course In Listening & Speaking-I* CUP India 2005.

### **Further Suggestions for classroom practice and group work**

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 (dvd) 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.
- 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.
- A scene from any prescribed one act play of the core, complementary or open course to be selected, rehearsed and performed as an assignment.
- The Radio and T.V. scripts (prepared as part of the media assignment) are also to be used for communicative performance.

### **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.

## **Evaluation**

### **Continuous Assessment**

Test Paper	2
Assignment	2
Internal Viva	4
Attendance	2

**Total 10**

### **End Semester Examination**

<b>Theory:</b>	<b>10</b>
<b>Viva Voce:</b>	<b>20</b>

### **Theory**

I	Objective type	2 bunches of 4 questions each	2
---	----------------	-------------------------------	---

II.	(a) Short Para type	(1 x 2 = 2)	2
	(Filling up the parts of a passage of dialogue)		
	(b) Short Para type	(1 x 2 = 2)	2
	(Formal speech)		
III.	Long Essay Type	1 out of 2 (1 x 4)	4
		<b>Total</b>	<b>10</b>

**Viva Voce**

1.	Self introduction & replies to General Questions	2	
2.	Verification of records	2	
3	Taped Interview	2	
4.	Oral (Dramatic) performance (duration-1 minute)	3	
5.	News reading – with details given on the spot	3	
6.	Extempore speech	4	
7	Group Discussion	4	
		<b>Total</b>	<b>20</b>

**Core Course-VI**

**APPLIED PHONETICS**

Code: FE4B06

Contact Hrs/week: 5

Credit: 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.
- An exposure to emerging “Englishes.”

**Course Outline**

**Module I**

**Introduction to sounds and mechanism involved in speech.**

Speech Mechanism  
Organs of Speech

## **Module II.**

### **Overview of English Sound System**

- Classification of Vowels – Diphthongs – Triphthongs and Consonants
- Cardinal Vowels
- Phonemes – Allophones and Allophonic Variations
- Homonyms and Homophones

## **Module III**

Suprasegmentals

Syllable

Stress and Rhythm – Intonation – Juncture

Elision and Assimilation

### **Module IV: Emerging Englishes:** Types of 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

World accent varieties: Southern USA—Canadian—Australian--New Zealand—South African—Indian English—Singapore—Caribbean

### **Seminar paper:**

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

- British and American varieties of the English language, in terms of spelling and pronunciation
- Indian English
  - The student should choose anyone of the topics given above, to present a seminar paper.

## **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.*

Beverly Collins & Iinger M. Mees. *Practical Phonetics and Phonology.* Routledge: London and New York. Special Indian Edition, 2003. (Section A, C & Glossary)

### **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. Jenkins, Jennifer. *World Englishes : A Resource Book For Students*. London: Routledge,

### Further Reading

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

### Evaluation

#### Internal Assessment -

#### Weightage

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	1
v. Language Lab and workbook practice	2
vi. Attendance	2
<b>Total</b>	<b>10</b>

#### End Semester Examination

<b>Theory</b>	<b>20</b>
<b>Viva voce</b>	<b>10</b>

No	Question type	No. of Questions	Weight
I	Objective type	3 bunches of 4 questions each	3
II	Short Answer	6 out of 10 (6 x 1)	6
III.	Short Notes 3 out of 5	(3 x 2 = 6)	6
IV.	Transcription		
	(i) words 4 words		1
	(ii) Passage 1	(1 x 2 = 2)	2

(iii) Dialogue 1

(1 x 2 = 2)

**Total:** 2  
**20**

### **Core Course-VII**

## **INTRODUCTION TO LINGUISTICS**

Code: FE5B07

Contact Hrs/week: 5

Credit: 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; Syntagmatic 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.

# **Core Course-VIII**

# **MEDIA STUDIES—I**

## ***Print Media***

**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 set 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 editorial, features, reviews and the like.

### Course Outline

#### Module I Introduction to Communication

Definition, elements of communication  
Models of communication—Aristotle model, SMCR model, Shannon and Weaver model etc  
Types of Communication intrapersonal, interpersonal, group, mass communication, verbal and nonverbal communication.

#### Module II : Introduction to Mass media.

Functions: inform, educate, entertain, socialise and reinforce  
Various types of mass media and their characteristics  
Print media: Newspaper, magazine, books  
Electronic media: TV, Radio

**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; Feature writing—Editorial--Specializations—The Women's page—Review(Book/Film/Theatre, etc)  
Magazine/periodical writing—

#### Module IV: News paper Production (Practical oriented)

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

**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.

**Core Books:** Mencher, Melvin. *Basic News Writing*. Dubaque: William C. Brown Co., 1983.

Rich, Carole. *Writing and Reporting News: A Coaching Method*, 4<sup>th</sup> 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, new journalism, precision journalism, style book, yellow journalism.*

---

### Evaluation

**(a) Continuous 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

# CREATIVE WRITING

**Aims:**

To help the students (a) appreciate a variety of writing styles (b) to experiment with different genres (c) To nurture creative, communicative and critical competence.

**Objectives**

On completion of the course the student will have acquired skill in writing creative literature. He will be able to pursue a career in the area of Media and Journalism.

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

Introducing creative writing--challenges of creative writing

**Module II**

Composition and processes of creative writing—familiarizing idioms, phrases, synonyms and antonyms—techniques of writing

**Module III**

Practice in Fiction, non-fiction, poetry

Dramatic writings

**Module IV**

Travelogue writing, script writing, narrating a personal experience.

**Project**

Group work: A magazine including their own pieces of creative writing

**Core Reading**

Mills Paul. *The Routledge Creative Writing* (Chapters 1 to 4 and Glossary)

Abrams M. H. *A Glossary of Literary Terms*. Macmillan

**General Reading**

Morley David. *Cambridge Introduction to Creative Writing*. New Delhi: CUP, 2007.

Starlie David. *Teaching Writing Creatively* ed. Heinmann, Portsmouth, 1998.

**Reference**

Peter Mark Roget. *Roget's Thesaurus of Synonyms and Antonyms*. Galley Press: London 1972

*Oxford Dictionary and Thesaurus*, ed. Julia Elliot. OUP, 2001.

*Oxford Language Reference*, ed. Jonathan law. OUP, 2008

**Assessment****Continuous Assessment**

Item

Weight

Assignment:	2
Test paper	2
Record/Seminar(See note below)	4
Attendance	2
<b>Total</b>	<b>10</b>

**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	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
	© Writing a skit 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
<b>Total</b>			<b>30</b>

**Note:**

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

**Core Course-X  
BUSINESS ENGLISH**

**Aims**

- To enable the students: (1) To learn Fundamentals of Business Correspondence.  
 (2) To acquire practical knowledge in Business correspondence.

**Objectives**

By the end of the semester the students will have a comprehensive idea about business correspondence. He will be an adept in preparing Business letters, Letters in respect of Banking and Insurance, Official correspondence and the like.

**Course Structure**

**Module I:** Definition, Meaning and Importance of Business Correspondence  
 Meaning—purpose and uses—types of Business correspondence

**Module II****Business Letter:**

- (1) Essential features
- (2) Organisation, Structure and layout of a Business letter
- (3) Letters of : Enquiries and Replies, Offers and Quotations--Credit and Status Enquiries—Complaints, claims and adjustments—Collection letters—Sales letters—Circulars, Notice, and Memos
- (5) Agency Correspondence: ‘Agent’ and ‘Agency’ in business context.
- (6) Drafting the Advertisements: Characteristics of a good advertisement—Advertising media—Essentials of drafting

**Module III: Banking and Insurance Correspondence**

- (1) Banking Correspondence: What is banking Correspondence?—Miscellaneous letters
- (4) Insurance Correspondence: Insurance-Types of Insurance—The process of Insuring—

**Module IV: Official Correspondence**

- (1)Types of Official Correspondence: Official letters—Demi-official letters—Features—Memorandum—Notification—order—Resolution—Press communiqué—Endorsement—Interdepartmental communication
- (2) Notice, Agenda and Minutes: Minutes—Objectivetypes—contents—guidelines—Legal requirements—Minutes of statutory meeting—Board meeting—Annual General Meeting etc.—Alteration of minutes—Minutes of Joint consultative meeting
- (3) Correspondence of a Company secretary: Correspondence with Directors and Shareholders

**Module V: Business Vocabulary****Core Books**

1. Bhatia R. C. *Business Communication*(2<sup>nd</sup> Ed). Ane Books India, 2008  
 (Part II, III & IV)
2. K. K. Ramachandran, K. K. Lakshmi, K. K. Karthick & M. Krishnakumar. *Business Communication*. Macmillan, 2007.
3. Mascull Bill. *Business Vocabulary in Use*. CUP

### Reference Books

1. Brian M. H. Robinson, Vidya S. Netrakanti & Dr. Hari V. shintre. *Communicative Competence in Business English*. Orient Longman, 2007.
2. Leo Jones & Alexander Richard. *New International Business English*, CUP
3. Ahley A. *Oxford Handbook of Commercial Correspondence*. OUP.

### Evaluation

#### Continuous Assessment

	Weight
Assignment: 4 types of letters	4
Test paper	2
Record works done in the semester—to be verified And assessed periodically	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.	Writing Letters/Correspondence	7 out of 10 (7 x 2)	14
IV.	Long Essay (300 words)	1 out of 2 (1 x 4)	4
		<b>Total</b>	<b>30</b>

## Core Course-XI

# ENGLISH LANGUAGE TEACHING

Code: FE6B11

Contact Hrs/week: 5

Credit: 4

---

### **Aims**

To help the students learn: (1) The role of teaching English—its methods and techniques (2) The Theories of language (3) The problems involved class management and its solutions

### **Objectives:**

On completion of the course the student shall able to:

- (1) Know the place and chief varieties of English today
- (2) Recognize the role of motivation and learning environment
- (3) Identify the role played by the teacher
- (4) Appreciate the importance of mistakes and feedback

### **Course Structure**

**Module I The English language:** (1)The Place of English Today—Its colonial past—Factors contributing to its popularity—Chief varieties of English—models (2)English as Second language or Foreign language. (3) Objectives of teaching English at the primary and middle school level.

### **Module II**

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

### **Module III**

**(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**

#### **Class Management**

(1) Teaching large classes—problems and solutions—Student grouping—group work/pair work—Class room interaction—motivation.

(2) Teaching Aids

Blackboard; Pictures; Tapes; Videos, Language labs

#### **Module V: Practical**

Planning Teaching Evaluation

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

### **Core Books**

1. M. L. Tickoo. *Teaching and Learning English: A Source Book for Teachers and Teacher Trainers*. Orient Longman
2. Geetha Nagaraj. *English language Teaching: Approaches, Methods and Techniques*. Orient Longman.



3. Jeremy Harmer. *The Practice of English language Teaching*. Orient Longman (3<sup>rd</sup> ed.)

### **Books for Reference**

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

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

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

### **Continuous Assessment**

Item	Weight
Assignment:	2
Test paper	2
Record/Model Classes	4
Attendance	2
<b>Total</b>	<b>10</b>

### **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
		<b>Total</b>	<b>30</b>

**Core Course-XII**  
**MEDIA STUDIES—II**  
***Electronic Media***

Code: FE6B12

Contact Hrs/week: 5

Credit: 4

---

**Aims:** To give the students basic training in writing for Electronic Media such as Radio and TV and 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, presentation etc for 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  
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  
Scripting: Different types--Structure and format of news, talks, interviews, documentaries, telefilms and interviews.  
Basics of TV program Production: Studio recording and Editing.  
Basic Glossary (See Appendix)

**Module IV: Introduction to New Media:** Basic features.  
E-Book, E-magazine, E-Journal, Internet, Web.  
Web writing—Technical writing—Blogging—Profile writing

### Field Work

*Visit to the TV and Radio stations*  
*Voice Training and screen presentation*

### Core Reading:

White, Ted. *Broadcast News Writing, Reporting and Production*  
Feldman Tony. *An Introduction to Digital Media* (Blueprint series)Paperback., 1996  
Vilaniyam. 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, cardroid, cue, DAB, Fx, Jingle, Off Mike, Omnidirectional, Simulcasting, sound bite, voice over, windshield, bidirectional, Disc, Jockey, Fitter, VOA, BBC.*

---

**Evaluation**

**(a) Continuous 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	<b>10</b>

**(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
		<b>Total</b>	<b>30</b>

**Core Course-XIII**

**TRANSLATION STUDIES**

Code: FE6B13

Contact Hrs/week: 5

Credit: 4

---

**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.  
Central Issues: Language Vs Culture—equivalence—loss and gain in translation—limits to translatability—intranslatability—translation as rewriting/new writing.

**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**

Translation of official documents: Official notifications—public awareness material—official correspondence—requests, applications and memoranda.  
Legal documents: contracts and agreements—petitions—transcripts of court proceedings—testimonies--verdicts

**Module IV**

Translating for the Media: (a) Translating News reports—advertisements--Screen plays—scripts for radio and TV  
(b) Basic principles of subtitling.

**Module V**

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

**Core Reading:**

Susan Bassnett. *Translation Studies*

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

<b>Continuous Assessment Weightage</b>	<b>:</b>	<b>10</b>
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 an official/Legal document literature on Consumer Products/Advertisement		2
Attendance		2
	<b>Total</b>	<b>10</b>

## 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	7 out of 10 (5 x 2)	10
IV.	Long Essay (300 words)	2 out of 4 (2 x 4)	8
		<b>Total</b>	<b>30</b>

## Core Course-XIV

# INTRODUCTION TO THEATRE STUDIES

Code: FE6B14

Contact Hrs/week: 5

Credit::4

### 1.Aims

- i) To impart to the students, the Theoretical and practical principles of Drama and Theatre as a powerful medium of creative communication practice.
- ii) To introduce the students to modern theatre practice with special focus on the proactive and interactive potential of Drama and Theatre.

## **2. Objectives**

By the end of the semester

- i) the student will be familiar with theories related to Drama and Theatre, both eastern and western, from Bharata and Aristotle to the modern.
- ii) He will have acquired, along with performative skill, the functional skill of reading and writing through theatre practices.
- iii) The student will develop basic skills of listening, clarity confidence and instinctive and spontaneous performance.
- iv) They will be able to generate linguistic and performance structures of their own choice for any given circumstance.
- v) They will be empowered in the art of acting and direction.

## **COURSE STRUCTURE**

The Course consists of Two Modules, each with two units, Theory and Practical. Teachers may prepare Monographs as Course materials on each area of Modules for study, both in Theory and Practical.

### **MODULE:1.( Theory)**

#### **Modern Theories of Drama and Theatre Arts-An Introduction**

- i) Theories on the origin and Historical development of Drama and Theatre- Indian and Western-based on Bharatha's Natyasastra and Aristotle's Poetics
- ii) Modern theories and concepts of Drama.
  - a) Constantine Stanislavski(1863-1938)-Psycho-physical System
  - b) Bertolt Brecht(1898-1956)-Epic Theatre/Dialectical Theatre
  - c) Jerzy Grotowsky1933-1999)-Toward a Poor Theatre
  - d) Augusto Boal(1931- )-The Theatre of the Oppressed

### **MODULE.II. Practicals**

#### **a) Play Reading.**

(Group readings of selected one-act plays by the students in the class-room as part of Communicative Theatre Exercises meant to develop the functional skills, most specifically of the reading and speaking, along with performative skills. The teacher can select the plays that have differing communicative potentials in varying human situations. For example, the famous short play, *Refund*, by Percival Wilde (1887-1953) can inspire the students to feel the spoken idioms of robust optimism and a rational curiosity with a deep psycho-linguistic and logical insight in to the minds of characters)

### **b) Improvised Plays.**

A kind of theatre practice in which the students use improvisational acting techniques to perform spontaneously and at the same time creating their own dialogues, settings and plot extemporaneously. The basic skills of listening, clarity, confidence, and performing instinctively and spontaneously are important skills for students to develop.

### **C) Dramatisation of Non-dramatic forms**

Students are to dramatise short poems or short stories or events from newspapers with teacher's assistance. This gives the students a chance to generate linguistic and performance structures of their own choice for any given circumstance.

## **MODULE:III.(Theory)**

### **Modern Theatre Practice-An Introduction**

#### **Theories of Acting in relation to the four prescribed texts:**

- i)The anatomy of acting
- ii) The roles of Body, Voice and Mind
- iii)The concept of acting as creation
- iv)Epic acting according to Bertolt Brecht
- v)Community theatre acting based on the Theatres of the Oppressed by Augusto Boal.

*Note: A 'Workshop on Acting' for two days has to be conducted for the students by an expert in the field of Theatre Acting.*

#### **Theories of Direction in relation to the four prescribed texts:**

- i)Direction as a creative art
- ii) Concepts of visual images by Gordon Craig
- iii) Process of play direction
- iv) Technical aspects of play direction
- v) Director and the Actor
- vi) Director's design of a play production

*Note: A 'Workshop on Direction' for two days has to be conducted for the students by an expert in the field of **Theatre Direction**.*

#### **Four prescribed texts**

- i) The play, *Ravunni*, by P.M.Taj in Malayalam and English.
- ii) The play, *The Beggar and the Dead dog*, by Bertolt Brecht in English and Malayalam.
- iii) Scenes from the play, *Karutha Deivathe Thedi*, by G.Sankara Pillai in Malayalam and English.
- iv) The play, *The Leader*, by Eugene Ionesco in English and Malayalam.

## **MODULE:IV. Practical**

- i) The major thrust in this module will be on Theatre Practice, both Acting and Direction .
- ii) Students may opt for Acting or Direction according to their personal assessment of themselves ,along with the appraisal by the teachers of their caliber projected through the practicals of Module.1. (Play Reading, Improvisational plays and Dramatisation of non-dramatic forms)
- iii) Direction Optional students have to be limited to two or three in number. Others can opt for Acting in the two/three one-act plays to be presented by the Direction optional students.
- iv) The Department may prepare a panel of representative one-act plays from which the Direction optional student are to select the play to be staged as part of Module 4.
- v) A production of a one-act play by an eminent local director with the participation of the students, and actors from the local community may be programmed as part of Community Theatre practice to give the direction optional and acting optional students to get acquainted with the process of directing a play.

### **Note:**

1. As a Prologue to the Complementary Course, a three day Orientation Course to students may be conducted .
2. Sessions on Drama And Theatre and its relationship with the other art forms like Film, Painting, Dance, Music and Multi media may be arranged with the help of internal and external experts in each field.

### **Evaluation**

Continuous assessment of the students has to begin from the participation in the orientation course and a written examination of two hours duration on the last day of the orientation course.

Assessment and evaluation of the practicals (one-act play presentations) done by the direction optional students will be made on the basis of their presentations, with the participation of Acting optional students and amateur actors and children in the local community. One of the Examiners for the assessment of the play production can be an external, from other departments in the college or outside for the purpose of transparency.

### **Books for Reference:**

1. Arnold, Stephani: *The Creative Spirit: An Introduction to Theatre*, McGraw Hill, 2001
2. Watson, GJ: *Drama: An Introduction*, Macmillan, London, 1983



3. Hatlen, Theodore: *Orientation to the Theatre*, Prentice Hall, 1981
4. Brockett, Oscar: *The Theatre: An Introduction*, New York, 1964
5. Evans, Tricia Evans: *Drama in English Teaching*, Routledge, 1984
6. Rangacharya, Adya: *The Indian Theatre*, National Book Trust, India, 1995
7. Rangacharya, Adya: *Introduction to Bharatha's Natya-sastra*, Popular Prakash, 1966
8. Stanislavsky, Constantine: *An Actor Prepares*, (Trans) Elizabeth Reynolds, Prentice Hall 1937
9. Cole, Toby: *Acting: A handbook of the Stanislavski Method*, Three Rivers Press (CA) 1955
10. Shepherd, Simon & Mik Wallis: *Drama/Theatre/Performance*, Routledge, 2004
11. Nicoll, Allardyce: *The Development of Theatre*, New York, revised, 1958
12. Williams, Raymond: *Drama From Ibsen Brecht*, Penguin Books, 1968
13. Williams, Raymond: *Drama In Performance*, Penguin Books, 1968
14. Sankara Pillai, G: *Rangavatharanam*, Kerala Bhasha Institute, 1979
15. Heffner, Hubert C: *Modern Theatre Practice: A hand book of Play Production*, Appleton-Century-Crofts, 1959

### Continuous Assessment

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

### End Semester Examination

#### Question Paper Pattern

No	Question type	No. of Questions	Weight
<b>Theory</b>			
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 (4 x 2)	8
Total			<b>20</b>

### Practical :

- I. Group Reading of Selected One-act Plays—Communicative Theatre Exercises.  
2
- II. Improvisation 4

III.	Dramatisation of Non-dramatic forms		
	4		

**Total**

**10**

Core Course-XV—Elective-1

## **ADVERTISING: THEORY & PRACTICE**

**Code: FE6B15(E)1**

**Contact Hours: 3 hrs/week**

**Credit: 2**

---

**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, New Delhi, 2004.

### **General Reading:**

- Aitchinson J. *Cutting Edge Copy Writing*. Prentice Hall, Singapore, 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*, 4<sup>th</sup> Edition, Cincinnati, OH: South Western Publishing Co. 1993.

### **Evaluation**

#### **Continuous 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
I	Objective type	3 bunches of 4 questions each		3
II	Short Answer	7 out of 10	(7 x 1)	

III.	Short Essay : (100 words) 5 out of 8	(5 x 2)	10
IV.	Practical work (300 words)	1 out of 2	(1 x 4)

10

**Total**

**30**

## **Core Course-XV—Elective-2**

### **LITERATURE IN TRANSLATION**

Code: FE6B15(E)2

Contact Hours: 6 hrs/week

Credit: 4

---

#### **Aims**

To make the students acquainted with English translations of literary works from European/Latin American/South-Asian and Indian languages.

To supplement the studies of Translation with translated works enabling him to enhance his skill. The course will open before the student a vast and varied world of translations stimulating his imagination and creativity.

To develop familiarity in the students with the cultural, linguistic and social nuances of world/regional literature

#### **Objectives**

The study of English translations of other nationalities would develop familiarity in the students with the cultural, linguistic and social nuances of world/regional literature. They help to generate a broad vision of life by making the students to come to grips with universal problems and varied life situations

English translations of Indian literary texts immensely benefit the students for various reasons:

1. They make interesting reading since the soul of these texts remain Indian though the language is English.
2. They present the culture which is very familiar to the students.
3. The students can undertake studies in comparative literature.
5. The process of language learning becomes more meaningful, serious, interesting and product-oriented.
6. The students get immense development with regard to vocabulary, grammar, structure, usage, literary elements etc helping to develop skill in written communication.

#### **Course Outline**

##### **Module-I**

##### **Poetry**

1. Pablo Neruda. 'I am Explaining a Few Things.' (Spanish) from *Pablo Neruda: Selected Poems.*, Tr. W. S. Merwan, Nathaniel Tarn and Alaistein Reid. Penguin, 1975
2. Marina Tsvetaeva. 'We Shall Not Escape Hell' in *Selected Poems of Marina Tsvetaeva.* Penguin, 1994 (Russian)
3. Vylloppilli. 'Mampazham' (Malayalam)
4. Juan Che : From 'The Poems of My Heart' in *An anthology of Chinese Literature.* (Chinese) Ed., Cyril Berch. Grove Press, New York

5. Ka Na Subramanian, 'Experience' (Tamil)
6. Amrita Pritam. (Punjabi)'I am the Daughter of the Land of Dravid'  
(poems 5 and 6 are from *Signatures* edited by Sachidanandan. K, National Book Trust of India, New Delhi, 2000)

## Module-II

### Drama

1. Bertolt Brecht, 'Scene 8' of *The Life of Galileo* (German) Tr., Desmond I Vesey. Oxford University Press, 1985
2. Thoufееq Al-Hakkim. 'The River of Madness'(Arabic)from *Plays, Prefaces & Postwcripts of Thoufееq Al Hakkim: Theatre of the Mind* Tr., William M. Hutchins. Three Continents Press, 1984.
3. Franca Rame Dario Fo. *A Woman Alone* (Italian) Tr., Gillian Hanna. Methuen Drama, 1991.
4. G. Sankara Pillai. *Bharatha Vakyam* (Malayalam) Tr., K. M. Tharakan. Sahithya Academy, Trissur, 1981

## Module-III

### Fiction

- 1.Orhan Pamuk. *Snow* (Turkish) Tr. By Maureen Freely. Faber and Faber, London, 2004.
- 2.Vaikkom Muhammed Basheer: 'Voices' (Malayalam) Tr. V. Abdulla. Sangham Books, Bombay, 1976.
3. Three stories from *Twenty Stories from South Asia*, Katha, New Delhi, 2003
  - a. 'Full Moon Night' (Bengla) by Gautam Sen Gupta
  - b. 'She Too is Ahalya' (Hindi) by Usha Mahajan Tr.by Pamela Manasi
  - c. 'Doves' (Urdu) by Joginder Paul Tr. By Bhushan Arora.

**Note:-** *The texts are not meant to be taught in the class in the conventional style. The students are to read the texts individually and engage themselves in Group Discussions, Debates, Reviews etc., in the class room. They should comprehend, identify and appreciate the social, linguistic and literary aspects of the works. They have to compare the works prescribed with other works also. The teachers have to provide the necessary ambience by motivating and facilitating the learning activities.*

## Core Reading

All prescribed texts

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

## Further Readings Recommended

### Poetry

'Agyeya'. *Selected Poems* Writer's Workshop, Calcutta, 1969.

-----*Signs and silence* Tr., Leonard E. Nathan. Delhi, 1976.

Balamani Amma. *Thirty poems*. Orient Longman, Madras, 1973

*Modern Hindi Poetry*, Indiana Univeristy Press, Bloomington, 1967.Ed., Vidyanivas Mishra

Modern Kannada Poetry. Eds. C. Kanavi and K. Ragavendra Rao

Malayalam Poetry Today, Kerala Sahitya Academy, Trissur, 1984. ed, k. M. Tharakan

### Fiction

Kafka, Franz *Metamorphosis and other Stories*. Vintage, 1999  
 -----*The Castle*. Vintage, 1999.  
 Saramago, Jose *Blindness* Tr., Giovenni Ponteiro. The Harville Press, London, 1997.  
 -----*Seeing* Tr. Margaret Jull Costa. Viintage Books, London, 2006.  
 Mukundan. M. Kesavan's lamentations, Rupa & Co, New Delhi, 2006  
 Jayakanthan, *Dissonance and Other Stories*. Tr., K. S. Subramanian, Katha, New delhi, 2008  
*Twenty Stories from South Asia*, Katha: New Delhi, 2003  
*Karoor: Eleven Stories* Tr., K. c. Bindu. Tarjuma, Kozhikode, 2008  
 S. Maheswatha Devi, *Bait* Tr., Sumantha Banerjee, Seagull Books, Calcutta, 2004  
 Seth, Reji. *Unarmed (Nishkavach)* Tr., Raji Narasimhan, Macmillan.

### **Drama**

Pirandello, Luigi. *Henry IV*  
 Komal Swami Nathan. *Water (Thanneer Thanneer)*Tr., S. Shankar, Seagull books, Calcutta, 2001  
 OR C. J. Thomas, *Behold, He Comes Again* (Malayalam) Tr. Ramji. Sahithya academy, Trissur, 1979

**For a comprehensive list of English Translations of Indian Literature see 'A Bibliographical Supplement' in *Translation as Discovery* by Sujit Mukherjee. (Orient Longman, 2006.)**

## Evaluation

### **Continuous 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
		<b>Total</b>	<b>30</b>

# Core Course-XVI

## PROJECT WORK

**Code: FE6B16**

**Credit: 4**

Contact Hrs/week: Semester V : 2      Semester VI : 2

---

### **Aim:**

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

### **Objectives**

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

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

### **Project Work**

The student can make his choice of topic at the beginning of the 5<sup>th</sup> 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 3000 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 Akashavani among farmers in a particular area.

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

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

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

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

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

7. Advertisements

## II. Translation

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

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

## **Format**

### **I. Media Writings**

Introduction—Relevance of the study

Objectives

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

Analysis

Findings

Conclusion

Appendix

### **II. Translation**

Preface: Relevance of the text translated

Method of translation employed (Semitic/Communicative etc)

Problems faced in translating the text.

Introduction: Original work—its author—its status—impact—critical evaluation and other relevant factors-

Translation—chapter wise

Appendix

Bibliography/webliography

## **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: 10  
Viva Voce      :      Weight: 30

### ***Indicators for Evaluation***

Appropriateness: adequacy and relevance of data collected  
Comprehensiveness of the Content  
Comprehensiveness of the findings  
Originality (of innovative ideas and observations)  
Selection of topic, approach, ideas etc.  
Creativity  
Quality of language Used  
Appropriateness of Language  
Presentation and organization  
Consolidation

\*\*\*\*\*

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

Code: FE1C01A

Contact Hrs/week: 6

Credit: 4

---

**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

**Module II : Poetry**

Rabindranath Tagore: 'Leave This' from *Githanjali*

Sarojini naidu: Palanquin Bearers

Nizim Ezekiel: Night of the Scorpion

Kamala Das: Words

Parthasarathi: Exile

A. K. Ramanujan: A Very Indian Poem in Indian English

Dileep Chitre: Father Returning Home

Daruwala: On Killing a Tree

**Module III: Prose**

Mahatma Gandhi: *My Experiment with Truth*

Arundhati Roy: *Public Power in the Age of Empire*

**Module IV : Fiction**

Sasi Deshpande: *That Long Silence*

**Module V: Drama**

Girish Karnad: *Yayathi*

**Core Books**

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

All the prescribed texts in Module I to IV

## **Evaluation**

### **Continuous Assessment**

Item	Weightage
Assignment:	4
Test paper	2
Seminar	2
Attendance	2
	<b>10</b>

### **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 (5 x 2)	10
IV.	Long Essay (300 words)	1 out of 2 (2x 4)	8
		<b>Total</b>	<b>30</b>

## Complementary Course-II (Optional)

# Postcolonial writing

Code: FE1C01B

Contact Hrs/week: 6

Credit::4

---

### 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 key concepts in Postcolonial Literature. 2. He will have a general understanding of the variety of postcolonial writings.

**Module I:** Key concepts in Postcolonial Discourse—colonisation, postcolonialism

Binarism: (colonizer x colonized; white x black; marginal x central etc.)

Subjectification, Negritude, Orientalism, Imperialism; Adopt, adapt and adept; Hegemony, Abrogation & adaptation; Mimicry and hybridity

**Module II:** Textual strategies in postcolonial writing

1. Raja Rao, *Kanthapura*
2. Chinua Achebe, *Things Fall Apart*

**Module III: Short Stories and Poems**

#### Short Stories

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

#### 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 IV: Postcolonial Theatre**

Vijay Tendulkar, *Silence! The Court is in Sessions*

### **Core Reading**

*Key Concepts in Postcolonial Studies*

### **General Reading**

Leela Gandhi. *Postcolonial Theory*

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

## **Evaluation**

### **Continuous Assessment**

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

### **End Semester Examination**

### **Question Paper Pattern**

#### **No Question type Weight**

#### **No. of Questions**

I	Objective type	3 bunches of 4 questions each	3
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) 2 out of 4 (1 x 4)  
8

**Total**

**30**

### **Complementary Course-III**

## **Landmarks in English literature**

Code: FE2C02

Contact Hrs/week: 6

Credit::4

---

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

Prescribed Text: ‘Sonnet 116’ by William Shakespeare.  
‘Of Studies’ by Francis Bacon

(b) Augustan Age—Major essayists and poets  
Prescribed Text: ‘Sir Roger at the Theatre’  
‘London’ by William Blake

**Module II (a)** Romanticism.—*Preface to Lyrical Ballads*—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: ‘Dover Beach’ by Arnold,

**Module III : (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;

Prescribed Texts: T. S. Eliot, ‘Waste Land’ (Ist Section) Virginia Wolfe, *To the*

*Lighthouse*

Harold Pinter, *Birthday Party*

## Module IV American Literature

American Literature: Introduction

Major writers: (a) Walt Whitman, Edgar Allan Poe; Nathaniel Hawthorne; Mark Twain

Prescribed Texts: Whitman, ‘One’s Self I sing’, Poe, ‘To Helen’

(b) Major writers: Robert Frost; Emily Dickinson; E. E. Cummings; Sylvia Plath  
Ernest Hemingway; William Faulkner; Tennessee Williams, Arthur Miller; Eugene O’Neill

Prescribed Texts: Frost, ‘Mending Wall’; Sylvia Plath, ‘Daddy’

Hemingway, *The Old Man and Sea*

### Core Books:

1. John Peck and Martin Coyle. *A Brief History of English Literature* Palgrave, 2008
2. *American Literature of the 19<sup>th</sup> Century* ed; William J. Fisher, Eurasia Publishing House, New Delhi
3. *An Anthology: American Literature 1890-1965* ed; Dr. Egbert S. Oliver. Eurasia Publishing House, New Delhi

### 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.



**Evaluation**  
**Continuous 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
		<b>Total</b>	<b>30</b>

**Complementary Course. IV(Optional)**  
**INTRODUCTION TO PUBLIC**  
**ADMINISTRATION**

Code: FE3CO3A

Contact Hrs/week: 5

Credit: 4

---

**Aim**

The Course is designed on the recognition of its immense relevance to the study of the Core Course.

To make the students familiar with Principles and concepts of Public Administration and also the emerging trends in Public Administration in the present scenario of globalization.

**Objectives**

By the end of the semester, the student will have a general understanding of the various aspects of Public Administration.

**Course Outline**

**Module I : Introduction**

1. Meaning, Nature, Scope and importance of **Public** Administration
2. State and Evolution of **Public** Administration
3. Relationships with other Social Sciences: With special reference to Political Science, Economics, Sociology, Psychology
4. Politics & Administration Dichotomy – Woodrow Wilson and F.J. Goodknow

**ModuleII: Theories and Approaches**

5. Classical Approach : Henry Fayol, Gulick and Urwick
6. Scientific Management Approach: Taylor
7. Bureaucratic Approach: Max Weber and Karl Marx
8. Human Relations Approach – Elton Mayo
9. Behavioural Approach: Herbert Simon
10. Socio – Psychological Approach: Hierarchy of Needs : Abraham Maslow; Theory X and Theory Y : Douglas Mc Gregor
11. Ecological Approach: Riggs

**Module III: Concepts and Principles of **Public** Administration**

12. Administrative Planning
13. Leadership and Supervision
14. Communication and **Public** Relations

**Module IV: Emerging Trends**

15. New **Public** Administration : Minnowbrook I & II
16. **Public** Administration and **Public** Policy
17. New **Public** Management
18. Governance
19. **Public** Administration in the context of Globalization, Privatization and Liberalization
20. Post Modern **Public** Administration

**Core Reading**

Dr. M. P. Sharma & Dr. B. L. Sadana. *Public Administration: Theory and Practice* Kithab Mahal: New Delhi, 2008

**Evaluation**

**Continuous 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
<b>Total</b>				<b>30</b>

**Complementary Course-V (Optional)  
PERSONALITY DEVELOPMENT**

Code:FE3CO3B Contact Hours: 6 hrs/week

Credit: 4

---

**Aim:** The Course is designed on the recognition of its immense relevance to the study of the Core Course. It enables the students to understand the concepts and qualities of leadership.

**Objectives**

1. To understand interpersonal skills and apply them in their interaction with others.
2. To function as mentors
3. To be creative in organizing/interacting with people.
4. To analyze and resolve conflict.

**Course Outline**

**Module-I** Introduction—the field of personality

The nature of theory and the role of evidence

Motivation: Evolutionary perspectives

Emotions—the basics

Consciousness and nonconscious processes. Psycho—analytic propositions(fantasy; ego-depletion)

### **Module-II**

Volition: Processes and individual differences

Achievement motivation

Goals and the sense that one's life is meaningful.

### **Module-III**

Measuring Personality: Basic Concepts

Assessing the assessment tools: Reliability and validity--Methods of Measuring Personality---Dimensional approaches to personality

Taxometrics

### **Module IV**

Heredity in personality traits—Stability and consistency of personality.

Personality systems Interaction Theory.

### **Core Reading**

McAdams, D. P. *The Person: A New Introduction to Personality Psychology* (4<sup>th</sup> edition). John Wiley and Sons, 2006

### **General Reading**

1. Klinger. E., & Cox, W. M. 'Motivation and the Theory of Current Concerns' in *Handbook of Motivation Counselling*. Ed.,E. Klinger& W. M. Cox.
2. Markus. H., & Kitayama. S. 'Culture and Self: Implications for Cognition, Emotion, and Motivation' in *Psychological Review*, 1998 (pp. 224-253)
3. McCullough, M. E., Emmons. R. A & Tsang. 'The Grateful Disposition: A conceptual and Empirical Topography' in *Journal of Personality and Social Psychology*, 1992 (pp. 112-127)

**Note:** *The topics in this syllabus may be covered in class by lecture, discussions, exercises, videos or any other medium that proves useful.*

However, lectures and readings are two different sources of information in the area of personality, and each should be able to stand on its own. Most of the class will include opportunities to discuss current readings. A few sessions will have to be devoted for the discussions of articles drawn from the journal literature on personality. Such discussions may be begun with short quiz on the articles.

Assignments may be designed to sharpen the students' observation of their own personality, to demonstrate some of the concepts in the field and to introduce them to research methods. These activities may consist of brief papers, systematic monitoring of one's own behaviour and inner experience, taking selected personality tests, and possibly other operations.

Students may be encouraged to participate in a small study group. The purpose of study group is mutual support in achieving the objectives of the course. By sharing information and probing and tutoring one another, all students help themselves and other group members to master the material. Using and teaching are the very best ways to learn. Study groups should include between four and eight committed members.

## Evaluation

### Continuous 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.ofQuestions	Weight
I	Objective type	2 bunches of 4 questions each	2
II	Short Answer	6 out of 9 (6 x 1)	6
III.	Short Essay : (100 words)	4 out of 6 (4 x 2)	8
IV.	Long Essay (300 words)	1 out of 4 (1 x 4)	4

### Viva Voce

**10**

## Complementary Course-VI

# PUBLIC RELATIONS

Code: FE4C04

Contact Hours/week: 6

Credit: 4

**Aim:**

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

**Objectives:**

By the end of the semester;

(1) Students will have acquired knowledge about the history of public relations in modern organizations and a variety of theories and paradigms of effective public relations.

(2) They will learn to develop market surveys, write news releases, produce public service announcements, conduct news conferences, and design web pages. Throughout the class, students will consider the professional and social obligations associated with a career in public relations.

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

Introduction—What is Public relations(PR)?—Detailed study of definitions—

Nature of “public” in Public Relations

Differences between PR, Publicity and Propaganda—

**Module-II**

Growth and Development of PR in India

Function of PR in private and public sectors

**Module-III**

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

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

**Module-IV**

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

PR campaigns—goals, planning and execution.

## Core Reading

1. Narasimha Reddy. *How to be a Good P.R.O*
2. Anil Basu. *Public Relations—Strategies and Tactics*

## General reading

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

## Evaluation

### Continuous 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
		<b>Total</b>	<b>30</b>

**Open Course**  
**COMMUNICATIVE ENGLISH**

Code: FE5D01

Contact Hrs/week: 3

Credit:4

---

**Aims:** (1) To enable the students develop higher order language skills needed for working and organizing thought in English.  
(2) To equip the students with a comprehensive understanding of the important aspects of English that will allow them to communicate effectively in the language.

**Objective**

At the end of the semester the student will have acquired skill in spoken and written communication in English

**Course Structure**

**Module I: Basics of Communication**

- (1) Communication: Meaning, Importance and Process—Importance of effective communication in business—Process of communication—Characteristics of Communication
- (2) Objectives of Communication: Give and receive information—provide advice—provide counseling—issue orders and instructions—impart education and training etc
- (3) Media and Types of Communication: Verbal communication: Oral—Listening as a communication tool—Barriers to Effective Listening
- (4) Verbal Communication: written
- (5) Tips for clear writing (Choice of words—Sentence construction, Paragraph Design)

**Module II Interview**

Essentials for drafting a Good Interview Letter  
Types of Interviews: Employment; Counseling; Performance Appraisal; Grievance; Information Gathering  
Staging and conducting Effective Interviews: Planning—conducting

**Module III : Business Writing**

Essential features of a Business letter  
Parts of Business letter—Layout  
Letters Written in Purchase Transaction: Enquiry Letter—Quotation Letter—Order—Acceptance—Refusal—Cancellation of order—Compliance—Complaint and Claims—Settlement of Account—Letter of offer—Circulars  
Drafting Advertisements.



## Module IV Official Correspondence

Types of Official Correspondence: Official/Demi-official—Memorandum Notification—Resolution—Press Communiqué Endorsement  
Notice, Agenda and Minutes.

## Module V Grammar

Words: Word Building—Classes / Parts of Speech—Groups ( Sentence, Phrases and idioms

Punctuation & Capitalisation

Reading Comprehension

Speaking and Listening: Pronunciation—Suffixes/prefixes—Silent Letters—Noun-verb

Problem—Most mispronounced words

Common Errors

## Core Reading

1. R. C. Bhatia. *Business Communication*. Ane Books India, 2008
2. Sarah Freeman. *Written Communication in English*. Orient Longman, 2008  
(as a Practice Book)

## General Reading

1. R. K. Jansal & J. B. Harrison, *Spoken English*
2. Ashok Throat, Balachandra Valke & Shridar Gokhale, *Enriching Your Competence in English*. Orient Longman, 2007.
3. V. R. Narayanaswami. *Strengthen Your Writing* (3<sup>rd</sup> ed). Orient Longman, 2006.
4. Kamlesh sadanand & Sushila Punitha. *Spoken English: A Foundation Course*. (Part I & II). Orient Longman, 2008.

## Reference Books

Peter Mark Roget. *Roget's Thesaurus of Synonyms and Antonyms*. Galley Press: London 1972

*Oxford Dictionary and Thesaurus*, ed. Julia Elliot. OUP, 2001.

*Oxford Language Reference*, ed. Jonathan law. OUP, 2008

*Oxford Learners' Dictionary of Current English*.

## Evaluation

**Continuous Assessment** Weight: 10

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

## Question Paper Pattern of the End Semester Examination

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	1 out of 2 (1 x 4)	4
<b>Total Weightage</b>			<b>30</b>

## Recommendations

### Orientation Camps to Teachers

The restructured curriculum marks a departure from the existing system in both content and method. The major shift is from the traditional teacher-oriented mode to the student-oriented mode. While in the traditional system the teacher was the information-giver, the new system envisages shared knowledge. Besides having vital knowledge about the content, skills and instruction, the teacher should be able to value and build upon the knowledge, personal experience, language strategies and culture that students bring to the learning situation. The teacher has to take up several roles:

(a) *Mediator*: The role of the teacher increasingly emphasizes mediated learning. Successful mediators help the students, connect new information to their experiences and to learning in other areas also.

(b) *Facilitator*: Facilitating involves creating environments and activities for linking new information to prior knowledge.

© *Intervener*: The class can be made student-centred and interactive only by the strategic intervention of the teacher

(d) *Researcher*: Despite the curriculum, the teacher enjoys full freedom to design, conduct, evaluate and provide remedial measures to achieve the curriculum objectives. She/he has to rise to the level of a researcher who continually equips herself/himself in tackling academic issues.

(e) *Motivator*: The teacher is not the deliverer of knowledge and information to the student. On the other hand, he should be a motivator who inspires the student.

These factors point to the expediency of orientation courses to teachers in the very beginning of the implementation of the new system. The Board of Studies strongly recommend a series of orientation camps, to be conducted by the University, for all teachers so as to enable them internalize the perspective, methodology and content of the curriculum.

### Language Lab and Digital Library

The effective study of a program like Functional English needs to be supported by Language Labs, LCDTV and Projector, Digital Camera and such materials apart from Books, CDs, Tape recorder etc. The infrastructure for making these materials available should be a pre-requirement for conducting the programme.

**Website**

Functional English is a multi-focal academic program, the study of which requires constant updating of the information and knowledge available. A collection of books or CDs would not be sufficient for acquiring latest information in areas like media studies, communication skill etc. In this context the Board recommends the University to create a website for *Functional English* programme.