

**ST. JOSEPH'S COLLEGE (AUTONOMOUS),
DEVAGIRI, CALICUT**



CURRICULUM & SYLLABI
FOR
BA FUNCTIONAL ENGLISH

(UNDER CHOICE BASED CREDIT & SEMESTER SYSTEM UG- 2019)

(EFFECTIVE FROM 2019 ADMISSION)



B.A FUNCTIONAL ENGLISH

1. GENERAL SCHEME OF THE PROGRAMME

Sl No.	Course	No. of Courses	Credits
1	Common Courses (English)	6	22
2	Common Courses (Additional Language)	4	16
3	Core Courses (Including Elective & Project)	16	63
4	Complementary Courses	8	16
5	Open Course	1	3
	Total		120
	Audit Courses	4	16
	Extra Credit Activities		4
	Total		140

2. PROGRAMME STRUCTURE

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

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

2.2.1 Common Courses: Students of BA Functional English programme shall undergo 10 Common courses. A01 to A06 are English courses and A07 to A10 are additional language courses.

Common Courses in various semesters

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

2.2.2 Core courses: Core Courses are the courses in the major (Core) subject of the degree programme chosen by the student. Core Courses are offered by the parent Department.

2.2.3 Complementary courses: Complementary Courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters. Complementary Courses provide the student openings to disciplines ancillary to core courses. They give opportunities to explore areas contiguous to Functional English and also of reciprocal interest. They enable the student to broaden and enrich the knowledge and skill they acquire studying functional English

2.2.4 Open Courses: There is one Open Course in Core subjects in the fifth semester. The open course is open to all the students in the college except the students in the parent department. The students can opt this course from any other department in the college. Total credit allotted for open course is 3 and the hour per week allotted is 3.

2.2.5 Ability Enhancement Courses/Audit Courses: These are courses which are mandatory for a Programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit Course each in the first four semesters. These courses are not meant for classroom study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the College. The students can also attain these credits through online courses like SWAYAM, MOOC etc (optional). The list of courses in each semester with credits are given below.

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

2.3 Extra Credit Activities: Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Those students who could not join any of the above activities have to undergo Social Service Programme (SSP). Extra credits are not counted for SGPA or CGPA.

2.4 Credits: A student is required to acquire a minimum of 140 credits for the completion of the UG programme, of which 120 credits are to be acquired from class room study and shall only be counted for SGPA and CGPA. Out of the 120 credits, 38 (22 for common English courses and 16

for common languages other than English) credits shall be from common courses, 2 credits for project/ corresponding paper and 3 credits for the open course.

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

2.5 Attendance: A student shall be permitted to appear for the semester examination, only if he/she secures not less than 75% attendance in each semester. Attendance shall be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by the College remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college/university with the prior concurrence of the Head of the institution. Participation in such activities may be treated as presence in lieu of their absence on production of participation/attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester). Students can avail of condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonations during the entire programme). If a student fails to get 65% attendance, he/she can move to the next semester only if he/she acquires 50% attendance. In that case, a provisional registration is needed. Such students can appear for supplementary examination for such semesters after the completion of the programme. Less than 50% attendance requires Readmission. Readmission is permitted only once during the entire programme.

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

2.7 Project: Every student of the Functional English UG degree programme shall have to work on a project of 2 credits under the supervision of a faculty member.

3. COURSES

3.1 Core Courses

Sl. No	Code	Title	Hrs/week	Credit	Sem.
1	GFEN1B01T	Communication Skills in English	6	5	1
2	GFEN2B02T	Advanced English Grammar	6	4	2
3	GFEN3B03T	Language and Technology	4	4	3
4	GFEN3B04T	Applied Phonetics	5	4	3
5	GFEN4B05T	Fundamentals of Linguistics	5	4	4
6	GFEN4B06T	English for Business Communication	4	4	4
7	GFEN5B07T	Translation Studies	5	4	5
8	GFEN5B08T	Print Media	5	4	5
9	GFEN5B09T	Theatre for Communication	5	4	5
10	GFEN5B10T	Contemporary Literary Theory	5	4	5
11	GFEN6B11T	English Language Teaching	5	4	6
12	GFEN6B12T	Electronic Media	5	4	6
13	GFEN6B13T	Creative Writing	5	4	6
14	GFEN6B14T	Film Studies	5	4	6
15	GFEN6B15D	Project	2	2	5&6
Total				59	

3.2 Electives

Sl No	Code	Name	Hrs/week	Credit	Sem.
1	GFEN6E01T	Elective 1 – Language for Advertising : Theory and Practice	3	4	6
Or					
2	GFEN6E02T	Elective 2 – Women Studies	3	4	6
Total				4	

3.3 Complementary Courses

Complementary Courses provide learners with openings to disciplines ancillary to core Courses. They give opportunities to explore areas contiguous to Functional English and also of reciprocal interest. They enable the students to broaden and enrich the knowledge and skill they acquire studying functional English. The two Complementary Courses are **Literatures in English** and **Cultural Studies**.

SL No	Code	Title	Hrs/week	Credit	Sem.
1	GFEN1C01T	LITERATURES IN ENGLISH: From Chaucer to the Present-I	3	2	1
2	GFEN1C02T	CULTURAL STUDIES: Perspectives in Culture-I	3	2	1
3	GFEN2C03T	LITERATURES IN ENGLISH: From Chaucer to the Present-II	3	2	2
4	GFEN2C04T	CULTURAL STUDIES: Perspectives in Culture-II	3	2	2
5	GFEN3C05T	LITERATURES IN ENGLISH: American & Post Colonial-I	3	2	3
6	GFEN3C06T	CULTURAL STUDIES: Cultural Spaces-I	3	2	3
7	GFEN4C07T	LITERATURES IN ENGLISH: American & Post Colonial-II	3	2	4
8	GFEN4C08T	CULTURAL STUDIES: Cultural Spaces-II	3	2	4

Complementary Courses offered by Functional English Department For B.A Mass Communication

Sl.No	Code	Title	Hrs/ week	Credit	Sem.
9	GFEN1CO9T	English for Communication – I English Language and Communication -The Basics	3	2	1
10	GFEN2C10T	English for Communication-II Platform Skills	3	2	2
11	GFEN3C11T	English for Communication- III Business Communication	3	2	3
12	GFEN4C12T	English for Communication -IV Academic Writing	3	2	4

3.4 Open Courses

Open Courses offer chances for any undergraduate students in the college to take a Course of their own choice, from other Disciplines in the same institution. The Course with 2 credits comes in the 5th Semester.

SL No	Code	Title	Hrs/ week	Credit	Sem.
1	GFEN5DO1T	English for Competitive Examinations	3	3	5
2	GFEN5DO2T	Language for Advertising: Theory and Practice			
3	GFEN5DO3T	English for Professional Success			

4. Evaluation and Grading

Mark system is followed instead of direct grading for each question. For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given in Annexure-1

4.1 Course Evaluation

The evaluation scheme for each course shall contain two parts

1) Internal assessment 2) External Evaluation

20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

4.1.1 Internal Assessment Framework

20% of the total marks in each course are for internal examinations. The marks secured for internal assessment only need to be sent to the Controller of Examinations by the colleges concerned.

The internal assessment shall be based on a predetermined transparent system involving written tests, Class room participation based on attendance in respect of theory courses and lab involvement/records attendance in respect of Practical Courses.

Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude.

Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40%, Assignment 20%, Seminar 20% and Class room participation based on attendance 20%.

For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken.

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks. The course teacher(s) shall maintain the academic record of each student registered for the course, which shall be forwarded to the Controller of Examinations by the Head of the Department after obtaining the signature of the course teacher.

Item	Marks /20	Marks/15	Marks/10
Assignments	4	3	2
Test(s)/ Viva voce	8	6	4
Seminar/Presentation	4	3	2
Classroom participation based on attendance	4	3	2
Total	20	15	10

**Performative/ skill-oriented assessment is to be preferred to theoretical knowledge in all Courses; it is mandatory in Courses like GFEN1B01T, GFEN3B04T, GFEN5B09T and GFEN6B13T.*

4.1.1.1 Split up of Marks for tests/viva voce

Range of Marks in test paper	Out of 8 (Maximum internal marks is 20)	Out of 6 (Maximum internal marks is 15)	Out of 4 (Maximum internal marks is 10)
Less than 35%	1	1	0.5
35% - 45%	2	2	1
45% - 55%	3	3	1.5
55% - 65%	4	4	2
65% -85%	6	5	3
85% -100%	8	6	4

4.1.1.2 Split up of Marks for Classroom Participation

Range of attendance	Range of CRP Out of 4 (Maximum Internal Marks is 20)	Out of 3 (Maximum Internal Marks is 15)	Out of 2 (Maximum Internal Marks is 10)
50% ≤CRP <75%	1	1	0.5
75% ≤CRP <85%	2	2	1
85 % and above	4	3	2

4.1.2 External Assessment Framework

External evaluation carries 80% of marks. The external question papers may be of uniform pattern with 80/60/40 marks (The pattern is given in the Annexure III). The Courses with 2/3 credits will have an external examination of 2 hours duration with 60 marks or 1.5 hour duration with 40 marks and Courses with 4/5 credits will have an external examination of 2.5 hours duration with 80 marks.

The external examination in theory Courses is to be conducted by the College with question papers set by external experts. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation and answer keys shall be provided by the College. The external examination in practical Courses shall be conducted by two examiners – one internal and an external, the latter appointed by the College. The project evaluation with viva can be conducted either internal or external which may be decided by the Board of Studies concerned. (Guidelines are given in Annexure II).

After the external evaluation only marks are to be entered in the answer scripts. All other calculations including grading are done by the College.

Question Paper Pattern for End Semester examination is given in Annexure II To Question Setters:

Questions shall address both lower order and higher order skills of learners.

Questions shall assess application and analytical skills of learners should get enough weight.

Questions addressing the comprehension level of learners have to be minimal.

PSOs	PROGRAMME SPECIFIC OUTCOMES
PSO1	Having acquired the fundamentals of English grammar and its nuances, the student will be able to read, write and communicate fluently in English
PSO2	The student has a better understanding of human life and values through the acquaintance with literary masterpieces
PSO3	Understands the intricacies of politics of marginalisation and gets equipped to be proactive in real life situations
PSO4	Apply theories in the reading of texts and extend it to an understanding of problematic of human situations
PSO5	Having gained a deeper knowledge of the linguistic rubrics, the student is able to use it as a tool for better communication
PSO6	Use English language with an acceptable pronunciation, accent and intonation
PSO7	The learner will have acquired skills to use modern technology for academic purposes
PSO8	The learner will be able to effectively draft correspondences for official and business purposes and other professional writing skills
PSO9	The student knows how to handle formal situations like conducting meetings, interviews etc.
PSO10	The theoretical and practical knowledge of the translation enables a student to pursue it on a professional basis
PSO11	Having acquired skills in media writing like writing editorials, features, columns etc and also a knowledge of the techniques and layout of a newspaper introduces the student into the vistas of Print media and its prospects
PSO12	Introduction to the technical and technological aspects of the electronic media

	provides an insight into the prospects of Electronic media
PSO13	The learner gains communicative skills, self confidence and personality development through the initiation into theatrical performances
PSO14	The theoretical knowledge of the practices of the theatre enables a student to appreciate, analyse and evaluate theatrical performances as a means of social criticism
PSO15	The learner acquires the skills to direct and stage theatrical performances
PSO16	The learner acquires the basic skills of acting
PSO17	The learner gets sensitised to the negotiations of meaning within social categorisations
PSO18	The learner masters the basics of language teaching, learning and acquisition, using various techniques and approaches of Language Teaching
PSO19	The learner gains competence in tackling English in competitive exams
PSO20	The scope of employability in the advertising field is enhanced as the learner acquires the basic skill for creating advertisements using creativity
PSO21	The introduction to different approaches to film appreciation using theories enables the learner to reflect on films as mass media for representations and its politics within the social structures of hierarchy, powerdoms, etc.
PSO22	The art of creative writing is fostered in the learner and is brought to a technical perfection
PSO23	At the end of the programme the learner gets introduced to a wide range of academic and employable opportunities that can be pursued to the enhancement of the future career of the student

SEMESTER WISE PROGRAMME STRUCTURE

Semester I

Course	Code	Title	Hrs/ week	Credit
Common Course English	GENG1A01T		4	3
Common Course English	GENG1A02T		5	4
Common Course Additional Language	GMAL1A01T GHIN1A01T GFRC1A01T		4	4
Core Course I	GFENIB01T	Communication Skills in English	6	5
Complementary Course I	GFEN1C01T	Literatures in English: From Chaucer to the Present-I	3	2
Complementary Course II	GFEN1C02T	Cultural Studies: Perspectives in Culture-I	3	2
Total			25	20

Semester II

Course	Code	Title	Hrs/ week	Credit
Common Course English	GENG2A03T		4	3
Common Course English	GENG2A04T		5	4
Common Course Additional Language	GMAL2A02T GHIN2A02T GFRC2A02T	Language and Technology	4	4
Core Course II	GFEN2B02T	Advanced English Grammar	6	4
Complementary Course III	GFEN2C03T	Literatures in English: From Chaucer to the Present-II	3	2
Complementary Course IV	GFEN2C04T	Cultural Studies: Perspectives in Culture-II	3	2
Total			25	19

Semester III

Course	Code	Title	Hrs/ week	Credit
Common Course English	GENG3A05T		5	4
Common Course Additional Language	GMAL3A03T GHIN3A03T GFRC3A03T		5	4
Core Course III	GFEN3B03T	Language and Technology	4	4
Core Course IV	GFEN3B04T	Applied Phonetics	5	4
Complementary Course V	GFEN2C05T	Literatures in English: American & Post Colonial-I	3	2
Complementary Course VI	GFEN3C06T	Cultural Studies: Cultural Spaces-I	3	2
Total			25	20

Semester IV

Course	Code	Title	Hrs/ week	Credit
Common Course English	GENG4A06T		5	4
Common Course Additional Language	GMAL4A4T GHIN4A04T GFRC4A04T		5	4
Core Course V	GFEN4B05T	Fundamentals of Linguistics	5	4
Core Course VI	GFEN4B06T	English for Business Communication	4	4
Complementary Course VII	GFEN4C07T	Literatures in English: American & Post Colonial-II	3	2
Complementary Course VIII	GFEN4C08T	Cultural Studies: Cultural Spaces-II	3	2
Total			25	20

Semester V

Course	Code	Title	Hrs/ week	Credit
Core Course VII	GFEN5B07T	Translation Studies	5	4
Core Course VIII	GFEN5B08T	Print Media	5	4
Core Course IX	GFEN5B09T	Theatre for Communication	5	4
Core Course X	GFEN5B10T	Contemporary Literary Theory	5	4
Open Course		Offered by other Departments	3	3
Core Course XVI	GFEN6B15D	Project	2	-
Total			25	19

Semester VI

Course	Code	Title	Hrs/we ek	Credit
Core Course XI	GFEN6B11T	English Language Teaching	5	4
Core Course XII	GFEN6B12T	Electronic Media	5	4
Core Course XIII	GFEN6B13T	Creative Writing	5	4
Core Course XIV	GFEN6B14T	Film Studies	5	4
Core Course XV - Elective	GFEN6E01T GFEN6E02T	Elective 1 – Language for Advertising : Theory and Practice OR Elective 2 – Women Studies	3	4
Core Course XVI	GFEN6B15D	Project	2	2
Total			25	22

Credit and Mark Distribution

UG Programme	Sem	Common Course			Core Course					Complementary course		Open Course	Total	Audit Course	Extra Credit	
		English		Additional Language						Course I	Course II					
BA Functional English	I	3	4	4	5						2	2	20	4		
	II	3	4	4	4						2	2	19	4		
	III	4		4	4	4					2	2	20	4		
	IV	4		4	4	4					2	2	20	4		
	V				4	4	4	4					3	19		
	VI				4	4	4	4	4	2				22		
	TOTAL		22 Credits (550 Marks)	16 Credits (400 Marks)	63 Credits (1575 Marks)					16 Credits (400 Marks)		3 Credits (75 Marks)	120 Credits (SGPA & CGPA)	16	4	
			38 Credits (950 Marks)			82 Credits (2050 Marks)										
		120 Credits (3000 Marks)														

Mark Distribution

Common English	4 X 100 + 2 X 75	550
Additional Language Hindi/Malayalam/French	4X 100	400
Core: Functional English	15 X 100	1500
Project	75 X 1	75
Open	75 X 1	75
Complementary	8 X 50	400
		3000

Detailed Course Outlines

CORE COURSE I COMMUNICATION SKILLS IN ENGLISH

Code	Contact Hrs	Credit	Semester
GFEN1B01T	96 (6 Hrs/Week)	5	1

Courses Objectives

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

Learning Outcomes

- Learners improve their ability to express themselves in English in formal and informal situations.
- They identify the linguistic and pragmatic variations in English in relation to context and speakers.
- They attain an advanced level of mastery in all the macro skills of English.

Course Outline

Module I: Communication Theory

(20 Hrs)

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

Module II: Day-to-day English

(21 Hrs)

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

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

Module III: Oral communication skills

(30 Hrs)

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

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

Module IV: English for Discussion/Debating Skills

(25 Hrs)

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

Core Texts

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

Suggested reading

1. Kennedy, Chris and Rod Bolitho. *English for Specific Purpose*. London : Macmillan, 1984
2. Gaber, Don. *How to Start a Conversation and Make Friends*. New Delhi: Sudha Publication. 1994.
3. Thomson, Neil. *Communication and Language: A Handbook of Theory and Practice*. Palgrave Macmillan, 2003

Practice Workbook - Premanand M E & Prasanth V G et al. *Nuts and Bolts of English*. Dept. of English, 2017. ISBN 978-81-920171-3-6

**CORE COURSE II
ADVANCED ENGLISH GRAMMAR**

Code	Contact Hrs.	Credit	Semester
GFEN2B02T	96 (6 Hrs/Week)	4	2

Course Objectives

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

Learning Outcomes

- Learners get exposed to advanced level of grammatical patterns and usages in English.
- They improve their skills to speak and write English accurately.
- They enhance their skills to analyse the internal patterns and functions of language in different contexts.

Course Outline

Module I

(30 Hrs)

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

Module II

(25 Hrs)

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

Module III

(20 Hrs)

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

Module IV

(21 Hrs)

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

Core reading

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

Suggested reading

1. UR. Penny, *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge:CUP,2008
2. Hewings, Martin.*Advanced Grammar In Use* .New Delhi: CUP,2008
3. Leech, Geoffrey, and Jan Svartvick. *A Communicative Grammar of English*. London: Longman 1998
4. E-book available at www.englishskillsone.com
5. Wren. P.C, *High School English Grammar*. S Chand Publishing, 2017

**CORE COURSE III
LANGUAGE AND TECHNOLOGY**

Code	Contact Hrs	Credit	Semester
GFEN3B03T	64 (4 Hrs/Week)	4	3

Course Objectives

- To help learners understand the impact of communication technology on English and its pedagogy.
- To expose them to the practical ways of using the internet for better acquisition of LSRW.
- To help learner integrate smartphones to English Language education effectively.
- To keep learners abreast of recent trends in instructional technology .

Learning Outcomes

- Learners get skills in using the internet as a potential tool for language learning.
- Learners acquire skills to use smartphones for better communicative mastery in English.
- They realize the paradigm shifts taking place in instructional practices.

Course Outline

Module I: Digital Learning

(15 Hrs)

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

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

Module-II. Internet and linguistic impacts

(24 Hrs)

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

Module III. Internet for LSRW

(18 Hrs)

Learning and teaching in the cyber era-sites/programmes for English Language Learners (www.bbc.co.uk/learningenglish / www.learningenglish.voanews.com / www.esl-lab.com/ www.eslpdf.com/ www.englishbanana.com)-student publishing-wikis and blogs-podcasts-vodcasts. (Students have to be given homework which makes them explore the customized language programmes telecast on the site)

Module IV. Smartphones as educative tools

(7 Hrs)

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

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

Core Reading

1. Crystal David (2004) *The Language and the Internet*. CUP
2. Warschauer, Mark & Shetzer, Heidi (2003) *Internet for English Teaching: Virginia*

Suggested Reading/e-resources

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

**CORE COURSE IV
APPLIED PHONETICS**

Code	Contact Hrs	Credit	Semester
GFEN3B04T	80 (5 Hrs/Week)	4	3

Course Objectives

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

Learning Outcomes

- The students get to handle the target language effectively in an internationally acceptable manner.
- They develop skills to understand different accents and language variations.

Course Outline

Module I: Introduction to Speech Mechanism (10 Hrs)
Speech Mechanism-Organs of Speech

Module II: English Sound System (35 Hrs)
Phonemes – Consonants and Vowels-Classification of sounds – Cardinal Vowels, Diphthongs and Triphthongs-allophones and allophonic Variations.
(transcription practice at word/sentence level is to be done in the classroom)

Module III (20 Hrs)
The Syllable-Supra-segmentals-Stress, pitch and Intonation – Juncture-Elision and Assimilation-Homonyms and Homophones.
(learners have to be sensitized to supra-segmental features with the help of language labs/smart phones/mobile apps, preferably using native speaker's audio/video clips)

Module IV: Major varieties of English (15 Hrs)
Differences between British and General American varieties (Vowels - Consonants - Stress related dissimilarities) Variations in Vocabulary-GIE and its characteristics.
(learners have to be aware of the accent variations with the help of language labs/digital devices/mobile apps)

Core Reading

1. Roach Peter, *English Phonetics and Phonology*
2. Syamala V. *A Textbook of English Phonetics and Structure for Indian Students.*
3. O'Connor, J.D. *Better English Pronunciation.* Cambridge University Press, 2008
4. Cruttenden Alan, *Gimson's Pronunciation of English*

Suggested Reading/Reference

1. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students.*
2. Damodar, G., Prema Kumari, D., Ratna Shiela Mani K., SaiLakshmy, B., (Gen.Ed. Rajagopal *Book for Practice in the Spoken Mode*, Foundation Books, 2006.

3. P.Kiranmai Dutt, Geetha Rajeevan, *Basic Communication Skills*, CUP India 2007 (Part 1 only)
4. V.Sasikumar, P.Kiranmai Dutt, Geetha Rajeevan, *A Course In Listening & Speaking I*, CUP India 2005.
5. *Longman Pronunciation Dictionary*

**CORE COURSE V
FUNDAMENTALS OF LINGUISTICS**

Code	Contact Hrs	Credit	Semester
GFEN4B05T	80 (5 Hrs/Week)	4	4

Course Objectives

- To introduce the basic concepts of Linguistics and to familiarize the students with the fundamentals of modern linguistics
- To familiarize the students with the origin and development of language with special reference to English
- To provide a brief historical survey of the development of Modern Linguistics
- To develop in them the ability to do intensive reading for identifying specific Information

Learning Outcomes

- The learners understand the relationship between linguistics and related disciplines.
- They will be able to use linguistics as a tool in understanding and processing written or spoken text.
- They realize the complexities underlying the structure and function of human languages
- They acquire better communication and analytical abilities in English.

Course Outline

Module I: Understanding Language (15 Hrs)

Language-definition(s)-origin-characteristics-language and culture-differences between animal communication and human communication-ethnologue- language death- the place of English in the Indo-European family of languages.

Module-II. Linguistics and key concepts (25 Hrs)

Linguistics-definition(s)-nature and scope-phonetics and phonology-langue and parole-synchrony versus diachrony-paradigmatic and syntegmatic relationships-signifier and signified-competence/i- language and performance/e-language-binarity-ambiguity.

Module III. Grammar of words and sentences (25 Hrs)

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

Module IV. Language and recent trends (15 Hrs)

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

Core Reading

1. Bauer Laurie (2007) *The Linguistics Student's Handbook*. EUP Yule,
2. George (2010) *The Study of Language*.CUP

Suggested Reading

1. Thornbury Scott (2002) *How to teach grammar*. Longman
2. Anne O'keeffe & Michael McCarthy (2007) *From Corpus to classroom: Language use and language teaching*.CUP
3. Varga, Laszlo (2010). *Introduction to English Linguistics*.ELU
4. Geoffrey, Leech; Smith & Mair(2009) *Changes in Contemporary English*.CUP

CORE COURSE VI
ENGLISH FOR BUSINESS COMMUNICATION

Code	Contact Hrs	Credit	Semester
GFEN4B06T	64 (4 Hrs/Week)	4	4

Course Objectives

- To help students to learn the fundamentals of business correspondence.
- To get practical knowledge in business correspondence.
- To equip students with better employability skills.

Learning Outcomes

- Students get a comprehensive idea about business correspondence.
- They develop ability to prepare business letters, business reports, technical proposal etc.
- They develop their employability skills.

Course Outline

Module I: Business and Communication

(15 Hrs)

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

Module II: Business correspondence

(24 Hrs)

Types of correspondence-its importance in business-elements, features& formats of business letters- types of letters (inquiry, quotation, complaint, adjustment, collection, cover letter, interview letter, appointment letter)

(Written practice and assignments to ensure the letter drafting skills of learners have to be given)

Module III: Official Correspondence

(18 Hrs)

Drafting Emails (features & dos and don'ts)- office memorandum-office orders- office circulars minutes of meetings-writing reports.

(Classroom works and assignments which can foster the writing skills of learners have to be given)

Module IV : Interviews & Meetings

(7 Hrs)

Before, during and after interviews-types of interview questions-interviewer's questioning styles frequent question types in interviews.

Chairing a meeting- polite ways of stating and asking for opinions- asking for/giving clarifications- ending the meeting.

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

Core Reading

1. RC, Bhatia. *Business Communication*. New Delhi: ANE Books, 2008
2. Mallika Nawal .*Business Communication*

Suggested reading

1. Blundel, C.A & Middle Miss. NMG. *Career: English for Business and Commercial World*. New York: OUP, 2009
2. KK, Lakshmi & KK, Ramachandran. *Business Communcation*. New Delhi: Mac Millian, 2007 Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004
3. E-book available at www.englishskillsone.com

**CORE COURSE VII
TRANSLATION STUDIES**

Code	Contact Hrs	Credit	Semester
GFEN5B07T	80 (5 Hrs/Week)	4	5

Course Objectives

- To make students familiar with the basic theories of translation and to enable them to translate different types of texts from their mother tongue to English and vice versa.
- To make the study of language inter-lingual by initiating the students to translate texts from regional languages into English and from English into regional languages.
- To equip the students for the profession of translator in diverse fields by imparting training in translation.

Learning Outcomes

- The students will have an overall view of basic theories of translation.
- They will have acquired the skill in translating various kinds of texts.

Course outline

Module I: Basic Concepts

(20Hrs)

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

Module II: Translating poetry

(15 Hrs)

Translation of poetry-basic issues-translation as recreation/transcreation -translation competence-
Text for translation: The Tiger by William Blake
(Practices in translating short poetry texts from English to mother tongue and vice versa-peer analysis and discussions).

Module III: Translating prose

(25 Hrs)

Translation of Prose-issues of styles and registers-transliteration-translation as intercultural communication.
Text for Practice: On Doors by Christopher Morley
(Practices in translating short prose texts from English to mother tongue and vice versa -peer analysis and discussions).

Module IV: Translating drama

(20 Hrs)

Translating Drama—Issue of dramatic diction and performability-translator as cultural mediator-translating text in context- Translating news reports/articles-oral translation/real-time human translation-major issues.
Text for Practice: Ghosts (A few dialogues from Act-III) by Henrik Ibsen
(Practices in translating short dramatic scenes/articles/real time speech from English to mother tongue and vice versa-peer analysis and discussions.)

Core Reading:

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

Suggested Reading

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

**CORE COURSE VIII
PRINT MEDIA**

Code	Contact Hrs	Credit	Semester
GFEN5B08T	80 (5 Hrs/Week)	4	5

Course Objectives

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

Learning Outcomes

- Students get knowledge of the history of the media
- They acquire functional knowledge of the fundamentals of media writing.
- They develop the skill by practice, of writing editorials, features, reviews and the like.

Course Outline

Module I: History of Indian Journalism

(18 Hrs)

The Age of Print-The beginning of Indian Journalism- Firm roots with British Raj and spread of English journalism- The Press and the Freedom Movement- recent developments.

Module II: Introduction to Mass media.

(20 Hrs)

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

Module III: Writing for the media

(30 Hrs)

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

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

Module IV: Journalistic English

(12 Hrs)

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

Journalistic Glossary to be introduced :Banner, Headline, bleed, blooper, barker, byline, credit line, dateline, deadline, gravure, gutter, jump line, nameplate, masthead, offset, op-ed, tombstone, tabloid, stringer, dummy, freelance, news agency, beat, breaking news, scoop, new journalism, precision journalism, style Book, citizen journalist, investigative journalism, sting operation, yellow journalism.

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

Practical work: Students have to publish a full-fledged newspaper and due weight can be given for this in internal assessment.

Core Reading

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

Suggested Reading

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

**CORE COURSE IX
THEATRE FOR COMMUNICATION**

Code	Contact Hrs/week	Credit	Semester
GFEN5B09T	80 (5 Hrs/Week)	4	5

Course Objectives

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

Learning Outcomes

On the completion of course

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

Course Outline

Module I: History and Evolution of Drama

(30 Hrs)

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

Module II

(30 Hrs)

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

Module III: List of Plays for Practicals

(10 Hrs)

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

Tagore: Chandalika- (Act II)

G B Shaw: Pygmalion (Act-III)

Shakespeare: Merchant of Venice (The Trial scene) Henrik Ibsen: A Doll's House (Act -III)

Fritz Karinthy: Refund (Adapted by Percival Wilde)

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

Module IV Practicals

(10 Hrs)

Final production of the play/act/scene by each group.

The groups present the plays/acts/scene adapted and edited by them in front of the whole class. This should be followed by an interactive feedback session with the teacher, the faculty, peer group members from the same class and others in the audience, if any.

Weight: After the performance, weight for the Internals (Practicals) should be given according to the following priority (to each group, and to each member of the group):

Effective communication of the story through the play.

Clarity in articulation and fluency.

Confidence and body language.

IV. Verbal and non-verbal performance.

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

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

Reading List

Core Text

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

Recommended Texts

1. N. Fraser, *Theatre History Explained*, Crowood Press, 2004
2. M. Wallis & S. Shepherd, *Studying plays*, London & New York, Hodder Education, 2002.
Williams Raymond. *Drama from Ibsen To Brecht* Penguin books, 1968
3. O. Brockett. *A History of the Theatre*. Allen and Bacon, 1991.

**CORE COURSE X
CONTEMPORARY LITERARY THEORY**

Code	Contact Hours/Week	Credit	Semester
GFEN5B10T	80 (5 Hrs/Week)	4	5

Course Objectives

- To initiate students into 20th Century Literary Theories and Critical approaches
- To provide them exposure to diverse theoretical practices and its applications
- To make the students familiarize with contemporary theories and theoreticians
- To provide a larger framework of theory to enhance the taste of research

Course Outline

Module- I

(20 Hrs)

New Criticism (Irony, Paradox, Ambiguity, Affective Fallacy, Intentional Fallacy, Tension, Psychological Criticism, Practical Criticism)

Russian Formalism : (Moscow Linguistic Circle, Prague School of Linguistics, De-familiarization, Literariness, Foregrounding, Metaphor, Metonymy)

Structuralism (Signified, Signifier, Binary Opposition, Langue and Parole, Semiotics [C.S. Pierce], Roland Barthes[Codes], Gerard Genette [narrative discourse])

Module-II

(20 Hrs)

Post-structuralism (Michel Foucault, Roland Barthes [readerly, writerly]Deconstruction, Aporia, Logocentrism, Binary Opposition, Hyper-reality)

Feminism (Patriarchy, Woman as Reader, Woman as Writer)

Module-III

(20 Hrs)

Marxism (Class Consciousness, Hegemony, Ideology)

New Historicism (History of Textuality, Textuality of History)

Module-IV

(20 Hrs)

Psychoanalysis (Id, Ego, Super ego, Condensation, Displacement, Latent Content and Manifested Content, Jouissance)

Eco-Criticism (Green studies, deep ecology, ecopoetics, biopolitics, third world environmentalism)

Queer Theory (LGBTIQ)

References

1. *Beginning Theory*---Peter Barry
2. *Glossary of Literary Terms*—M H Abrams
3. *Literary Theory: A Practical Introduction*---Michael Ryan

**CORE COURSE XI
ENGLISH LANGUAGE TEACHING**

Code	Contact Hrs/week	Credit	Semester
GFEN6B11T	80 (5 Hrs/Week)	4	6

Course Objectives

- To help learners understand the basic principles underlying the practice of teaching English as a second language.
- To expose them to the practical ways of teaching English language using different methods.
- To help learner develop a taste for teaching English effectively.
- To develop in learners ability for critical reflections on their own and fellow-learners' method of teaching English.

Learning Outcomes

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

Course Outline

Module-I. Introduction to ELT

(20 Hrs)

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

Module-II. ELT Principles and Practices

(20 Hrs)

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

Module III. From Theory to Practice

(20 Hrs)

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

Module IV. Language Testing and Evaluation

(20 Hrs)

Testing and teaching-Types of tests-Characteristics of a good test- Test Items

Core reading

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

Suggested reading

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

**CORE COURSE XII
ELECTRONIC MEDIA**

Code	Contact Hrs/week	Credit	Semester
GFEN6B12T	80 (5 Hrs/Week)	4	6

Course Objectives

- To give the students basic training in writing for electronic media such as radio and TV and the Internet.
- To equip the learners with the practical skills needed to work in electronic media

Learning Outcomes

- The students will be familiar with them with the fundamentals of electronic media.
- They will get the knowledge of the fundamentals of writing for the electronic media.

Course Outline

Module I: Electronic Media

(20 Hrs)

Definition, types, characteristics of broadcast writing, immediacy, conversational style, clarity.- brief History of Radio, TV and New Media – DD-AIR

Module II: Radio:

(20 Hrs)

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

Module III: Television:

(20 Hrs)

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

(practices/presentations in different programme formats have to be assigned to students)

Module IV: New Media

(20 Hrs)

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

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

Core Reading

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

Suggested Reading

1. White, Ted. *Broadcast News Writing, Reporting and Production* Feldman
2. Tony. *An Introduction to Digital Media* (Blueprint series) Paperback., 1996
3. Vilanilam. J. V. *Mass Communication in India*. Sage publications : New Delhi, 2005
4. Griffith David. *A Crash Course in Screenwriting*. Glasgow: Scottish Screen
5. Lewis Richard L. *Digital Media: An Introduction*
6. M. L. Stein, Susan F. Paterno&R. Christopher Burnett. *News Writer's Handbook*. Blackwell, 2006.
7. E-book available at www.englishskillsone.com

**CORE COURSE XIII
CREATIVE WRITING**

Code	Contact Hrs/week	Credit	Semester
GFEN6B13T	80 (5 Hrs/Week)	4	6

Course Objectives

- To familiarize the learners with all the basic concepts and components of different genres of creative writing.
- To ignite their creative writing talents through controlled and free practice.
- To develop their critical and analytical skills in appreciating works written by peers.

Learning Outcomes

- Students learn how to identify and appreciate various writing styles.
- They develop abilities to critically reflect on other's writings from different angles.
- They acquire skills to prune their writing skills and analytical skills.

Course Outline

Module I: Introduction

(20 Hrs)

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

Module II: Writing poetry

(20 Hrs)

Writing Poetry: analyzing elements of poetry: figures of speech-diction-rhythm and verse forms-major poetic forms with examples.(poetry writing sessions and critical peer analyses of the poems have to be done in the class)

Text for analysis: Ulysses by Tennyson (<https://www.poetryfoundation.org/poems/45392/ulysses>)

Module III: Writing fiction

(20 Hrs)

Writing Fiction: analyzing elements of fiction – different genres and types – narrations and techniques/ points of view- introducing a character. (Short story writing sessions and critical peer analyses of the stories have to be done in the class)

Text for analysis: The Looking Glass by Anton Chekhov (<https://americanliterature.com/100-great-short-stories>)

Module IV: Writing drama

(20 Hrs)

Writing Drama: analyzing components of drama-mechanics of writing dialogues- basic divisions- screenplays-components of travelogues and memoirs (dramatic scene/screenplay/travelogue writing sessions and critical analyses have to be done in the class)

Text for analysis: ILE , a play in one-act by Eugene O'Neill ,(<http://www.one-act-plays.com/dramas/ile.html>)

**The student's writings during the course have to be compiled and brought out as a magazine.*

**Popular pieces of literature have to be taken up for analysis in each module*

Core Reading

1. *An Introduction to the Study of Literature* - Hudson
2. *The Routledge Creative Writing Coursebook* - Paul Mills
3. *The Oxford Essential Guide to Writing* - Thomas S Kane

Suggested Reading

1. *The Cambridge Introduction to Creative Writing* - David Morley
2. *A Glossary of Literary Terms* - M H Abrams
3. *Creative Writing: A Beginner's Manual* - Dev, Marwah & Pal (Pearson)

**CORE COURSE XIV
FILM STUDIES**

Code	Contact Hrs/week	Credit	Semester
GFEN6B14T	80 (5 Hrs/Week)	4	6

Course Objectives

- To introduce students to film studies as a discipline and to develop in them analytical and critical skills so that they can appreciate cinema as an independent art form.
- To prepare the students to find an entry point to the higher level of understanding of contemporary film theories.

Course Outcomes

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

Course Outline

Module I: Introduction

(20 Hrs)

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

Module II: Major movements and film genres

(20 Hrs)

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

Module III: Basic terminology of film making

(10 Hrs)

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

Module IV: Film texts and case studies of Classic Cinema

(30 Hrs)

Satyajit Ray: "What is Wrong with Indian Films" (From *Our Films Their Films*)

V C Harris: "Engendering Popular Cinema in Malayalam" (From *Women in Malayalam Cinema: Naturalizing Gender Hierarchies*. Ed. Meena T Pillai)

Case Studies of Classic Cinema

1. *Modern Times* Silent Cinema

2. *Sound of Music*- Musical

3. *Psycho*- Thriller

4. *Yavanika*- Malayalam film

5. *Bicycle Thieves*- Italian Neo-Realism

Suggested Films

1. *Life is Beautiful* (Roberto Benigni)
2. *Shawshank Redemption* (Frank Darabont)
3. *Seven Samurai* (Akira Kurasawa)
4. *Anantharam* (Adoor Gopalakrishnan)

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

Suggested Reading

1. *Introduction to Major Film Theories*- J D Andrew
2. *Film Theory: An Introduction* – R Lapstey and M Westlake
3. *Film Theory and Criticism* – Mast & Cohen
4. *Eisenstein Reader*- ed. Richard Tylor
5. *What is Cinema*, vol II – Andre Bazin
6. *New Vocabularies in Film Semiotics*- R Stendal
7. *Film Language: A Semiotics of Cinema* (C Metz)
8. *Peter Wollon's analysis of North by North-West* (Readings and Writings)
9. *The Point-of-View Shots*(Edward Banigen)
10. *Teach Yourself Film Studies*- Warren Buckland
11. *A History of Film*- Virginia Wright Wexman
12. *Key Concepts in Cinema Studies*- Susan Heyward

**CORE COURSE XV
PROJECT WORK**

Code	Contact Hrs/week	Credit	Semester
GFEN6B15D	2 & 2	2	5&6

Aim

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

Learning Outcome

- The project is expected to be a specimen document that reflects the student's competence in and mastery of English, ingenuity and workmanship. It provides space to the student's expression of her/his talent, potential and skill in creating his own artifact/product based on the knowledge and art he had acquired through the three-year programme.
- The course offers a wide range of topics related to diverse functions of English such as Translation, Media writing, advertisements, investigative journalism and the like.

Project Work

The topic for the project will be determined by consultation between the student and the guide. 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. Latest version of MLA style may be followed to format the project.

Project Guide

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

The Project:

The expected length of the project is 6000 words.
(Two or three small projects from the same area can be undertaken.)

Choice of Subject:

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

Media Writing

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

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

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

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.

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

Examples:

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

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

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

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

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

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

Advertisements

Translation

Translation of literary works in Malayalam/Hindi to English.

Translation of Screen plays/scripts for Radio or TV

Critical Approaches to Literature

The best topics are ones that originate out of your own reading of a work of literature, but here are some common approaches to consider:

A discussion of a work's characters: are they realistic, symbolic, historically-based.

A comparison/contrast of the choices different authors or characters make in a work.

A reading of a work based on an outside philosophical perspective (Freudian interpretation of *Hamlet*)

A study of the sources or historical events that occasioned a particular work (Ex. comparing G.B. Shaw's *Pygmalion* with the original Greek myth of *Pygmalion*)

An analysis of a specific image occurring in several works (Ex. the use of moon imagery in certain plays, poems, novels)

A "deconstruction" of a particular work (Ex. unfolding an underlying racist worldview in Joseph Conrad's *Heart of Darkness*)

A reading from a political perspective (Ex. how would a Marxist read William Blake's "*London*"?)

A study of the social, political, or economic context in which a work was written — the influence of the context on the work.

Format

Media Writings

Introduction - Relevance of the Study

Objectives

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

Analysis

Findings

Conclusion

Appendix

Translation

Preface: Relevance of the text translated

Method of translation employed (Semantic/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

III.Critical Approaches to Literature

Introduction: Introduction of author and/or literary work along with Thesis paragraph

Methods/Literature Review/Theory

Chapters on critical reading and analysis

Conclusion

Work Cited

Guidelines for the Evaluation of Project

1. PROJECT EVALUATION- Regular

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

- a) Internal Assessment (supervising teachers will assess the project and award internal Marks)
- b) External evaluation (external examiner appointed by the college)

Grade for the project will be awarded to candidates, combining the internal and external marks.

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

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

External Examiners will be appointed by the college from the list of VI Semester Board of Examiners in consultation with the Chairperson of the Board.

The Chairman of the VI semester examination board should form and coordinate the evaluation teams and their work.

Internal Assessment should be completed 2 weeks before the last working day of VI Semester.

Internal Assessment marks should be published on the Department Notice Board.

In the case of Courses with practical examination, project evaluation shall be done along with practical examinations.

The Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines for the smooth conduct of the evaluation of project.

2. PASS CONDITIONS

Submission of the Project Report and presence of the student for viva are compulsory for internal evaluation. No marks shall be awarded to a candidate if she/ he fails to submit the Project Report for external evaluation.

The student should get a minimum P Grade in aggregate of External and Internal.

There shall be no improvement chance for the Marks obtained in the Project Report.

In the extent of student failing to obtain a minimum of Pass Grade, the project work may be re-done and a new Internal mark may be submitted by the Parent Department. External examination may be conducted along with the subsequent batch.

ELECTIVES
ELECTIVE COURSE I
LANGUAGE FOR ADVERTISING: THEORY & PRACTICE

Code	Contact Hrs	Credit	Semester
GFEN6E01T	48 (3 Hrs/Week)	4	6

Course Objectives

- To gain an understanding of the role of advertising within the corporate world.
- To examine communication and advertising theories and their relationship with consumer behaviour.
- To develop knowledge of advertising strategy and planning.
- To examine the importance and use of creativity in advertising.

Learning Outcome

- By the completion of the course, the student will be able to:
- Identify the role of advertising within the Marketing Communication Mix.
- Analyse advertisements in terms of creativity and execution.
- Create advertising objectives and put together a plan to meet these objectives
- Examine marketing data, using appropriate techniques, and
- Use information to establish and solve marketing communication problems.

Course Outline

Module I

(15 Hrs)

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

Module II

(15 Hrs)

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

Module III

(18 Hrs)

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.

Core Text

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

Suggested Reading:

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

**ELECTIVE COURSE II
WOMEN STUDIES**

Code	Contact Hrs	Credit	Semester
GFEN6E02T	48 (3 Hrs/Week)	4	6

Course Objectives

- To introduce students to experiences unique to women and to the fundamental precepts of the feminist movement
- To identify the polyphonic quality of women's voices.

Course Outcome

- Students develop better human perspective about women and their writings.
- They get interested in analyzing critically the diversity of women's experiences across the world.
- They start to perceive gender as a social construct.

Course Outline

Module 1: Poetry

(20 Hrs)

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

Module II: Fiction

(15 Hrs)

- Clarice Lispector : "Preciousness"
Alice Walker: "The Flowers"

Module III: Drama

(13 Hrs)

- Caryl Churchill: "Top Girls"

Reference

1. Kamala Bhasin - *What is Patriarchy?*
2. Nivedita Menon - *Seeing like a Feminist*
3. Naomi Wolf - *Beauty Myth*
4. Alice Walker - *Color Purple*
5. Caryl Churchill - *Vinegar Tom*
6. Deepa Mehta's films - *Earth, Fire, Water*
7. Rima Das' Film - *The Village Rockster*

COMPLEMENTARY COURSES

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

Code	Contact Hours	Credit	Semester
GFEN1C01T	48 (3 Hrs/Week)	2	1

Course Objectives

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

Learning Outcome

- The student will become familiar with the various movements and ages in English literature.
- The student will be acquainted with great classics in English of literature.
- They will be enlightened by the experience of reading great works of literature and delving into the literary genius of the age.

Course Outline

Module I

(18 Hrs)

Early English Poetry, Geoffrey Chaucer.(Prescribed Text, First 20 lines of *Prologue to The Canterbury Tales*)

Elizabethan Age and its Features.

(Renaissance, Reformation, the New Learning, Discovery, Spirit of Adventure) Prescribed Text: William Shakespeare, The Opening Scene of *King Lear*. Francis Bacon, *Of Studies*.

Module II

(15 Hrs)

Jacobean Era and its Political and Literary Characteristics.

(Grim humour, moral corruption, violence, counter-Reformation)

Prescribed Texts: John Donne, The Sun Rising. John Webster, *The Duchess of Malfi* - Act IV

Restoration, its literary features.

Prescribed Text: John Dryden, *Alexander's Feast*.

Augustan Literature and its features.

(Restoration, New morality, Coffee houses, Neo-classicism, Age of reason, Satire, Poetic diction).

Prescribed texts: Sir Richard Steele, *Spectator Club*.

Jonathan Swift, *Gulliver's Travels (Part One)*

Module III

(15 Hrs)

Romanticism: Major Features and Authors.

Liberation of the Self, Return to Nature, Subjectivity, Rustic life, Imagination, The Language of Common man)

Prescribed texts: William Wordsworth, *The Rainbow*

Lord Byron: *She Walks in Beauty*

P. B. Shelley, *Ozymandias*.

Core Books:

1. Core texts mentioned in the modules.

Books for Reference

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

COMPLEMENTARY COURSE II
CULTURAL STUDIES: Perspectives in Culture-I

Code	Contact Hours	Credit	Semester
GFEN1CO2T	48 (3Hrs/ Week)	2	1

Course Objectives

- To enable the student to analyze and explain the major theories that both influenced and came out of Cultural Studies and its approach to ‘high’ and popular culture.
- To equip the student to apply one or more concepts of cultural studies to unique research problems.
- To demonstrate the practicality of Cultural Studies theory to new situations and practices relevant to the everyday experience of students.

Learning Outcome

By the end of the Semester the student will be able to

- Discover the contours of Cultural Studies as a field of inquiry, situating their learning within explorations of the interdisciplinary and historical context of the field.
- Use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of cultural objects and processes, establishing a basic knowledge of the theoretical paradigms of Cultural Studies.
- Connect cultural knowledge to everyday life and practices, gaining a preliminary understanding of the relationship of methodology (paradigms for study) to inquiry in Cultural Studies.

Course Outline

Module 1

(15 Hrs)

- 1.Culture,
- 2.Popular Culture,
- 3.Production and Consumption of Culture

Module II

(15 Hrs)

- 1.Power/Culture
- 2.Origin of Cultural Studies
3. Methods of Cultural Studies

Module III

(18 Hrs)

- 1.Language and Discourse
- 2.Identity
- 3.Audience and Reception Studies

Core Text:

1. Pramod K Nayar. *An Introduction to Cultural Studies*. Viva Books, New Delhi

Reference:

1. *A Glossary of Literary Terms*—M H Abrams. *Beginning Theory*—Peter Barry.
2. *An Introduction to Cultural Studies*—Pramod K Nayar

**COMPLEMENTARY COURSE III
LITERATURES IN ENGLISH: From Chaucer to the Present-II**

Code	Contact Hours	Credit	Semester
GFEN2C03T	48 (3 Hrs/Week)	2	2

Course Objectives

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

Learning Outcome

- The student will become familiar with the various movements and ages in English literature.
- The student will be acquainted with great classics in English of literature.
- They will be enlightened by the experience of reading great works of literature and delving into the literary genius of the age.

Course Outline

Module-I

(18 Hrs)

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

Prescribed Texts:

Robert Browning, *My Last Duchess*.

Charles Lamb, *Dream Children*.

Mathew Arnold: *Dover Beach*

Module-II

(15 Hrs)

Modernism, its literary features and prominent figures

(Imagism, World War, symbolism, the Lost Generation, allusion, New Criticism)

T. S. Eliot, *Journey of Magi*.

W B Yeats: *The Circus Animals' Desertion*

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

Module-III

(15 Hrs)

Post 1940 Literature, Second World War and its impact on Literature. (Revival of Romanticism, Surrealism, Movement poetry, Absurd literature,)

Prescribed texts:

Dylan Thomas, *Do not go Gentle into that Good Night*

Philip Larkin, *Ambulances*

Ted Hughes, *Thought Fox*

Harold Pinter, *Room*

Core Texts:

1. Core texts mentioned in the Modules.

Books for Reference

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

COMPLEMENTARY COURSE IV
CULTURAL STUDIES: Perspectives in Culture-II

Code	Contact Hours	Credit	Semester
GFEN2C04T	48 (3 Hrs/Week)	2	2

Course Objectives

- To enable the student to analyze and explain the major theories that both influenced and came out of Cultural Studies and its approach to 'high' and popular culture.
- To equip the student to apply one or more concepts of cultural studies to unique research problems.
- To demonstrate the practicality of Cultural Studies theory to new situations and practices relevant to the everyday experience of students.

Learning Outcome

By the end of the Semester the student will be able to

- Discover the contours of Cultural Studies as a field of inquiry, situating their learning within explorations of the interdisciplinary and historical context of the field.
- Use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of cultural objects and processes, establishing a basic knowledge of the theoretical paradigms of Cultural Studies.
- Connect cultural knowledge to everyday life and practices, gaining a preliminary understanding of the relationship of methodology (paradigms for study) to inquiry in Cultural Studies.

Course Outline

Module I

(15 Hrs)

Structuralism
Post Structuralism

Module II

(18 Hrs)

Marxism
Postcolonial Theory

Module III

(15 Hrs)

Feminism
Queer Theory

Core Text:

1. Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva Books, New Delhi

Reference:

1. Barry, Peter. *Beginning Theory*
2. Abrams, M.H. *Glossary of Literary Terms*
3. Nayar, Pramod.K. *An Introduction to Cultural Studies*

COMPLEMENTARY COURSE V
LITERATURES IN ENGLISH: American & Post Colonial - I

Code	Contact Hours	Credit	Semester
GFEN3C05T	48 (3 Hrs/Week)	2	3

Course Objectives

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

Learning Outcome

- The student will become familiar with the various movements and ages in English literature.
- The student will be acquainted with great classics in English of literature.
- They will be enlightened by the experience of reading great works of literature and delving into the literary genius of the age.

Course Outline

Module I

(16 Hrs)

- A. Introduction to Postcolonialism – (Colonialism, Imperialism, Post-colonialism, Diaspora, History, Nationalism)
- B. Leading 20th century Post Colonial thinkers:
Franz Fanon (National Consciousness, Identity)
Edward Said (Orientalism)
Homi Babha (Hybridity, Ambivalence, Mimicry, Diaspora)
Gayatri Chakravarty Spivak (Subalternity, Representation)

Module II

(16 Hrs)

Poems:

- Gabriel Okara: “Mystic Drum”
Margaret Atwood: “This is a Photograph of me”
Kamala Das: “Nani”
David Diop: “Africa”
Nissim Ezekiel: “Goodbye Party to Miss Pushpa T S”
(bloggininparis.com/2004/08/22/afrique-africa-by-david-diop-1927-1960/-)

Module III

(16 Hrs)

Drama:

Vijay Tendulkar: *Silence, The Court is in Session*, Act I

Story:

O.V.Vijayan: *After Hanging*

Further Reading

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

5. Ashcroft ,Bill, Griffiths, Gareth and Tiffin,Helen .*The Empire Writes Back*

Reference:

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

**COMPLEMENTARY COURSE VI
CULTURAL STUDIES: Cultural Spaces-I**

Code	Contact Hours	Credit	Semester
GFEN3C06T	48 (3 Hrs/Week)	2	3

Course Objectives

- To enable the student to analyze and explain the major theories that both influenced and came out of Cultural Studies and its approach to 'high' and popular culture.
- To equip the student to apply one or more concepts of cultural studies to unique research problems.
- To demonstrate the practicality of Cultural Studies theory to new situations and practices relevant to the everyday experience of students.

Learning Outcome

By the end of the Semester the student will be able to

- Discover the contours of Cultural Studies as a field of inquiry, situating their learning within explorations of the interdisciplinary and historical context of the field.
- Use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of cultural objects and processes, establishing a basic knowledge of the theoretical paradigms of Cultural Studies.
- Connect cultural knowledge to everyday life and practices, gaining a preliminary understanding of the relationship of methodology (paradigms for study) to inquiry in Cultural Studies.

Module I

(16 Hrs)

- A. History of Literary Argument in the West- Greek and Roman: Plato, Aristotle, Longinus
- B. Elizabethan and Neoclassical Criticism: Sidney, Dryden, Johnson

Module II

(16 Hrs)

Globalization
The Nation State
New Social Movements
Fundamentalism

Module III

(16 Hrs)

The Culture Industry: Key areas to be introduced

Product of Consumption
The Spaces of Consumption I: The Mall
The Spaces of Consumption II: Online Shopping

Core Texts:

1. Prasad, B. *An Introduction to English Criticism*. Macmillan India Limited
2. Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva Books, New Delhi

Further Reading

1. Barker, Chris. *Making Sense of Cultural Studies*, Sage, 2002
2. During, Simon. *Cultural Studies: A Critical Introduction*. Routledge, 2005

COMPLEMENTARY COURSE VII
LITERATURES IN ENGLISH: American & Post Colonial -II

Code	Contact Hours	Credit	Semester
GFEN4C07T	48 (3 Hrs/Week)	2	4

Course Objectives

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

Learning Outcome

- The student will become familiar with the various movements and ages in English literature.
- The student will be acquainted with great classics in English of literature.
- They will be enlightened by the experience of reading great works of literature and delving into the literary genius of the age.

Module-I

(15 Hrs)

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

Module II

(18 Hrs)

Poetry

- “Success is Counted Sweetest”/ Emily Dickinson
- “Anecdote of the Jar”/Wallace Stevens
- “My Papa’s Waltz”/ Theodore Roethke
- “Anyone Lived in a Pretty How Town”/E.E.Cummings
- “Tulips”/Sylvia Plath
- “Dream Deferred”/Langston Hughes

Module III

(15 Hrs)

Fiction

- Gift of the Magi*: O Henry
- Old Man and the Sea*: Ernest Hemingway
- The Hairy Ape*: Eugene O’Neil

Further Reading

1. Loomba, Ania. *Colonialism/Post Colonialism*
2. Boehmer, Elleke. *Colonial and Post Colonial Literature* IInd Edition
3. Bertens, Hans. *Literary theory* (The basics)
4. Barry, Peter. *Beginning Theory*
5. Ashcroft ,Bill, Griffiths, Gareth and Tiffin,Helen .*Empire Writes Back*

Reference:

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

**COMPLEMENTARY COURSE VIII
CULTURAL STUDIES: Cultural Spaces-II**

Code	Contact Hours	Credit	Semester
GFEN4C08T	48 (3 Hrs/Week)	2	4

Course Objectives

- To enable the student to analyze and explain the major theories that both influenced and came out of Cultural Studies and its approach to ‘high’ and popular culture.
- To equip the student to apply one or more concepts of cultural studies to unique research problems.
- To demonstrate the practicality of Cultural Studies theory to new situations and practices relevant to the everyday experience of students.

Learning Outcome

By the end of the Semester the student will be able to

- Discover the contours of Cultural Studies as a field of inquiry, situating their learning within explorations of the interdisciplinary and historical context of the field.
- Use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of cultural objects and processes, establishing a basic knowledge of the theoretical paradigms of Cultural Studies.
- Connect cultural knowledge to everyday life and practices, gaining a preliminary understanding of the relationship of methodology (paradigms for study) to inquiry in Cultural Studies.

Course Outline

Module I:

(18 Hrs)

The English Romanticism: William Wordsworth
The Victorian Dilemma: Matthew Arnold
Modernity: T S Eliot,

Module II: Select Terms and Issues

(15 Hrs)

Gender
Site
Race
Class
Ideology
Paradigm

Module III: Select Terms and Issues

(15 Hrs)

Cyberspace
Hegemony
Hybridity
Consumerism
Counterculture
Margin(ality)

(Reference: *A Glossary of Cultural Theory*—Peter Brooker (available as e book in the site):
<https://lisamonalisa.files.wordpress.com/2011/01/brooker-a-glossary-of-cultural-theory.pdf>)

Core Texts:

1. Prasad, B., *An Introduction to English Criticism*. Macmillan India Limited
2. Nayar, Pramod K, *An Introduction to Cultural Studies*. Viva Books, New Delhi

Further Reading

1. Barker,Chris, *Making Sense of Cultural Studies*, Sage, 2002
2. During,Simon, *Cultural Studies: A Critical Introduction*. Routledge,2005

OPEN COURSE

OPEN COURSE I ENGLISH FOR COMPETITIVE EXAMINATIONS

Code	Contact Hrs	Credit	Semester
GFEN5D01T	48 (3 Hrs/Week)	3	5

Course Objectives

- To introduce the learners to the core areas of English often tested in competitive exams.
- To make equipped to fare well in English components in exams held by PSC/UPSC
- To familiarize learners with the types questions figuring in screening tests.

Learning Outcomes

- The learners get a good idea of how to prepare for competitive exams.
- They improve their competence and confidence level in English for competitive exams.

Course outline

Module-I (16 Hrs)

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

Module-II (16 Hrs)

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

Module-III (16 Hrs)

Sentence completion tasks (p.99-108)

Core Reading

1. *General English for competitive exams*. Disha Publications

Suggested reading

1. *Tips & Techniques in English for competitive exams*

OPEN COURSE II
LANGUAGE FOR ADVERTISING: THEORY & PRACTICE

Code	Contact Hrs	Credit	Semester
GFEN5D02T	48 (3 Hrs/Week)	3	5

Course Objectives

- To gain an understanding of the role of advertising within the marketing communication mix.
- To examine communication and advertising theories and their relationship with consumer behaviour.
- To develop knowledge of advertising strategy and planning.
- To examine the importance and use of creativity in advertising.

Learning Outcomes

- By the completion of the course, the student will be able to:
- Identify the role of advertising within the Marketing Communication Mix.
- Analyse advertisements in terms of creativity and execution.
- Create advertising objectives and put together a plan to meet these objectives
- Examine marketing data, using appropriate techniques, and use the information to establish and solve marketing communication problems.

Course Outline

Module I

(16 Hrs)

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

Module II

(16 Hrs)

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

Module III

(16 Hrs)

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.

Core Text:

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

General Reading:

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

**OPEN COURSE III
ENGLISH FOR PROFESSIONAL SUCCESS**

Code	Contact Hrs	Credit	Semester
GFEN5DO3T	48 (3 Hrs/Week)	3	5

Course Objectives

- To help students to learn the fundamentals of business correspondence.
- To get practical knowledge in business correspondence.
- To equip students with better employability skills.

Learning Outcomes

- Students get a comprehensive idea about business correspondence.
- They develop ability to prepare business letters, business reports, technical proposal etc.
- They develop their employability skills.

Course Outline

Module I: Business and Communication

(16 Hrs)

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

Module II: Professional correspondence

(16 Hrs)

Features& formats of business letters-types of letters (inquiry, quotation, complaint, adjustment, collection, cover letter, interview letter, appointment letter) - Drafting Emails (features & dos and don'ts)

(Practice and assignments to ensure the letter drafting skills of learns have to be given)

Module III: Interviews & Meetings

(16 Hrs)

Before, during and after interviews-types of interview questions-interviewer's questioning styles-frequent question types in interviews-chairing a meeting- polite ways of stating and asking for opinions- asking for/giving clarifications- ending the meeting.

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

Core Reading

1. RC, Bhatia. *Business Communication*. New Delhi: ANE Books, 2008
2. Mallika Nawal .*Business Communication*

Suggested reading

1. Blundel, C.A & Middle Miss. NMG. *Career: English for Business and Commercial World*. New York: OUP, 2009
2. KK, Lakshmi & KK, Ramachandran. *Business Communication*. New Delhi: Mac Millian, 2007 Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004

COMPLEMENTARY COURSES FOR BA MASS COMMUNICATION & JOURNALISM
COMPLEMENTARY COURSE IX
ENGLISH FOR COMMUNICATION – I
ENGLISH LANGUAGE AND COMMUNICATION – THE BASICS

Code	Contact Hrs	Credit	Semester
GFEN1C09T	48 (3 Hrs/Week)	2	1

Module I **(16 Hrs)**

Determiners –Parts of Speech : Noun(Common and proper nouns, Collective noun, Abstract noun, Countable and Uncountable nouns), Pronouns (Personal, Demonstrative, Distributive, Indefinite pronouns, Relative pronouns, Reflexive pronouns), Adjectives (Demonstrative, Distributive, interrogative, Emphasizing, Definite and Indefinite), Verbs (Helping verb and Main verb), Adverbs, Prepositions.

Module II **(16 Hrs)**

Clause and Its types (Independent and Dependent; noun clause, Adverbial clause, Relative clause)—Sentence and its types (Based on sense—Declarative, Interrogative, Imperative, Exclamatory, Negative; Based on Structure—Simple, Compound and Complex), Transformation of Sentences.

Module III **(16 Hrs)**

Basics of Communication (Meaning, importance, process) – Principles of Communication – Objectives of Communication – Verbal and non-verbal communication – Barriers to communication (psychological, linguistic, sociocultural) – The four essential Communication skills – receptive and active skills – Fluency and Accuracy in communication.

Core Books

1. Hewings, Martin. - *Advanced Grammar in Use* .New Delhi: CUP, 2008. (For classroom teaching and practice)
2. Ur. Penny. - *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge: CUP, 2008 .
3. 90 (Topics for Assignments may be chosen from this Practice book)

Reference

1. Quirk ,Randolf et al- *Comprehensive Grammar of the English Language*. London Longman, 1983.
2. Leech, Geoffrey, and Jan Svartvick - *A Communicative Grammar of English*. London: Longman 1998

Reading List.

1. R.W. Zandvoort : *A Handbook of English Grammar*
2. David Greene : *Contemporary English Grammar, Structures and Composition*
3. A.J. Thomson & A.V. Martinet : *A Practical English*
4. Michael Swan : *Practical English Usage*
5. John Sealy : *Oxford Guide to Effective Writing and Speaking* (OUP 2000)
6. P. Kiranmayi Dutt Geetha evan & C.L.N. Prakash : *A Course in Communication* – Foundation Books -2000
7. Kamalesh Sadananda & Susheela Punitha : *Spoken English A Foundation Course for Speakers of Malayalam – Part I & II*

**COMPLEMENTARY COURSE X
ENGLISH FOR COMMUNICATION - II
PLATFORM SKILLS**

Code	Contact Hrs	Credit	Semester
GFEN2C10T	48 (3 Hrs/Week)	2	2

Module I **(16 Hrs)**

Tenses, Punctuation, Active and Passive Voice -Phrasal Verbs, Idioms and Tag questions-
Building Vocabulary—Word formation—Synonyms—antonyms—Homonyms—Homophones—
One word Substitution—

Module II **(16 Hrs)**

Theories of Communication – Oral and Written Communication –Non-verbal communication—
Body language—Paralinguistic Features—Proxemics—Haptics—Features of oral communication
–word stress – intonation - falling and rising tones

Module III **(16 Hrs)**

Introducing yourself — Public speaking – Platform Skills—Class seminar presentation – Viva
voce - telephone skills – Handling calls – Leaving messages – Making enquiries – Placing an
order – Booking and arrangements – Change of plan – Handling complaints.

Reading List

1. Ashok Thorat & Munira Lokhandwala : *Enriching Oral & written Communication in English* (Orient Black Swan)
2. Kenneth Anderson, Joan Maclean & Tony Lynch : *Study Speaking – A Course in Spoken English for Academic Purposes* – (CUP)
3. Priyadarshi Patnaik : *Group Discussion and Interview Skills 92* (Foundation Books)
4. Jean Naterop & Rod Revell : *Telephoning in English* (CUP)

**COMPLEMENTARY COURSE XI
ENGLISH FOR COMMUNICATION - III
BUSINESS COMMUNICATION**

Code	Contact Hrs	Credit	Semester
GFEN3C11T	48 (3 Hrs/Week)	2	3

Module I **(16 Hrs)**

An introduction to communication –Features and techniques of effective communication – Literal and figurative meaning – word beginnings and endings –collocations – using dictionaries and other sources.

The Nature and Process of Communication -Categories of Communication - Communication for Business – Characteristics of business communication - objectives of Business Communication – interpersonal communication – mass communication

Module II **(16 Hrs)**

Communication through technology – Communication is the life-line of an Organisation – Formal Communication – Types, merits and limitations of formal communication – Grapevine phenomenon of communication – characteristics and functions of grapevine communication – merits and limitations of grapevine Communication- E-communication – importance and impact – computer technology in communication

Module III **(16 Hrs)**

Applications and letters – Job applications – Debates – Group Discussion – Discussion Skills – Interview skills and etiquettes – Meetings - Voice and delivery – Dress code – difference between personal letter and official letter - covering letter – Resume – curriculum vitae- types and features of resume – job interviews – memos- notices - persuasive communication.

Reading List

1. J.P.Parikh, Anshu Surve, Swarnabharathi & Asma Baharainwala *Business Communication. Basic Concepts and Skills.*
2. Ashok Thorat & Munira Lokhandwala : *Enriching Oral & written Communication in English* (Orient Black Swan)
3. Kenneth Anderson, Joan Maclean & Tony Lynch : *Study Speaking – A Course in Spoken English for Academic Purposes* – (CUP)

**COMPLEMENTARY COURSE XII
ENGLISH FOR COMMUNICATION - IV
ACADEMIC WRITING**

Code	Contact Hrs	Credit	Semester
GFEN4C12T	48 (3 Hrs/Week)	2	4

Module I **(16 Hrs)**

Text – types of texts – the structure of a text – Genres and Types of academic texts – Approaches to writing (Expository, Descriptive, Persuasive, Analytical, Evaluative, Reflective) - ways of writing – Free writing – organized writing – Process of writing (Prewriting, writing and revising)—Plagiarism—Academic integrity– Précis—Abstract— paraphrasing – summarizing.

Module II **(16 Hrs)**

Five paragraph essay—Writing Paragraphs – types of paragraphs – how to organize paragraphs – punctuation - spellings and common mistakes –sequence and order - spatial order and visuals – graphics.

Module III **(16 Hrs)**

Types of Letters and its format—Resume – newspapers, reports and research articles – use of informal language – writing reports and research papers – format – sections – structure – elements of abstracts.

Core Text:

1. Renu Gupta : *A Course in Academic Writing* (Orient Black Swan)

Annexure I

Method of Indirect Grading

Evaluation of both internal and external is carried out using Mark system. The Grade on the basis of total internal and external marks will be indicated for each course, for each semester and for the entire programme

Indirect Grading System in 10 point scale is below:

Ten Point Indirect Grading System

Percentage of Marks (Both Internal and External put together)	Grade	Interpretation	Grade Point Average	Range of Grade Points	Class
95 and above	O	Outstanding	10	9.5-10	First Class with Distinction
85 to below 95	A+	Excellent	9	8.5-9.49	
75 to below 85	A	Very Good	8	7.5-8.49	
65 to below 75	B+	Good	7	6.5-7.49	First Class
55 to below 65	B	Satisfactory	6	5.5-6.49	
45 to below 55	C	Average	5	4.5-5.49	Second Class
35 to below 45	P	Pass	4	3.5 - 4.49	Third Class
Below 35	F	Failure	0	0	Fail
Incomplete	I	Incomplete	0	0	Fail
Absent	ab	Absent	0	0	Fail

Example I

SGPA Calculation

Semester I Course Code	Course Name	Grade Obtained	Grade Point(G)	Credit (C)	Credit Point (CXG)
	A	8	8	4	32
	C	5	5	3	15
	A+	9	9	4	36
	B+	7	7	3	21
	P	4	4	3	12
	C	5	5	4	20

SGPA = $\frac{\text{Sum of the credit points of all courses in a semester}}{\text{Total Credits in that semester}}$

$$\text{SGPA} = \frac{32+15+16+21+12+20}{21+21} = \underline{6.476}$$

$$\text{SGPA} = 6.476$$

$$\text{Percentage of marks of semester I} = (\text{SGPA}/10) \times 100 = 64.76\%$$

Note: The SGPA is corrected to three decimal points and the percentage of marks shall be approximated to two decimal points.

Note: In the event a candidate fail to secure P grade in any course in a semester, consolidation of SGPA and CGPA will be made only after obtaining P grade in the failed course in the subsequent appearance.

CGPA Calculation

$$\text{CGPA} = \frac{\text{Total Credit points obtained in six semesters}}{\text{Total Credits acquired (120)}}$$

Example

$$\text{CGPA} = (136+145+161+148+131+141)/120 = 862/120$$

$$\text{CGPA} = 7.183$$

$$\text{Total percentage of marks} = (\text{CGPA}/10) \times 100$$

$$\text{Total \% of marks} = 7.183/10 \times 100 = 71.83$$

$$\text{CGPA of Core Courses} = \frac{\text{Total credit points obtained for Core Courses}}{\text{Total credits acquired for core courses}}$$

Similarly CGPA of Complementary courses, Open courses, English Common Courses and Additional Language common courses may be calculated and respective percentage may be calculated. All these must be recorded in the Final Grade Card.

Annexure-II

Question paper type 1

Scheme of Examinations:

For Courses with External marks 80, duration of external examination is 2.5 Hrs. The pattern of External Examination is as given below. The students can answer all the questions in Sections A&B. But there shall be Ceiling in each section.

Section A	
Short answer type carries 2 marks each - 15 questions	Ceiling-25 Marks
Section B	
Paragraph/ Problem type carries 5 marks each - 8 questions	Ceiling-35 Marks
Section C	
Essay type carries 10 marks (2 out of 4)	2x10=20 Marks

Question paper type 2

Scheme of Examinations:

For Courses with External marks 60, duration of External Examination is 2 Hrs. The pattern of External Examination is as given below. The students can answer all the questions in Sections A & B. But there shall be Ceiling in each section.

Section A	
Short answer type carries 2 marks each - 12 questions	Ceiling-20 Marks
Section B	
Paragraph/ Problem type carries 5 marks each - 7 questions	Ceiling-30 Marks
Section C	
Essay type carries 10 marks (1 out of 2)	1x10=10 Marks

Question paper type 3

Scheme of Examinations:

For Courses with External marks 40, duration of external examination is 1.5 Hrs. The pattern of External Examination is as given below. The students can answer all the questions in Sections A&B. But there shall be Ceiling in each section.

Section A	
Short answer type carries 2 marks each - 7 questions	Ceiling-12 Marks
Section B	
Paragraph/ Problem type carries 5 marks each - 5 questions	Ceiling-18 Marks
Section C	
Essay type carries 10 marks (1 out of 2)	1x10=10 Marks