



KANNUR UNIVERSITY
(Abstract)

B.A Functional English Programme- Scheme, Syllabus and Pattern of Question Papers of Core, Complementary Elective and Generic Elective Course under Choice Based Credit and Semester System (Outcome Based Education System-OBE) in Affiliated Colleges with effect from 2019 Admission- Implemented- Orders issued.

ACADEMIC BRANCH

No.Acad.C3/12420/2019

Dated: Civil Station P.O . 20.06.2019

- Read:-
1. U.O.No.Acad.C2/429/2017 dated,10-10-2017
 2. The Minutes of the Meeting of the Curriculum Restructuring Committee held on 28-12-2018.
 3. U.O. No.Acad.C2/429/2017 Vol.II dated,03-06-2019.
 4. The Minutes of the Meeting of the Board of Studies in Functional English (Cd), held on 07.06.2019
 5. Syllabus of Functional English Programme, Submitted by the Chairperson, Board of Studies in Functional English (Cd), dated: 14.06.2019

ORDER

- 1.A Curriculum Restructuring Committee was constituted in the University vide the paper read (1) above to co-ordinate the activities of the Syllabus Revision of UG Programmes in Affiliated Colleges of the University.
2. The meeting of the Members of the Curriculum Restructuring Committee and the Chairpersons of different Boards of Studies held, vide the paper read (2) above, proposed the different phases of Syllabus Revision Processes such as conducting the meeting of various Boards of Studies, Workshops, & discussions.
3. The Revised Regulation for UG Programmes in Affiliated Colleges under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) was implemented with effect from 2019 Admission as per paper read (3) above.
4. As per paper read (4) above, the Board of Studies in Functional English (Cd) finalized the Scheme, Syllabus & Pattern of Question Paper for Core, Complementary Elective & Generic Elective Course of B.A Functional English Programme, to be implemented with effect from 2019 Admission.
5. Subsequently, as per paper read (5) above, the Chairperson, Board of Studies in Functional English (Cd) , submitted the finalized copy of the Scheme, Syllabus & Pattern of Question Paper of B.A Functional English Programme for implementation with effect from 2019 Admission.

6. The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with, accorded sanction to implement the Scheme, Syllabus & Pattern of Question Paper (Core/Complementary Elective/Generic Elective Course of B.A Functional English Programme under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) in the Affiliated Colleges under the University with effect from 2019 Admission, subject to reporting before the Academic Council.

7. The Scheme, Syllabus & Pattern of Question Paper (Core/Complementary Elective/Generic Elective Course) of B.A Functional English Programme, are uploaded in the University Website (www.kannuruniversity.ac.in)

Orders are issued accordingly.

Sd/-
DEPUTY REGISTRAR(ACADEMIC)
For REGISTRAR

To

The Principals of Colleges offering B.A Functional English Programme

- Copy to:-
1. The Examination Branch (through PA to CE)
 2. The Chairperson, Board of Studies in Functional English (Cd)
 3. PS to VC/PA to PVC/PA to Registrar
 4. DR/AR-I/ARII (Academic)
 5. The Computer Programmer (for uploading in the website)
 6. SF/DF/FC

Forwarded/By Order


SECTION OFFICER

For more details log on to www.kannuruniversity.ac.in





KANNUR UNIVERSITY

BOARD OF STUDIES, FUNCTIONAL ENGLISH (Cd)

***SYLLABUS FOR FUNCTIONAL ENGLISH CORE,
COMPLEMENTARY ELECTIVE COURSE
AND GENERIC ELECTIVE COURSES***

FOR BA FUNCTIONAL ENGLISH PROGRAMME

CHOICE BASED CREDIT AND SEMESTER SYSTEM

(2019 ADMISSION ONWARDS)

KANNUR UNIVERSITY
VISION AND MISSION STATEMENTS

Vision:To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and a critical application of knowledge with special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

Mission:

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

KANNUR UNIVERSITY
PROGRAMME OUTCOMES (PO)

PO 1.Critical Thinking:

- 1.1. Acquire the ability to apply the basic tenets of logic and science to thoughts, actions and interventions.
- 1.2. Develop the ability to chart out a progressive direction for actions and interventions by learning to recognize the presence of hegemonic ideology within certain dominant notions.
- 1.3 Develop self-critical abilities and also the ability to view positions, problems and social issues from plural perspectives.

PO 2.Effective Citizenship:

- 2.1. Learn to participate in nation building by adhering to the principles of sovereignty of the nation, socialism, secularism, democracy and the values that guide a republic.
- 2.2. Develop and practice gender sensitive attitudes, environmental awareness, empathetic social awareness about various kinds of marginalization and the ability to understand and resist various kinds of discriminations.
- 2.3. Internalize certain highlights of the nation's and region's history. Especially of the freedom movement, the renaissance within native societies and the project of modernization of the post-colonial society.

PO 3.Effective Communication:

- 3.1. Acquire the ability to speak, write, read and listen clearly in person and through electronic media in both English and in one Modern Indian Language
- 3.2. Learn to articulate, analyze, synthesize, and evaluate ideas and situations in a well-informed manner.
- 3.3. Generate hypotheses and articulate assent or dissent by employing both reason and creative thinking.

PO 4.Interdisciplinarity:

- 4.1. Perceive knowledge as an organic, comprehensive, interrelated and integrated faculty of the human mind.
- 4.2. Understand the issues of environmental contexts and sustainable development as a basic interdisciplinary concern of all disciplines.
- 4.3. Develop aesthetic, social, humanistic and artistic sensibilities for problem solving and evolving a comprehensive perspective.

PREFACE

The restructured and revised curriculum and syllabus of the B.A. Functional English programme is outcome based and has been drafted as per the 2019 regulations of the Kannur University for CBCSS for undergraduate programmes in affiliated colleges. The outcome based education system is learner centric and it focuses on what is essential for the students to achieve at the end of their learning experience. The Board of Studies met multiple times and participated in workshops to frame the new syllabus. The multifocal and multidisciplinary aspect of the present syllabus has been retained as the students enrolling in this programme opt for various academic pursuits after the completion of this course.

As the English language plays an important role in academic study and professional career progress we have incorporated content that caters to the needs of the students. In order to aid comprehension and provide clarity samples of literary and critical content has been included in the core courses that are being offered. Courses have also been designed to be practical and useful keeping the functional aspect in mind to enable students to pick up language skills. This programme will help nurture the interests and inherent talents of the students and steer them towards their goal.

The members of the Board of Studies Functional English acknowledge the sincere efforts of the teachers who contributed in the making of this syllabus. The suggestions and guidance offered by the Kerala State Higher Education Council, Kannur University, the resource persons, teachers and students during and after the workshop has been instrumental in the successful and timely completion of the syllabus revision process. We express our sincere gratitude to all.

Sd/-

N M Waheeda

Chairperson

Board of Studies, Functional English (UG)

Kannur University

Programme Specific Outcome of BAFUNCTIONAL ENGLISH

PSO 1: Demonstrate a thorough command of English language and its linguistic structures.

PSO 2: Communicate through speech and writing in a variety of contexts and genres

PSO 3: Produce and edit oral and written English communication and translate English into Malayalam /Hindi and vice-versa

PSO 4: Recognize and appreciate the importance of major literary genres, sub-genres and periods.

PSO 5: Analyze discourse for artistic merit, practical effect, philosophical standard and underlying structure

PSO 6: Recognize and comprehend different varieties of English.

PSO 7: Exchange ideas with faculty and students in classrooms and on the campus.

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KANNUR UNIVERSITY

BA/BSC/BCOM/BA FUNCTIONAL ENGLISH

WORK AND CREDIT DISTRIBUTION STATEMENT

| Semester | Course Title | Credits | Hours per week | Marks | | |
|--------------|--|-----------|----------------|-----------|------------|------------|
| | | | | CE | ESE | TOTAL |
| I | English Common Course-I | 4 | 5 | 10 | 40 | 50 |
| | English Common Course-II | 3 | 4 | 10 | 40 | 50 |
| | Additional Common Course-I | 4 | 4 | 10 | 40 | 50 |
| | Complementary Elective Course-1(Journalism) | 4 | 6 | 10 | 40 | 50 |
| | Core Course-I-Essential Grammar for Functional English | 4 | 6 | 10 | 40 | 50 |
| TOTAL | | 19 | 25 | 50 | 200 | 250 |
| II | English Common Course-III | 4 | 5 | 10 | 40 | 50 |
| | English Common Course-IV | 3 | 4 | 10 | 40 | 50 |
| | Additional Common Course-II | 4 | 4 | 10 | 40 | 50 |
| | Complementary Elective Course-II(Journalism) | 4 | 6 | 10 | 40 | 50 |
| | Core Course-II-Applied Phonetics | 4 | 6 | 10 | 40 | 50 |
| TOTAL | | 19 | 25 | 50 | 200 | 250 |
| III | English Common Course-V | 4 | 5 | 10 | 40 | 50 |
| | Additional Common Course-III | 4 | 5 | 10 | 40 | 50 |
| | Complementary Elective Course-III (History/Political Science/Functional English) | 4 | 6 | 10 | 40 | 50 |
| | Core Course III- Introduction to Literature I | 4 | 4 | 10 | 40 | 50 |
| | Core Course-IV- Fundamental Writing Skills | 4 | 5 | 10 | 40 | 50 |
| TOTAL | | 20 | 25 | 50 | 200 | 250 |

| | | | | | | |
|--------------|---|-----------|-----------|--------------------|------------|------------|
| IV | English Common Course VI | 4 | 5 | 10 | 40 | 50 |
| | Additional Common Course-V | 4 | 5 | 10 | 40 | 50 |
| | Complementary Elective Course-IV(History/Political Science/Functional English | 4 | 6 | 10 | 40 | 50 |
| | Core Course-V- Oral Communication Practice | 4 | 5 | *30(Refer page 30) | 20 | 50 |
| | Core Course VI- Introduction to Literature II | 4 | 4 | 10 | 40 | 50 |
| TOTAL | | 20 | 25 | 70 | 180 | 250 |
| V | Core Course VII- Introduction to Linguistics | 4 | 5 | 10 | 40 | 50 |
| | Core Course VIII- Introduction to Literary Theory and Criticism | 4 | 5 | 10 | 40 | 50 |
| | Core Course IX-Indian Writings in English | 4 | 5 | 10 | 40 | 50 |
| | Core Course X- Introduction to Theatre Studies | 4 | 4 | 10 | 40 | 50 |
| | Core Course XI- Methodology of Language and Literature | 4 | 4 | 10 | 40 | 50 |
| | Generic Elective Course | 2 | 2 | 5 | 20 | 25 |
| TOTAL | | 22 | 25 | 55 | 220 | 275 |
| VI | Core Course XII - Introduction to Media Studies | 5 | 6 | 10 | 40 | 50 |
| | Core Course XIII- Translation Studies | 4 | 5 | 10 | 40 | 50 |
| | Core Course XIV-English Language Teaching | 4 | 5 | 10 | 40 | 50 |
| | Core Course XV- Film Studies | 5 | 6 | 10 | 40 | 50 |
| | Core Course XVI-Project | 2 | - | 5 | 20 | 25 |
| TOTAL | | 20 | 25 | 45 | 180 | 225 |

TOTAL CREDIT (Sum of total credits of all semester): 120

TOTAL MARKS (Sum of total marks of all semester): 1500

PART A:

FUNCTIONAL ENGLISH--CORE COURSES **WORK AND CREDIT DISTRIBUTION**

(2019 ADMISSION ONWARDS)

| COURSE CODE | COURSE TITLE | SEMESTER | HOURS PER WEEK | CREDIT | EXAM HRS |
|--------------------|---|-----------------|-----------------------|---------------|-----------------|
| 1B01FNG | ESSENTIAL GRAMMAR FOR FUNCTIONAL ENGLISH | I | 6 | 4 | 3 |
| 2B02FNG | APPLIED PHONETICS | II | 6 | 4 | 3 |
| 3B03FNG | INTRODUCTION TO ENGLISH LITERATURE I | III | 4 | 4 | 3 |
| 3B04FNG | WRITING SKILLS | III | 5 | 4 | 3 |
| 4B05FNG | INTRODUCTION TO ENGLISH LITERATURE II | IV | 4 | 4 | 3 |
| 4B06FNG | ORAL COMMUNICATION PRACTICE | IV | 5 | 4 | 2 |
| 5B07FNG | INTRODUCTION TO LINGUISTICS | V | 5 | 4 | 3 |
| 5B08FNG | INTRODUCTION TO LITERARY THEORY AND CRITICISM | V | 5 | 4 | 3 |
| 5B09FNG | INDIAN WRITINGS IN ENGLISH | V | 5 | 4 | 3 |
| 5B10FNG | INTRODUCTION TO THEATRE STUDIES | V | 4 | 4 | 3 |
| 5B11FNG | METHODOLOGY OF LANGUAGE AND LITERATURE | V | 4 | 4 | 3 |
| 5D01FNG-5D05FNG | GENERIC ELECTIVE | V | 2 | 2 | 2 |
| 6B12FNG | INTRODUCTION TO MEDIA STUDIES | VI | 6 | 5 | 3 |
| 6B13FNG | TRANSLATION STUDIES | VI | 5 | 4 | 3 |
| 6B14FNG | ENGLISH LANGUAGE TEACHING | VI | 5 | 4 | 3 |
| 6B15FNG | FILM STUDIES | VI | 6 | 5 | 3 |
| 6B16FNG | PROJECT | VI | 3 | 2 | - |

EVALUATION

| ASSESSMENT | WEIGHTAGE | MARKS |
|------------|-----------|-------|
| EXTERNAL | 4 | 40 |
| INTERNAL | 1 | 10 |

❖ FOR THE ORAL COMMUNICATION PRACTICE COURSE THE WEIGHTAGE IS

| ASSESSMENT | WEIGHTAGE | MARKS |
|------------|-----------|-------|
| EXTERNAL | 2 | 20 |
| INTERNAL | 3 | 30 |

CONTINUOUS INTERNAL ASSESSMENT

| COMPONENT | WEIGHTAGE | MARKS |
|---|-----------|-------|
| COMPONENT1 TEST PAPER | 50% | 5 |
| COMPONENT 2 ASSIGNMENT/ SEMINAR /VIVA | 50% | 5 |

CORE COURSE I: ESSENTIAL GRAMMAR FOR FUNCTIONAL ENGLISH

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| 1 | 1B01FNG | 6 | 4 | 3 |

COURSE OUTCOME

CO1: Understand the function of grammatical items used in spoken / written language

CO2: Understand language rules, structure and usage.

CO3: Understand the relationship between the form and function of grammatical categories

CO4: Acquire the linguistic and communicative competence required in various social, academic & employment situations.

Unit I:

1. Grammar and its role
2. Different approaches :a) prescriptive vs descriptive b) grammaticality vs acceptability and appropriateness
3. Variations in Language : a) standard and non-standard b) variation according to user: regional, social, age gender c) variation according to use: tenor, mode

(**Text for detailed study:** Chapter 1.1, 1.2 and 1.3 of *English Grammar for Today* by Geoffrey Leech et.al)

Unit II:

1. Linguistic levels: phoneme – morpheme – word - phrase
2. Parts of speech/Word classes
 - a) Nouns: concrete & abstract, count & uncount, singular & plural, proper nouns, common nouns, group/collective nouns
 - b) Pronouns: personal, possessive, reflexive, emphatic, demonstrative, relative etc.
 - c) Adjectives: attributive & predicative, modifying, qualifying, quantifying, emphasizing, and degrees of comparison
 - d) Verbs
 - e) Adverbs: expression of time, place, manner, frequency, duration etc.
 - f) Articles
 - g) Conjunctions

- h) Prepositions
 - i) interjections
3. Phrase: Types

Unit III:

1. Linguistic levels: clause – sentence – discourse
2. Verbs: ordinary & auxiliary, primary & modal auxiliaries, finite & non-finite, transitive & intransitive, linking verbs, phrasal verbs
3. Clauses: independent and dependent, coordination and subordination: simple, compound, complex sentences; adjectival, adverbial and noun clauses

Unit IV:

1. Sentence types: statements, negation, questions, commands, suggestions, exclamations
2. Tenses: active and passive forms
3. Direct and indirect speech
4. Punctuation

Books for Study:

1. Geoffrey Leech et al., *English Grammar for Today: A New Introduction* 2.

Books for Reference:

1. Raymond Murphy. *Essential English Grammar*
2. Michael Newby. *The Structure of English*
3. A.J.Thomson & V.Martinet. *A Practical English Grammar*
4. John Seely. *Oxford A-Z of Grammar & Punctuation*
5. Michael Swan. *Practical English Grammar*
6. Leech & Svartvik. *A Communicative Grammar of English*
7. Martin Hewings. *Advanced English Grammar*
8. Collins. *Co-build Grammar*
9. Frank Palmer. *Grammar*

Marks including choice:

| | | | | |
|--------------|----------|-----------|------------|-----------|
| Unit | I | II | III | IV |
| Marks | 8 | 12 | 20 | 20 |

Internal Assessment: Marks: 10

1. Two Class Tests $2.5+2.5 = 5$ Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each = 6)
- **Answer all questions** (*6 questions x Mark 1 each = 6*)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- *Answer any 6 questions* (*6 questions x Marks 2 each=12*)
- Part C - Essay** (6 questions x Marks 3 each =18)
- *Answer any 4 questions* (*4 questions x Marks 3 each=12*)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- *Answer any 2 questions* (*2 questions x Marks 5 each=10*)
-
- **Total marks including choice -60**
 - *Maximum marks of the course- 40*

CORE COURSE II: APPLIED PHONETICS

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|-----------|----------------|-------------------|----------|-------------|
| II | 2B02FNG | 6 | 4 | 3 |

COURSE OUTCOME

CO1: Understand the functioning of the English sound system

CO2: Develop the ability to adjust their ways of articulation to suit the sound system of English and overcome the influence of the native language on their English pronunciation.

CO3: Understand the differences in pronunciation between different varieties of English

CO4: Improve listening skills for better understanding and production of speech sounds

CO5: Develop a neutral accent to speak English with national and international intelligibility

CO6: Know the basics of oral communication and develop pronunciation for performing some of the most common communicative functions.

CO7: Understand the telephone as a mode of communication and to prepare them to handle telephone calls.

Unit I: The sound system:

The concept of speech as the primary form of language—Phonetics: study of the sound system—the acoustic, auditory and articulatory features of the sound system—The air stream mechanism – pulmonic, glottalic and velaric air-stream-- egressive and ingressive airstream-Respiratory, Phonatory and Articulatory systems- Organs of speech: the tongue, palate, the lips, teeth etc. –their roles in the production and articulation of sounds

Unit II: Description and classification of speech sounds:

Classification of consonants: Nature of the airstream mechanism, state of the glottis, the position of the soft palate, place of articulation and manner of articulation—concept of the three-term label

Classification of vowels: Articulation of vowels--pure vowels and diphthongs--front, central and back vowels--three-term label(this is just to acquaint the students with the three term labeling, thus questions should not be asked from this part for the exam) --Cardinal vowels-- The syllable: syllabic structure - consonant clusters – abutting consonants and syllabic consonants.

Unit III: Phonology and Suprasegmental features:

Phoneme theory--phonemes and allophones--minimal pairs--complementary and contrastive distribution- free variation - Accent, rhythm and intonation – word stress: primary and secondary stress – stress on monosyllabic, disyllabic and poly-syllabic words -- accent in compound and complex words –the stress shift-content words and structure words-strong and weak forms-- sentence stress-intonation: patterns and functions--the tones –tone group and tonic syllable-- falling tone, rising tone falling rising and rising falling-- assimilation and elision.

Transcription: Phonemic and allophonic transcription (concepts of broad and narrow transcription)- International Phonetic Alphabet (IPA)-- Transcription practice (words, phrases and sentences).

Unit IV: Problems in Pronunciation

Varieties of English: RP, American, Australian, GIE. British and American variety; L1 interference in Malayalam / English learners: Pronouncing silent letters & double letters, Pronouncing words without stress shift, Pronouncing ‘-es/s’ and ‘-ed’ morphemes 5. Strong articulation of weak function class words Intrusive ‘y’, Problem with /z/ sound, Wrong pronunciation of some numbers. Common errors in pronunciations: vowels, consonants and word stress.

Module V Conversation in situations

(Focus should be on pronunciation, stress and tone of individual words and connected sentence)

Greeting and introducing--introducing self and others -making requests-responding to requests and offering help--asking for, giving and refusing permission—giving instructions and directions --- accepting and refusing invitations – apologizing and responding to an apology – getting people’s attention and interrupting—congratulating and responding to congratulations-- telephone communication —handling the calls – taking and leaving messages – agreeing or disagreeing – making complaints and handling complaints – making or changing appointments .

Books for Study:

- 1 Balasubramanian, T. A Textbook of English Phonetics for Indian Students.McMillan India.
2. Balasubramanian, T. English Phonetics for Indian Students: A Workbook. McMillan India.
- 3 Jones, Daniel.English Pronouncing Dictionary.Cambridge University Press.

Books for Reference:

1. Marks, Jonathan. English Pronunciation in Use: Elementary. CUP, 2008. For Module IV & V
2. Sasikumar, V, P. Kiranmai Dutt & Geetha Rajeevan, A Course in Listening and speaking (vol. I & II) Cambridge University Press India Pvt. Ltd.
3. Krishna Mohan & N P Singh. Speaking English Effectively.
4. Sasikumar, V & P V Dhamija. Spoken English: A Self-learning Guide to Conversation Practice.
5. Sadanand, Kamalesh & Susheela Punitha. Spoken English: A Foundation Course. Orient Black Swan.
6. Anderson, Marilyn, Pramod K Nayar & Madhuchanda Sen, Critical Thinking Academic Writing and Presentation Skills. Pearson India.

Note to the teacher: Practice in transcription, pronunciation and conversation may be provided in the form of oral/written assignments, role plays, skits and seminars for which the marks set apart for assignment/ seminars could be given.

Marks including choice:

| Unit | I | II | III | IV | V |
|-------|----|----|-----|----|----|
| Marks | 15 | 10 | 15 | 10 | 10 |

Internal Assessment: Marks: 10

1. Two Class Tests (one Oral and one Written): $2.5 + 2.5 = 5$ Marks
2. Assignment/Seminar (Transcription & Oral Communication Practice)/Role play: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each = 6)
- **Answer all questions** (6 questions x Mark 1 each = 6)
- Part B - Short Essay** (8 questions x Marks 2 each = 16)
- **Answer any 6 questions** (6 questions x Marks 2 each = 12)
- Part C - Essay** (6 questions x Marks 3 each = 18)
- **Answer any 4 questions** (4 questions x Marks 3 each = 12)
- Part D - Long Essay** (4 questions x Marks 5 each = 20)
- **Answer any 2 questions** (2 questions x Marks 5 each = 10)
 - **Total marks including choice -60**
 - **Maximum marks of the course -40**

CORE COURSE III: INTRODUCTION TO ENGLISH LITERATURE I

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| III | 3B03FNG | 4 | 4 | 3 |

COURSE OUTCOME

CO1: Develop an understanding of the English literary history till the Neo Classical Age.

CO2: Understand the key terms and movements associated with English literature.

CO3: Acquire a basic idea about the various genres and sub-genres in Literature.

CO4: Acquire an in-depth understanding of a few of the major works written by the writers till the Neo-classical age.

Unit I: Literary Genres – Introductory Discussions

- **Poetry:** Subjective and Objective -- Lyric, Ode, Sonnet, Elegy, Epic, Ballad, Satire, Dramatic Monologue -- Rhyme and meter, Stanza – Simile, Metaphor etc.
- **Drama:** Tragedy, Comedy, Tragi-comedy, Farce, Masque, One-Act Play, Radio Play, Soliloquy, Aside, Monologue
- **Fiction:** Short Story, Novel -- Gothic, Epistolary, Picaresque, Bildungsroman
- **Biography and Autobiography:** Pure and impure biographies
- **Essay:** Personal and Impersonal, Aphoristic essays, Periodical, Social, Reviews

Unit II: History of English Literature (From the Beginning to the Romantics)

(The major trends of the periods with a brief discussion of the contributions made by the writers specified.)

- Old English literature (*Beowulf*)
- Middle English literature (Chaucer, Langland)
- Early Renaissance (Wyatt, Surrey, Sidney – Miracle/Morality plays)
- Height of Renaissance (Shakespeare, Spenser, Marlowe)
- The dramatic world of Shakespeare – Elizabethan theatre and audience -- Tragedy, Comedy, History Plays, Dramatic Romances – Sonnets
- Metaphysical Poets (Marvell, Donne, George Herbert)
- Decline of Renaissance/Puritanism/Restoration (Ben Jonson, Milton, Bunyan)

- Neo-classical/Seventeenth Century literature (Dryden, Pope, Addison, Steele,Johnson)
- Rise and growth of novel (Defoe, Richardson, Fielding, Swift, Scott,Austen)

Unit III: 3 Texts for Study

Poetry

John Donne: *Canonization*

John Milton: *On His Blindness*

Prose

Francis Bacon: *Of Studies*

Charles Lamb: *Dream Children: A Reverie*

Novel

Henry Fielding: *Tom Jones* (Book 1)(Non-detailed study)

Drama

William Shakespeare: *Macbeth* (Act 1: Scene 1-4)

Books for Study:

Authentic copies of the prescribed texts can be used for Module 3

Books for Reference:

1. *A Background to the Study of English Literature* – B. Prasad(Macmillan)
2. *An Introduction to the Study of Literature* – W.H. Hudson (Kalyani Publications)
3. *A Glossary of Literary Terms* – M.H. Abrams(Prism)
4. *The Typical Forms of English Literature* – A.H. Upham(OUP)
5. *A History of English Literature* -- Michael Alexander(Palgrave)
6. *A Brief History of English Literature* -- John Peck and Martin Coyle(Palgrave)
7. *A History of English Literature* -- Arthur Compton Rickett(UBS)
8. *A Short History of English Literature*- Pramod K Nayar. (Foundation Books)

Marks including choice:

| | | | |
|--------------|-----------|-----------|------------|
| Unit | I | II | III |
| Marks | 25 | 25 | 10 |

Internal Assessment: Marks: 10

1. Two Class Tests $2.5+2.5 = 5$ Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each = 6)
- **Answer all questions** (6 questions x Mark 1 each = 6)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6 questions** (6 questions x Marks 2 each=12)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions** (4 questions x Marks 3 each=12)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions** (2 questions x Marks 5 each=10)
-
- **Total marks including choice -60**
 - **Maximum marks of the course- 40**

CORE COURSE IV: WRITING SKILLS

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| III | 3B04FNG | 5 | 4 | 3 |

COURSE OUTCOME

CO1: understand and effectively apply the steps in the writing process.

CO2: construct unified, coherent and adequately developed paragraphs

CO3: identify various writing styles

CO4: apply various techniques of writing

CO5: Learn to edit and proofread

Unit I:

1. Difference between spoken and written forms
2. Features and sub skills of writing-appropriate word order, grammar, punctuation
3. Formal and Informal Styles of writing, prosody, prosaic, rhetoric
4. Types of writing - Expository, descriptive, persuasive, argumentative

Unit II:

1. Purpose, context and content, point of view
2. Logical organization – introduction, body paragraphs, conclusion
3. Paragraphs - coherence and cohesion, clarity and continuity
4. Literary tropes and devices- allegory, hyperbole, irony, metaphor, simile, metonymy, synecdoche

Unit III:

1. Notice, memo, minutes of a meeting
2. Official letters and Resumes
3. Newspaper Report, book review and film review
4. Note making, Paraphrasing and summary
5. Content writing, blogging, technical writing, profile writing

Unit IV:

1. Editing texts – connection between ideas, wordiness, repetition/ redundancy, choice of vocabulary
2. proofreading-
3. Plagiarism- types and how to avoid

Books for Reference:

1. Freeman, Sarah. *Written Communication*. Orient Longman, 1977
2. Bruce Antony *Beginning Creative Writing*. Katie Books, 2007
3. Carole Anne May. *Spotlight on Sentence and Paragraph Skills*. Toronto: Pearson PrenticeHall, 2006 Anuradha Marwah
4. Martin Curtis. *The Plain English Guide. How to Write Clearly and Communicate Better*. Oxford: OUP, 1995.
5. Mishra, P S. *An Introduction to Stylistics: Theory & Practice*. Orient Black Swan, 2009.
6. Anjana Neira Dev, & Swati Patel
7. Anjana Neira Dev, Anuradha Marwah & Swati Patel. *Creative Writing: A Beginner's Manual*. New Delhi, Pearson Longman, 2009.
8. Young, Johnnie. *Resources for Teaching Creative Writing*. New York, Continuum, 2009.
9. Kumar, Sanjay & Latha, Pushpa. *Communication Skills*. New Delhi: OUP, 2011
10. Robins MH & Vidya S. *Communicative Competence in Business English*. New Delhi: Orient Longman, 2007

Marks including choice:

| Unit | I | II | III | IV |
|-------|----|----|-----|----|
| Marks | 20 | 12 | 18 | 10 |

Internal Assessment: Marks: 10

1. Two Class Tests 2.5+2.5 = 5 Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each = 6)
- **Answer all questions** (*6 questions x Mark 1 each = 6*)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6 questions** (*6 questions x Marks 2 each=12*)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions** (*4 questions x Marks 3 each=12*)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions** (*2 questions x Marks 5 each=10*)
-
- **Total marks including choice -60**
 - **Maximum marks of the course- 40**

CORE COURSE V: INTRODUCTION TO ENGLISH LITERATURE II

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|-----------|----------------|----------------|----------|----------|
| IV | 4B05FNG | 4 | 4 | 3 |

COURSE OUTCOME

CO1: Develop an understanding of English literary history from the Romantic Age to the Contemporary Age

CO2: Understand the key terms associated with English literature.

CO3: Understand the major movements, periods and writers.

CO4: Acquire an in-depth understanding of a few of the major works written from the romantic Age till the Contemporary Age.

Unit I: English Literature (From the Romantics to the Present)

(The major trends of the periods with a brief discussion of the contributions made by the writers specified.)

- Romantic Revolt (Blake, Wordsworth, Coleridge, Shelley, Keats, Byron)
- Victorian literature (Poetry (Tennyson, Browning, Arnold) – Novel (Dickens, Thackeray, George Eliot, the Brontes, Hardy, Henry James) – Drama (Shaw, Oscar Wilde))
- Twentieth Century (Novel (Conrad, Lawrence, Joyce, Woolf) – Poetry (Yeats, Eliot, Larkin, Gunn, Hughes, Heaney) – Drama (Pinter, Osborne, Beckett))
- New literatures (Commonwealth/Postcolonial/Subaltern – general account)

Unit II: Major Movements in Literature (Only at the introductory level)

- Art for Art's Sake
- Symbolism
- Stream of Consciousness
- Expressionism
- Theatre of the Absurd
- Comedy of Menace
- Metafiction
- Magical Realism

Unit III: Texts for Study

Poetry

PB Shelley: *Ode to the West Wind*.

Mathew Arnold: *Dover Beach*

Novel

William Golding: *Lord of the Flies* (Non-detailed study)

Drama

Henrik Ibsen: *A Doll's House* (Act III)

Books for Study:

Authentic copies of the prescribed texts can be used for Unit 3

Books for Reference:

1. *A Background to the Study of English Literature* – B. Prasad(Macmillan)
2. *An Introduction to the Study of Literature* – W.H. Hudson (KalyaniPublications)
3. *A Glossary of Literary Terms* – M.H. Abrams(Prism)
4. *The Typical Forms of English Literature* – A.H. Upham(OUP)
5. *A History of English Literature* -- Michael Alexander(Palgrave)
6. *A Brief History of English Literature* -- John Peck and Martin Coyle(Palgrave)
7. *A History of English Literature* -- Arthur Compton Rickett(UBS)
8. *A Short History of English Literature*-PramodKNayar. (Foundation Books)

Marks including choice:

| Unit | I | II | II |
|-------|----|----|----|
| Marks | 20 | 20 | 20 |

Internal Assessment: Marks: 10

1. Two Class Tests 2.5+2.5 = 5Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each = 6)
- **Answer all questions** (*6 questions x Mark 1 each = 6*)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6 questions** (*6 questions x Marks 2 each=12*)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions** (*4 questions x Marks 3 each=12*)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions** (*2 questions x Marks 5 each=10*)
-
- **Total marks including choice -60**
 - **Maximum marks of the course- 40**

CORE COURSE VI: ORAL COMMUNICATION PRACTICE

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|-----------------|--------------------|---------------------------|---------------|---------------------|
| IV | 4B06FNG | 5 | 4 | 3 |

COURSE OUTCOME

CO1: Develop confidence to respond in English in situations where English is important

CO2: Develop listening and comprehension skills in the English language.

CO3: Acquire speech skills necessary for confident and intelligent participation in Group Discussions and extempore speeches

CO4: Learn skills related to teamwork and take up team leader roles in society as well as in future workplaces.

Unit I: Listening

Introduction, definitions of listening, listening vs. hearing, process of listening, strategies of listening, problems students face in listening, barriers to listening, activities that help to become better listeners

Unit II: Reading

Introduction, The reading process ,reading and meaning ,methods to improve reading, strengthening your vocabulary, understanding graphics, visual aids previewing, reading in thought groups, Barriers to reading, skills for speed reading, sub- skills of reading, skimming, scanning, extensive reading, intensive reading.

Unit III: Oral Practice

Speech skills for special purposes

Specific activities:

1. Seminar:

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

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

2. Read Aloud Sessions

- a) Mock TV News Reading
b) Recitation of a poem/ reading aloud a story or article (with gestures and facial expressions)

Record Book

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

Unit IV: Speech Skills for Special Purposes

Specific activities:

1. Seminar :

- a) Single presentation by each student (duration 5 minutes)
b) Question Answer sessions and feedback from peers after each presentation (duration – minimum 5 minutes)

2. Delivery of a formal, prepared speech by each student (duration 5 minutes)

Record Book: The seminar paper, the speech and peer feedback to be included.

Further suggestions for classroom practice:

- ❖ Everyday news items could be brought to class in the form of skits to be planned and prepared by students in groups- to be done by each group- at least once skit per month.
- ❖ Cartoon strips and comic strips may be used to help create a communicative situation in the classroom
- ❖ Films and the TV can be used to facilitate active listening with comprehension to expose the students to the major varieties of the English language
- ❖ Mock press conference(mock interview with one student as a famous personality, being interviewed by the whole class as members of the press)
- ❖ Peer group teaching (Literature prescribed for common or core to be used for the purpose)

The following list is suggested for the specific purpose of speech skills practice (Due to the time factor it is better to familiarize the students with the same plays prescribed for the core paper on theatre)

- ❖ A set of one act plays, either old or new (relevant in content & dialogue) for the specific task of scene- wise performance in groups
- ❖ Chosen scenes from Shakespeare & other popular playwrights to be adapted and edited in order to perform without losing its sense & background
- ❖ At least one prominent English newspaper, everyday.
- ❖ English periodicals- 1 per week- preferably different ones every month- for exposure to variety

General Reading:

1. Books on group discussions on universally relevant topics and topical issues
2. Relevant books on speech skills practice
3. Online newspaper journals etc.
4. Famous speeches, autobiographies, travelogues etc.

Books for Reference

1. Rama Krishna Rao, A. Enjoying Everyday English. Hyderabad :Sangam Books,2009.
2. Sasikumar,V.& P V Dhamija. Spoken English: A Self-learning Guide to Conversation Practice. New Delhi : Tata McGraw Hill , 1993.
3. Kane , T S. The Oxford Guide to Reading .New York: OUP,
4. Freeman , S. Study Strategies in English. New Delhi:OUP,1979.
5. Suresh Kumar,E. Communication Skills and Soft Skills,An Integrated

Evaluation :

Internal : 10 marks (Test Paper: 2.5 + 2.5 =5 and Seminar =5marks)

End Semester exam (Written) :20 Marks (2 Hours)

Internal Viva-voce:

- 1. Self- introduction & general questions = 5 Marks**
- 2. Verbal(Dramatic)performance (duration 2 minutes) =5Marks**
- 3. FormalSpeech (minimum 2 minutes) = 5marks**
- 4. Verification of records =5 Marks**

Total = 20 marks

Marks including choice:

| Unit | I | II | II | IV |
|-------|----|----|----|----|
| Marks | 10 | 10 | 5 | 5 |

About the Pattern of Questions:

Part A - Short answer (6 questions x Mark 1 each= 6)

- *Answer all questions* (6 questions x Mark 1 each = 6)

Part B - Short Essay (6 questions x Marks 2 each =12)

- *Answer any 4 questions* (4questions x Marks2 each=8)

Part C - Essay (2 questions x Marks 6each =12)

- *Answer any 1 question* (1 question x Marks 6 each=6)

- **Total marks including choice -30**

- *Maximum marks of the course- 20*

CORE COURSE VII: INTRODUCTION TO LINGUISTICS

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| V | 5B07FNG | 5 | 4 | 3 |

COURSE OUTCOME

CO1: Develop an awareness of the structural organization of language at different levels of expression

CO2: Understand the basic concepts of Linguistics and the relationship between the structure and functions of language items

CO3: Understand the various levels of linguistic analysis (Phonology, morphology, Syntax and Semantics)

CO4: Acquire a historical perspective of the development of language

CO5: Apply linguistics to different areas of activities like discourse analysis, media, ELT, NLP and literary criticism etc.

Unit I: Language as a system of communication- its origin and development--animal and human communication systems--characteristics of human language-place of English in the language family-language variations

Unit II: Nature and scope of Linguistics--A brief history of linguistics-Approaches to the study of language: descriptive, historical, theoretical – applied – Structuralism: The contributions of Saussure, Bloomfield etc.

Key concepts: - Sign and symbol-Langue and Parole-diachronic and synchronic approaches-Syntagmatic and Paradigmatic relationships-Chomsky and generative linguistics: Competence and Performance—Transformational Generative Grammar

Unit III: Levels of linguistic analysis—Phonology: distribution of sounds, phonemes and allophones Morphology: morphemes and allomorphs-- word formation processes: inflection, derivation, blending, clipping, compounding, back formation etc.

Major branches: Phonology, Morphology, Syntax and Semantics--Emergent branches of modern linguistics: Psycholinguistics, Neurolinguistics, Sociolinguistics, Anthropological linguistics, Computational linguistics, Forensic/Legal Linguistics etc.

Unit IV: Syntax: Traditional grammar and structural grammar--Immediate Constituent Analysis--Phrase Structure Rules--Transformational Generative Grammar-Transformational rules Semantics: Denotative, connotative, thematic, social, lexical, grammatical meaning -sense and reference--Discourse Analysis: Cohesion and Coherence

Books for Study:

1. Syal, Pushpinder, & D V Jindal. *An Introduction to Linguistics: Language, Grammar and Semantics* (Eastern Economy Edition) New Delhi: PHI, 2007.
2. Verma, S K & N Krishna Swamy. *Modern Linguistics: An Introduction*. New Delhi: OUP, 1998.

Books for Reference:

1. Lyon, John. *Language and Linguistics: An Introduction*. Cambridge: C U P, 1999.
2. Yule, George. *The Study of Language*. Cambridge: Cambridge University Press,1995.
3. Crystal, David. *Linguistics*.Harmondsworth: Penguin,1998.
4. Hall, Christopher J. *An Introduction to Language and Linguistics*. Viva Continuum Edition, 2008.
5. Gimson, A.C. & Edward Arnold. *An Introduction to the Pronunciation of English*. London:1980.
6. Chomsky, N. *Aspects of the Theory of Syntax*. MIT Press, 1965.

Internal Assessment: Marks: 10

1. Two Class Tests 2.5+2.5 = 5Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

Marks including choice:

| | | | | |
|--------------|-----------|-----------|-----------|-----------|
| Unit | I | II | II | IV |
| Marks | 10 | 10 | 20 | 20 |

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each = 6)
- **Answer all questions** (*6 questions x Mark 1 each = 6*)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6 questions** (*6 questions x Marks 2 each=12*)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions** (*4 questions x Marks 3 each=12*)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions** (*2 questions x Marks 5 each=10*)
-
- **Total marks including choice -60**
 - **Maximum marks of the course- 40**

CORE COURSE VIII: INTRODUCTION TO LITERARY THEORY AND CRITICISM

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| V | 5B08FNG | 5 | 4 | 3 |

COURSE OUTCOME

CO1: Evaluate literary subjects from divergent critical stances, of both traditional and advanced thinkers and theorists to get a view of the stages of evolution in the field of criticism.

CO2: Understand the historical, socio-cultural, psychological and philosophical concerns that infuse critical thought and to broaden their academic view of the subject.

CO3: Acquire foundational analytic knowledge and skills for handling literary works.

CO4: Understand the connections between literature and theory have with the human condition, thereby affirming their impact on students as social beings.

Unit I:

Traditional Critical Approaches (From M.S.Nagarajan/ B. Prasad.)

(Topics like neo-classical criticism are not included as portions to be covered in the class, but learners may be acquainted with those areas that are seen as necessary for showing historical continuity.

(Salient features of each of the critical trends, traditional and modern, to be emphasized , in addition to the individual works..)

1) Classical Criticism

(a.) Plato: Distinction between the ideal and the real – views on imitation, on art, poetry, dismissal of poetry, drama.

(b.) Aristotle: Mimesis- poet's value - functions; tragedy, comedy - components of drama, types, plot.

2) Romantic Criticism - Wordsworth: Subject of poetry- language of poetry- its purpose- poetic process.

3) Victorian Criticism -Mathew Arnold- Literature versus culture- values- role of poetry- touchstone method.

Unit II: Early 20th Century Criticism .Essays for study.

(Salient features of New Criticism and Practical Criticism to be discussed in class.)

(The prescribed Individual essays in units 2 & 4 to be taught in the class.)

1) T.S. Eliot: Essay – Tradition and the Individual Talent (20th Century Lit. Criticism.ed. David Lodge) pp. 71-77

2) I A Richards: Essay - The Two Uses of Language. David Lodge.

Unit III: The Emergence of Literary Theory

(Aims at a brief discussion of the basic concepts related to these theories)

Russian Formalism; Structuralism; Deconstruction; Feminist criticism; Psychoanalysis; Marxist analysis; New Historicism; Cultural Materialism; Postcolonial criticism; Postmodernism; Ecocriticism; Cultural Studies; Queer Theory.

Unit IV: Modern Theoretical Approaches- Essays for study.

1) Roland Barthes: Death of the Author

2) Elaine Showalter: Towards a Feminist Poetics

Books for Reference:

1) B. Prasad. An Introduction to English Criticism. Macmillan

2) M H Abrams & Geoffrey Galt Harpar. A Handbook of Literary Terms. Delhi: CengageLearning,Delmar India Pvt.Ltd. 2009

3) Simon Malpas& Paul Wake. Ed. The Routledge Companion to Critical Theory

4) Mary Klages. Literary Theory: A Guide for the Perplexed. New York: Continuum Books, 2006

5) Mary Klages. Key Terms in Literary Theory. New York: Continuum Books, 2012

6) Peter Barry. Beginning Theory. Manchester University Press.

7) M S Nagarajan. English Literary Criticism & Theory: An Introductory History. Orient Black swan. 2006

Marks including choice:

| Unit | I | II | II | IV |
|--------------|-----------|-----------|-----------|-----------|
| Marks | 15 | 15 | 15 | 15 |

Internal Assessment: Marks: 10

1. Two Class Tests 2.5+2.5 = 5Marks

2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

Part A - Short answer (6 questions x Mark 1each = 6)

- **Answer all questions** (6 questions x Mark 1each = 6)

Part B - Short Essay (8 questions x Marks 2 each =16)

- **Answer any 6questions** (6questions x Marks 2 each=12)

Part C - Essay (6 questions x Marks 3 each =18)

- **Answer any 4 questions** (4 questions x Marks 3 each=12)

Part D - Long Essay (4 questions x Marks 5 each =20)

- **Answer any 2 questions** (2 questions x Marks 5 each=10)

- **Total marks including choice -60**

- **Maximum marks of the course- 40**

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|-----------------|--------------------|-----------------------|---------------|-----------------|
| V | 5B09FNG | 5 | 4 | 3 |

COURSE OUTCOME

CO1: Trace the development of Indian Writing in English

CO2: Explain the Indianness in Indian Literature

CO3: Read and appreciate Indian Literature

CO4: Analyze the strengths and constraints of Indian English as a literary medium

Unit I: INTRODUCTION

Indian writing in English a brief overview

Unit II: POETRY

| | |
|------------------------|--------------------------------|
| Sarojini Naidu | : Indian Weavers |
| Toru Dutt | : Our Casuarina Tree |
| Agha Shahid Ali | : Vacating an Apartment |
| Keki Daruwalla | : Before the Word |
| Nissim Ezekiel | : Enterprise |
| Kamala Das | : The Old Playhouse |
| Vikram Seth | : Round and Round |
| Eunice D'souza | : Catholic Mother |

Unit III: PROSE and SHORT FICTION

Rabindranath Tagore : Nationalism in India

Jawaharlal Nehru : Animals in Prison

Kushwant Singh : Karma

R K Narayan : The Martyr's Corner

Ruskin Bond : The Thief

Unit IV: DRAMA

Books for Study

All the texts prescribed in the Units mentioned above

Books for Reference

1. **Indian Yarns : An anthology of Indian English Writing ,Cambridge University Press,2013**
2. **Indian Writings in English .K.R .SrinivasaIyengar Delhi :Sterling Publishers**
3. **A Concise History of Indian Writings in English. Arvind Krishna Mehrotra.Ranikhet: Permanent Black.**

Internal Assessment: Marks: 10

1. Two Class Tests 2.5+2.5 = 5Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

Marks including choice:

| Unit | I | II | II | IV |
|-------|---|----|----|----|
| Marks | 5 | 25 | 15 | 15 |

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1each = 6)
- **Answer all questions** (6 questions x Mark 1each = 6)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6questions** (6questions x Marks 2 each=12)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions** (4 questions x Marks 3 each=12)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions** (2 questions x Marks 5 each=10)
- **Total marks including choice -60**
 - **Maximum marks of the course-40**

CORE COURSE X: INTRODUCTION TO THEATRE STUDIES

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| V | 5B10FNG | 4 | 4 | 3 |

COURSE OUTCOME

CO1: Develop knowledge of theatre history and dramatic literature

CO2: Acquire the ability of appreciation and aesthetic sense for theatre arts and different genres of drama

CO3: Analyze, interpret and evaluate dramatic literature and theatrical productions

CO4: Understand the terms connected to theatre/drama

Unit I: Terms related to drama

Anagnorisis, Antagonist, Bathos, Catharsis, Dramatic Irony, Freytag's Pyramid, Hamartia, Hubris, Proscenium Stage, Peripeteia, Stock Character, Apron Stage/Thrust stage, Unity of time, place and action, Aside, Soliloquy, Tragedy, Comedy, Farce, Tragicomedy.

A. Extract from Macbeth by William Shakespeare Act V Scene1 (Sleepwalking Scene)

Unit II:

- A brief overview of Greek Theatre – Aeschylus, Sophocles, Euripides
 - Aristotle's six elements of drama
 - Roman Theater – history and origin – brief discussion on Plautus and Terence
 - Miracle, Morality & Mystery Plays
 - Elizabethan Theatre(origin and major features) & Restoration Theatre (origin and major features)
2. Trends in 20th century drama – Problem plays – Epic theatre – Absurd Theatre – post colonial theatre. (A Brief discussion)
- Discussion of G.B. Shaw's Pygmalion as a Problem Play
3. Classical Theatre – Kalidasa and Bhasa, Natyashastra – a brief discussion
- Discussion of one act play Karnabharam by Bhasa – Compare and contrast the play written by Bhasa with the original epic Mahabharata

4. Contemporary theatre – Karnad, Tendulkar, Dattani, BadalSarkar, Ebrahim Al Kazi
(discussion of their major works and their themes)

Unit III:

Riders To the Sea - Synge (Non- detailed)

Classroom/Extended activities:

Make the students enact a play written, edited and directed by them OR any one act play can be enacted in class and assessed by the teacher

Books for Study: Texts Prescribed in the Units

Books for Reference:

1. The Oxford Illustrated History of Theatre – John Russell Brown OUP
2. A Glossary of Literary Terms – M.H. Abrahms (Prism)
3. The Tragedy of Macbeth – William Shakespeare
4. Pygmalion – George Bernard Shaw (Orient Longman)
5. Karnabharam and Madhyama-Vyayoga(with Hindi and English translation)- Dr. Sudarshan Kumar Sharma(Parimal Publications)

Marks including choice:

| Unit | I | II | II |
|-------|----|----|----|
| Marks | 20 | 20 | 20 |

Internal Assessment: Marks: 10

1. Two Class Tests 2.5+2.5 = 5Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each = 6)
- **Answer all questions** (*6 questions x Mark 1 each = 6*)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6 questions** (*6 questions x Marks 2 each=12*)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions** (*4 questions x Marks 3 each=12*)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions** (*2 questions x Marks 5 each=10*)
-
- **Total marks including choice -60**
 - **Maximum marks of the course- 40**

CORE COURSE XI: METHODOLOGY OF LANGUAGE AND LITERATURE

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| V | 5B11FNG | 4 | 4 | 3 |

COURSE OUTCOME

CO1: Develop the ability to distinguish between humanities and other fields of study and understand the specific nature and purpose of studies in humanities.

CO2: Learn the nature and functions of language in human understanding, literature and culture.

CO3: Comprehend the role of literature in representing human reality, and understand the processes of cultural formation and cultural practices.

CO4: Acquire the taste, knowledge and skills for finding research problems and solutions, and learn the craft of academic writing and research.

Unit I: Nature of Studies in Humanities

Humanities as a school- Distinguishing between Natural Sciences, Social Sciences and Humanities— Studying the arts and humanities—Analysis, Interpretation and Evaluation—Key Concepts in Humanities: --- New Directions: Liberal Humanism, Anti-humanism, Posthumanism, Digital Humanities.

Unit II: Language in Humanities

Semiotics of Language-Language as Sign system- Language, Reality and Construction of Meaning- Linguistic Constructivism - Discourse and Discourse analysis.

Unit III: Literature and Culture

Reality, Representation and Narration- -Realism and Representation: Fiction, Facts, Faction and Metafiction-Narrative in Literature-Text, Context and Intertextuality-Culture and its various definitions, Cultural Practice and Culture studies.

Unit IV: Research, Writing and Documentation

The purpose of research- Finding a research problem-Conceptualizing and Drafting Research Proposals- Research and Writing-Documentation-Different Style Manuals- Documentation in MLA style- authenticity and integrity in research writing- plagiarism- plagiarism checking and softwares.

Books for Study:

1. MLA Handbook, 8th Edition

Books for Reference:

1. Toolan, M. *Language in Literature*. London: Edward Arnold,1998.
2. Pope, Rob. *The English Studies Book: An Introduction to Language, Literature and Culture*, 2nd Ed. Routledge, 2005.
3. Prakasam, V. *Semiotics of Language, Literature and Culture*. Allied Publishers Limited, 1999.

Marks including choice:

| | | | | |
|--------------|-----------|-----------|-----------|-----------|
| Unit | I | II | II | IV |
| Marks | 15 | 15 | 15 | 15 |

Internal Assessment: Marks: 10

1. Two Class Tests 2.5+2.5 = 5Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1each = 6)
- **Answer all questions** (6 questions x Mark 1each = 6)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6questions** (6questions x Marks 2 each=12)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions** (4 questions x Marks 3 each=12)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions** (2 questions x Marks 5 each=10)
- **Total marks including choice -60**
 - **Maximum marks of the course- 40**

CORE COURSE XII: INTRODUCTION TO MEDIA STUDIES

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| VI | 6B12FNG | 6 | 5 | 3 |

COURSE OUTCOME

CO1: Analyze and evaluate media content critically

CO2: Understand the dialectical/dialogical relationship between society and media

CO3: Understand media functions and operations in the socio-historical contexts

CO4: Acquire skills related to mass-media, social media, advertising and communication.

Unit I: Basics

- Definition of communication;
- Elements of communication; encoding & decoding
- Types of communication: intrapersonal, interpersonal, group, intercultural, mass communication.

Unit II: Mass Communication

- Definition, types, functions of mass communication
- Characteristics of mass communication
- Effects of mass communication
- Barriers to communication
- Brief history of mass media communication in India

Unit III: Language of the Mass media

Print media:

- Types of print media

Newspaper:

- Reporting for newspapers
- Structure of news reports
- Features and Column Writing
- Editorial articles

Television:

- Characteristics of Television as a media
- Various types of Television programming in Television channels: programs for women, programs for children, reality shows, games, serials, sports etc.
- Education programs in Television
- Writing for Television news
- Live reports

Internet:

- Blog Writing

Social Media:

- Effects of Social Media on Communication

Advertising:

- Definition and concept of Advertising
- Types of Advertisement: in radio, print, television, film *etc.*

Students should go on a field trip and it is a key part of the media learning experience. The students should visit printing presses, film or recording studios, program production locations, TV and radio stations *etc.* depending on their field of specialization.

- The students can do their assignment and presentation from Module 3
- **Critical analysis and evaluation of various types of TV programs (news, news-based programs, serials, reality shows, game shows, film-based programs, programs for various target audiences *etc.*)**
- **and/or critical analysis of newspaper stories, editorials,**
- **and/ or magazines, articles, layout and design *etc.***
- and/ or readership surveys.

This can be tested as part of the **internal assessment**.

Unit 4: Introduction to Sociology & Politics of Media

This is the **core section** and is intended to give students an introduction to recent concepts, theories and insights in 'Media & Culture Studies' to make them aware of the fact that media practice and consumption are decided not only by the contents but also by the 'discontents', i.e., the competing/conflicting interests and ideologies inherent in them.

It should be noted by the teachers, students and question setters that about 60% of the weightage is to be given for this module both in class and in the exam. Students can be asked to write definitions, short explanations *etc.* (i.e., short questions or short essays) in the exam. **There is no scope for long essays from this section in an introductory course.**

mass media – elite media – alternative media

information – misinformation (giving false information) – disinformation (withholding information)

manufacturing consent, spectator democracy (Chomsky's concepts)

ideological state apparatus & repressive state apparatus (Althusser's concepts)
 global village, 'Medium is the message/massage.' (McLuhan's concepts)
 information society (the evolution: agrarian --> industrial --> information) misinformed society
 (Peter Golding's concept)
 information overload (Alvin Toffler's concept)
 media imperialism, cultural invasion, Murdochization electronic surveillance and panopticon
 couch and mouse potatoes mean world syndrome (George Gerbner's concept) public service
 broadcasting vs. private channels: the basic difference
 media convergence through technology New Media and interactivity cyberspace
 media-constructed reality, mediated reality, virtual reality, hyper reality,
 cyber-democracy

Books for Reference:

1. De Fluer& Dennis.*Understanding Mass Communication*. Delhi: GoyalSaab Publishers
2. Keval J Kumar. *Mass Communication in India*
3. J V Vilanilam. *Mass Communication in India: A Sociological Perspective*. Delhi, Sage Books
4. Shaju P P. *Principles and Practice of Journalism*. Calicut Uty.Co Op Store, 2007.
5. John C Merrilet *al. Modern Mass Media*. Harper Collins
6. James Watson. *Media Communication*. Palgrave
7. John Fiske. *Introduction to Communication Studies*.Routledge
8. Harry Henderson. *Communication and Broadcasting*. Hyderabad: Orient Longman, 1997.
9. KIAus Bruhn Jensen, *A handbook of Media and Communication Research*, Routledge, 2003.
10. Kumar. K. J, *Mass Communication in India*, 4th (ed), Jaico Publishing House, Mumbai, 2012.
11. David Cogswell. *Chomsky for Beginners*
12. Sky Marsen. *Communication Studies*.Palgrave
13. John Hartley. *Key Concepts in Communication, Culture & Media Studies*, London
14. Routledge Bernadette Casey *et al. Key Concepts in Television Studies*. London
15. Routledge James Watson& Anne Hill.*Dictionary of Media and Communication Studies*. Bloomsbury USA, 2006

Marks including choice:

| | | | | |
|--------------|-----------|-----------|------------|-----------|
| Unit | I | II | III | IV |
| Marks | 10 | 15 | 15 | 20 |

Internal Assessment: Marks: 10

1. Two Class Tests $2.5+2.5 = 5$ Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each = 6)
- **Answer all questions** (*6 questions x Mark 1 each = 6*)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6 questions** (*6 questions x Marks 2 each=12*)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions** (*4 questions x Marks 3 each=12*)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions** (*2 questions x Marks 5 each=10*)
-
- **Total marks including choice -60**
 - **Maximum marks of the course- 40**

CORE COURSE XIII: TRANSLATION STUDIES

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| VI | 6B13FNG | 5 | 4 | 3 |

COURSE OUTCOME

CO1: Understand the basic theories and functions of translation

CO2: Develop skills in translating literary and non-literary texts with a special focus on the functional aspects of translation

CO3: Understand translation skills to render texts from Malayalam/Hindi into English and vice versa

CO4: Analyze different approaches to translation and grasp its importance in the literary field

Unit I:

1. Translation Studies : its relevance and scope as a new discipline (**Text for detailed Study** :The essay “The Name and Nature of Translation Studies” by James S Holmes)
2. Translation: a) Definitions by Catford and Nida b) Types: classifications by Cicero, John Dryden, Roman Jakobson and Catford(*Part A,B,C and D types questions are expected from Unit I*)

Unit II:

1. A brief history of translation theory and practice in the West: a) The Romans: Cicero, Horace, St.Jerome; b) Bible Translations: Wycliffe, Tyndale, Martin Luther and Protestantism; c) Etienne Dolet; d) John Dryden; e) Goethe’s three phases of translation; f) Tyler’s *The Principles of Translation* g) Arnold’s *On Translating Homer* h) Fitzgerald’s *Rubaiyat*
2. Translation in Indian Tradition: a) Ramayana and Mahabharata in various Indian languages b) Concept of *rupantar* and *anuvad*) Tagore’s *Gitanjali*(**Text for detailed Study** : The essay “Translation as New Writing” by Sujith Mukherjee in his book *Translation as Discovery*)
(*Only Part A,B and C type questions are expected from Unit II*)

Unit III:

1. Linguistic approaches:
 - a) Nida's analysis, transfer and restructuring; backTransformation; formal and dynamic equivalences
 - b) Catford's formal and textual equivalences
 - c) Popovic's classification of equivalences
2. Cultural approaches: Brief introduction to
 - a) Polysystem theory (Even-Zohar)
 - b) Foreignizing theory (Venuti)
 - c) Skopos theory (Vermeer)
 - d) Postcolonial theory (Cheyfitz, Niranjana, Spivak) (*Only Part B and C type question are expected from Unit III*)

Unit IV:

1. Translating Literature:
 - a) Translating prose,
 - b) Translating poetry
 - c) Translating drama
2. (**Texts for close reading** :1. O.V.Vijayan's Malayalam short story *Kadaltheerathu* and his own translation of it into English, *After Hanging* 2. Neruda's "So that you will hear me" and its Malayalam translation by K.Satchidanandan)
2. Audiovisual translation: subtitling, revoicing and dubbing
3. Translation Practice: Translation of literary text, *news* stories, scripts, screenplays, advertisements or technical/official texts, etc. from Malayalam/Hindi into English and vice versa (A manuscript of about 1000 + 1000 = 2000 words is to be submitted as assignment for internal evaluation) (*Only Part C and D type questions are expected from Unit IV*)

Books for Reference:

1. Bassnett, Susan. *Translation Studies*. Routledge.
2. *Encyclopedia of Translation Studies*. Routledge.
3. Venuti, Lawrence. *The Translation Studies Reader*.Routledge.
4. Munday, Jeremy. *Introducing Translation Studies*.Routledge
5. Mukherjee, Sujit. *Translation as Discovery*.Orient Longman
6. Das, B. K. *TheHorizon of Translation Studies*.Atlantic

Internal Assessment: Marks: 10

1. Two Class Tests $2.5+2.5 = 5$ Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

Marks including choice:

| Unit | I | II | II | IV |
|-------|----|----|----|----|
| Marks | 15 | 15 | 15 | 15 |

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each = 6)
- **Answer all questions** (6 questions x Mark 1 each = 6)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6 questions** (6 questions x Marks 2 each=12)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions** (4 questions x Marks 3 each=12)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions** (2 questions x Marks 5 each=10)
-
- **Total marks including choice -60**
 - **Maximum marks of the course- 40**

CORE COURSE XIV: ENGLISH LANGUAGE TEACHING

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| VI | 6B14FNG | 5 | 4 | 3 |

COURSE OUTCOME

CO1: Understand the nature of language and the theories language acquisition and learning.

CO2: Develop an insight of the methods and approaches of teaching English.

CO3: Develop the skills of teaching language and literary discourses.

CO4: understand the importance and application of instructional materials and evaluation system.

Unit I: The English Language

1. Nature of Language
2. Varieties of Language
3. Importance of English Language
4. Aims and Objectives of Teaching English
5. Language Acquisition and Language Learning
6. Behavioral and Cognitive Theories of Learning and Teaching

Unit II: Methods and Approaches of Teaching English

1. Method, approach and Technique
2. Translation Method-Characteristics, merits and Demerits
3. Direct Method-Characteristics, merits and Demerits
4. Bilingual Method- Characteristics, merits and Demerits
5. Structural Approach-Characteristics, Objectives, Advantages and Limitations
6. Situational Approach
7. Linguistic and Communicative Approach
8. Project Approach

Unit III: Teaching Language and Literary Discourses

1. Teaching Vocabulary
2. Teaching Grammar

3. Teaching Composition
4. Teaching Language skills-LSRW
5. Teaching Poetry
6. Teaching Prose

Unit IV: Instructional Materials and Assessment

1. Various types of Teaching Aids : Audio- visual aids
2. Language games
3. Digital portfolio
4. Text book
5. Evaluation-Characteristics and purpose of evaluation
6. Evaluation Devices
7. Attributes of a good test
8. Characteristics of good test

Books for Study:

1. Mukalel, Joseph and Shabbir B Ahmed. *Teaching English in India*. Arya Book Depot: New Delhi.

Books for Reference:

1. Dr.Sharma, Praveen. *Teaching of English: Skills and Methods*. Shipra Publications: new Delhi.
2. Tickoo, M. L. *Teaching and learning English: A Source Book for Teachers and Teacher Trainers*. Orient Longman.
3. Prabhu, N. *Second Language Pedagogy*. Oxford: OUP, 1987.
4. Nagaraj, Geetha. *English Language Teaching: Approaches, Methods and Techniques*. Orient Longman.
5. Aslam, Mohammed. *Teaching of English: A Practical Course for B Ed Students*. Foundation Books.
6. Harmer, Jeremy. *The Practice of English Language Teaching*. Orient Longman.
7. Ellis, R. *Understanding Second Language Acquisition*. Oxford: O U P, 2005.
8. Widdowson, H G. *Aspects of Language Teaching*. Oxford: Oxford University Press,1991.
9. Richards,J C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. CUP.

Marks including choice:

| | | | | |
|--------------|-----------|-----------|-----------|-----------|
| Unit | I | II | II | IV |
| Marks | 15 | 15 | 15 | 15 |

Internal Assessment: 10 marks.

1. Two Class tests (**2.5+2.5=5marks**)
2. Teaching practice based on unit 3 (students have to teach vocabulary/grammar/composition/poetry/prose/any one LSRW skills to the same class or to the junior classes and it has to be assessed by the teacher) **5 marks.**

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1each = 6)
- **Answer all questions** (6 questions x Mark 1each = 6)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6questions** (6questions x Marks 2 each=12)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions** (4 questions x Marks 3 each=12)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions** (2 questions x Marks 5 each=10)
 - **Total marks including choice -60**
 - **Maximum marks of the course- 40**

CORE COURSE XV: FILM STUDIES

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| VI | 6B15FNG | 6 | 5 | 3 |

COURSE OUTCOME

CO1: Appreciate film as an art form.

CO2: Understand the nature of representation on screen and how class, race ethnicity and sexuality are represented.

CO3: Analyze films and produce informed and thorough close readings of films.

CO4: Understand how film connects with history, politics, technology, psychology and performance.

Unit I:

A. Introduction to the basic terminology of filmmaking

Mise-en-scene, long takes, shallow focus, deep focus, Shots: (close up, medium shot, long shot).

Camera Angle: Straight on Angle Shots, High Angle Shots, Low Angle shots.

Editing: chronological editing, Continuity Editing, Cross Cutting, Montage, Continuity cuts, Jump cuts, Match cuts, 30 Degree rule, 180 degree rule. Sound: Diegetic and Extradiegetic sound, Speech and Music. Colour: Black and White Cinema, Technicolour, Eastman Colour.

B. Introduction to film genres

The Major genres: Narrative, Avant-garde, Documentary, Feature Films, 3-D films.

Other genres: Thriller, Melodrama, Musical, Horror, Western, Fantasy, Road movies, Film noir, Expressionist, Historical, Mythological, Science fiction, Animation, Digital films.

C. Introduction to major movements and theories

The Silent Era, Classic Hollywood Cinema, Italian Neorealism, French New Wave, Third Cinema and Indian cinema.

Introduction to the basic concepts of film theories: Realism, Formalism, Auteur theory, Apparatus Theory, Culture Industry, Film Semiotics.

Unit II:

Selected Essays on Film

1. Andre Bazin: The Evolution of the Language of Cinema (from *What is Cinema*)
2. Laura Mulvey: Visual Pleasure and Narrative Cinema

Unit III:

Case Studies of Early Classics

1. D. W. Griffith: *The Birth of a Nation*
2. Vittorio de Sica: *The Bicycle Thieves*
3. Jean- Luc Godard: *Breathless*
4. Alfred Hitchcock: *Psycho*

Unit IV:

Case Studies of Contemporary Classics

1. MajidMajidi: *The Children of Heaven*
2. AdoorGopalakrishnan: *Elippathayam (The Rat Trap)*
3. Andrei Zvygintsev: *Leviathan*
4. Alejandro Inarritu: *Babel*
5. Bert Haanstra: *Glass*

Books for Reference:

1. Virginia Wright Wexman *A History of Film* Delhi, Pearson
2. Susan Heyward *Key concepts in Cinema Studies* London Routledge
3. Amy Villarejo. *Film Studies : The Basics* London & New York Routledge
4. Warren Buckland *Teach Yourself Film studies* , London , Hadden
5. J Dudley Andrew, *The Major Film Theories: An Introduction* New Delhi Oxford
6. Leo Braudy & Marshall Cohen Eds. *Film Theory and Criticism* Oxford OUP
7. J Dudley Andrew *Concepts in Film theory*
8. Andre Bazin *What is Cinema* Berkeley U of California P

Marks including choice:

| Unit | I | II | II | IV |
|-------|----|----|----|----|
| Marks | 16 | 14 | 15 | 15 |

Pattern of Question Paper

Time: 3 hrs.

Total Marks: 40

- I. Six one-word answer questions (Unit I) (Marks 6 x 1 = 6)
- II. Six short-answer questions out of eight (Unit I, II, III & IV) (Marks 6 x 2 = 12)
- III. Four paragraph-answer (80 words) questions out of six (Unit I, III & IV)
(Marks 4 x 3 = 12)
- IV. One essay (250 words) question out of two (Unit II) (Marks 1 x 5 = 5)
- V. One essay (250 words) question out of two (Unit III & IV) (Marks 1 x 5 = 5)

Internal Assessment: Marks: 10

1. Two Class Tests 2.5+2.5 = 5Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each = 6)
- **Answer all questions** (6 questions x Mark 1 each = 6)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6questions** (6questions x Marks 2 each=12)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions** (4 questions x Marks 3 each=12)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions** (2 questions x Marks 5 each=10)
 - **Total marks including choice -60**
 - **Maximum marks of the course- 40**

CORE COURSE XVI: -PROJECT

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|-----------------|--------------------|---------------------------|---------------|---------------------|
| VI | 6B16FNG | 3 | 2 | - |

COURSE OUTCOME

CO1: Identify themes and ideas and document them in appropriate text formats.

CO2: Apply the knowledge and skills acquired during the course of study in organizing ideas and documenting them using accepted writing conventions.

CO3: Explore areas and subjects of choice across disciplines maintaining the inter- Disciplinary / multifocal character of Functional English.

CO4: Write a paper that conforms to accepted standards of grammar, spelling, punctuation etc., with appropriate selection of fonts and correct use of MLA style

PROJECT GUIDE

Each student should have a teacher as his/ her Project Guide. The duty of the project guide is as follows:

***Helping the students make choices in accordance with their tastes, skills and aptitudes**

* Diagnosing the problems of the students and suggesting remedies during the work

* Continuous evaluation of the progress of the work resulting in its modification

* Giving guidance / support at various stages by correcting, editing and organizing the written text

* Promoting divergent thinking and facilitating reflection on the theme, data collection, data analysis and proper documentation

Topics for the Project

The students can choose any subject relevant to the areas / topics discussed in the programme(Literary Analysis is also permitted). A few suggestions are mentioned below.

*Feature Writing: Writing an evaluative article on a topic of contemporary relevance and presenting it as it would appear in newspapers magazines and journals.

*Media Writing: a) An analytical study on specific aspects of media or recent trends in print or electronic media

b) A comparative study of different approaches followed by different newspapers / TV channels in their reporting of the same news

* Survey Reports: Conducting surveys following research methods on various issues to find out what things are and how things should be

* Editorial Analysis: A comparative / critical analysis of the editorials of different newspapers on the same issues

* Scriptwriting: Preparing scripts for skits , radio plays , documentaries , feature films and other TV/ Radio programmes

* Investigative Reports: Preparing reports on events and topics of regional, national or international importance based on thorough investigations into them

* Advertisement Analysis: A comparative / critical analysis of advertisements to find out their impact on contemporary society

* Translation: Translation of literary works , stories ,poems, screenplays and scripts from Malayalam/ Hindi to English (Copy of the original text in the source language should be appended to the translated text to be presented for evaluation)

Scheme of Evaluation

1. Internal Assessment(Test/Seminar/Viva): 5 Marks
2. External Evaluation of Project Records : 20 Marks

Criteria for Viva-voce

*Appropriateness , adequacy and relevance of the data collected

* Comprehensiveness of the content and findings

* Originality, innovativeness and contemporary relevance

* Appropriateness of topic, approach and ideas

* Creativity, quality and appropriateness of the language used

* Proper presentation, organization and summing up

* Organization of ideas, arguments and reasoning

* Proper documentation of the content and reference

General Information

*Three teaching hours are for conducting classes to familiarize the students with topic selection, research methodology and project writing

* Each student should be assigned a supervising teacher to guide him / her in the project work. Students should choose their topics in consultation with the Supervising teacher.

* The supervising teachers should encourage students to produce original works

* Viva- voce may be conducted by the supervising teacher for internal assessment along with other written examinations and seminars.

* The project record should be submitted spiral- bound and its length should be 6000 words or 20-25 pages.

* Appropriate methodology of research must be followed and references must be cited at the end.

* The documentation rules of the MLA Handbook are to be followed and the project should be certified by the Project Guide and the Head of the Department.

* The project record should be submitted before end semester exam.

PART B:
COMPLEMENTARY ELECTIVE COURSES
[FOR FUNCTIONAL ENGLISH PROGRAMME(S)]
WORK AND CREDIT DISTRIBUTION
(2019 ADMISSION ONWARDS)

| COURSE CODE | COURSE TITLE | SEMESTER | HOURS PER WEEK | CREDIT | EXAM HOURS | MARKS | | |
|-------------|---|----------|----------------|--------|------------|-------|-----|-------|
| | | | | | | CE | ESE | TOTAL |
| 3C01FNG | INTRODUCTION TO WORLD LITERATURE – PART I | III | 6 | 4 | 3 | 10 | 40 | 50 |
| 4C02FNG | INTRODUCTION TO WORLD LITERATURE- PART II | IV | 6 | 4 | 3 | 10 | 40 | 50 |

EVALUATION

| ASSESSMENT | WEIGHTAGE | MARKS |
|------------|-----------|-------|
| EXTERNAL | 4 | 40 |
| INTERNAL | 1 | 10 |

INTERNAL ASSESSMENT

| COMPONENT | WEIGHTAGE | MARKS | |
|--|-----------|-------|--|
| COMPONENT 1 TEST PAPER | 50% | 5 | |
| COMPONENT 2 ASSIGNMENT/ SEMINAR /VIVA | 50% | 5 | |

COURSE DESCRIPTION

The complementary Course titled “Introduction to World Literature” is offered to Undergraduates of B.A Functional English with a view to introduce them to literary works across various cultural, national and linguistic boundaries which have not been included in the core papers. African Literature, American Literature and New Literatures in English have not been included in this course as those literatures are represented in the core papers. This course includes two papers titled “Introduction to World Literature-Part I” and “Introduction to World Literature—Part II”.

NB: The general introduction and the introductory sections of all the units are meant to give the learner a general overview of the concerned literature and hence, there shall be no questions from those sections for the End Semester Evaluation

COMPLEMENTARY ELECTIVE COURSE: INTRODUCTION TO WORLD LITERATURE– PART I

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HOURS |
|-----------------|--------------------|-----------------------|---------------|-------------------|
| III | 3C01FNG | 6 | 4 | 3 |

COURSE OUTCOME

CO 1: Develop a general understanding of literary works across various cultural, national and linguistic boundaries

CO2: Develop an insight into the complex inter relationship among different literary and cultural traditions

CO3: Acquire the literary sensibility and critical acumen to read and appreciate literary texts of different genres

CO4: Demonstrate the ability to write reviews, write ups and critical comments on literary texts

INTRODUCTION

The Concept of World Literature— Aesthetics and Politics of Classical/ Popular Texts—Literary Translation and Circulation of Literary Texts

UNIT 1—GREEK & LATIN LITERATURE

1. A Short Introduction to Greek & Latin Literatures
2. HORACE : ODE 1. 6 “A TRIBUTE TO AGRIPPA”
3. KAZANTZAKIS : “PROLOGUE” (FROM THE SAVIORS OF GOD)
4. SOPHOCLES : ANTIGONE(THE PROLOGUE)

UNIT 2—ITALIAN LITERATURE

1. A Short Introduction to Italian Literature
2. Petrarch : "Greed and sleep and slothful beds....."-
3. Italo Calvino : "Lazy Sons" - (from DIFFICULT LOVES)

UNIT 3—SPANISH LITERATURE

1. A Short Introduction to Spanish Literature
2. Federico Garcia Lorca : The Guitar
3. Miguel de Cervantes : Don Quixote (Chapter VIII)

UNIT 4-FRENCH LITERATURE

1. A Short Introduction to French Literature
2. Francois Rabeilas : *Gargantua* Chapter 1: 'Of the Genealogy and Antiquity of Gargantua' (2 pages long)
3. Charles Baudelaire : 'To the Reader' (Introductory poem from *The Flowers of Evil*)
- 4.

Books for Reference:

1. The Norton Anthology of World Literature, 3rd edition, volumes A-C (2012)
2. The Bedford Anthology of World Literature
3. Sarah Lawall, Preface and Introduction in *Reading World Literature: Theory, History and Practice*, Texas University Press, 1994
4. David Damrosch, *How to Read World Literature?*, Willy-Blackwell, 2009
5. Theo D'Haen, et. al., eds., *World Literature: A Reader*, Routledge, 2012
6. John Sturrock, ed. *The Oxford Guide to Contemporary Writing*, Oxford University Press, 1996

Marks including choice:

| Unit | Marks |
|------|-------|
| 1 | 15 |
| 2 | 15 |
| 3 | 15 |
| 4 | 15 |

Internal Assessment: Marks: 10

1. Two Class Tests 2.5+2.5 = 5Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 = 6)
- **Answer all questions** (6 questions x Mark 1 = 6)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6 questions** (6 questions x Marks 2 each=12)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions**(4 questions x Marks 3 each=12)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions**(2 questions x Marks 5 each=10)
-
- **Total marks including choice -60**
 - **Maximum marks of the course-40**

COMPLEMENTARY ELECTIVE COURSE II: INTRODUCTION TO WORLD LITERATURE-PART II

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HOURS |
|-----------------|--------------------|-----------------------|---------------|-------------------|
| 4 | 4C02FNG | 6 | 4 | 3 |

COURSE OUTCOME

CO 1: Develop a general understanding of literary works across various cultural, national and linguistic boundaries

CO2: Develop an insight into the complex inter relationship among different literary and cultural traditions

CO3: Acquire the literary sensibility and critical acumen to read and appreciate literary texts of different genres

CO4: Demonstrate the ability to write reviews, write ups and critical comments on literary texts

UNIT 1—GERMAN LITERATURE

1. A Short Introduction to German literature
2. Johann Wolfgang von Goethe: Death of a Fly
3. Franz Kafka : A Hunger Artist

UNIT 2-RUSSIAN LITERATURE

1. A Short Introduction to Russian literature
2. Vera Pavlova :Doll's Burial
3. Fyodor Dostoevsky : The Beggar Boy at Christ's Christmas Tree

UNIT 3--LATIN AMERICAN LITERATURE

1. A Short Introduction to Latin American Literature
2. Octavio Paz : As One Listens to the rain
3. Jorge Luis Borges : The Shape of the Sword

UNIT 4--SOUTH ASIAN LITERATURE

1. A Short Introduction to South Asian Literature
2. KishwarNaheed : We Sinful Women
3. Basil Fernando : When Will They Be Free

UNIT 5—ARABIC LITERATURE

1. A Short Introduction to Arab literature

2. Kahlil Gibran : Of Children (from The Prophet)
3. Naguib Mahfouz : Half a day (short story)

Books for Reference:

1. The Norton Anthology of World Literature, 3rd edition, volumes A-C (2012)
2. The Bedford Anthology of World Literature
3. Sarah Lawall, Preface and Introduction in *Reading World Literature: Theory, History and Practice*, Texas University Press, 1994
4. David Damrosch, *How to Read World Literature?*, Willy-Blackwell, 2009
5. Theo D’Haen, et. al., eds., *World Literature: A Reader*, Routledge, 2012
6. John Sturrock, ed. *The Oxford Guide to Contemporary Writing*, Oxford University Press, 1996

Marks including choice:

| Unit | Marks |
|------|-------|
| 1 | 12 |
| 2 | 12 |
| 3 | 12 |
| 4 | 12 |
| 5 | 12 |

Internal Assessment: Marks: 10

1. Two Class Tests 2.5+2.5 = 5Marks
2. Assignment/Seminar/Viva: 5 Marks

End Semester Examination: 40 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 = 6)
- **Answer all questions** (6 questions x Mark 1 = 6)
- Part B - Short Essay** (8 questions x Marks 2 each =16)
- **Answer any 6 questions** (6 questions x Marks 2 each=12)
- Part C - Essay** (6 questions x Marks 3 each =18)
- **Answer any 4 questions**(4 questions x Marks 3 each=12)
- Part D - Long Essay** (4 questions x Marks 5 each =20)
- **Answer any 2 questions**(2 questions x Marks 5 each=10)
-
- **Total marks including choice -60**
 - **Maximum marks of the course-40**

PART C:

**BA FUNCTIONAL ENGLISH GENERIC ELECTIVE COURSES
WORK AND CREDIT DISTRIBUTION
(2019 ADMISSION ONWARDS)**

| COURSE CODE | COURSE TITLE | SEMESTER | HOURS PER WEEK | CREDIT | EXAM HOURS |
|--------------------|--------------------------------------|-----------------|-----------------------|---------------|-------------------|
| 5D 01FNG | BASIC ENGLISH USE | V | 2 | 2 | 2 |
| 5D 02 FNG | Basics of Advertising | V | 2 | 2 | 2 |
| 5D 03FNG | ENGLISH FOR CAREERS | V | 2 | 2 | 2 |
| 5D 04FNG | English for Competitive Examinations | V | 2 | 2 | 2 |
| 5D 05FNG | FILM STUDIES | V | 2 | 2 | 2 |

EVALUATION

| ASSESSMENT | WEIGHTAGE | MARKS |
|-------------------|------------------|--------------|
| EXTERNAL | 4 | 20 |
| INTERNAL | 1 | 5 |

INTERNAL ASSESSMENT

| COMPONENT | WEIGHTAGE | MARKS |
|--|------------------|--------------|
| COMPONENT 1 TEST PAPER | 50% | 2.5 |
| COMPONENT 2 ASSIGNMENT/ SEMINAR /VIVA | 50% | 2.5 |

GENERIC ELECTIVE COURSE 1: BASIC ENGLISH USE

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| V | 5D 01FNG | 2 | 2 | 2 |

COURSE OUTCOME

CO 1: Develop Listening, Speaking, Reading and Writing skills

CO2: Acquire overall communication efficiency.

CO3: Comprehend all kinds of English Language discourses.

CO4: Learn to use English Language effectively

Unit I:

Speech sounds, Morphemes, Words, Phrases, Clauses and Basic Sentences, Idiomatic Expressions, One Word Substitutes, Word Stress, Pitch Rhythm, Intonation and Registers of discourses Varieties of English: British, American and Indian

Unit II:

Conversations; Interviews- job interview, informative interview, personal interview;
Reading Comprehension and Book review;
Reports-project report, annual report, news report and programme report;
Business Correspondence- enquiry, quotation, order, acceptance, refusal;
Banking Correspondence- customer to bank and bank to customer;
Official Correspondence- memorandum, office order, notification, press communiqué, agenda and minutes

Books for Reference:

1. Bhatia, R.C. *Business Communication*. Ane's Books Pvt. Ltd: New Delhi
2. Yule, George. *The study of Language*. Cambridge University Press.
3. Lindner, Maureen. *English Language and Composition*. Jaico Publishing House.
4. Bhatnagar, R.P. and RajulBhargava. *English for Competitive Examinations*. Macmillan.
5. Reader' Digest. *How to Write and Speak Better*.

Internal assessment: Class Test 2.5 marks and Assignment/Speech/Interview 2.5 marks. **Total 5 marks**

End Semester Examination (written) : Duration 2 hrs. Marks 20

Marks including choice:

| Unit | I | II |
|-------|----|----|
| Marks | 15 | 15 |

About the Pattern of Questions:

Part A - Short answer (6 questions x Mark 1 each= 6)

- *Answer all questions* (6 questions x Mark 1 each = 6)

Part B - Short Essay (6 questions x Marks 2 each =12)

- *Answer any 4 questions* (4questions x Marks2 each=8)

Part C - Essay (2 questions x Marks 6each =12)

- *Answer any 1 question* (1 question x Marks 6 each=6)

- **Total marks including choice -30**

- *Maximum marks of the course- 20*

GENERIC ELECTIVE COURSE II: BASICS OF ADVERTISING

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| V | 5D02FNG | 2 | 2 | 2 |

COURSE OUTCOME

CO 1: Identify the role of advertising within the marketing communication mix

CO2: Analyze advertisements in terms of creativity and execution

CO3: Develop knowledge of advertising its scope and opportunities

CO4: Create advertising objectives and put together a plan to meet these objectives

Unit I:

Advertising-Definitions -origin and development of advertising. Advertising as a process: four components -the advertiser, the advertisement, the ad agency and the mass media. Media selection criteria-client satisfaction.

Unit II:

Advertisement types: Product, Public service media-wise category: Print media ads, electronic media ads and new media ads. Non-mass media ads: Graffiti, Billboards, Fliers novelties etc.

Unit III:

Visualization of advertisements: illustrations, logos, trademarks, graphic, appeals, animation, speed effects and basic principles of designingPractice in preparing advertisements.

Books for Reference:

1. Nylan.D.W, Advertising: Planning, Implementation and Control,4 Edition, Cincinnati, OH: South Western Publishing Co.1993
2. Aitchinson.J. Edge Copywriting Prentice Hall, Singapre,2001Vilaniam.J.V.More Effective Communication A Manuel for Professionals. NewDelhi, Response Books/Sage, 2000

E-text

An electronic version is available at

www.englishskillsone.com

Marks including choice:

| Unit | I | II | III |
|-------|----|----|-----|
| Marks | 10 | 10 | 10 |

Internal Assessment: (Marks –5)

1. Class Tests (Written): 2.5Marks

2. Assignment/Seminar/Viva: 2.5 Marks

END SEMESTER EXAM ; 20 Marks

About the Pattern of Questions:

Part A - Short answer (6 questions x Mark 1 each= 6)

- *Answer all questions* (6 questions x Mark 1 each = 6)

Part B - Short Essay (6 questions x Marks 2 each =12)

- *Answer any 4 questions* (4questions x Marks2 each=8)

Part C - Essay (2 questions xMarks 6each =12)

- *Answer any 1 question* (1 question x Marks 6 each=6)

- **Total marks including choice -30**

- *Maximum marks of the course- 20*

GENERIC ELECTIVE COURSE III: ENGLISH FOR CAREERS

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| V | 5D 03FNG | 2 | 2 | 2 |

COURSE OUTCOME

CO 1: Make the students competent in their job-seeking, job-getting, and job-holding needs.

CO2: Develop communicative skills, which will enable the students to prepare for a career.

CO3: Equip the students in oral and written communication to enhance their academic and professional use of language.

CO4: Train them in making effective presentations.

Unit I: Professional communication

Features of professional communication -- purpose of professional communication; advising, counseling, giving orders, providing instructions, marketing, staffing, making decisions etc... – forms of communication; verbal, non verbal, interpersonal, intrapersonal, mass and media communication -- communication network in an organization-types of communication flow: horizontal, vertical, crosswise, spiral.

Unit II: Business and Technical Communication

Telephoning -- Email –leave application –letter of invitation – letter accepting and declining a job offer – memos -- certificates of experience and attendance

Unit III: Job Oriented Skills

Knowing employable skills –searching for ideal job – applying for a job – preparing CV – cover letter – attending interviews – scheduled interviews, telephonic interview, walk-in-interview --- Preparation—knowing the company, know yourself, review common interview questions, using proper verbal and non verbal cues, exhibiting confidence

Group Discussions -- difference between GD and Debate- number and duration- personality traits- dynamics of group behavior/group etiquette and mannerisms—types of GD-Opening of a GD - summarizing a discussion – tips for GD---Professional etiquette – learning to greet, art of small talk, dress code in the workplace, telephone and mobile etiquette

Books for Reference:

1. Kumar, Sanjay & PushpaLatha, English Language and Communication Skills. Oxford University Press India.
2. Vasudev, Murthy. Effective Proposal Writing. New Delhi: Response, 2006.
3. Towards Academic English: Developing Effective Writing Skills. New Delhi: Cambridge UP, 2007.
4. Oxford Guide to Effective Writing and Speaking. OUP, 2007.
5. English for Careers. Pearson.
6. Kaul, Asha. The Effective Presentation. New Delhi: Response
7. Shepherd, Kerry. Presentations at Conferences, Seminars and Meetings. New Delhi: Response.
8. English for Career Development. Orient Longman, 2006.

Marks including choice:

| Unit | I | II | III |
|-------|----|----|-----|
| Marks | 10 | 10 | 10 |

Assessment (Total Marks –25)

Internal Assessment: (Marks –5)

1. Class Tests (Oral and Written): 2.5Marks
2. Assignment/Seminar/Viva/GD & Mock interview: 2.5 Mark

END SEMESTER EXAM ; 20 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each= 6)
- *Answer all questions* (6 questions x Mark 1 each = 6)
- Part B - Short Essay** (6 questions x Marks 2 each =12)
- *Answer any 4 questions* (4questions x Marks2 each=8)
- Part C - Essay** (2 questions xMarks 6each =12)
- *Answer any 1 question* (1 question x Marks 6 each=6)
- **Total marks including choice -30**
 - *Maximum marks of the course- 20*

**GENERIC ELECTIVE COURSE IV: ENGLISH FOR COMPETITIVE
EXAMINATIONS**

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|-----------------|--------------------|---------------------------|---------------|---------------------|
| V | 5D04FNG | 2 | 2 | 2 |

COURSE OUTCOME

CO1: detect confusing words and spellings on English

CO2:Identify various vocabulary types in English

CO3: construct correct and meaningful sentences

CO4: produce coherent and cohesive paragraphs

CO5:Improve reading comprehension skills of the students

Unit I:

1. root words, synonyms and antonyms
2. phrasal verbs and idioms
3. one-word substitutions
4. easily confused words, spellings
5. correct use of articles and prepositions

Unit II :

1. correction of errors in a sentence
2. rearranging words in a sentence
3. completion of sentence
4. rearranging sentences for a meaningful passage

Unit III:

1. reading comprehension
2. writing short passages on a topic

Books for Reference:

1. Edgar Thorpe and Showick Thorpe *Objective English for Competitive Exams*. Pearson
2. Bakshi, S P. *Objective General English*. New Delhi; Arihant
3. Wren and Martin. *High School English Grammar & Composition*.

Marks including choice:

| Unit | I | II | III |
|-------|---|----|-----|
| Marks | 7 | 7 | 16 |

Internal Assessment: (Marks –5)

1. Class Tests (Written): 2.5Marks
2. Assignment/Seminar/Viva: 2.5 Marks

END SEMESTER EXAM ; 20 Marks

About the Pattern of Questions:

- Part A - Short answer** (14 questions x Mark 1 each= 14)
- *Answer any 12 questions (12 questions x Mark 1 each = 12)*
- Part B - Reading comprehension** (4 questions x Marks 1 each =4)
- *Answer any 4 questions (4questions x Marks4 each=4)*
- Part C - Write a short passage** (3questions x 4 Marks each = 12)
- *Answer any 1 question (1question x Marks 4 each=4)*
-
- **Total marks including choice -30**
 - *Maximum marks of the course- 20*

GENERIC ELECTIVE COURSE V:FILM STUDIES

| SEMESTER | COURSE CODE | HOURS PER WEEK | CREDIT | EXAM HRS |
|----------|-------------|----------------|--------|----------|
| V | 5D05FNG | 2 | 2 | 2 |

COURSE OUTCOME

CO1: Appreciate film as an art form.

CO2: Understand how film connects with history and politics,

CO3: Understand the major movements and masters in film history.

CO4: Produce informed and thorough close readings of films

Unit I:

A. Introduction to the basic terminology of filmmaking

Mise-en-scene, Shots: (close up, medium shot, long shot). Camera Angle: Straight on Angle Shots, High Angle Shots, Low Angle shots.

Editing: chronological editing, Continuity Editing, Cross Cutting, Montage

The Major genres: Narrative, Avant-garde, Documentary, Feature Films, 3-D films.

Major movements: The Silent Era, Classic Hollywood Cinema, Italian Neorealism, French New Wave, Third Cinema and Indian cinema.

Introduction to film theories: Realism, Formalism, Auteur theory.

Unit II:

Case Studies of Early Classics

1. Charlie Chaplin: *The Gold Rush*
2. Vittorio de Sica: *Bicycle Thieves*
3. Akira Kurosava: *Rashomon*

Unit III:

Case Studies of Contemporary Classics

1. RamuKariatt: *Chemmeen*
2. MajidMajidi: *The Children of Heaven*
3. Christopher Nolan: *The Dark Knight*
4. Rima Das: *Village Rocksters*

Books for Reference:

1. Virginia Wright Wexman: *A History of Film* Delhi, Pearson
2. Susan Heyward: *Key concepts in Cinema Studies* London Routledge
3. Amy Villarejo: *Film Studies : The Basics* London & New York Routledge. 2007
4. J Dudley Andrew: *The major Film Theories: An Introduction* New Delhi Oxford
5. J Dudley Andrew: *Concepts in Film theory*
6. Leo Braudy& Marshall Cohen Eds.: *Film Theory and Criticism* Oxford OUP

Marks including choice:

| Unit | I | II | III |
|-------|----|----|-----|
| Marks | 10 | 10 | 10 |

INTERNAL ASSESSMENT ; Class Tests ; 2.5 Marks

ASSIGNMENT/SEMINAR/VIVA ;2.5 Marks

END SEMESTER EXAM ; 20 Marks

About the Pattern of Questions:

- Part A - Short answer** (6 questions x Mark 1 each= 6)
- *Answer all questions* (6 questions x Mark 1 each = 6)
- Part B - Short Essay** (6 questions x Marks 2 each =12)
- *Answer any 4 questions* (4questions x Marks2 each=8)
- Part C - Essay** (2 questions xMarks 6each =12)
- *Answer any 1 question* (1 question x Marks 6 each=6)
- **Total marks including choice -30**
 - **Maximum marks of the course- 20**

Model Question Paper

1B01FNG ESSENTIAL GRAMMAR FOR FUNCTIONAL ENGLISH
Model Question Paper

Time: 3 hrs.

Total Marks: 40

Part A

Fill in the blanks with appropriate words or phrases (6 questions x 1 mark each = 6)

1. I want---- assistant with---- knowledge of French and---experience of----office routine. (use articles wherever necessary)
2. --- I was really tired, I took a nap for 15 minutes. Then I took bath --- had my dinner.
(use appropriate conjunctions)
3. I saw Sarah on the street --- yesterday. I saw he ---- the fourth of July. (use prepositions wherever necessary)
4. You didn't go home yesterday,--- Your parents were very anxious--- (use appropriate question tags)
5. Mr. Jackson was very --- and he worked for his firm --- (use appropriate forms of *honesty* and *diligence*)
6. I --- (lie) in bed when I---(hear) the accident outside last night. (use appropriate forms of verbs)

Part B

Answer any six questions as directed (6 questions x 2 Marks each =12)

7. Complete the following sentences meaningfully
 - a. If I were a bird ---
 - b. If she comes in time ----
8. "We won the match last month". Turn this into:
 - a. --- (a negative sentence)
 - b. --- (an interrogative sentence)
9. Put the following into reported speech:

"Did you visit the Red Fort when you went to Delhi the last time?" my uncle asked me.
"No, I Didn't have the time," I said in reply. "You must," said my uncle, "visit the Fort when you go next. When are you likely to go next?"
10. " Having completed their work, they all went home". Turn this sentence into:
 - a. Complex sentence
 - b. Compound sentence

11. Change the voice
 - a. Meera has been sent to represent the college.
 - b. They are watching a movie.
12. Complete the following sentences meaningfully using:
 - a. I wish----- (noun clause)
 - b. They bought a hotel----- (Adjective clause)
13. Identify and name the adverbial clauses in the following sentences:
 - a. They went for an outing though it was raining.
 - b. Our team played so well that we won the game.
14. Correct the following sentences:
 - a. He went to home after buying some furnitures.
 - b. Do your mother do the shopping?

Part C

Write short essay on any four of the following in about 100 words/ 1page

(4 questions x 3 Marks each =12)

15. Prescriptive and descriptive approach to grammar
16. Pronouns in English
17. The uses of 'must' and 'ought to'
18. Compare and contrast the present perfect tense and the simple past tense
19. Adverbial clause of reason
20. Differentiate between gerund and present participle

Part D

Write essays on any two of the following in about 300 words/3 pages each.

(2 questions x 5 Marks each=10)

21. Elaborate the uses of principal auxiliaries with examples
22. Subordination in English
23. Active and passive voices in English
24. **Grammaticality versus acceptability**

Model Question Paper
3B03 FNG Introduction to English Literature –I

Time: 3 hrs.

Total Marks: 40

PART A

Answer the following in a word/phrase.

(1x6=6)

1.is a 14 line poem.
- 2.....is a type of comedy designed to provoke the audience to simple, hearty laughter.
- 3 is a category of novel in the form of letters.
- 4..... a song, transmitted orally, which tells a story.
5. is an example of a dramatic monologue.
6. Give an example of a Gothic novel.

PART B

Answer any six of the following in two or three sentences

(2x 6=12)

7. What is *Beowulf*?
8. What is a satire? Give examples.
- 9.University wits.
10. Dramatic monologue
11. Picaresque novel
12. One-Act play
13. Ode
14. Essay.

PART C

Write short essays on any four of the following.

(3x4=12)

15. Miracle, Mystery and Morality plays.
- 16.John Milton and blindness
17. Metaphysical Poetry
18. Comedy
19. Character of the Allworthy sisters.
20. Comment on the title of the poem *Canonization*.

21. Humour and pathos in Charles Lamb's essay.

PART D

Write an essay on any two of the following.

(5x2=10)

22. Old English Literature

23. Renaissance and English literature

24. Attempt a critical appreciation on the opening scene of Macbeth

25. Bacon and Studies.

Model Question Paper
3B04 FNG Writing Skills

Time: 3 hrs Total Marks: 40

PART A

I Answer the following in a word or phrase each (6x1=6 marks)

1. several countries participated in the airlift Italy Belgium France and Luxembourg (Use appropriate punctuation marks)
2. His house is _____ the way from Delhi to Agra. (use correct preposition)
3. Frame a question: You are tired.
4. I would like to visit ----- University in England. (use appropriate article)
5. Rewrite using the tense indicated in the bracket
I will follow his instructions (simple past)
6. Rewrite using question tags
Let's go for a walk.

PART B

II Answer any six of the following

(6x2=12 marks)

7. Allegory
8. Rhetoric
9. Point of view
10. Irony
11. Metonymy
12. Metaphor
13. Expository type of writing
14. hyperbole

PART C

III Answer any four of the following

(4x3= 12 marks)

15. Write a review of a book you recently read.
16. Make brief notes on the paragraph given below.
(Question paper setter has to give a small suitable passage)
17. You are an event coordinator. Write a notice for your college notice board to inform students of the upcoming Annual literary Fest.
18. Write a letter to your bank, requesting for a new cheque book.
19. Blog about things you loved doing when you were a child.
20. Write a newspaper article on acute drought in Kerala.

PART D

IV Answer any two of the following essays (2x5 =10 marks)

21. Write an essay on the various types of writing
22. What are the features and sub skills of writing?
of editing and proof reading
23. Write an essay on the importance
24. 'Borrowed thoughts, like borrowed money, only show the poverty of the borrower'
Comment on these words, with reference to plagiarism.

Model Question Paper

4B05FNG Introduction to English Literature II

(From the Romantics to the Present)

Time: 3 hrs.

Total Marks: 40

PART A

Answer the following in a word/phrase.

(1x6=6)

- 1..... wrote the absurd play *Waiting for Godot*.
2. A rallying cry of Aestheticism is the phrase
3.is a postmodern narrative technique.
4. Symbolism began in
- 5..... is a German movement that revolted against realism.
6. is a postmodern writer.

PART B

Answer any six of the following in two or three sentences

(6x2=12)

7. Define the category subaltern.
8. Comedy of Menace
9. Art for Art's sake.
10. Symbolism
11. Name four Romantic poets.
12. What does Shelly's *West Wind* signify?
13. What picture of life and human condition is mentioned in the poem *Dover Beach*?
14. Magical Realism.

PART C

Write short essays on any four of the following.

(4x3=12)

15. Romanticism
16. Postmodernism
17. Modernism and Poetry
18. Stream of Consciousness technique.
19. Theatre of the Absurd
20. Virginia Woolf
21. The Bronte Sisters.

PART D

Write an essay on any two of the following.

(5x2=10)

22. Literature in the Victorian Age

23. New Literatures.

24. The Major themes in *Doll's House*

25. Critical Appreciation of the novel *Lord of the Flies*

**6B13FNG Translation Studies
Model Question Paper**

Time: 3 hrs.

Total Marks: 40

Part A

Fill in the blanks with appropriate words or phrases (6 questions x Mark 1each = 6)

1. "On Translating Homer" is an essay by-----written in the second half of-----century.
2. Vulgate Bible was a translation done by ----- in -----language.
3. According to Holmes the two pure branches of translation studies are-----and-----
4. Tagore's English Gitanjali, with the subtitle, ----- got Nobel prize in the year-----
5. According to Catford, when equivalence is brought at all levels of language during translation, it is known as-----translation and when equivalence is brought at only one level it is known as -----translation.
6. According to Jakobson ----- translation or-----is an interpretation of verbal signsby means of signs of nonverbal sign systems.

Part B

Answer any six questions in two or three sentences(6 questions x Marks 2 each =12)

7. How did Cicero classify translation?
8. Differentiate between interlingual and intralingual translation.
9. What is the relevance of Wycliffite Bible?
10. What does area restricted translation studies refer to?
11. What is transliteration?
12. How does Nida define translation?
13. What is paraphrase, according to Dryden?
14. What is phonological translation?
15. What is self translation? Name one self-translated work from Malayalam to English.

Part C

Write a short essay on any four of the following in about 100 words/ 1page

(4 questions x Marks 3 each =12)

16. Etienne Dolet and his principles on translation.
17. Explain back transformation.
18. Explain Catford's formal and textual equivalence
19. What do you understand by polysystem theory?

20. How does Niranjana evaluate translation?
 21. Explain the difficulties in translating poems.

Part D

Write an essay on any of the following in about 300 words/3 pages.

(1 questions x Marks 5 =5)

22. Evaluate the nature and scope of translation studies as envisaged by Holmes.
 23. Explain the scope and difficulties involved in translating literary works, with special reference to the sample texts you studied.

Part E

Translate the following passages:

(2 questions x 2.5 = 5)

24. (Into Malayalam or Hindi)

Launched on 2nd October 1975 in 33 Community Development Blocks, ICDS today represents one of the world's largest programmes for childhood developments. ICDS is the foremost symbol of India's commitment to her children - India's response to the challenge of providing pre-school education on one hand and breaking the vicious cycle of malnutrition, morbidity, reduced learning capacity and mortality, on the other.

25. (Into English)

വായിച്ചാലും വളരും വായിച്ചില്ലെങ്കിലും വളരും വായിച്ചാല് വിളയും, വായിച്ചില്ലെങ്കില് വളയും. വായനാദിനംവനെത്തിയപ്പോള് കുഞ്ഞുണ്ണിമാഷിന് റെറുവരികളാണ് ആദ്യം മനസ്സിലേക്ക് ഓടിയെത്തുന്നത്. ഇങ്ങനെ ഒരു ദിനം വായിക്കാന് മാത്രമായി വേണോ എന്നതാണ് എന്ററെ ചിന്ത. മറക്കാതിരിക്കാനായി ഒരു വായനാദിനം എന്നു വേണമെങ്കില് പറയാം. എന്താണ് ആദ്യമായി വായിച്ചതെന്ന് ഓര്മ്മയില്ല. ആരാണായിക്കാന് പഠിപ്പിച്ചതെന്നും ഓര്മ്മയില്ല. എങ്കിലും വായനാദിനത്തില് ഓര്ക്കാന് പലതുമുണ്ട്.

OR

आमिरखानजो बेहद सोच समझ कर अपनी फिल्मों का चयन करने के लिए जाने जाते हैं, वह हाल ही में पृथ्वी कैफे में अपने बेटे जुनैद के प्लेका आनंद लेते हुए नज़र आये। इतना ही नहीं, अभिनेताने अपने प्रशंसकों से भी यह नाटक देखने के लिए कहा है। सुपरस्टार आमिरखानने पिता के रूप में अपने गर्व की भावना को साझा करते हुए सोशल मीडिया पर लिखा, "बस अभी कुछ समय पहले विनीत भल्ला द्वारा लिखित और फ़ैज़े हज लाली द्वारा निर्देशित 'एफार्मि गस्टोरी' नामक एक प्यारा नाटक देखा।

Model Question Paper
Generic Elective Course-5D04FNG English for Competitive Examinations

Time : 2 hrs

Total Marks: 20

PART A

I Answer any 6 of the following questions according to instructions provided

(marks: x1=6)

1. Fiona is very angry _____ her boss's decision to sack several members of staff. *(Fill in the blanks with suitable preposition)*
2. All of the invited guests accept Anthony arrived promptly. *(Correct the sentence)*
3. It is ----- absurd story. (use an appropriate article)
4. Insert a suitable phrasal verb having the same meaning as the word given in the bracket
The Fireman _____ the fire (extinguish)
5. A synonym for ridiculous is _____
6. Most of the diamonds found/ are high enough to allow/where the pressure and temperature/on Earth were formed below/the earth's crust in the upper mantle/ diamonds to crystallize. (Re arrange the jumbled sentence)

PART B

II Read the passage and answer the following questions (marks : 4x2=8)

No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So the question which has baffled many linguists is - who created grammar?

At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually *formed*, the researcher needs to observe how languages are started **from scratch**. Amazingly, however, this is possible.

Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a **make-shift** language called a *pidgin*. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

7. In paragraph 1, why does the writer include information about the Cherokee language?

8. What does **from scratch** mean?

9. How was pidgin formed?

10. Why did pidgin speakers need to use circumlocution to be understood?

11. How is Creoles different from pidgin?

12. What does the phrase make-shift mean?

PART C

III Write aessay on any ONE of the following questions in 100 words

(marks : 6x1=6)

13. Cinema and Education

14. My favourite book