

KANNUR UNIVERSITY

(Abstract)

BA Programme in Functional English under Choice Based Credit and Semester System –Revised Scheme , Syllabi & Model question papers for Core/Open Courses - Implemented w.e.f 2014 Admission - Orders issued.

ACADEMIC BRANCH

U.O.No.Acad/C3/4066/2014

Dated, Civil Station.P.O,12-05-2014

- Read:1.U.O No.Acad/C2/2232/2014 , dated 14.3.2014
2.Minutes of the meeting of the Board of Studies in Functional English (Cd) held on 07-01-2014
3.Minutes of the meeting of Faculty of Language & Literature held on 26-3-2014
4. Letter dated 05.04.2014 from the Chairman, Board of Studies in Functional English (Cd)

ORDER

- 1.Revised Regulations for U.G Programmes under Choice Based Credit and Semester System were implemented in the University with effect from 2014 admission, as per paper read (1) above.
2. As per paper read (2) above, the scheme, syllabus and model question papers for core/open courses in B.A programme in Functional English were finalized and recommended for implementation by the Board of Studies in Functional English (Cd).
- 3.As per paper read (3) above, the meeting of Faculty of Language & Literature, held on 26.3.2014 has approved the scheme, syllabus and model question papers for B.A Programme in Functional English to be implemented with effect from 2014 admission.
4. As per the paper read (4) above, the Chairman, Board of Studies in Functional English (Cd) has forwarded the finalized copy of the Scheme , Syllabi & model question Papers for Core/Open Courses of B.A Programme in Functional English for implementation with effect from 2014 admission.
- 5.The Vice-Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council, as per Section 11 (1) of Kannur University Act, 1996 and all other enabling provisions read together with, has accorded sanction to implement the revised Scheme , Syllabi & model question Papers for Core/Open Courses of B.A Programme in Functional English under Choice Based Credit and Semester System with effect from 2014 admission.
6. Orders are therefore issued implementing the revised Scheme , Syllabi & Model Question Papers for Core/Open Courses of B.A Programme in Functional English under Choice Based Credit and Semester System with effect from 2014 admission, subject to report to the Academic Council.
7. The implemented Scheme, Syllabi & Pattern of Question Papers are appended.

Sd/-
DEPUTY REGISTRAR (ACADEMIC)
For Registrar

KANNUR UNIVERSITY
(Abstract)

BA Programme in Functional English under Choice Based Credit and Semester System - Revised Scheme, Syllabi & Model question paper for Core/Open Courses - Implemented w.e.f. 2014 Admission - Orders issued

To:

ACADEMIC BRANCH

The Principals of Affiliated Colleges Offering B.A Functional English Programme

Copy to:

1. The Examination Branch
2. The Chairman, Board of Studies in Functional English (Cd)
3. PS to VC/PA to PVC/PA to Registrar/PA to CE
4. DR/AR-I (Academic).
5. SF/DF/FC

Forwarded /By Order

SECTION OFFICER

- For more details log on to www.kannur.university.ac.in

KANNUR UNIVERSITY
B A PROGRAMME IN FUNCTIONAL ENGLISH
(Revised Curriculum and Syllabus 2014)

Prepared by

Board of Studies- Functional English (UG)
Kannur University

Foreword

This revised syllabus is not a product of our effort to make a perfect syllabus; nor is it an attempt at qualitatively improving the present one. What we have intended here is to effect necessary structural changes based on the revised University Regulations framed in accordance with Prof B Hridayakumari commission report, and then practically adapt the existing syllabus to the changing contexts and needs of the students based on the feedback we have received from various quarters.

The previous syllabus required only minor structural alterations for fitting it into the revised University Regulations based on the indirect grading system. During the restructuring process for converting the older one into the CBCSS scheme in 2009, there were constructive contributions from the entire teaching community to fortify the syllabus content-wise and to make it more challenging knowledge-wise. As a result, it became more multidisciplinary in character. After running it for the last three years we have now found that at some places it requires certain alterations by way of pruning, adding, deleting, shifting and relocating topics on the basis of the student feedback and our own classroom experience.

This is what all we have tried to do here. We have reviewed the syllabus that has been operational right now and have made changes to make it fit into the revised framework of the University Regulations and incorporated content wise additions and deletions to suit the contemporary needs of the students. At the same time, we do not claim that we have done full justice to the task that constrained us in many ways. We believe that a good syllabus keeps evolving continuously with the help of progressive monitoring and resultant evaluation. True to its nature, this syllabus too retains this typically dynamic quality and our duty has just been to make it as user-friendly as possible within the constraints of time and systems. Revising it here only means adapting it to cater to the contemporary student needs giving primacy to pragmatic considerations.

We began with the premise that the Curriculum of B.A. *Functional English* should be designed keeping in view the role of English as a major language for academic pursuit at the national and international levels. Besides, it is a major medium for communication and information transfer. The use of English in diverse fields of activities essentially demands conceiving *Functional*

English as a multi-focal academic programme which aims at equipping the students with reasonably good communication skills in various applications of English Language with a view to providing them with easy access to a wide spectrum of career options in a fast evolving knowledge society.

The prospective students of B A Functional English consider this Programme as a foundation course or rather a springboard to propel themselves into different disciplines of higher studies depending on their aptitudes and perception of prospects. In addition to opting for MA in English, many of them go for MCJ, MSW, MBA and B Ed. Taking this into consideration we have tried to include a broad spectrum of allied disciplines judiciously selecting contents at the introductory level which we think would stand those students who think of diversification at higher levels of education in good stead. This multi-focal/interdisciplinary approach is perhaps the major strength of this Programme.

Aims and Objectives

The major aim of teaching English in Indian Universities is to enable the learners to gain English language proficiency in such a way that it improves their functional efficiency and employability. This programme in Functional English especially tries to incorporate a multidisciplinary approach into the functional aspects of the English language to make it more versatile and utilitarian. The syllabus thus aims at the following:

- Developing advanced level English language skills in the learners
- Providing/creating appropriate materials for training the students in basic language skills (Listening, Speaking, Reading and Writing)
- Application of English in prospective job areas—Media, Business, Creative Writing, Translation, Advertising, Film, Sports, Entertainment etc.
- Fostering human values and developing literary/cultural sensibility through exposure to literature in English and encouraging critical thinking and creative expression
- Encouraging the use of ICT for learning, gaining functional efficiency and dissemination of knowledge
- Providing support for IELTS, TOEFL and other international language testing systems and other competitive examinations
- Construction of a solid platform for the students to take off to higher studies in diverse fields: English Literature, Media Studies, Journalism, Social Work, Management etc.

Acknowledgements

The members of the Board of Studies gratefully acknowledge the sincere efforts of all the teachers who took part in the One-day Workshop without which this Syllabus Revision would have been a much tougher task. The suggestions and guidelines offered by the Resource Persons and the teachers during and after the workshop have been very valuable. We feel very happy and proud that the Board could function as a committed, diligent team with single minded devotion to the matter in hand. The support and motivation we received from the

Kerala State Higher Education Council and Kannur University have been tremendously instrumental in the timely completion of the syllabus revision process. We express our gratitude to all those who have put assiduous effort into this onerous task.

Board of Studies - Functional English

Members of the Board of Studies Functional English (UG) Kannur University

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Department of English
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Mr P K John Dept
of English
Nirmalagiri College
Koothuparamba 670 701.

Course Structure for BA Functional English Programme

Working Days per Semester:	90
Credits for Common Courses:	38
Credits for Core Courses:	64
Credits for Complementary Courses:	16
Credits for Open Course:	02
Total Credits for the Programme:	120
Total Marks for Common Courses:	500
Total Marks for Complementary Courses:	200
Total Marks for Core Courses:	775
Total Marks for Open Course:	25
Marks-Grand Total:	1500

Scheme for BA Functional English Programme
(Based on University Regulations 2014)

I Common Courses (10)

Semester	Course Code	Title of the Course	Hours	Credits	Marks
I	1A01ENG	Common Course I-English- I	5	4	50
I	1A02ENG	Common Course II- English- II	4	3	50
I	1A07ADL	Common Course III-Additional Language- I	4	4	50
II	2A03ENG	Common Course IV- English-III	5	4	50
II	2A04ENG	Common Course V-English- IV	4	3	50
II	2A08ADL	Common Course VI-Additional Language II	4	4	50
III	2A05ENG	Common Course VII- English-V	5	4	50
III	2A09ADL	Common Course VIII- Additional Language	5	4	50
IV	2A06ENG	Common Course IX English- VI	5	4	50
IV	2A10ADL	Common Course X-Additional Language- V	5	4	50

Total Contact Hours: 46 Total Credits: 38 Total Marks: 500

II Complementary Courses (4)

Semester	Course Code	Title of the Course	Hours	Credits	Marks
I		Complementary-I	6	4	50
II		Complementary-II	6	4	50
III		Complementary-III	6	4	50
IV		Complementary-IV	6	4	50

Total Contact Hours: 24 Total Credits: 16 Total Marks: 200

III Open Course (1)

Semester	Course Code	Title of the Course	Hours	Credits	Marks
V	5D01FNG	Basic English Use	2	2	25

III Core Courses (16)

Semester	Course Code	Course Title	Hours	Credits	Marks
I	1B01FNG	Contemporary English Grammar	6	4	50
II	2B02FNG	English Pronunciation and Conversation	6	4	50
III	3B03FNG	Introduction to English Literature	4	4	50
III	3B04FNG	Fundamental Writing Skills	5	4	50
IV	4B05FNG	ICT for Academic Purposes	4	4	50
IV	4B06FNG	Indian Writing in English	5	4	50
V	5B07FNG	Introduction to Linguistics	5	4	50
V	5B08FNG	Introduction to Media Studies	5	4	50
V	5B09FNG	Translation Studies	5	4	50
V	5B10FNG	Introduction to Theatre Studies	4	4	50
V	5B11FNG	Methodology of Language & Literature	4	4	50
V		Open Course	2	2	25
VI	6B12FNG	Introduction to Literary Theory & Criticism	6	5	50
VI	6B13FNG	Introduction to Creative Writing	5	4	50
VI	6B14FNG	English Language Teaching	5	4	50
VI	6B15FNG	Film Studies	6	5	50
VI	6B16FNG	Project	3	2	25
		Total Hours/Credits/Marks	80	64	800

SYLLABI FOR CORE COURSES

Core Course-01

Contemporary English Grammar

Semester	Course Code	Course Title	Hours	Credits	Marks
I	1B01FNG	Contemporary English Grammar	6	4	50

Aims and Objectives

- To enable students to internalize language rules, structure and usage
- To enable them to see the relationship between the form and function of grammatical categories
- To briefly introduce various approaches to grammar studies
- To enable them to acquire the linguistic and communicative competence required in various social, academic & employment situations
- Thus, to enable them to acquire confidence and autonomy in negotiating language, learning and...life

Module 1

1. Grammar: definitions
2. Approaches to grammar: prescriptive, descriptive, structural, generative, transformational, systemic- functional, communicative
3. Language varieties: registral, social, regional, national, prestige, standard, formal & informal (& contextual appropriateness)
4. A brief introduction to the notions of convention, consensus, grammaticality & acceptability, political correctness
5. Grammar in oral & written communication

Module 2

1. Linguistic levels: phoneme, morpheme, word, phrase, clause, sentence, discourse (Use Michael Newby's book.) : Morphemes: free & bound
2. Parts of speech/Word classes
3. Form-based and function-based identification

Module 3

1. Nouns: concrete & abstract, count & uncount, singular & plural, proper nouns, common nouns, group/collective nouns
2. Articles
3. Pronouns: personal, possessive, reflexive, demonstrative, relative etc
4. Adjectives: attributive & predicative, modifying, qualifying, quantifying, emphasizing, degrees of comparison
5. Verbs: finite & non-finite, transitive & intransitive, ergative, link verbs, phrasal verbs, compound verbs

- : All forms of 'be'
- : Auxiliary Verbs: primary & modal
- 6. Adverbs: expression of time, place, manner, frequency, duration etc.
- 7. Phrase: types of phrases

Module 4

1. Clauses: adjectival, adverbial and noun clauses
2. Clause to sentence: co-ordination and subordination: simple, compound, complex (& conjunctions)
3. Sentence types: statements, negation, questions, commands, suggestions, exclamations
4. Tense
5. Passivization

Books Recommended

- | | |
|----------------------|--|
| 1. Raymond Murphy. | <i>Essential English Grammar</i> |
| 2. " " . | <i>Intermediate English Grammar</i> |
| 3. " " . | <i>Advanced English Grammar</i> |
| 4. John Eastwood. | <i>Oxford Guide to English Grammar</i> |
| 5. John Seely. | <i>Oxford A-Z of Grammar & Punctuation</i> |
| 6. Michael Swan. | <i>Practical English Grammar</i> |
| 7. Leech & Svartvik. | <i>A Communicative Grammar of English</i> |
| 8. Martin Hewings. | <i>Advanced English Grammar</i> |
| 9. | <i>Collins Cobuild Grammar</i> |
| 10. Michael Newby. | <i>The Structure of English</i> |
| 11. A J Tinkel. | <i>Explorations in Language</i> |
| 12. R L Trask. | <i>Language: The Basics</i> |
| 13. Frank Palmer. | <i>Grammar</i> |

Scheme of Examination (Total: 50 Marks)

1. **Internal Assessment: (Marks – 10)**
 - a. Two Class Tests - 2.5+2.5 = 5 Marks
 - b. Assignment/ Seminar – 2.5 Marks
 - c. Attendance – 2.5 Marks
2. **End-Semester Examination (Written Examination for 3 hours; Marks - 40)**

Pattern of Question Paper

Time: 3 hrs

- | | |
|--|------------------------|
| | Total Marks: 40 |
| I. Four one-word answer questions | (Marks 4 x 1 = 04) |
| II. Seven short answer questions out of ten | (Marks 7 x 2 = 14) |
| III. Four paragraph answer (80 words) questions out of six | (Marks 4 x 3 = 12) |
| IV. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |
| V. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |

Core course-2
English Pronunciation and Conversation

Semester	Course Code	Course Title	Hours	Credits	Marks
II	2B02FNG	English Pronunciation and Conversation	6	4	50

Aims and Objectives:

- To create in the students an awareness of the functioning of the English sound system
- To help them 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
- To make them aware of the differences in pronunciation between different varieties of English
- To provide them with ear training to improve their listening skills for better understanding and production of speech sounds
- To develop in the students a neutral accent which helps them speak English with national and international intelligibility
- To develop in them the ability to perform tasks involving speaking English

Module 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 airstream 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

Module II: Description and classification of speech sounds:

Classification of consonants: Nature of the airstream mechanism, state of the glottis, 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--Cardinal vowels-- Pronunciation in different varieties—the concepts of RP, GIE etc. The syllable: syllabic structure - consonant clusters – abutting consonants and syllabic consonants.

Module III Phonology:

Phoneme theory--phonemes and allophones--minimal pairs--complementary and contrastive distribution- free variation-

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

Module IV Suprasegmental features:

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.

Module V Conversation in situations:

Greeting and introducing---exchanging information—introducing self and others --taking leave--making requests/enquiries--responding to requests and enquiries--asking for and giving permission--drawing people's attention - interrupting--seeking and giving clarifications/explanations etc.-

Module V Performing language functions:

Expressing feelings/opinions-- directing, instructing, persuading, advising, describing, eliciting, narrating, reporting etc. – initiating, sustaining and closing conversations—expressing notions of possibility, obligation etc. -- making oral presentations—taking part in debates, discussions etc.

Suggested Reading

1. Balasubramanian, T. A Textbook of English Phonetics for Indian Students. Mc Millan India.
2. Balasubramanian, T. English Phonetics for Indian Students: A Workbook. Mc Millan India.
3. Jones, Daniel. English Pronouncing Dictionary. Cambridge University Press.
4. Marks, Jonathan. *English Pronunciation in Use: Elementary*. CUP, 2008.
5. Krishna Mohan & N P Singh. *Speaking English Effectively*.
6. Sasikumar, V & P V Dhamija. *Spoken English: A Self-learning Guide to Conversation Practice*.
7. Sadanand, Kamalesh & Susheela Punitha. *Spoken English: A Foundation Course*. Orient BlackSwan.

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

Assessment (Total Marks – 50)

1. 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): 2.5 Marks
3. Attendance: 2.5 Marks

2. End Semester Examination: 40 Marks

Pattern of Question Paper

Time: 3 hrs.

Total Marks: 40

- | | |
|--|--------------------|
| I. Four <i>one-word</i> answer questions | (Marks 4 x 1 = 4) |
| II. Seven <i>short-answer</i> questions out of ten | (Marks 7 x 2 = 14) |
| III. Four <i>paragraph-answer</i> (80 words) questions out of six– | (Marks 4 x 3 = 12) |
| IV. One essay (250 words) question out of two-- | (Marks 1 x 5 = 5) |
| V. One essay (250 words) question out of two– | (Marks 1 x 5 = 5) |

Core Course-3
Introduction to English Literature

Semester	Course Code	Course Title	Hours	Credits	Marks
III	3B03FNG	Introduction to English Literature	4	4	50

Aims and Objectives

1. To familiarize the students with various genres and sub-genres of literature.
2. To familiarize the students with the key terms related to English literature.
3. To enable the students to develop a sense of history for better understanding and appreciation of literature.
4. To acquaint the students with the major movements, periods and writers of English literature.
5. To sensitize the students to the relationship between literature and the social context in which it is produced.

Module 1 – Literary Genres – Introductory Discussions

- **Poetry:** Subjective and Objective -- Lyric, Ode, Sonnet, Elegy, Epic, Ballad, Satire -- Rhyme and meter, Stanza – Simile, Metaphor, Pathetic Fallacy, Synesthesia, Onomatopoeia
- **Drama:** Tragedy, Comedy, Tragi-comedy, Farce, Masque, One-Act Play, Dramatic Monologue, Radio Play – Theme, Plot, Characterisation, Music, Light, Theatrical Props – Soliloquy, Aside, Monologue
- **Fiction:** Novel -- Gothic, Epistolary, Picaresque, Bildungsroman – Plot, Characterisation – Parallelism, Contrast.
Short Story
- **Biography and Autobiography:** Pure and impure biographies, Biographical instinct, Difficulties in writing
Autobiography: Objective and Subjective autobiographies -- Difficulties in writing.
- **Essay:** Personal and Impersonal, Aphoristic essays, Periodical, Social, Reviews

Module 2 -- 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
- 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)

Module 3 -- 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/Post colonial/Subaltern – general account)

Module 4 – Special Movements in Literature

- Metaphysical Poetry
- Sentimental Comedy
- Absurd Drama
- Art for Art's Sake
- Impressionism
- Expressionism
- Symbolism
- Modernism
- Postmodernism
- Humanism

Suggested Reading

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 Term* – M.H. Abrams (Prism)
4. *The English Essays and Essayists* -- Hugh Walker (J. M Dent & Sons)
5. *The Typical Forms of English Literature* – A.H. Upham (OUP)
6. *A History of English Literature* -- Michael Alexander (Palgrave)
7. *A Brief History of English Literature* -- John Peck and Martin Coyle (Palgrave)
8. *A History of English Literature* -- Arthur Compton Rickett (UBS)
9. 6. Holghman,William, Hugh Holman. *A Handbook of Literature*. New Delhi: Pearson Education, 2009.

Assessment (Total Marks – 50)

- | | |
|-------------------------------------|-----------------|
| 1. Internal Assessment: | 10 marks |
| • Assignment /Record/ Seminar: | 2.5 Marks |
| • Tests: | 05 Marks |
| • Attendance: | 2.5 Marks |
| • Total: | 10 Marks |
|
 | |
| 2. End Semester Examination: | 40 |

Pattern of Question Paper

Time: 3 hrs.

Total Marks: 40

1. Four one-word-answer questions (from Module 1) – (Marks 4 x 1 = 4)
2. Seven short-answer questions out of ten – (Marks 7 x 2 = 14)
3. Four paragraph-answer (80 words) – (Marks 4 x 3 = 12)
4. One essay (250 words) question out of two (from Modules 2) – (Marks 1 x 5 = 5)
5. One essay (250 words) question out of two (from Modules 3) – (Marks 1 x 5 = 5)

Core Course-04 Fundamental Writing Skills

Semester	Course Code	Course Title	Hours	Credits	Marks
III	3B04FNG	Fundamental Writing Skills	5	4	50

Aims & Objectives:

1. To enable students to learn the skills of correct and good writing
2. To improve their reading and grasping skills
3. To develop in them the ability to write effective texts for various contexts/needs, leading to effective written expression
4. Thus to enable them to take up jobs involving different kinds of writing, editing, proofreading, reporting, script writing etc.

Module 1:

1. Correctness: grammatical/structural, spelling, punctuations
2. Paragraphs: cohesion, continuity & sequence

Module 2:

1. Description, narration
2. Notice, memo
3. Brochure, advertisement

Module 3:

1. Minutes of a meeting
2. Official letters: leave application, job application & resume
3. Book review, film review
4. Newspaper report – headline, intro, body

Module 4:

1. Editing texts (for correctness, precision etc.), proofreading – own texts, of others
2. Note-making, summary
3. Decoding diagrams
4. Recognizing undesirable qualities/aspects: redundancy, tautology, verbosity, circumlocution, imprecise/vague expressions etc.

PS: Students should be made to read and write regularly. Newspaper & magazine articles, reports etc. can be used suitably by the teacher as models/samples to improve the writing skills.

Books:

1. John Seely. *Oxford Guide to Reading and Writing*. Oxford
2. V R Narayanaswamy. *Strengthen Your Writing*. Orient Longman
3. Champa Tickoo & Jaya Sasikumar. *Writing with a Purpose*. Oxford
4. Sanjay Kumar & Pushpalata. *Communication Skills*. New Delhi: OUP, 2011.
5. R C Bhatia. *Business Communication* (2nd Ed). New Delhi: Ane Books, 2008.
6. Michael McCarthy & Felicity O’Dell: *English Vocabulary in Use*
7. Carole Anne May. *Spotlight on Sentence and Paragraph Skills*. Toronto: Pearson Prentice Hall, 2006
8. Martin Cuttis. *Plain English Guide. How to Write Clearly and Communicate Better*. Oxford: OUP, 1995.

Scheme of Examination (Total: 50 Marks)

- 1. Internal Assessment (Marks – 10)**
 - a. Two Class Tests - 2.5+2.5 = 5 Marks
 - b. Assignment/ Seminar –2.5 Marks
 - c. Attendance –2.5 Marks
- 2. End-Semester Examination (Written Examination for 3 hours; Marks - 40)**

Pattern of Question Paper

Time: 3 hrs

Total Marks: 40

- | | |
|--|--------------------|
| I. Four one-word answer questions | (Marks 4 x 1 = 04) |
| II. Seven short answer questions out of ten | (Marks 7 x 2 = 14) |
| III. Four paragraph answer (80 words) questions out of six | (Marks 4 x 3 = 12) |
| IV. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |
| V. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |

**Core Course- 5
ICT for Academic Purposes**

Semester	Course Code	Course Title	Hours	Credits	Marks
IV	4B05FNG	ICT for Academic Purposes	4	4	50

Aims and Objectives

- To provide the students with a comprehensive understanding of computers along with the skills necessary for academic work and research
- To help the students acquire adequate computer skills that supplement their study skills and other academic activities
- To make the learners computer literate so that they will be able to use computers efficiently for both academic and non academic work they are required to take up in their daily life
- To create an awareness in the students of various social and ethical issues related to the use of computers and the virtual space

Module 1 – ICT: A Brief Introduction

Brief history of computer -- types of computers: PC, laptop, notebook, mobile devices -- Basic Hardware -- input devices: keyboard, mouse, scanner -- output devices: monitor, speaker, printer – CPU, RAM , motherboard -- Basic Computer Operations: switching on a computer -- exploring computer files: creation, saving, renaming, creating folders -- basic shortcut keys -- touch typing: touch typing in local languages (Keraleeyam, Varamozhi and ISM etc) -- using external storage media: CD, pen-drives, external hard-disks -- burning/copying files to CDs/pen-drives/external hard disks (using burning software) -- using media players: VLC media player – printing: printing techniques

Module 2 -- Introduction to Software

Operating software -- propriety softwares: Windows (detailed study), Mac etc -- free softwares: Linux/Ubuntu etc. (detailed study) -- application softwares -- Installation & uninstallation of softwares -- using MS office – Word, Excel, Powerpoint (detailed study) -- Open Office – (detailed study) – very brief introductions to all the following: Abiword, Scribus etc. -- audio editing (Audacity) -- video editing (using any free softwares), image editing (GIMP/any other software) -- data management (Microsoft Access) -- data analysis (SPSS) -- File Formats: mp3, wma, wav, avi, wmv, mp4 , FLV -- Format conversion – format converters (Freemake video/audio converter)

Module 3 -- Maintaining a Computer

Maintaining a Computer: Backing up data, Defragmentation, Disk cleanup, Registry Cleaning -- Computer Security: antivirus softwares (free versions of propriety software such as avast, Avira and Calmwin) -- File Management: organizing files on a computer – Updating Softwares

Module 4 -- The Internet

History of internet (brief), www -- browsing software: Mozilla Firefox -- using a browser – emailing: Gmail , Yahoo etc -- sending and receiving emails, attaching files -- blogging: Blogger, Wordpress etc. – microblogging: Twitter -- social networking: Facebook, Orkut, Youtube etc -- chatting -- video conferencing --using internet on mobile devices -- search engines: Google, Yahoo, AltaVista etc -- searching techniques, keywords, saving web pages and media files – downloading: download managers (DAP/any other software) – torrents: downloading torrents, bittorrent clients -- e-shopping: (Flipkart, Amazon etc) -- booking tickets (booking railway tickets using www.irctc.com)

Module 5 -- Knowledge Resources on the Internet

Encyclopedias (Encyclopedia Britannica and others), wiki sites (Wikipedia), study guides (Sparknotes.com, enotes.com etc.), online libraries, online dictionaries, online book sites, online

content repositories (Project Gutenberg), online education, Websites of universities and research institutions, online courses and virtual universities, UGC Infonet, INFLIBNET, Google scholar, Useful websites for English language and literature students

Module 6 – ICT and Society

ICT and Education: Social Networking and Education, Internet & Quality in Higher Education, Information Overload, Reliability of Web Resources, Digital Divide -- ICT and Freedom: Free Software Foundation, Free and Open Source Software Vs Propriety Software, Software Localization, Unicode – ICT and Morality: Cyber Ethics, Copy Left, Green Computing, Viral Marketing

Recommended Practical Work

- Presentation of a topic with the help of Microsoft PowerPoint (highly recommended)
- Submission of a one page printed assignment in MLA or APA style (highly recommended)
- Submission of an online assignment to the email address of the teacher (highly recommended)

And any of the following two

- Publication of wikis (Publish an article in Wikipedia)
- Sending and receiving emails
- Subtitling using a subtitling software
- Translation of a English subtitles into Malayalam (using subtitle edit)
- Creation and publishing of posts in bolgging sites

Recommended Reading

This course intends equipping the students with a practical knowledge of using computers for academic purposes. Most books on technical information become outdated by the time they reach the students. So we recommend your reading the *help* menu available with most of the software recommended for this course. You may also use the latest web resources and tutorials available on the internet.

Assessment

1. Internal Assessment:	10 marks
• Assignment /Record/ Seminar:	2.5 Marks
• Tests:	05 Marks
• Attendance:	2.5 Marks
• Total:	10 Marks
2. End Semester Examination:	40

Question Paper Pattern

- I One-word: $4 \times 1 = 4$
- II Short answer: (7 out of 10): $7 \times 2 = 14$
- III Problem solving type (50-80 words, 4 out of 6): $4 \times 3 = 12$
- IV Essay type (2 out of 4): $2 \times 5 = 10$

Core Course-6
Indian Writing in English

Semester	Course Code	Course Title	Hours	Credits	Marks
IV	4B06FNG	Indian Writing in English	5	4	50

Objectives:

- To give students an introduction to the rich body of Indian English writing and its concerns
- To familiarize them with the Indian variety/varieties of English as used by Indian English writers

Module I: Introduction

Indian Writing in English: a brief overview

Module II: Poetry

Rabindranath Tagore: Heaven of Freedom

Sarojini Naidu: Cradle Song

Nissim Ezekiel: A Very Indian Poem in Indian English

Kamala Das: My Grandmother's House

A K Ramanujan: Looking for a Cousin on a Swing

Jayanta Mahapatra: Hunger

Dilip Chitre: Father Returning Home

Vikram Seth: Unclaimed

Module III: Prose

Mahatma Gandhi: Essay "The Great Sentinel" (in *Young India* dated 13/10/1921; in reply to Tagore's essay "In Search of Truth" criticizing charkha and burning foreign clothes)

Module IV: Drama Vijay Tendulkar: *Kamla*

Module V: Fiction

Sadat Hassan Manto: "Toba Tek Singh"

Rajinder Singh Bedi: "Lajwanti"

Suggested introductory reading:

1. K R Sreenivasa Iyengar. *Indian Writings in English*. Delhi: Sterling Publishers
2. C D Narasimhaiah. *Makers of Indian English Literature*. Delhi: Pencraft International, 2003.

Scheme of Examination (Total: 50 Marks)

1. Internal Assessment (Marks – 10)

- a. Two Class Tests - 2.5+2.5 = 5 Marks
- b. Assignment/ Seminar –2.5 Marks
- c. Attendance –2.5 Marks

2. End-Semester Examination (Written Examination for 3 hours; Marks - 40)

Pattern of Question Paper

Time: 3 hrs

- | | |
|--|--------------------|
| 1. Four one-word answer questions | (Marks 4 x 1 = 04) |
| 2. Seven short answer questions out of ten | (Marks 7 x 2 = 14) |
| 3. Four paragraph answer (80 words) questions out of six | (Marks 4 x 3 = 12) |
| 4. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |
| 5. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |

Total Marks: 40

(Marks 4 x 1 = 04)

(Marks 7 x 2 = 14)

(Marks 4 x 3 = 12)

(Marks 1 x 5 = 05)

(Marks 1 x 5 = 05)

Core Course-7 Introduction to Linguistics

Semester	Course Code	Course Title	Hours	Credits	Marks
V	5B07FNG	Introduction to Linguistics	5	4	50

Aims and Objectives:

- To develop in the students an awareness of the structural organization of language at different levels of expression
- To introduce the basic concepts of Linguistics and to familiarize the students with the relationship between the structure and functions of language items
- To introduce the students to various levels of linguistic analysis (Phonology, morphology, Syntax and Semantics)
- To provide a brief historical survey of the development of language
- To introduce the students to the application of Linguistics to different areas of activities like Discourse Analysis, Media, ELT, NLP and Literary Criticism

Course Outline

Module 1

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

Module II

Nature and scope of Linguistics--A brief history of linguistics—Approaches to the study of language: descriptive, historical, theoretical and applied--Major branches: Phonology, Morphology, Syntax and Semantics--Emergent branches of modern linguistics: Psycholinguistics, Sociolinguistics, Anthropological linguistics, Computational linguistics, etc. — 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

Module 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.

Module 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

Core Reading

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.

Supplementary Reading

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.

Assessment (Total Marks – 50)

I Internal Assessment: 10 marks

- Assignment /Record/ Seminar: 2.5 Marks
- Tests: 05 Marks
- Attendance: 2.5 Marks
- **Total: 10 Marks**

II End Semester Examination: 40

Pattern of Question Paper

Time: 3 hrs.

Total Marks: 40

1. Four *one-word* answer questions: (Marks 4 x 1 = 4)
2. Seven *short-answer* questions out of ten: (Marks 7 x 2 = 14)
3. Four *paragraph-answer* questions (80 words) out of six: (Marks 4 x 3 = 12)
4. Two essay questions (250 words) out of four: (Marks 1 x 5 = 5)

Core Course 8
Introduction to Media Studies

Semester	Course Code	Course Title	Hours	Credits	Marks
V	5B08FNG	Introduction to Media Studies	5	4	50

Aims and Objectives

1. To equip students with the skills required to critically analyze and evaluate media content
2. To enable them to understand the dialectical/dialogical relationship between society and media
3. To enable them to see media functions and operations in the socio-historical contexts
4. Thus to give them the skills & competence which will be useful:
 - in daily life as members of intensely mass-mediated societies
 - in academic pursuits (research, teaching etc.) in media & communication
 - in media practice and industry

Module 1 Basics

Definition of communication; elements of communication; encoding & decoding
 Types of communication: intrapersonal, interpersonal, group, (intercultural), mass
 Mass communication – definitions, types/forms: print and electronic, music, film etc.
 Characteristics & functions – inform, educate, entertain etc.; Also, Harold Lasswell’s list of three functions
 Mass media dysfunctions

NB: The focus should be on mass communication, its nature, forms, operation in society etc.
 Students will be able to draw upon their insights and understandings from the ‘Mass Communication Studies’ (Complementary Course) paper in the 1st year.

Module 2

Evolution of communication technologies (A **very brief** overview: gestures, speech, printing, telephone, radio, TV, film, satellites, computers, cellphone etc.)
 Printing and the democratization of knowledge through print media
 World War I and the growth of radio
 Computers, satellite communication, digitalization etc.

Media and Education:

As a tool of informal education: newspapers, radio, TV, films, internet etc.

Formal education:

The educational programs of AIR and DD: UGC Countrywide Classrooms, EMRC & AVRC, Gyandarshan, Gyanvani, VICTERS

Internet and education – brief discussion

Books useful in Modules 1 & 2 include:

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 Merrill et 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. For a timeline of communication technologies, please use a good encyclopedia.

Module 3: Introduction to the 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 the 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 panoptikon

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

The following books will be very useful here:

John Hartley. *Key Concepts in Communication, Culture & Media Studies*. London: Routledge
Bernadette Casey et al. *Key Concepts in Television Studies*. London: Routledge
James Watson & Anne Hill. *Dictionary of Media and Communication Studies*. Bloomsbury USA, 2006
David Cogswell. *Chomsky for Beginners*
Sky Marsen. *Communication Studies*. Palgrave

It is **suggested** that students do the following as part of their assignments, seminars, presentations etc.:

- 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, magazine articles, layout & design etc.
- and/or readership surveys.

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

Scheme of Examination (Total: 50 Marks)

3. Internal Assessment (Marks – 10)

- a. Two Class Tests - 2+2 = 4 Marks
- b. Assignment (20- 25 written pages done as part of translation practice) –2 Marks
- c. One Seminar Presentation –2 Marks
- d. Attendance –2 Marks

4. End-Semester Examination (Written Examination for 3 hours; Marks - 40)

Pattern of Question Paper

Time: 3 hrs	Total Marks: 40
1. Four one-word answer questions	(Marks 4 x 1 = 04)
2. Seven short answer questions out of ten	(Marks 7 x 2 = 14)
3. Four paragraph answer (80 words) questions out of six	(Marks 4 x 3 = 12)
4. One essay (250 words) question out of two	(Marks 1 x 5 = 05)
5. One essay (250 words) question out of two	(Marks 1 x 5 = 05)

Core Course-09
Translation Studies

Semester	Course Code	Course Title	Hours	Credits	Marks
V	5B09FNG	Translation Studies	5	4	50

Aims and Objectives:

- To familiarize the students with the basic theories and functions of translation
- To develop skills in translating literary and non-literary texts with a special focus on the functional aspects of translation
- To help them study language inter-lingually by initiating the students to the translation of texts from Malayalam/Hindi into English and vice versa
- To equip the students for the job of translators in diverse fields by imparting training in translating from Malayalam/Hindi into English and vice versa

Module I

Definitions – The name, nature and relevance of translation Studies (James S Holmes) – Types: classifications by Cicero, John Dryden, Roman Jakobson and Catford

Module II:

History of translation Theory: The Romans – Bible Translations – Renaissance – Seventeenth Century- Eighteenth century – Romanticism – Victorians – Twentieth century

Module III:

Linguistic approaches: Nida’s analysis, transfer and restructuring – back transformation – formal and dynamic equivalences – Catford’s formal and textual equivalences- Popovic’s classification of equivalences

Module IV:

Cultural approaches: Brief introduction to Polysystem theory (Even-Zohar) – Foreignizing theory (Venuti) - Skopos theory (Vermeer) - Postcolonial theory (Niranjana, Spivak)

Module V:

Translating Literature: prose, poetry and drama – Translating for media - Film subtitling and dubbing

Module VI:

Translation Practice: Translation of literary texts, news stories, scripts, screenplays, advertisements and technical/official texts, etc. from Malayalam/Hindi into English or vice versa (20- 25 Pages).

Suggested Reading:

- 1) Bassnett, Susan. *Translation Studies*. Routledge.
- 2) Ray, Mohit K. *Studies in Translation*. Atlantic
- 3) *Encyclopedia of Translation Studies*. Routledge.
- 4) Simon S. *Changing the Terms: Translating in the Postcolonial Era*. Orient BlackSwan.
- 5) Venuti, Lawrence. *The Translation Studies Reader*. Routledge.

- 6) Gargesh R. & Goswami K. K. *Translation & Interpreting Reader & Workbook*. Orient BlackSwan
- 7) Kothari, Rita. *Translating India*. Foundation Books.
- 8) Das, B. K. *Horizon of Translation Studies*.
- 9) Even-Zohar, Itamar. *The Position of Translated Literature within the Literary Polysystem*.
- 10) Ayyappa Panikker. *Towards an Indian Theory of Translation* Translating & Interpreting. Orient Blackswan.

Assessment (Total Marks – 50)

1. Internal Assessment: (Marks: 10)

- a. Two Class Tests - 2.5+2.5 = 5 Marks
- b. Assignment/Seminar (20-25 written pages of translation practice)–2.5 Marks
- c. Attendance – 2.5 Marks

2. End Semester Examination: (Written Examination for 3 hours)--Marks: 40

Pattern of Question Paper

Time: 3 hrs.

Total Marks: 40

1. Four *one-word* answer questions: (Marks 4 x 1 = 4)
 2. Seven *short-answer* questions out of ten: (Marks 7 x 2 = 14)
 3. Four *paragraph-answer* (80 words) questions out of six: (Marks 4 x 3 = 12)
 4. One essay (250 words) question out of two: (Marks 1 x 5 = 5)
 5. One essay (250 words) question out of two: (Marks 1 x 5 = 5)
-

Core Course-10

Introduction to Theatre Studies

Semester	Course Code	Course Title	Hours	Credits	Marks
V	5B10FNG	Introduction to Theatre Studies	4	4	50

Introduction

This course is an introductory study of theatre as an art form and entertainment. It includes an analysis of dramatic styles, a brief introduction to some important milestones in the history of theatre etc. The course is intended to provide the student with a broad overview of theatre in terms of dramatic structure, style and history.

Module I

- A. Types/genres of drama: Tragedy, Comedy, Farce, Satire, Tragicomedy, Poetic Drama, Problem Play, Verse Drama etc.
- B. Dramatic structure and action:
Aside, Bathos (anticlimax), Catastrophe (denouement), Catharsis, Chorus, Comic relief, Climax (crisis, turning point), Discovery (anagnorisis), Dramatic Irony, Epilogue, Falling Action, Freytag's Pyramid, Hamartia (tragic flaw/error in judgment), Mimesis, Monologue, Melodrama, Nemesis, Peripeteia, Plot, Poetic Justice, Prologue, Resolution, Rising Action, Soliloquy, Three Unities

Module II

1. Theatre as an art form - definition
2. Aristotle's six elements of drama
3. Brief history and evolution of theatre:
 - Greek Theatre - brief introduction to the major dramatists: Aeschylus, Sophocles, Euripides, Aristophanes
 - Classical Indian Theatre – Kalidasa, Bhasa, *Natyashastra*
 - Problem plays: Ibsen and Shaw
 - Absurd drama: Samuel Beckett
 - Bertolt Brecht
 - Brief introduction to contemporary Indian theatre: Vijay Tendulkar, Ebrahim Alkazi, Badal Sarkar, Karnad, Mahesh Dattani

Module III (For non-detailed study) Girish Karnad - *Nagamandala*

Books recommended for core reading:

1. *The Oxford Illustrated History of Theatre* - John Russell Brown (OUP)

2. *A Glossary of Literary Terms* – M H Abrams (Prism)
 3. *A Background to the Study of English Literature* – B Prasad (Macmillan)
 4. *An Introduction to the Study of Literature* – W H Hudson (Kalyani Publ.)
-

Scheme of Examination (Total: 50 Marks)

Internal Assessment-	Marks – 10
1. Two Class Tests -	2.5+2.5 = 5 Marks
2. Assignment/ Seminar –	2.5 Marks
3. Attendance –	2.5 Marks

End-Semester Examination (Written Examination for 3 hours)- Marks - 40

Pattern of Question Paper

Time: 3 hrs	Total Marks: 40
I. Four one-word questions-	(Marks 4x1=4)
II. Seven short answer questions out of ten-	(Marks 7x2=14)
III. Four paragraph answer questions out of six-	(Marks 4x3=12)
IV. One essay (250 words) question out of two -	(Marks 1x5=5)
V. One essay (250 words) question out of two -	(Marks 1x5=5)

**Core Course-11
Methodology of Language & Literature**

Semester	Course Code	Course Title	Hours	Credits	Marks
V	5B11FNG	Methodology of Language & Literature	4	4	50

Aims and Objectives

- To help the students understand the place of language studies among humanities disciplines and their relevance to modern education
- To introduce the students to the function of language as a medium for expressing and organizing thought
- To help them explore the capability of language to explore interdisciplinary relationships across humanities disciplines

- To enable them to understand language as a product of social interaction and tool for communication
- To familiarize the students with different formats of written expression and the conventions of academic writing

Course Outline

Module 1

Nature of humanities disciplines: the modes of exploration of reality in humanities –the features of natural, social and human sciences – concepts of the scientific method --facts and interpretation – history, facts and fiction – study of natural and subjective world –subjectivity and objectivity—key concepts: positivism, value freedom, tastes, values, ideology and belief systems

Module 2

Language, culture and identity: language of human sciences (philosophy, history and sociology) —development of language and writing systems—language, society and culture-- language and thought—role of language in human endeavours—language, experience and reality—linguistic relativity principle--language in the creation of meaning—linguistic constructivism

Module 3

Narration and representation: language as a medium/ system of expression-- the nature and functions of language, communication, speech, writing etc.--expression and reception of messages --narrative modes of thinking— modes of expressing facts and fiction --different types of narration: narration in literature, philosophy and history- narrative voices--different types of reading, understanding and interpreting

Module 4

Recording and documenting information: study of text types: expository, descriptive, narrative persuasive etc.--organization of ideas—styles and conventions of academic writing: abstract, introduction, hypotheses, methods, results, discussions, conclusion, references etc.-- documentation and citation styles: MLA, APA, Harvard and Chicago styles-- concept of academic integrity: copy right, plagiarism, borrowing and acknowledging etc.—procedures of citation, recording book/web references.

Note to the teacher: Teachers may adopt an encyclopedic approach to the epistemological concepts in humanities and social sciences instead of an in-depth study which is beyond the scope of this course. Definitions and brief accounts of theories and terminologies may be given. Practice in academic writing may be meaningfully linked to the project work of the students.

Suggested Reading

1. Kundu, Abhijit, Nayar, P K & Shweta. *The Humanities: Methodology and Perspectives*. New Delhi: Pearson Education, 2009.
2. Gupta, Renu. *A Course in Academic Writing*. New Delhi: Orient BlackSwan, 2010.
3. Monippally , M M. & B S Pawar. *Academic Writing*. New Delhi: Sage-Response Books, 2010.
4. Bailey, Stephen. *Academic writing: A Practical Guide for Students*. Foundation Books, Routledge.
5. Barnet, Sylvan. & William Cain. *A Short Guide to Writing about Literature*. 9th Edition, New Delhi: Pearson, 2008.

6. Ray, William. *Literary Meaning*. Oxford: Oxford University Press, 1984.
7. Toolan, M. *Language in Literature*. London: Edward Arnold, 1998.
8. Klarer, Mario. *An Introduction to Literary Studies*. Special Indian Edition: Routledge 2009
9. Searle, John. *The Philosophy of Language*. Oxford: Oxford University Press, 1971.

Assessment

- | | |
|-------------------------------------|-----------------|
| 1. Internal Assessment: | 10 Marks |
| • Assignment/ Record/ Seminar: | 2.5 Marks |
| • Attendance: | 2.5 Marks |
| • Tests: | 05 Marks |
| Total: | 10 Marks |
| 2. End Semester Examination: | 40 marks |

Question Paper Pattern

- | | |
|--|------------|
| • One-word type: | 4 x 1= 4 |
| • Short Answer type (7 out of 10): | 7 x 2 = 14 |
| • Problem solving type (4 out of 6; 80-100 words): | 4 x 3= 12 |
| • Essay type (2 out of 4; 250 words): | 2 x 5=10 |

Core Course-12

Introduction to Literary Theory & Criticism

Semester	Course Code	Course Title	Hours	Credits	Marks
VI	6B12FNG	Introduction to Literary Theory & Criticism	6	5	50

Objectives

1. To enable students to see the historical continuities/discontinuities in ideas and critical practice
2. To **briefly** introduce the developments in the literary theory of the late 20th century and to give students an idea of how theory becomes a radical departure from traditional critical practices
3. To broaden and deepen the critical judgement and literary sensibilities of students making them more sensitive to the human condition while simultaneously fostering a non-anthropocentric world view

NB: The focus should be on **introducing** key terms, ideas and their proponents. An encyclopedic approach (where terms and concepts are introduced but not discussed in detail) is to be followed.

This is to be borne in mind by the question setters, too.

Module 1: A Brief Overview of Traditional Critical Approaches

1. Plato: The ideal and the real –poetry/art as imitation of reality – charges against poetry – Moralistic Criticism
2. Aristotle: Mimesis – poet as creator – poetry vs. history – tragedy, comedy – six elements of drama, structure
of plot (dramatic line), the three unities;
definitions of tragedy, catharsis, nemesis, hamartia, hubris, peripeteia, anagnorisis
– Aesthetic Criticism
3. Horace: The function of poetry (to delight and to teach); aspects of decorum
4. Longinus: The sublime; five sources of the sublime
5. Wordsworth's definition of poetry
Coleridge: Imagination (primary & secondary); willing suspension of disbelief
6. Matthew Arnold: The touchstone method

Module 2: Criticism in the Early 20th Century

1. TS Eliot: The concepts of tradition, impersonality of art
2. New Criticism: Major names; focus on the text; close reading of the text; intentional & affective fallacies
3. Practical Criticism: I A Richards & his contribution

Module 3: 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

PS: All the modules are admittedly sketchy and leave out much as necessitated by the introductory nature of the course. The teacher may give brief introductions to fill the gaps and to give the students a sense of the continuity of the critical dialogue over the ages.

Teachers may find **Chapter 1 (“Theory before Theory – Liberal Humanism”)** of Peter Barry's *Beginning Theory* to be a very concise and illuminative guide for this.

Suggested Reading:

1. *Elements of Criticism*. Calicut Uty. Co op Store. (For Kannur Uty's B A English Main. This may be used as a textbook but should be supplemented suitably.)
2. Raghukul Tilak. *History & Principles of Literary Criticism*. Delhi: Rama Brothers, 2006, 24th ed.
3. B Prasad. *An introduction to English Criticism*. Macmillan (This should **NOT** be used as a basic textbook.)
4. M H Abrams. *A Glossary of Literary Terms*. Harcourt India
5. M H Abrams & Geoffrey Galt Harpham. *A Handbook of Literary Terms*. Delhi: Cengage Learning, 2009
6. Simon Malpas & Paul Wake (ed). *The Routledge Companion to Critical Theory*
7. Peck & Coyle (ed). *Dictionary of Literary Terms*
8. Mary Klages. *Literary Theory: A Guide for the Perplexed*. New York: Continuum Books, 2006

9. Mary Klages. *Key Terms in Literary Theory*. New York: Continuum Books, 2012
10. Selden, Widdowson & Brooker. *A Readers' Guide to Contemporary Literary Theory*. Harvester, 1996, 4thed.
11. Peter Barry. *Beginning Theory*. Manchester University Press
12. Lois Tyson. *Critical Theory Today*. New York: Garland Books, 2006
13. M S Nagarajan. *English Literary Criticism & Theory: An Introductory History*. Orient Black Swan, 2006
14. Elaine Showalter. *Teaching Literature*. Oxford: Blackwell, 2003 (For teachers)
Chapter 1: The Anxiety of Teaching; Chapter 7: Teaching Theory

The following internet resources will be useful in Module 3:

1. <https://owl.english.purdue.edu> (Online Writing Lab of Purdue University)
2. <http://www.purdue.edu/guidetotheory.html> (Prof. Dino Felluga's material; Purdue Uty.)
3. www.cla.purdue.edu (Prof. Dino Felluga's material; College of Liberal Arts, Purdue Uty.)
4. english.colorado.edu/blog (The website of Colorado University at Boulder)
5. <http://www.kristisiegel.com/theory.htm> (Website of Prof. Kristi Siegel of Mount Mary College, Milwaukee, Wisconsin)
6. http://newarkwww.rutgers.edu/guides/lit_theory.htm (Rutgers Uty's website)
7. bcs.bedfordmartins.com/virtualit
8. vos.ucsb.edu (Voice of the Shuttle by Prof. Alan Liu of The University of California at Santa Barbara)
9. Website of Kannur Uty's School of Distance Education (material on Literary Criticism & Theory)
10. Website of Calicut Uty's School of Distance Education (material on Literary Criticism & Theory)

NB: If you have difficulty locating these websites, please use Google suitably.

Scheme of Examination (Total: 50 Marks)

Internal Assessment (Marks – 10)

1. Two Class Tests - 2.5+2.5 = 5 Marks
2. Assignment/ Seminar–2.5 Marks
3. Attendance – 2.5 Marks

End-Semester Examination (Written Examination for 3 hours; Marks - 40)

Pattern of Question Paper

Time: 3 hrs

- | | |
|--|--|
| 1. Four one-word answer questions | Total Marks: 40
(Marks 4 x 1 = 04) |
| 2. Seven short answer questions out of ten | (Marks 7 x 2 = 14) |
| 3. Four paragraph answer (80 words) questions out of six | (Marks 4 x 3 = 12) |
| 4. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |
| 5. One essay (250 words) question out of two | (Marks 1 x 5 = 05) |

Core Course-13
Introduction to Creative Writing

Semester	Course Code	Course Title	Hours	Credits	Marks
VI	6B13FNG	Introduction to Creative Writing	5	4	50

Aims and Objectives:

- To introduce the students to different types of literary writing that can stimulate their creative, imaginative, aesthetic and literary sensibilities
- To develop in them a taste for identifying and appreciating good writing
- To enable them to appreciate a variety of writing styles and acquire a flair for creative writing and literature
- To help them develop the ability to transfer their ideas into appropriate form of text using English
- To help them discover their own creative/imaginative potential and develop creative writing skills which would be helpful in their work involving writing.

Course Structure

Module I

Introducing creative writing—its features--differences from other forms of writing--opportunities and challenges--figurative/imaginative dimensions of creative writing- concept of poetic liberty in language use—creating special effects--unusual combinations of words and expressions--accepted figurative uses of words--idioms, phrases, synonyms, antonyms and collocation—substitution, ellipsis and inversion—literary/ rhetorical devices

Module II

Study of the figures of speech: simile, metaphor, personification, apostrophe, hyperbole, euphemism, oxymoron, epigram, irony, pun, and metonymy, synecdoche etc. Formal and informal style in writing--choice of words-- direct and indirect transference of meaning--differences between spoken and written forms—multiplicity of meaning—types of writing: expository, descriptive, persuasive, argumentative etc.

Module III

Composition and processes of creative writing— techniques of writing—developing cohesion and coherence--sentence construction, modification and rewriting—retaining clarity in embedding and cleft formation—advantages of simple style--coordinating theme, rhyme and style—planning writing-- practice in fiction, non-fiction, poetry--creative non-fiction—identifying topics--organizing material—bringing in dramatic effect—constructing monologues and dialogues

Module IV

Understanding literary writing as special communication--paraphrasing writing in different forms and style—giving different perspectives to writing—developing a personal style— Narrative voices: first person, third person, (homodiegetic, heterodiegetic) etc. attempting narration: story writing, travelogue writing, script writing etc.—experimenting with style--writing stage plays, writing radio-plays, television drama, screen plays etc.

Recommended class work:

- Selection of appropriate sample texts by the teacher to facilitate reading, discussion and analysis
- Discussion on the narration, style, tropes and devices that are used in sample texts to show how literariness is brought about
- Conducting writing workshops/ practice sessions that provide hands-on experience

Project for Internal Assessment:

- Record: Compilation of a portfolio of original pieces of writing (similar to a class magazine) consisting of at least one piece of creative writing by each student. If circumstances permit, individual or group portfolios may also be considered. Marks set apart for assignment may be given to the students on the basis of their performance in this assignment.
- Seminar: Classroom presentation of a story, poem, article, skit, travelogue etc. of the student's own creation/choice.

Core Reading

- Morley, David. Cambridge Introduction to Creative Writing. New Delhi: CUP, 2007.
- Mills, Paul. *The Routledge Creative Writing*. (Chapters 1 to 4 and Glossary)
- Bruce, Anthony. *Beginning Creative Writing*. Katie Books, 2007.
- Anderson, Linda. *Creative Writing: A Workbook with Readings*. London: Routledge Taylor & Francis, 2006.
- May, Stephen. *Creative Writing*, Arvon Foundation, 2008.
- Anjana Neira Dev, Marwah, A. & Swati Patel. *Creative Writing: A Beginner's Manual*. New Delhi: PearsonLongman, 2009.

Supplementary Reading

- Starlie, David. *Teaching Writing Creatively*. Portsmouth: Heinmann, 1998.
- Freeman, Sarah. *Written Communication*. Orient Longman, 1977.
- Hedge, Tricia. *Writing*. Oxford University Press, 1988.
- Misra, P S. *An Introduction to Stylistics: Theory & Practice*. Orient BlackSwan, 2009.
- Toolan, M. *Language in Literature*. London: Edward Arnold, 1998.
- Petty, Geoffrey. *How to be better at Creativity*. New Delhi: The Industrial society, 1998.
- Abrams M. H. & Geoffrey Galt Harpham. *A Handbook of Literary Terms*. Cengage Learning, 2009.
- Bell, Julia and Paul Marg: *The Creative Writing Course Book: Forty Writers share Advice and Exercises*. Macmillan, 2001.

Assessment

Internal Assessment:	10 Marks
• Assignment/ Record/ Seminar:	2.5 Marks
• Attendance:	2.5 Marks
• Tests:	05 Marks
Total:	10
End Semester Examination:	40 Marks

Question Paper Pattern

- One-word: $4 \times 1 = 4$
- Short answer type (7 out of 10): $7 \times 2 = 14$
- Problem solving type (80 words-- 4 out of 6): $4 \times 3 = 12$
- Essay type (2 out of 4): $2 \times 5 = 10$
- Examples: (a) Composing a poem on a given theme
(b) Developing a theme into a readable story
(c) Writing a skit on a given topic/situation
(d) Travelogue on a journey recently undertaken
(e) Narrating a personal experience focusing on a particular emotion/ point of view

Total: 40 Marks

Pattern of Question Paper

Time: 3 hrs.

Total Marks: 40

1. Four *one-word* answer questions: (Marks $4 \times 1 = 4$)
 2. Seven *short-answer* questions out of ten: (Marks $7 \times 2 = 14$)
 3. Four *paragraph-answer* (80 words) questions out of six: (Marks $4 \times 3 = 12$)
 4. One essay (250 words) question out of two: (Marks $1 \times 5 = 5$)
 5. One essay (250 words) question out of two: (Marks $1 \times 5 = 5$)
-

Core Course-14 English Language Teaching

Semester	Course Code	Course Title	Hours	Credits	Marks
VI	6B14FNG	English Language Teaching	5	4	50

Aims and Objectives:

- To provide the students with an insight into the theories of language acquisition, learning and teaching
- To make them understand the problems and challenges in the teaching of English in our country
- To make the students aware of the nature and role of English in the Indian academic contexts and acquaint them with the methods and techniques of teaching it
- To develop in them an insight into the learner needs in a second language context and the practical ways of addressing them

- To help them recognize the importance of motivation and learning environment in SL learning and understand the role of the teacher as a facilitator of learning

Course Structure

Module I

The English language: The status, role and function of English today in the Indian context—English as second language or foreign language—use of English in various fields: administration, business, higher education, international relations, trade and commerce etc.-- English as a global language--varieties of English—models for instructional purposes-- objectives of teaching English at the primary, middle and advanced levels

Module II

Theories of Learning and Teaching: Psychological perspectives: behaviourism, cognitivism, humanism and constructivism--linguistic perspectives: structuralism, competence, performance, generativism, interlanguage, speech-act theory, systemic functional view of language etc.--sociological perspectives: socio-linguistic variables, pragmatics, social constructivism, etc.-- principles of language acquisition--Krashen's hypotheses: acquisition and learning, input, affective filter and monitor hypotheses etc.

Module III

Approaches and Methods: Grammar-translation method, direct method, audio-lingual method, bilingual method and new method—Humanism based approaches: suggestopaedia, silent way, total physical response, community language learning and cooperative learning—function based approaches: notional-functional and communicative approaches—alternative approaches and methods: learner centred, task-based, content-based and eclectic approaches. Developing Language Skills: listening, speaking, reading and writing—teaching of grammar, vocabulary, pronunciation and literature—language testing

Module IV

Motivation and Study Skills: attitudes and motivation, types of motivation—self-directed learning--types of text materials and reading: critical reading, creative reading, close reading, light reading—integration of skills—note taking, note making, taking part in debates, seminars, workshops etc. --teaching large classes—group work/pair work—classroom interaction—problem solving activities—**use of** teaching aids: blackboard, pictures, slides, videos, language lab, ICT etc.

Suggested Reading

1. Tickoo, M. L. *Teaching and Learning English: A Source Book for Teachers and Teacher Trainers*. Orient Longman.
2. Nagaraj, Geetha. *English Language Teaching: Approaches, Methods and Techniques*. Orient Longman.
3. Aslam, Mohammed. *Teaching of English: A Practical Course for B Ed Students*. Foundation Books.
4. Harmer, Jeremy. *The Practice of English language Teaching*. Orient Longman.
5. Prabhu, N. S. *Second Language Pedagogy*. Oxford: OUP, 1987.
6. Ellis, R. *Understanding Second Language Acquisition*. Oxford: O U P, 2005.

7. Johnson, K. and H. Johnson. *An Encyclopedic Dictionary of Applied Linguistics*. Oxford: Blackwell Publishers, 1998.
8. Widdowson, H.G. *Aspects of Language Teaching*. Oxford: Oxford University Press, 1991.
9. Arnold, J. *Affect in Language Learning*. Cambridge. Cambridge University Press, 1999.
10. Stern, H H. *Fundamental Concepts in Language Teaching*. OUP, 1980.
11. Richards, J.C. & Theodore S. Rodgers. *Approaches and Methods in language Teaching*. CUP.
12. Howatt, A. P. R. *A History of English Language Teaching*. Oxford: OUP, 2004.

Assessment

I Internal Assessment: 10 marks

- Assignment /Record/ Seminar: 2.5 Marks
- Tests: 05 Marks
- Attendance: 2.5 Marks
- **Total: 10 Marks**

II End Semester Examination: 40

Question Paper Pattern

- One-word answer type: 4 x 1= 4
- Short answer type (7 out of 10): 7 x 2 = 14
- Problem solving type (80 words- 4 out of 6): 4 x 3= 12
- Essay type (2 out of 4): 2 x 5=10
- Examples: (a) Preparing a lesson plan
(b) Developing syllabus for specific groups of learners
© Evaluating Methods and approaches in given situations

Total: 40 marks

Note to the teacher: Teachers may adopt an encyclopedic approach to the concepts in Applied Linguistics and Language Teaching instead of a detailed study or in-depth analysis. Definitions and brief accounts of theories and methods may be given. Practice may be meaningfully linked to the project work of the students.

Record: Preparation of a lesson plan/ teaching plan on a poem, story or any other text.

Seminar: Classroom teaching of a text (poem, article, story, skit, travelogue etc.)

Core Course-15 Film Studies

Semester	Course Code	Course Title	Hours	Credits	Marks
VI	6B15FNG	Film Studies	6	5	50

Aims & Objectives:

- To enable students to understand and study cinema as a popular art form evolved from the need for cultural communication in the age of mechanical reproduction
- To make them realize its value as a powerful cultural practice in contemporary society with an emphasis on the divergent socio-cultural contexts

Module 1-World Cinema: Beginnings

- The Birth of Film

Persistence of vision- camera obscura- magic lantern- phenakistiscope- zoetrope- Eadweard Muybridge- photographic gun-George Eastman - praxinoscope- Kinetograph- Vitagraph- Cinematographe

- Film History: From The Silent Film To The Present

The silent period- the classical period- the post war period- the transitional period - the contemporary period (only a brief overview of the salient features of each period)

Module 2-Great Masters and Movements

Charlie Chaplin, Robert Flaherty, Sergei Eisenstein, Alfred Hitchcock, Akira Kurosawa, Ingmar Bergman and Jean-Luc Godard

Realism, Expressionism, Formalism, Neo Realism, Avant Garde, Auteur Theory, New Wave, Feminist film, Contemporary Theories

Module 3-Introduction to Film Genres

Narrative, avant-garde, documentary, thriller, melodrama, musical, horror, western, fantasy, mythology, road movies, animation, historical, science fiction

Module 4-Indian Cinema

Pundalik- Raja Harischandra- Dhundiraj Govind Phalke- Alam Ara- the social films of

V.Shantaram, Bollywood and popular cinema –

Parallel cinema- Satyajit Ray- Ritwik Ghatak- Mrinal Sen - cinema in regional languages –
Malayalam cinema - John Abraham- Adoor Gopalakrishnan

Module 5-Language and Technology of Film Making

Mise en scene: Setting, props, costume, performance, lighting and colour

Cinematography: Shot Types_(Extreme long shot, Long shot, Medium shot, Close-up, Deep focus shot, Shot-reverse shot, over-the-shoulder, Point-of-view shot, Masking) Camera Angles (Bird's-eye view, High, Eye level, Low, Canted) Camera Movement (Pan, Tilt, Tracking, Crane, Shaking, Zooming, Rack focus)

Editing: Chronological editing, cross cutting, montage, continuity editing, continuity cuts, jump cuts, match cuts, 30 degree rule, 180 degree rule

Sound: Diegetic and non-diegetic sound effects- ambient sound- music- voiceovers- parallel and contrapuntal sound- sound bridge

Projection technologies: Widescreen- 3D - IMAX and OMNIMAX- Digital Projection

Module 6-Film Appreciation

Students are required to watch the following films as part of film appreciation.

Citizen Kane, Bicycle Thieves, Battleship Potemkin, Ran, Modern Times, Amma Ariyan, Elipathayam, The Colour of Paradise, The Man with a Movie Camera, Home, Getting Home, The Riddle of the Sphinx (Laura Mulvey & Peter Wollen)

Students are also expected to be aware of the important films that win various awards in Film Festivals like IFFK, IFFI, Cannes Film Festival and the year's Oscar winning films.

Books Recommended:

1. *History of Cinema for Beginners* (Orient Blackswan)
2. *Film History: An Introduction* – Thompson & Bordwell
3. *Basic Concepts in Cinema* - Hayward Susan
4. *Major Film Theories*- Dudley Andrew
5. *Beginning Film Studies*- Andrew Dix
6. *Film Studies, The Basics*- Villarejo Amy
7. *Digital Camera*- Brian McKernan
8. *Signs and Meaning in the Cinema*- Peter Wollen

Sites Recommended:

1. www.filmsound.org
2. www.filmsite.org

Scheme of Examination (Total: 50 Marks)

1. Internal Assessment: (Marks – 10)

1. Two Class Tests - 2.5+2.5 = 5 Marks
2. Assignment/ Seminar– 2.5 Marks
3. Attendance – 2.5 Marks

2. End-Semester Examination (Written Examination for 3 hours; Marks - 40)

Pattern of Question Paper

Time: 3 hrs

Total Marks: 40

1. Four one-word questions: (Marks 4x1=4)
2. Seven short answer questions out of ten: (Marks 7x2=14)
3. Four paragraph answer questions out of six: (Marks 4x3=12)
4. One essay (250 words) question out of two: (Marks 1x5=5)
5. One essay (250 words) question out of two: (Marks 1x5=5)

Core course-16

Project

Semester	Course Code	Course Title	Hours	Credits	Marks
VI	6B16FNG	Project	3	2	25

Objectives

- To hone the students' skills of conceptualizing themes/ideas and documenting them in appropriate text formats
- To raise their competence and mastery of English by providing hands-on experience in organizing ideas and documenting them using accepted writing conventions
- To provide them with an opportunity to apply the knowledge and skills they have acquired during the course of their study
- To provide them with an opportunity to explore the areas/subjects of their choice across disciplines maintaining the inter-disciplinary/multifocal character of Functional English Programme

Project Work

The students can choose a topic at the beginning of the 5th semester. The necessary ambience to prepare the students for the project work is to be created in the initial phase of this semester. Three teaching hours have been set apart in the 6th semester for giving guidance and training to the students on various aspects of the project work. These can be utilized for reading, writing, referencing and language lab work in connection with the project work.

Project Guide

Each student should have a teacher as his/her Project Guide. The job of the Project Guide involves the following:

- Helping the students make choices in accordance with their tastes, skills and aptitudes
- Diagnosing the problems of the student and suggesting remedies during the work
- Continuous evaluation of the progress of the work resulting in its modifications
- Giving guidance/support at various stages of by way of correcting, editing and organizing the written text
- Promoting divergent thinking and facilitating reflection on the theme, data collection, data analysis and proper documenting

Choice of the Subject

The students can choose any subject relevant to the areas/topics discussed in the Programme. A few possible areas have been given 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 event
- 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
- Script Writing: 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, screen plays 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 Evaluation

- 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 references

General Information

- Three teaching hours are set apart for conducting classes to familiarize the students with topic selection, research methodology and project writing.
 - Each student should be assigned a supervising teacher who would guide him/her in the project work. Students should choose their topics in consultation with the supervising teacher.
 - The supervising teachers should encourage the students to produce original works instead of copying materials from other projects.
 - Viva voce may be conducted by the supervising teacher for internal assessment along with other written examinations and seminars.
 - The project record could be submitted spiral-bound and its length should be about 6000 words or 20-25 pages.
 - Appropriate methodology of research must be followed while writing out the project and references must be cited at the end and.
 - The documentation rules of the M.L.A 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 on or before February 28.
-

Open Course-1

Basic English Use

Semester	Course Code	Course Title	Hours	Credits	Marks
V	5D01FNG	Basic English Use	2	2	25

Aims and Objectives

- To familiarize the students with the use of English in communication and help them acquire the ability to expand their linguistic resources to enhance communicative competence
- To develop listening, speaking, reading and writing skills in such a way that they improve the ability to exchange information, grasp and express ideas, feelings etc. with clarity and confidence
- To increase the employability of the students by improving their overall communicative efficiency

Module I-Listening Skills: Features of oral communication – ear training--recognition of sounds, words, phrases, sentences, idiomatic expressions etc. –types/registers of discourse: formal-informal, colloquial, slang, scientific, literary etc.—word stress, pitch rhythm and intonation—vocabulary and collocation-- The features of British, American and Indian varieties of English—understanding styles: narration, description and dialogue

Module II- Speaking Skills: Styles of conversation--Speaking with accuracy and fluency– training in neutral accent –utterances: types, structure, tenses, meaning etc. – use of idioms-- formal and informal conversation – oral communication: expressing, directing, instructing, persuading, advising, describing, eliciting, narrating and reporting-- different types of interviews--reading aloud (poems, news bulletin etc.)—making oral presentations

Module II- Reading Skills: Recognition of text types (reports, diaries, personal notes, letters, application forms, advertisements, fiction, synopses, articles etc.)--text types: formal-informal, colloquial, technical, slang, scientific, literary etc. –getting meaning from contextual clues—understanding and inferring information—understanding conceptual meaning, relationships and cohesion devices--skimming, scanning, predicting and inferring—Recognizing attitude, point of view, mood, tone, emotion etc.

Module IV- Writing Skills: Written communication - differences between spoken and written communication – different purposes of writing--features of effective writing such as unity, order, clarity, brevity, tone , balance etc.- styles and strategies of writing--Letter-writing: personal and business letters –writing out applications and resume—texting email, fax, memos, reports etc. --academic writing: synopsis, articles and thesis writing.

Core Reading:

1. Rama Krishna Rao, A. *Enjoying Every day English*. Hyderabad: Sangam Books, 2009.
2. Sasikumar, V. & P V Dhamija. *Spoken English: A Self-learning Guide to Conversation Practice*. New Delhi: Tata Mc Graw-Hill, 1993.

Supplementary Reading

9. Krishna Mohan & N P Singh. *Speaking English Effectively*.
10. Michael McCarthy & Felicity O'Dell. *English Vocabulary in Use*.
11. Nagarajan, M, Sashisekaran, T & S. Ramamurthy. *Indian Prose for Effective Communication*. Macmillan, 1997.
12. Suresh Kumar, E. *Communication Skills and Soft Skills. An Integrated Approach*.
13. Kane, T S. *The Oxford Guide to Reading*. New York: OUP.
14. Prasad, V. *Advanced Communication Skills*. New Delhi: Atma Ram Publications.
15. Madhukar, RK. *Business Communication*. New Delhi: Vikas Publishing House Pvt Ltd.
16. Freeman, S. *Study Strategies in English*. New Delhi: OUP, 1979.

Assessment (Total Marks – 50)

1. Internal Assessment:	(Marks – 5)
1. Class Tests (Oral and Written):	2.5 Marks
2. Assignment/Seminar/Viva:	1.25 Marks
3. Attendance:	1.25 Marks
2. End Semester Examination (Written):	(Duration: 2 hours-- Marks: 20)

Pattern of Question Paper

Time: 2 hrs.	Total Marks: 20
1. Four <i>one-word</i> answer questions--	(Marks 4 x 1 = 4)
2. Five <i>short-answer</i> questions out of seven--	(Marks 5 x 2 = 10)
3. Two <i>paragraph-type</i> questions out of three--	(Marks 2 x 3 = 6)

Model Question Papers for the Courses of
B A Functional English-Syllabus 2014

1B01FNG--Contemporary English Grammar
Model Question Paper

Time: 3 hrs

Total Marks: 40

(Please note: All acceptable answers should be given marks.)

I. Answer the following questions in a word or phrase each. (Marks 4 x 1 = 4)

1) Combine the following clauses into a meaningful sentence:

It rained hard. The match was postponed.

2) Write an interrogative sentence.

3) Transform into a declarative sentence:

What a beautiful bird it is!

4) Add a question tag:

You live here.

II. Answer any seven of the following questions in not more than 3 sentences each. (Marks 7 x 2 = 14)

5) Answer the following questions using the simple present tense together with the adverbs given in brackets.

a. When do you get up? (usually)

b. What do you do in the evenings on Sundays? (sometimes)

6) Replace the underlined sentences by appropriate adverb clauses (of time, reason or result). Make any other changes that are necessary.

a. We finished our packing; then we called for a taxi.

b. The whole thing was done very quickly. No one could do anything to stop it.

7) Change the tense.

a. I write a letter. (to present perfect)

b. I am told to attend the meeting. (to past perfect tense)

8) Change the voice.

a. He was arrested yesterday.

b. My parents have advised me to study well.

9) Rearrange the jumbled words to form meaningful sentences. In each case the first word/phrase is in the right place.

a. A poor/suggests/in/career/failures/examinations

b. Success/ in exams/is/in terms of/measured/secured/marks

10) Put the verbs in brackets into the correct past tense (simple or continuous).

What you (do) when I (call) on you yesterday evening? I (ring) the bell a number of times but you (not answer) the door.

11) Fill in the blanks with the appropriate articles.

As poet, DH Lawrence began as imagist and his best poems are free verses about individual and society he lives in.

- 12) Fill in the blanks with the appropriate prepositions.
 linguistics, grammar is the set structural rules governing the composition
 clauses, phrases, and words any given natural language.
- 13) Correct the errors in the following sentence.
 Let we discuss about buying furnitures today evening.
- 14) Fill in the blanks with suitable forms of the adjective/adverb given in brackets.
 a. An person does not tell lies. (honesty)
 b. She worked (diligence)
- III. Answer four of the following in a paragraph of about 80 words each: (Marks 4 x 3 = 12)
- 15) Discuss modal auxiliaries. Give suitable examples.
 16) Differentiate between the present perfect and the simple past tenses with examples.
 17) Write a note on co-ordination. Give examples.
 18) 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?"
 19) Write a note on adverbial clauses. Clarify with examples.
 20) Discuss transitivity and intransitivity with examples.
- IV. Answer any one of the following in about 250 words: (Marks 1 x 5 = 5)
- 17) Read the passage and answer the questions below:
 Happiness lies in ordinary moments. If happiness is as easy as this, I thought, why is it so difficult to stay happy for a long period? Or, do we mistakenly think of happiness as a permanent resident in our lives, rather than as a visitor who comes and goes? Happy moments – those moments when we feel fully alive – certainly do exist. They swim by us everyday like shining silver fish waiting to be caught. When I surveyed my friends, what I hauled in on the subject turned out to be the small fish of happiness, not the big denizens of the deep.
- Fill in the blanks suitably:
 Ordinary moments bring – happiness than we give them credit for. (much, more, some)
 - Identify two common words in the passage referring to size, which are also antonyms.
 - Happy moments do certainly exist.
 Identify the tense.
 Why is 'do' used here?
 - Pick out two finite verbs and two non-finite verbs.
 - Identify four determiners.
- 18) a) Identify the type of sentence according to the list. Write your choice against the number.
 Interrogative

Negative
Complex
Exclamatory
Compound

- i. He did not want to go there.
- ii. The film was shown and they liked it.
- iii. What a response it elicited!
- iv. They had watched half the film when the famous actor walked in.
- v. Will the film do well at the box office?

b) Now, transform the above sentences as directed:

- i. Exclamatory → declarative
- ii. Negative → positive/affirmative
- iii. Interrogative → declarative
- iv. Compound → complex/simple
- v. Complex → compound

V. Attempt any one of the following in about 250 words: (Marks 1 x 5 = 5)

- 19) Grammaticality Vs acceptability
- 20) Appropriateness and grammar in spoken and written forms

2B02FNG English Pronunciation and Conversation Model Question Paper

Time: 3 hrs.

Total Marks: 40

I. Answer the following questions in a word or phrase. (Marks: 4 x 1 = 4)

- 1) What makes the sounds voiceless or voiced?
- 2) Allophones in a language are in _____ distribution.
- 3) In English the words bake and cake constitute a _____.
- 4) What functions as the nucleus of a syllable?

II. Answer seven of the following questions in not more than 3 sentences each:

(Marks: 7 x 2 = 14)

- 5) Distinguish between Phonetics and Phonology.

- 6) What is contrastive distribution?
- 7) Why is English rhythm stress-timed?
- 8) Distinguish between pure vowels and diphthongs.
- 9) What are the major functions of intonation?
- 10) Describe the articulation of fricatives in English.
- 11) Request a stranger to vacate the berth you have booked in a railway coach.
- 12) Write a note to your friend requesting him to get some study material photocopied for you.
- 13) Write a short dialogue with the watchman of a shopping mall about your lost wallet.
- 14) Create a conversational context to use the expression, catch up with.

III. Answer four of the following in a paragraph of about 80 words: (Marks: 4 x 3 = 12)

- 15) Nasal consonants in English
- 16) The Manner of articulation
- 17) General Indian English.
- 18) Rhythm in English.
- 19) Idioms and phrases in conversation.
- 20) Explain the proverb: Make hay while the sun shines.

IV. Answer any one of the following in about 250 words: (Marks: 1 x 5 = 5)

- 21) Criteria for the classification of consonants.
- 22) Compare and contrast British, Indian and American varieties of English.

V. Attempt any one of the following in about 250 words: (Marks: 1 x 5 = 5)

- 23) You are trying to convince your Principal of the need to postpone the internal examinations. Record the dialogue.
 - 24) Help a reporter to prepare a report on the road accident you have witnessed.
-

Model Question Paper
3B03FNG: Introduction to English Literature

Time: 3 hrs.

Total Marks: 40

I Answer all the following questions.

(Marks: 4 x 1 = 4)

1. Name two sub-genres of novel.
2. How many lines are there in a sonnet?
3. Give an example for a simile.
4. Farce is a type of _____ .

II Answer seven of the following questions in not more than 3 sentences each:

(Marks: 7 x 2 = 14)

5. Distinguish between Soliloquy, Monologue, and Aside.
6. What is Onomatopoeia?
7. What are the major difficulties in writing an autobiography?
8. Distinguish between Miracle and Morality plays.
9. Name four major writers of the Neo-classical period.
10. List out the major social factors that led to the birth of English novel.
11. Name any four twentieth-century English dramatists.
12. What is meant by Commonwealth Literature?
13. Explain Art for Art's Sake.
14. What is the key feature of the Absurd Drama?

III Answer four of the following questions in a paragraph of about 80 words:

(Marks: 4 x 3 = 12)

15. Subjective poetry.
16. The short story.
17. Plot in drama.
18. Metaphysical poetry.
19. Impressionism.

20. Postmodernism.

IV Write an essay of about 250 words on any one of the following: (Marks: 1 x 5 = 5)

21. Shakespeare's plays.

22. Basic tenets of English Neo-classicism.

V Write an essay of about 250 words on any one of the following: (Marks: 1 x 5 = 5)

23. Victorian poetry.

24. Postcolonial literature.

3B04FNG Fundamental Writing Skills

Model Question Paper

Time: 3 Hrs

Max marks: 40

I Answer the following in a word or phrase each:

(4x1=4)

1. Write two words with 'table' as an element. (e.g., 'life' in lifespan)

2. Use suitable punctuations:

Walking is a good exercise you should do it daily

3. Make the opposite of the given words using prefixes:

material, fit

4. Give one word for: A period of ten years

II. Answer any seven of the following in not more than three sentences each: (7x1=14)

5. Write a definition for the following term based on the example given:

e.g., Mammal: A mammal is any animal which suckles its young.

Hospital (or, Market or Election)

6. Expand the following headline into a meaningful sentence (or two):

Corruption charges; minister to resign

7. Frame a question:

It takes about 24 hours to travel to Guwahati from Kolkota by train.

8. Write two sentences to demonstrate/bring out two different meanings/uses of the word 'Right'.

9. Combine the two sentences suitably into one:

He tried very hard. He failed in the test.

10. Correct the mistake:

Why are you angry on me? (Or: I am going to home.)

11. Complete the sentence meaningfully:

If the work does not get over in time, -----

12. Combine the two sentences:

It rained hard. The match was postponed.

13. Make the meaning unambiguous/clear:

Since my children have too many clothes, I gave them away.

14. Clean the sentence of redundant aspects:

The reason why I said that is because he was late.

III. Answer any four of the following in a paragraph of about 80 words each. (4x3=12)

15. Describe a local festival that you participated in.

16. Write a leave application to you HOD/teacher, citing a valid reason for absence in class.

17. Write a cohesive/well-constructed paragraph on any one topic: Bees or Exams

18. Prepare a neatly structured news item based on the headline given: Popular agitation; Kasturirangan Report reconsidered

19. Make brief notes on the passage given below (as a study aid).

(The question setter should give a small suitable passage.)

20. Decode the following flowchart (or, diagram) into clear, neatly ordered textual material:

Bank: 1. Deposits (Depositor) --> Interest

2. Loans (Borrower) --> Interest to bank

3. Transferring money: cheques, drafts, electronic transfer etc.

IV. Answer any two of the following (out of four) in about 250 words each. (2x5=10)

21. Write a critical/evaluative review of any film you watched recently. (Or, a book you read)

22. Apply for the post of sub-editor in a daily. Write also a resume/CV with relevant information.

23. You have been asked to deliver a speech on World Environment Day in a local school. Prepare a suitable speech.

24. Write a letter to the editor of a news paper about callous mismanagement of waste and the resultant environmental hazards.

(Extra sample questions in Section IV)

25. As the Secretary of the Arts & Sports & Cultural Club in your locality, write the annual report of its activities.

26. Write the minutes of a meeting of the college union at the beginning of the academic year to discuss and plan the union's activities for the year.

27. Write a complaint to the RTO against reckless driving and speeding on roads.

28. Prepare a tourist brochure for a nearby historical town/site. (Or, hill station)

29. Prepare a brochure for an educational institution.

30. You have been asked by your company to study the feasibility of starting business in a nearby town. Selecting any kind of business you may be familiar with, write a report to your Managing Director indicating your findings and conclusions.
-

4B05FNG: ICT for Academic Purposes

Model Question Paper

Time: 3 Hours

Marks: 40

- I. Choose the correct answer for following questions from the options given below. (1 x 4 = 4)
1. DAP is a manager software.
 2. Audacity is a editing software
 3. avi. is a file format.
 4. Richard Stallman is associated with.....
- II. Answer any seven of the following in two or three sentences each. (2 x 7 = 14)
5. Define social networking.
 6. What do you mean by the term 'copy left'?
 7. What is green computing?
 8. What is INFLIBNET?
 9. What are wiki sites?
 10. What is software update?
 11. What is software piracy?
 12. What is micrOblogging?
 13. What is GIMP?
- III. Answer any four of the following in not more than eighty words each. (4 x 3 = 12)
14. What is a PowerPoint presentation? What are the steps to prepare a slide?
 15. What are the various output devices? Describe their uses briefly.
 16. What do you mean by an open source software? Describe briefly the features of one of the open source software you like.
 17. What is email? Describe the steps to send an email using any of the email providers you like.
 18. What are keyboard shortcuts? Name any ten commonly used keyboard shortcuts for windows and describe the operations the respective shortcuts do.
- IV. Answer any one of the following in a about 250 words (1 x 5 = 5)
19. What is MS Word? Describe the step by step procedure to prepare word document of two pages with text, images and graphics.
 20. What is Facebook? Describe its features.
- V. Write an essay on any one of the following in about 250 words (1 x 5 = 5)
21. Internet and quality in higher education
 22. Reliability of web resources
-

4B06FNG: Indian Writing in English

Model Question Paper

Time: 3 hours

Marks: 40

I Answer the following questions in a word or phrase each.

(4×1=4)

1. Rabindranath Tagore won the Nobel Prize for his work -----.
2. The main themes of Jayanta Mahapatra's poem "Hunger" are -----.
3. Dilip Chitre writes in English and -----.
4. Who is the great sentinel Gandhiji refers to?

II Answer seven of the following in not more than three sentences each. (7×2=14)

5. According to Gandhiji, what are people expected to do during war?
6. Which committee do the residents of Mulla Shukoor start and why?
7. From where did the mother steal a dream for her child?
8. What does the father eat after returning home?
9. In Gandhiji's opinion, why is India getting poorer day by day?
10. Who is Lajwanti's husband?
11. Against whom is the Non-Cooperation Movement and why?
12. What is Tagore's lament about the modern world?
13. Mention two poems of Nissim Ezekiel.
14. What is Toba Tek Singh? Is it a person or place?

III Answer four of the following in a paragraph of about 80 words each. (4×3=12)

15. What are your memories of your grandmother's house?
16. In your opinion, what would be Tagore's feelings about modern India if he were alive today?
17. Explain how "Father Returning Home" portrays the loneliness of the father.
18. According to Gandhiji, what is the reason for the utter poverty in Indian villages?
19. What idea does Manto convey by presenting two mad men acting like Jinnah and Master Tara Singh?
20. How did the mother gather the song for her child?

IV Write an essay on any two of the following in about 250 words each. (2×5=10)

21. In the context of "Lajwanti", discuss the alienation that creeps into intimate relationships.
22. Tagore's "Heaven of Freedom" is an invocation to God. Discuss.
23. Nostalgia in "Looking for a Cousin on a Swing"
24. Elements of feminism in Vijay Tendulkar's Kamla

5B07FNG: Introduction to Linguistics
Model Question Paper

Time: 3 hrs.

Total Marks: 40

I Answer the following questions in a word or phrase. (Marks 4 x 1 = 4)

1. What is the language variety according to its use called?
2. Name the branch exploring the relationship between language and society.
3. Give an example for a complex word.
4. Which family of language does English belong to?

II Answer seven of the following questions in not more than 3 sentences each:

(Marks 7 x 2 = 14)

5. Distinguish between Langue and Parole.
6. What are the limitations of I C analysis?
7. How do we classify words into lexical and structure words?
8. Explain the terms, pidgin and creole.
9. What is diglossia?
10. Describe free and bound morphemes in English.
11. What are deep structure and surface structure?
12. Distinguish between Language and Dialect
13. What do we study in Semantics?
14. Explain cohesion and coherence

III Answer four of the following in a paragraph of about 80 words: (Marks 4 x 3 = 12)

15. Synchronic and diachronic approaches to the study of language
- 16) Explain different aspects of meaning
- 17) Word formation processes in English.
- 18) Phrase structure rules.
- 19) Structuralism.
- 20) Transformational generative grammar.

IV Answer any one of the following in about 250 words: (Marks 1 x 5 = 5)

- 21) Describe the characteristics of language.
- 22) Give an account of various branches of linguistics.

V Attempt any one of the following in about 250 words: (Marks 1 x 5 = 5)

- 23) Explain different types of language variation.
 - 24) Compare and contrast structuralist and generativist views on grammar.
-

5B08FNG Introduction to Media Studies

Model Question Paper

Time: 3 Hrs

Max marks: 40

I. Answer the following in a word or phrase each:

1. 'Manufacturing Consent' is a concept introduced by-----
2. The educational channel of Doordarshan is called -----
3. TV messages are conveyed using ----- waves.
4. Althusser called media, education etc.----- state apparatus
(4x1=4)

II. Answer any seven of the following in not more than three sentences each: (7x1=14)

5. What are the major forms of mass media available to us today?
6. What are the major functions of mass media?
7. What does the term 'global village' mean?
8. How did World War I contribute to the growth and popularity of radio as a means of communication?
9. What is mass media dysfunction? Give an example.
10. Name three news-based programs (or, programs for women; or, medical programs) in Malayalam TV channels.
11. In communication, what is noise?
12. What is meant by media convergence?
13. What is information overload?
14. What do the terms couch potato and mouse potato refer to?

III. Discuss any four of the following in a paragraph of about 80 words each: (4x3=12)

15. Discuss how computers and internet have revolutionized the way we communicate and negotiate the world around us.

16. Why is printing considered a very important step in the evolution of human civilizations/cultures?
17. Discuss the concepts of 'information society' and 'misinformed society'.
18. In your opinion, how do media support and protect democracy?
19. To what extent are mass media really of the masses? Or, do they exhibit 'elite' traits? Give examples.
20. New media and their possibilities
21. IV. Answer any two of the following in about 250 words each. (2x5=10)
22. Briefly outline the history and evolution to human communication starting with speech and up to the present times.
23. Discuss the different types of communication.
24. Discuss the major characteristics and functions of mass media.
25. Discuss how mass media (print, TV, computer-based etc) aid education.

Extra questions

1. VICTERS
 2. Gyanvani
 3. Malayalam TV news channels
 4. Community radio and its possibilities
 5. Social media and the way they have revolutionized communication etc.
-

5B09FNG Translation Studies

Model Question Paper

Time: 3 hrs.

Total Marks: 40

- I. Answer the following questions in a word or phrase. (Marks: 4 x 1 = 4)
 - 1) ----- is a label for a recently created word, term or phrase, or for an already existing word, term or phrase which has taken on a new meaning.
 - 2) ----- a term, used by Reiss and Vermeer, referring to the purpose of the translation.
 - 3) "On Translating Homer" is an essay by-----.

- 4) ----- is a partial translation in which the equivalence is brought at the level of the written script.
- II. Answer any five of the following questions in not more than 3 sentences each: (Marks: 5 x 2 = 10)
- 5) What is gloss translation?
 - 6) What is area restricted translation theory?
 - 7) What, according to Niranjana, is interpellation?
 - 8) Graphically represent three stages of translation according to Nida.
 - 9) What is 'imitation'?
 - 10) Differentiate between translation and transliteration.
 - 11) Differentiate between intralingual translation and interlingual translation.
- III. Answer four of the following in a paragraph of about 80 words: (Marks: 4 x 3 = 12)
- 12) What are the specific problems in translating drama?
 - 13) Differentiate between total and restricted translations.
 - 14) Write a critical commentary on Fitzgerald's version of The Rubaiyat of Omar Khayyam.
 - 15) Comment on Roman approaches to translation.
 - 16) Write on formal correspondence and dynamic equivalence.
- IV. Answer any one of the following in about 250 words: (Marks: 1 x 5 = 5)
- 17) Write an essay on recent trends in approaches to translation focusing on post colonial theory.
 - 18) Critically evaluate the history of translation theory up to 1950s.
- V. Attempt any one of the following in about 250 words: (Marks: 1 x 5 = 5)
- 19) Critically evaluate linguistic approaches to translation studies
 - 20) Analyze the issues related to translating for media.
- VI. Translate the following passage into Malayalam or Hindi : (Marks: 1 x 2 = 2)
- 21) 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.
- VII. Translate any one of the following passages into English. : (Marks: 1 x 2 = 2)
- 22) A passage in Malayalam
 - 23) A passage in Hindi
-

5B10FNG Introduction to Theatre

Model Question Paper

Time: 3 hrs

Total Marks: 40

- I. Answer all the following questions in a word or phrase each: (Marks: 4x1= 4)
- 1) Hamartia is _____.
 - 2) Name the three unities in a play.
 - 3) Meghasandesam was written by_____.
 - 4) Oedipus Rex was written by _____.
- II. Answer seven of the following questions in not more than 3 sentences each. (Marks: 7x2= 14)
- 5) What is epic theatre?
 - 6) What is dramatic irony?
 - 7) Name the major playwrights of classical Greek theatre?
 - 8) What is comic relief?
 - 9) What is chorus?
 - 10) What is the main feature of the theatre of the absurd?
 - 11) What is a monologue?
 - 12) What is a satire?
 - 13) What is melodrama?
 - 14) What is verse drama?
- III. Discuss any four of the following in a paragraph of about 80 words each. (Marks: 4x3=12)
- 15) Classical Sanskrit drama
 - 16) Sutradhara
 - 17) Contemporary Indian theatre
 - 18) The elements of Freytag's Pyramid
 - 19) Comedy
 - 20) The element of imitation in drama
- IV. Write an essay of about 250 words on any one of the following. (Marks: 1x5=5)
- 21) Problem Plays

22) Six elements of tragedy according to Aristotle

IV. Write an essay of about 250 words on any one of the following. (Marks: 1x5=5)

23) Girish Karnad's contribution to Indian theatre in the light of Nagamandala.

24) How does dramatic structure determine a play?

5B11FNG: Methodology of Language & Literature

Model Question Paper

Time: 3 hrs.

Total Marks: 40

I Answer the following questions in a word or phrase. (Marks: 4 x 1 = 4)

1. What is the name of the sentence that conveys the central idea of a paragraph?
2. What do we call a narrator who is outside the story s/he is narrating?
3. Give the expanded form of APA Style.
4. What explores the ways and means in which acts of communication take place?

II Answer seven of the following questions in not more than 3 sentences each:

(Marks: 7 x 2 = 14)

5. How can we differentiate between subjective and objective forms of writing?
6. What is an abstract?
7. Explain the concept of value-freedom
8. What are fluid texts?
9. What is plagiarism?
10. Distinguish between conceptual and empirical modes of research.
11. Reformat the following reference in accordance with the MLA style.
Robert Scholes and Robert Kellog, The nature of narrative, 1966: Oxford university press: New York.
12. Explain the concept of metatextuality.
13. Explain the processes involved in academic reading.
14. What is a paraphrase?

III Answer four of the following in a paragraph of about 80 words: (Marks: 4 x 3 = 12)

15. What are the characteristics of good academic writing?
16. Explain the role of reliable data in academic writing.
17. How and when do we give a multi-author citation?
18. Give your views on mimetic and diegetic expressions in literature.
19. Explain the need for intellectual honesty in academic writing.
20. Briefly explain different types of intertextuality.

IV Answer any one of the following in about 250 words: (Marks: 1 x 5 = 5)

21. Explain the modes of representation of reality in Humanities.
22. Describe the influence of positivism on social science research.

V Attempt any one of the following in about 250 words: (Marks: 1 x 5 = 5)

23. Describe the structure and qualities of a research paper.
24. Prepare a questionnaire comprising 10 questions to find out the influence of social media on the youngsters.

6B12FNG: Introduction to Literary Theory & Criticism

Model Question Paper

Time: 3 Hrs

Max marks: 40

I Answer the following in a word or phrase each.

(4x1=4)

1. The touchstone method was proposed by -----
2. An error in judgment is termed -----
3. Nemesis is -----
4. "Death of the Author" was written by -----

II Answer any seven of the following in not more than three sentences each. (7x1=14)

5. What is mimesis?
6. What are the three unities?
7. What is intentional fallacy?
8. What does Horace mean by decorum?
9. Wordsworth's definition of poetry
10. Plato's views on art

11. What is catharsis?
12. What is meant by 'willing suspension of disbelief'?
13. Explain the concept of signifier and signified.
14. What is phallogocentrism?

III Discuss any four of the following (out of six) in a paragraph of about 80 words each. (4x3=12)

15. Sublime and the five sources of sublimity
 16. Touchstone method
 17. Impersonality theory
 18. New criticism and formalism
 19. Basic tenets of Ecocriticism
 20. The Marxist concept of 'base' and 'superstructure'
 21. The concept of signifier and signified
 22. IV Answer any two of the following (out of four) in about 250 words each. (2x5=10)
 23. Aristotle's observations on tragedy
 24. Compare new historicism and cultural materialism.
 25. Vijay Tendulkar's Kamla as a feminist play
 26. Psychoanalytic criticism
 27. Postcolonial criticism
-

6B13FNG Introduction to Creative Writing

Model Question Paper

Time: 3 hrs.

Total Marks: 40

I Answer the following questions in a word or phrase. (Marks 4 x 1 = 4)

1. Who keeps confronting the protagonist in a story?
2. What offers an alternative to real life?
3. Give an example for creative non-fiction.
4. What is an author narrating his/her own story called?

II Answer seven of the following questions in not more than 3 sentences each:

(Marks 7 x 2 = 14)

5. Bring out the relationship between fantasy and science fiction.
6. What are the basic elements of a story?

7. How can creative writing be writing with a performative intent?
8. Why do we consider readers as co-creators in creative writing?
9. What is the advantage of creating a parallel world through creative writing?
10. Describe the significance of coinage and construction in creative writing.
11. What creative enterprise is involved in reading literature?
12. How does reading for pleasure complement academic reading?
13. Explain cohesion and coherence.
14. How can an act of criticism be an act of creativity?

III Answer four of the following in a paragraph of about 80 words: (Marks 4 x 3 = 12)

16. What are the thrills and challenges involved in creative writing?
17. Explain the role of figurative language in creative writing.
18. Describe the concept of alternative reality.
19. Give your views on 'a creative writer is both born and made'.
20. Expression of 'inner voice' in creative writing.
21. Briefly explain the role of experience, observation and imagination in creative writing.

IV Answer any one of the following in about 250 words: (Marks 1 x 5 = 5)

23. Substantiate how imagination can immortalize real life.
24. Describe the processes involved in creative writing.

V Attempt any one of the following in about 250 words: (Marks 1 x 5 = 5)

25. Write a travelogue on a journey you have undertaken.
 26. Write a script for a radio play to create awareness of the dangers of drug abuse.
-

Model Question Paper
6B14FNG: English Language Teaching

Time: 3 hrs.

Total Marks: 40

I Answer the following questions in a word or phrase. (Marks 4 x 1 = 4)

- 1) Which approach is based on the idea of learning how to mean?
- 2) Who introduced the notion of affective filter hypothesis?
- 3) Name a teaching method based on Humanism.
- 4) Which approach emerged from the psychological theory based on stimulus-response?

II Answer seven of the following questions in not more than 3 sentences each:

(Marks 7 x 2 = 14)

- 5) Distinguish between language acquisition and language learning.
- 6) What is contrastive analysis?
- 7) Explain the concept of social constructivism.
- 8) What is the idea of problem solving in language learning?
- 9) What is meant by strategic competence?
- 10) Explain the concepts, Pidgin and Creole
- 11) What is grammar translation method?
- 12) Explain the concept of scaffolding
- 13) What is meant by ad-hoc vocabulary?
- 14) What is Interlanguage hypothesis?

III Answer four of the following in a paragraph of about 80 words: (Marks 4 x 3 = 12)

15. Mention the objectives of teaching literature
16. Describe Hymes' notion of communicative competence
17. What are the factors that influence motivation in second language learning?
18. The concept of learner-centredness.
19. Skimming and scanning in the process of reading.
20. Explain the relationship between motivation and transfer.

IV Answer any one of the following in about 250 words: (Marks 1 x 5 = 5)

21. Compare and contrast Behaviourism and Cognitivism.
22. The influence of Humanism on language teaching.

V Attempt any one of the following in about 250 words: (Marks 1 x 5 = 5)

23. Prepare a lesson plan to teach dictionary using skills.
24. Describe the role of English in Indian higher education.

Model Question Paper
6B15FNG Film Studies

Time: 3 Hrs

Max marks: 40

I Answer the following in one word or phrase.

(4x1=4)

1. The cut where there is no match between two spliced shots is -----
2. ----- is a film genre that refers to a dramatic work that exaggerates plots and characters in order to appeal to emotions.
3. The first Indian talking film is -----
4. The classical period in film extended from ----- to -----

II Answer any seven of the following in two or three sentences.

(7x1=14)

5. What is continuity editing?
6. Define 180 degree rule.
7. What is a road movie?
8. What is Auteur Theory?
9. Define montage.
10. Diegetic sound.
11. Explain canted shot.
12. The theme of Modern Times.
13. What is 'deep focus' shot?
14. Name any two films by Alfred Hitchcock.

III Answer any four of the following in a paragraph of 50-80 words.

(4x3=12)

15. Contributions of Satyajit Ray to world cinema
16. Odessa step scene.
17. Expressionism in film.
18. Films of John Abraham and society.

19. The theme of survival and Kurasowa's Dreams
20. Popular cinema Vs parallel cinema in India.

IV Answer any one of the following in 250 words. (1x5=5)

21. Write an essay on different film genres.
22. Sketch the history of film from the silent era to the contemporary period.

V Write an appreciation on any one of the following films: (1x5=5)

23. Bicycle Thieves/ Modern Times/ 12 Years a Slave

Model Question Paper
5D01FNG: Open Course-Basic English Use

Time: 2 hrs.

Total Marks: 20

I. Answer the following questions in a word or phrase. (Marks: 4 x 1 = 4)

- 1) Mention a word or expression specific to US English
- 2) What would you say when you are introduced to someone for the first time?
- 3) Give an example for a discourse marker indicating contrast.
- 4) Give a one word substitute for the process of administering medicine to prevent a disease.

II. Answer FIVE of the following question. (Marks: 7 x 2 = 14)

5. Frame a question to get the following as the answer.
She answered all the questions correctly.
6. Replace the inappropriate adjectives in the following sentence.
He carried a high stick and walked in the strong rain.
7. Use the phrasal verbs, give up and get through, in your own sentences.
8. Change the following sentence into the form in which it would appear in British English.
They stopped the car near the gas station and opened the trunk to take out the can.

9. What would you say to encourage your friend before his theatrical performance?
 10. Request a stranger to vacate the berth you have booked in a railway coach.
 11. Write a note to your friend requesting him to get some study material photocopied for you.
 12. Create a conversational context to use the expression, catch up with.
- III Answer TWO of the following in a paragraph of about 80 words. (Marks 4 x 3 = 12)
13. Write a short dialogue with the watchman at a shopping mall about your lost wallet.
 14. Give a few tips to your friend who is nervous about an upcoming job interview.
 15. Help a reporter to prepare a report of the road accident you have witnessed.
-