

**ST. TERESA'S COLLEGE (AUTONOMOUS)**

**ERNAKULAM**

**(Affiliated to Mahatma Gandhi University, Kottayam)**



**CURRICULUM AND SYLLABI OF BACHELOR'S  
PROGRAMME IN  
ENGLISH LITERATURE AND COMMUNICATION  
STUDIES  
&  
SYLLABI FOR COMPLEMENTARY COURSES IN  
CONVERSATIONAL ENGLISH AND  
COMMUNICATION SKILLS**

Under Choice Based Credit & Semester System

**(2018 Admissions)**

**St. Teresa's College, (Autonomous)**  
**Department of Communicative English**  
**Board of Studies in Communicative English**

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<b>Sl. No</b>	<b>Name of the Member</b>	<b>Official Address</b>	<b>Designation</b>
1	Dr. Tessy Anthony C	Associate Professor, Department of English and Centre for Research, St. Teresa's College (Autonomous), Ernakulam	Chairman
2	Dr. Janaky Sreedharan	Head of the Department of English, Calicut University	Subject Expert
3	Dr. Meena T.Pillai	Centre of English and Foreign Languages, Kerala University	Subject Expert
4	Mr. Abraham Tharakan	Editor & Co-founder FWD Life magazine	Industry Expert
5	Ms. Alicen Roshiny Jacob	Assistant Professor, Aquinas College, Edakochi	Alumnus
6	Ms. Saumya John	Head of the Department, Assistant Professor, Department of Communicative English, St. Teresa's College, Ernakulam	Member
7	Ms. Lizee Veena Vincent	Assistant Professor, Department of Communicative English, St. Teresa's College, Ernakulam	Member
8	Ms. Belinda Emelin Jones	Assistant Professor, Department of Communicative English, St. Teresa's College, Ernakulam	Member
9	Ms. Remya John	Assistant Professor, Department of	Member

		Communicative English, St. Teresa's College, Ernakulam	
10	Ms. Susan Thomas Chaly	Assistant Professor, Department of Communicative English, St. Teresa's College, Ernakulam	Member
11	Ms. Nikitha B.	Assistant Professor, Department of Communicative English, St. Teresa's College, Ernakulam	Member
12	Ms. Elizabeth Paulose Parambi	Assistant Professor, Department of Communicative English, St. Teresa's College, Ernakulam	Member

## Preface

As an autonomous college under Mahatma Gandhi University, St. Teresa's College has taken conscientious efforts to strengthen the curriculum by retaining all the fundamental stipulations of the University/Higher Education Council, to ensure a well-balanced Curriculum. Within the constraints of a prescribed syllabus, we have resolved to take a collective effort to create an inspiring academic culture in the institution, essential for teachers and students to access deeper knowledge and participate in its expansion and transmission. It is also to re-articulate the almost lost or forgotten fact that production and transmission of Quality Knowledge, essential for the development of students in particular and society in general, are the primary functions of any Educational Institution.

The Syllabus restructuring of 2018 aims to provide the students many opportunities to engage with authentic, real world learning. This has been evident through the significant number of new Programmes introduced at the wake of autonomy in 2014 with their integral placement opportunities. Increasingly, however, opportunities for engagement in work-based learning that can be provided through the curriculum across a range of subject areas are creating new and exciting ways to support student learning.

I acknowledge the efforts taken by the teachers in developing Programme and Course outcomes that focus on cognitive and intellectual skills of the learners ,confidence to carry out independent and scholarly research in area of professional interest to them and to position themselves globally effective cross- cultural educators .

I congratulate the efforts taken by the Principal Dr. Sajimol Augustine M. and the team for restructuring the syllabi under the leadership of Smt. Shanty B.P in a meaningful manner. Transformation is what makes St. Teresa's distinctive. Transforming lives in order to make a real impact on the local and international stage through the creation, sharing and application of knowledge. We look forward to sharing with you the outcomes of our curriculum restructuring and these resources we hope will enable you to reflect on learning gain in our own institution.

**Dr. Sr. Vinitha (Celine E)**

**Director**

## Foreword

Autonomy in the field of higher education implies responsibility and accountability and this in turn leads to excellence in academics and pro active governance. St Teresa's College was given autonomous status in the year 2014 and we have made a concerted attempt to maintain a high level of quality in the standard of education that we impart.

Academic autonomy has granted us the freedom to fine tune the syllabus keeping in mind the changing needs of the new generation of students. Education in the current scenario throws up a multitude of challenges and the curricula and syllabi ought to reflect the paradigm shift that has occurred in the various disciplines. Structured feedback was taken from the Students, Alumni and the experts from the industry and the changes suggested by them were duly incorporated in the syllabi.

The Board of Studies constituted for each department meet regularly in the stipulated time frame and in depth discussions are conducted about the different dimensions of the curricula and syllabi. The IQAC team has felicitated the conduct of a number of workshops and conferences to equip the faculty with the necessary skill set to frame the syllabi, set question papers for internal tests that evaluate whether the learning outcomes enlisted in the syllabus have been achieved and to ensure the fair and transparent conduct of examinations.

The responsibility that autonomy has placed on us is indeed onerous but we have strived together to meet all the challenges that were placed in our way. We have worked towards moulding young women as responsible citizens who will carry forward the task of nation building in an exemplary manner. All effort has been made to nurture their academic ambitions as well as their skills in co curricular activities.

With sincere gratitude I acknowledge the instinct support and constant guidance extended by Rev. Sr. Dr. Vinitha, the Director of the College.

I specially thank the team headed by Smt. Shanty B. P. for updating the *syllabi*, the Heads of the Departments and all the faculty members for their diligence, commitment and exceptional contribution towards this endeavour.

**Dr. Sajimol Augustine M.**

**Principal**

## **Acknowledgement**

I would like to acknowledge the contributions rendered by the members of the Board of Studies: Dr. Tessy Anthony C, Dr. Janaky Sreedharan, Mr. Abraham Tharakan and

Mrs. Alicen Roshiny Jacob.

I wish to express my sincere thanks to Dr. Jogy Alex, Associate Professor, Department of Chemistry, St. Thomas College, Pala who helped give shape to the overall structure of the course.

I would also like to thank the faculty of the Department of Communicative English:

Ms. Lizee Veena Vincent, Ms. Belinda Emelin Jones, Ms. Remya John, Ms. Nikitha B.,

Ms. Susan Thomas Chaly, Ms. Elizabeth Paulose Parambi for their invaluable help and support.

**Ms. Saumya John**

**Head of the Department**

## CONTENTS

	Pg. No
Preamble	1
Graduate attributes	2
Distribution of courses and credits	4
Courses	4
Scheme of courses	6
Course code Format	7
<b>Programme Structure</b>	
B. A English Literature and Communication Studies Programme (Model III)	9
Scheme - Common Courses	12
Scheme - Core Course	13
Scheme - Open course	16
Scheme - Complementary Course	17
Examinations	18
<b>Syllabus</b>	
B. A English Literature and Communication Studies Core Courses	28
B. A English Literature and Communication Studies Choice Based Core Courses	118
B. A English Literature and Communication Studies Open Courses	134
B. A English Literature and Communication Studies Complementary Courses	146
<b>Model Question Papers</b>	
B. A English Literature and Communication Studies Core Courses	33
B. A English Literature and Communication Studies Complementary Courses	151

## **B.A. Programme in English Literature and Communication Studies under Choice Based Credit and Semester System (2018 Admission Onwards)**

### **PREAMBLE**

The Department of Communicative English offers a three year undergraduate program, 'Programme in English Literature and Communication Studies' that provides holistic training in three thrust areas namely communication, literature and management. It focuses on the study of the structure, processes, aesthetics, functions, ethics and criticism of mass media and human communication. The program seeks to inculcate in students a skill set comprising of soft skills and practical knowledge through practical work and other co- curricular activities.

The program provides students broad and diverse course work in advertising, journalism and new media, public relations, and communication studies. It offers quality courses which enable students to become critical thinkers and effective, ethical communicators. It implements practical, innovative experiences and partnerships to prepare students for successful communication careers. It is the mission of the department to help provide students with the tools needed to navigate the communication challenges of the 21<sup>st</sup> century.



## **GRADUATE ATTRIBUTES**

On completion of the course the graduates of Programme in English Literature and Communication Studies will:

1. Recognize and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning.
2. Possess a high standard of oral, visual and written communication skills .
3. Recognize the importance of continuing to develop their oral, visual, and written communication skills.
4. Apply different forms of communication in various social, professional and cultural settings.
5. Develop a core knowledge base in print and electronic media through hands on training and practical assignments.
6. Be able to use appropriate communication technologies.
7. Be informed and open-minded about social, cultural and linguistic diversity in India and the world.
8. Be able to effect change and be responsive to the situations and environments in which they operate.
9. Connect information and ideas within their field of study.
10. Possess the skills to influence, negotiate and lead.
11. Will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.
12. Be intellectually curious, open to new ideas, methods and ways of thinking, and able to sustain intellectual interest.
13. Work effectively in teams and other collaborative contexts.
14. Critically evaluate the reliability of different sources of information.
15. Respond effectively to unfamiliar problems in unfamiliar contexts.

## **AIMS & OBJECTIVES OF THE PROGRAMME**

### **At the end of First Year (1<sup>st</sup> and 2<sup>nd</sup> semesters)**

- 1) The course is intended to introduce the student to the basic concepts and principles of communication.
- 2) The course provides students with the basics of grammar and also seeks to provide them with a comprehensive idea of reading, writing and listening.
- 3) The course also introduces the student to the history of mass media and its socio- political and cultural impact.

### **At the end of Second Year (3<sup>rd</sup> and 4<sup>th</sup> semesters)**

- 1) Students achieve an understanding of advertising and marketing concepts and an in depth knowledge of journalism
- 2) The learners will learn the basics of graphic designing through practical sessions.
- 3) Students will be introduced to the theory and applications of visual communication

### **At the end of Third Year (5<sup>th</sup> and 6<sup>th</sup> semesters)**

- 1) Students will be provided with knowledge of language acquiring and structuring.
- 2) Students will receive a comprehensive understanding of management subjects such as Public Relations, HR management and Entrepreneurship Development.
- 3) Students achieve a firm grounding in mass media, its functioning and writing for various media.
- 4) Students gain an insight into different cultural traditions through myths, legends and indigenous writings.

## PROGRAMME DESIGN

The programme in English Literature and Communication Studies includes (a) Core courses (b) Choice based core courses (c) Open Courses and (d) Complementary Courses. The programme does not offer Common- Second Language. No course shall carry more than 5 credits. The student shall select any Choice based course offered by the department which offers the core courses, depending on the availability of teachers and infrastructure facilities, in the institution. Open course shall be offered in any subject during the fifth semester. Students of the English Literature and Communication Studies Programme can opt for any one open course offered to them by the Self Financing Departments. There are 18 core courses, 2 choice based core course (optional), 1 open course, 4 complementary courses and 2 common courses.

## PROGRAMME STRUCTURE

### B.A. ENGLISH LITERATURE AND COMMUNICATION STUDIES

#### MODEL III (DOUBLE MAIN)

A	Programme Duration	6 Semesters
B	Total Credits required for successful completion of the Programme	120 Credits
C	Credits required from Common Course I	8
D	Credits required from Core course and Complementary courses including Project	106
E	Credits required from Open Course	3
F	Credits required from Choice Based Core Course	3
G	Minimum attendance required	75 %

## COURSES

The programme (Model III) consists of Common Courses with 8 credits, Core Course, Choice Based Course, and Complementary Courses with 107 credits and Open Course with 3 credits.

### **Choice Based Core Course**

Departments have the freedom to change current papers /choose other papers if found relevant. But changes should not affect number of teaching hours (workload of each teacher) of each department.

### **Open Course**

- All students are expected to do one open course in the fifth semester.

### **Project**

All students shall do a project related to the core course. The project can be done individually or in group. However, the viva on this project will be conducted individually. The projects are to be identified during the fifth semester of the programme with the help of the supervising teacher. The report of the project in duplicate is to be submitted to the department by the end of sixth semester and are to be produced before the external examiners. Students should identify their topics in consultation with the supervising teacher. Each department has the freedom to select the area of the project. Credit must be given to original contributions, so students should take care not to copy from other projects.

### **Project Guidelines**

1. There should be one teacher in charge of the entire class. One teaching hour is to be allotted to that teacher to familiarize the students with Research Methodology and Project writing.
2. One teacher in the department should supervise a group of five or six students in the project work. Students should identify their topics in consultation with the supervising teacher.
3. Each department has the freedom to select the area of the project. Credit will be given to original contributions. So, students should take care not to copy from other projects.
4. For practice based projects the student can select project topics based on questions relevant to theoretical discussions and models in the field of Media Studies. The investigation will partly be fulfilled by means of practice. The creative product has to be an original work of the student.

5. Practice-based research can presently be carried out in the fields of photography and film. The creative outcomes of the study are assessed as part of the student's English Literature and Communication Studies degree along with a written component. The practical and written components of practice-based degrees form a coherent whole. Both components must address the research question.
6. The written thesis reflects on the creative process and provides the conceptual basis as well as the theoretical framework within which the creative product can be critically analysed and examined. Because practice informs the research process, the student has to document the entire process of the practical work and reflect upon it in the written component.
7. The student has to regularly present to the guide the progress of the work.
8. Two internal examinations are to be conducted by the department – one written examination on Research Methodology and one oral examination on the area of the project. There will be an external evaluation of the project, along with a viva voce.
9. The project report must be limited to 25 pages for theory based projects and 15 pages for practice based projects. There must be a bibliography at the end and the methodology of research must be followed while writing the project.
10. The written project need to be soft bound only.
11. The last date has to be strictly adhered to.

## SCHEME OF COURSES

<b>Model III</b>		
<b>Courses</b>	<b>Number</b>	<b>Credits</b>
Common Courses	2	8
Common – Second Language	-	-
Core Courses	22	88
Complementary Courses	4	16
Open Course (General)	1	3
Choice – Based Core Course	1	3
Project	1	2
<b>Total</b>	<b>31</b>	<b>120</b>

## COURSES WITH CREDITS

For Model III is given below

Courses	Credits
Core Courses	88
Open Course	3
Choice Based Core	3
Project, I.V. & Viva	2
<b>Total</b>	<b>96</b>
Complementary Courses I	8
Complementary Courses II	8
<b>Total</b>	<b>16</b>
Common Courses	8
<b>Total</b>	<b>8</b>
<b>Grand Total</b>	<b>120</b>

## COURSE CODE FORMAT

The programme is coded according to the following criteria:

1. The first letter plus second letter from the programme i.e. **CE**
2. One digit to indicate the semester. i.e. **CE1 (Communicative English, 1<sup>st</sup> semester)**
3. One letter from the type of courses such as, **A** for common course, **B** for core course, **C** for Complementary course, **D** for Open course, i.e. **CE1B (Communicative English, 1<sup>st</sup> semester Core course)** and **PR** for project.
4. Two digits to indicate the course number of that semester. i.e. **CE1B01 (Communicative English, 1<sup>st</sup> semester, Core course, course number is 01)**
5. The letter **B** to indicate Bachelors Programme.
6. **CE1B01B** (Communicative English, 1<sup>st</sup> semester, Core course, course number 01, and **B** for bachelors Programme)
7. **18** to indicate the year. i.e. **CE1B01B18**

8. The letter **P** denotes practical – it should come after the code letter for the course ie...,BP (core practical-eg. CE2BP01B18) /CP(complementary practical-eg. CE2CP01B18)

9. Communicative English Project: **CE6BPRB18**

### SCHEME OF DISTRIBUTION OF INSTRUCTIONAL HOURS FOR CORE COURSES

Semester	Model I
	Theory
<b>First</b>	14
<b>Second</b>	14
<b>Third</b>	19
<b>Fourth</b>	19
<b>Fifth</b>	21
<b>Sixth</b> (Core Courses + Choice Based Core Course)	24

### DURATION OF THE PROGRAMME

- The duration of U.G. Programmes shall be **6 semesters**.
- A student may be permitted to complete the programme, on valid reasons, within a period of 12 continuous semesters from the date of commencement of the first semester of the programme.
- Attendance: Students having a minimum of 75% average attendance for all the courses only, can register for the examination.

## STRUCTURE OF BACHELORS PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION STUDIES

Semester	Course type	Course Code	Course Title	Hours/ Week	Credits	Total hours/ Semester	Exam Duration	Max. Marks	
								ISA	ESA
<b>I</b>	<b>Common Course I</b>	EN1A01B18	Fine-tune Your English	5	4	90	3	20	80
	<b>Core course</b>	CE1B01B18	English in Informal Situations	4	4	72	3	20	80
	<b>Core course</b>	CE1B02B18	Methodology for Studying Literature	6	4	108	3	20	80
	<b>Core course</b>	CE1B03B18	Conversational Skills	4	4	72	3	20	80
	<b>Complementary course I</b>	SO1C01B18	Introduction to Sociology	6	4	108	3	20	80
	<b>Total</b>				<b>20</b>				
<b>II</b>	<b>Common Course I</b>	EN2A03B18	Common Course 3  Issues that Matter	5	4	90	3	20	80
	<b>Core course</b>	CE2B04B18	Introducing Language and Literature	4	4	72	3	20	80
	<b>Core course</b>	CE2B05B18	Introduction to Communication	6	4	108	3	20	80
	<b>Core course</b>	CE2B06B18	Business Communication	4	4	72	3	20	80



	<b>Complementary course I</b>	SO2C01B18	Development of Sociological Theories	6	4	108	3	20	80	
	<b>Total</b>				<b>20</b>					
<b>III</b>	<b>Core course</b>	CE3B07B18	Print Media & Journalism I	5	4	90	3	20	80	
	<b>Core course</b>	CE3B08B18	Harmony of Prose	5	4	90	3	20	80	
	<b>Core course</b>	CE3B09B18	Symphony of Verse	4	4	72	3	20	80	
	<b>Core course</b>	CE3B10B18	Indian Writing in English	5	4	90	3	20	80	
	<b>Complementary Course II</b>	CE3C01B18	Evolution of Literary Movements: The Cross-Currents of Change	6	4	108	3	20	80	
	<b>Total</b>				<b>20</b>					
<b>IV</b>	<b>Core course</b>	CE4B11B18	Print Media & Journalism II	5	4	90	3	20	80	
	<b>Core course</b>	CE4B12B18	Modes of Fiction	4	4	72	3	20	80	
	<b>Core course</b>	CE4B13B18	Language and Linguistics	5	4	90	3	20	80	
	<b>Core course</b>	CE4B14B18	Acts on the Stage	5	4	90	3	20	80	
	<b>Complementary Course II</b>	CE4C01B18	Evolution of Literary Movements: Cross Currents of Change	6	4	108	3	20	80	
	<b>Total</b>				<b>20</b>					

<b>V</b>	<b>Core course</b>	CE5B15B18	Environmental Science and Human Rights	5	4	90	3	20	80
	<b>Core course</b>	CE5B16B18	Creative Writing and Translation Studies	6	4	108	3	20	80
	<b>Core course</b>	CE5B17B18	Mass Communication and Broadcasting Media: Radio	5	4	90	3	20	80
	<b>Core course</b>	CE5B18B18	Public Relations 1	5	4	90	3	20	80
	<b>Open Course</b>	<b>Offered by other departments</b>		4	3	72	3	20	80
	<b>Total</b>				<b>19</b>				
<b>VI</b>	<b>Core course</b>	CE6B19B18	Entrepreneurship Development	5	4	90	3	20	80
	<b>Core course</b>	CE6B20B18	Visual Media: Television and Cinema	5	4	90	3	20	80
	<b>Core course</b>	CE6B21B18	Public Relations 2	5	4	90	3	20	80
	<b>Core course</b>	CE6B22B18	Office Administration and Human Resource Management	5	4	90	3	20	80
	<b>Choice Based Core Course</b>	CE6B23B18	Choice Based Core Course	4	3	72	3	20	80
	<b>Project</b>	CE6BPRB18	Project	1	2	18	-		
	<b>Total</b>				<b>21</b>				
<b>Total Credits = 120</b>									

**CONSOLIDATED SCHEME FOR I TO VI SEMESTERS PROGRAMME STRUCTURE  
B.A. ENGLISH LITERATURE AND COMMUNICATION STUDIES PROGRAMME  
MODEL – III (DOUBLE MAIN)**

**COMMON COURSES**

<b>Common courses offered by the Department of Communicative English for Bachelor's programme in Bharathanatyam, French and Psychology (as Core)</b>						
<b>Sl. No</b>	<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Contact Hours/Week</b>	<b>Credit</b>	<b>Semester</b>	<b>Total No. of Hours</b>
1	EN1A01B18	Fine-tune Your English	5	4	1	90
2	EN1A02B18	Pearls from the Deep	4	3	1	72
3	EN2A03B18	Issues that Matter	5	4	2	90
4	EN2A04B18	Savouring the Classics	4	3	2	72
	EN3A05B18	Literature and/as Identity	5	4	3	90
	EN4A06B18	Illuminations	5	4	4	90

<b>Common courses offered by the Department of Communicative English for Bachelor's programme in Commerce</b>					
<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Contact Hours/Week</b>	<b>Credit</b>	<b>Semester</b>	
EN1A01B18	Fine-tune Your English	5	4	1	90
EN2A03B18	Issues that Matter	5	4	2	90

EN3A07B18	Gems of Imagination	3	3	3	54
EN4A08B18	Revisiting the Classics	3	3	4	54

**Bachelor's programme in Vocational Studies, Management Studies, Cloud Computing, Apparel and Fashion Designing and Computer Applications (as Core)**

Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester	
EN1A01B18	Fine-tune Your English	5	4	1	90
EN2A03B18	Issues that Matter	5	4	2	90

**CORE COURSES**

Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester	Total no. of hours
<b>SEMESTER I</b>					
CE1B01B18	English in Informal Situations	4	4	1	72
CE1B02B18	Methodology for Studying Literature	6	4	1	108
CE1B03B18	Conversational Skills	4	4	1	72
	<b>Total Credits</b>		<b>12</b>		

<b>SEMESTER II</b>					
CE2B04B18	Introducing Language and Literature	4	4	2	72
CE2B05B18	Introduction to Communication	6	4	2	108
CE2B06B18	Business Communication	4	4	2	72
	<b>Total Credits</b>		<b>12</b>		
<b>SEMESTER III</b>					
CE3B07B18	Print Media and Journalism I	5	4	3	90
CE3B08B18	Harmony of Prose	5	4	3	90
CE3B09B18	Symphony of Verse	4	4	3	72
CE3B10B18	Indian Writing in English	5	4	3	90
	<b>Total Credits</b>		<b>16</b>		
<b>SEMESTER IV</b>					
CE4B11B18	Print Media and Journalism - II	5	4	4	90
CE4B12B18	Modes of Fiction	4	4	4	72
CE4B13B18	Language and Linguistics	5	4	4	90

CE4B14B18	Acts on the Stage	5	4	4	90
	<b>Total Credits</b>		<b>16</b>		
<b>SEMESTER V</b>					
CE5B15B18	Environmental Science and Human Rights	5	4	5	90
CE5B16B18	Creative Writing & Translation Studies	6	4	5	108
CE5B17B18	Mass Communication & Broadcasting Media: Radio	5	4	5	90
CE5B18B18	Public Relations 1	5	4	5	90
	<b>Total Credits</b>		<b>16</b>		
<b>SEMESTER VI</b>					
CE6B19B18	Entrepreneurship Development	5	4	6	90
CE6B20B18	Visual Media: TV & Cinema	5	4	6	90
CE6B21B18	Public Relations 2	5	4	6	90
CE6B22B18	Office Administration & Human Resource Management	5	4	6	90
CE6PB18	Project	1	2	6	18
	<b>Total Credits</b>		<b>18</b>		

## OPEN COURSES

Sl. No	Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester	Total no. of hours
1	CE5D01aB18	Appreciating Films	4	3	5	72
2	CE5D01bB18	Theatre Studies	4	3	5	72
3	CE5D01cB18	English for Careers	4	3	5	72

## CHOICE BASED CORE COURSES:

Sl. No	Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester	Total no. of hours
1	CE6B23aB18	Voices from the Margins	4	3	6	72
2	CE6B23bB18	Comparative Literature	4	3	6	72
3	CE6B23cB18	Modern Malayalam Literature in Translation	4	3	6	72
4	CE6B23dB18	Regional Literatures in Translation	4	3	6	72

**Complementary courses offered by the Department of Communicative English  
(For Bachelor programme in French)**

<b>Sl. No</b>	<b>Course Code</b>	<b>Title of Course</b>	<b>No. of Contact Hours/Week</b>	<b>Credit</b>	<b>Semester</b>	<b>Total no. of hours</b>
<b>1</b>	CE1C01B18	Introduction to Phonetics and Conversational English	6	4	1	108
<b>2</b>	CE2C01B18	The Phonology of English and Communication Skills	6	4	2	108



## EXAMINATIONS

The external theory examination of all semesters shall be conducted by the College at the end of each semester. Internal evaluation is to be done by continuous assessment

Examinations have two parts: Internal or In-Semester Assessment (ISA) & External or End-Semester Assessment (ESA). The ratio between ISA and ESA shall be 1:4. Both internal and external marks are to be rounded to the next integer.

### MARKS DISTRIBUTION FOR END-SEMESTER ASSESSMENT (ESA) AND IN-SEMESTER ASSESSMENT (ISA)

Marks distribution for ESA and ISA and the components for internal evaluation with their marks are shown below:

Components of the internal evaluation and their marks are as below.

#### For all courses without practical

a) End-Semester Assessment (ESA): 80 marks

b) In-Semester Assessment (ISA): 20 marks

ISA - Theory	Marks
Attendance	5
Assignment/Seminar/Viva	5
Test papers (2 x 5)	10
<b>Total</b>	<b>20</b>

**Attendance:**

<b>% of Attendance</b>	<b>Marks</b>
<b>&gt;90 %</b>	<b>5</b>
<b>Between 85 and 90</b>	<b>4</b>
<b>Between 80 and 85</b>	<b>3</b>
<b>Between 75 and 80</b>	<b>2</b>
<b>75 %</b>	<b>1</b>
<b>&lt; 75</b>	<b>0</b>

**For all courses with practical**

a) End–Semester Assessment (ESA): 60 marks

b) In-Semester Assessment (ISA): 15 mark

<b>ISA - Theory</b>	<b>Marks</b>
<b>Attendance</b>	<b>5</b>
<b>Assignment/Seminar/Viva</b>	<b>2</b>
<b>Test papers (2 x 4)</b>	<b>8</b>
<b>Total</b>	<b>15</b>

FOR ALL PRACTICAL PAPERS (conducted only at the end of even semesters):

(a) End–Semester Assessment (ESA): 40

(b) In-Semester Assessment (ISA): 10

<b>ISA components</b>	<b>Marks</b>
<b>Attendance</b>	<b>2</b>
<b>Test paper (1 x 4)</b>	<b>4</b>
<b>Record*</b>	<b>4</b>
<b>Total</b>	<b>10</b>

\*Marks awarded for Record should be related to number of experiments recorded

#### **FOR PROJECTS/ INDUSTRIAL VISIT AND COMPREHENSIVE VIVA-**

**VOCE\*:**

(a) End–Semester Assessment (ESA): 80

(b) In-Semester Assessment (ISA): 20

<b>Components of Project/I.V. and Viva – ESA</b>	<b>Marks</b>
Dissertation (External)	50
Comprehensive Viva-voce (External)	30
<b>Total</b>	<b>80</b>

\* Bonafide reports of the project work or Industrial Visit conducted shall be submitted at the time of examination.

**All the four components of the ISA are mandatory.**

<b>Components of Project/ I.V. - ISA</b>	<b>Marks</b>
Punctuality	5
Experimentation / Data Collection	5
Knowledge	5
Report	5
<b>Total</b>	<b>20</b>

### **ASSIGNMENTS**

Assignments are to be done from 1st to 4th Semesters. At least one assignment should be done in each semester for all papers.

### **SEMINAR / VIVA**

A student shall present a seminar in the 5<sup>th</sup> semester and appear for Viva- voce in the 6<sup>th</sup> semester for all papers.

### **IN-SEMESTER ASSESSMENT - TEST PAPERS**

Two internal test- papers are to be attended in each semester for each paper. The evaluations of all components are to be published and are to be acknowledged by the candidates. All documents of internal assessments are to be kept in the college for two years. The responsibility of evaluating the internal assessment is vested on the teacher(s) who teach the paper.

### **END-SEMESTER ASSESSMENT:**

The End-Semester examination of all courses shall be conducted by the College on the close of each semester. For reappearance/ improvement, students can appear along with the next batch.

### **Pattern of Question Paper:**

A question paper shall be a judicious mix of short answer type, short essay type/ problem solving type and long essay type questions.

For each course the End-semester Assessment is of 3 hours duration. The question paper has 3 parts. Part A contains 12 objective type questions of which 10 are to be answered .Part B contains 9 short essay questions of which 6 are to be answered. Part

C has 4 long essay questions of which 2 are to be answered.

<b>Part</b>	<b>No. of Questions</b>	<b>No. of questions to be answered</b>	<b>Marks ( for courses with practical)</b>	<b>Marks ( for courses without practical)</b>
A(Short Answer type)	12	10	10 x 1 = 10	10 x 2 = 20
B(Short Essay)	9	6	6 x 5 = 30	6 x 5 = 30
C(Long Essay)	4	2	2 x 10 =20	2 x 15 = 30

## **CONDUCT OF PRACTICAL EXAMINATIONS**

### **PRACTICAL EXAMINATION**

Practical examinations will be conducted only at the end of even semesters for all programmes.

## **PATTERN OF QUESTION PAPERS**

Pattern of questions for end-semester examination of practical papers will be decided by the concerned Board of practical examination

## **GRADES**

A 7-point scale based on the total percentage of marks (ISA + ESA) for all courses (theory, practical, project)

<b>% of marks</b>	<b>Grade</b>	<b>Grade point</b>
<b>&gt;95</b>	<b>S - Outstanding</b>	<b>10</b>
<b>85 - 95</b>	<b>A<sup>+</sup> - Excellent</b>	<b>9</b>
<b>75 - 85</b>	<b>A - Very good</b>	<b>8</b>
<b>65 - 75</b>	<b>B<sup>+</sup> - Good</b>	<b>7</b>
<b>55 - 65</b>	<b>B - Above average</b>	<b>6</b>
<b>45 - 55</b>	<b>C - Satisfactory</b>	<b>5</b>
<b>35 - 45</b>	<b>D - Pass</b>	<b>4</b>
<b>&lt;35</b>	<b>F - Failure</b>	<b>0</b>
	<b>Ab - Absent</b>	<b>0</b>

## **PASS CRITERIA:**

- A separate minimum of 30% marks each for ISA and ESA (for both theory and practical) and aggregate minimum of 35% is required for a pass in a course.
- For a pass in a programme, a separate minimum of Grade D is required for all the individual courses.

- If a candidate secures F Grade for any one of the courses in a semester/programme, only F grade will be awarded for that semester/programme until he/she improves this to D Grade or above within the permitted period.
- Students who complete the programme with D grade will have one betterment chance within 12 months, immediately after the publication of the result of the whole programme.

### **CREDIT POINT AND CREDIT POINT AVERAGE**

Credit Point (CP) of a course is calculated:

$$CP = C \times GP$$

C = Credit; GP = Grade point

Semester Grade Point Average (SGPA) of a semester:

$$SGPA = TCP/TC$$

TCP = Total Credit Point of that semester

TC = Total Credit of that semester

Cumulative Grade Point Average (CGPA) is calculated:

$$CGPA = TCP/TC$$

TCP = Total Credit Point of that programme

TC = Total Credit of that programme



## GRADE POINT AVERAGE (GPA)

**GPA** of different category of courses viz. Common courses, Complementary courses, Core courses etc. are calculated:

$$\text{GPA} = \text{TCP}/\text{TC}$$

TCP = Total Credit Point of a category of course

TC = Total Credit of that category of course

Grades for the different courses, semesters and overall programme are given based on the corresponding GPA

<b>GPA</b>	<b>Grade</b>
<b>&gt;9.5</b>	<b>S - Outstanding</b>
<b>8.5 – 9.5</b>	<b>A<sup>+</sup> - Excellent</b>
<b>7.5 – 8.5</b>	<b>A - Very good</b>
<b>6.5 – 7.5</b>	<b>B<sup>+</sup> - Good</b>
<b>5.5 – 6.5</b>	<b>B - Above average</b>
<b>4.5 – 5.5</b>	<b>C - Satisfactory</b>
<b>3.5 – 4.5</b>	<b>D - Pass</b>
<b>&lt;3.5</b>	<b>F - Failure</b>

- For reappearance/improvement of I, II, III & IV semesters, candidate have to appear along with the next batch.
- There will be supplementary exams for V sem in the respective academic year.
- Notionally registered candidates can also apply for the said supplementary examinations.

- A student who registers his/her name for the external exam for a semester will be eligible for promotion to the next semester.
- A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester.
- A candidate who has not secured minimum marks/credits in ISA can re-do the same registering along with the ESA for the same semester, subsequently
- There shall be no improvement for internal evaluation

# **SYLLABI OF CORE COURSES**

**ST. TERESA'S COLLEGE (AUTONOMOUS)**

**B. A. PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION STUDIES  
SYLLABI OF CORE COURSES**

**ENGLISH IN INFORMAL SITUATIONS**

<b>Semester</b>	:	1
<b>Course Code</b>	:	CE1B01B18
<b>Title of the Course</b>	:	English in Informal Situations
<b>Credits</b>	:	4
<b>Duration</b>	:	One Semester
<b>Total Lecture Hours</b>	:	72

**Aim of the Course**

- To be able to speak English with a high degree of confidence, accuracy and fluency.
- To be capable of answering questions of a conversational nature and to have a command of a range of questions to elicit information from other people with an awareness of contextual appropriateness.
- To take part with confidence in conversation, to initiate, sustain and close a conversation.

## **Course Overview and Context**

The course seeks to provide students with confidence to initiate, sustain and close conversations and it also seeks to provide them with a comprehensive idea of conversing.

## **Syllabus Content**

### **Module I (18 Hours)**

English in informal situations – Greetings – at the post office- receiving and seeing of a guest – catching a train – booking a room at a hotel-telephone conversation – asking the time – making an apology – at a party – at a doctor's at the hospital – at the reception desk.

### **Module II (18 Hours)**

Describing people, process, procedures, objects – narrating events – accepting and dealing invitations – making complaints and suggestions – apologizing – offering excuses – negotiating and persuading people – motivating people- expressing condolence.

### **Module III (24 Hours)**

Practical work

Visits to various places – shops, bank, travel agency, hotel etc. to practice conversation in actual situations – discussions and debates in the classroom – listening to conversation in English.

### **Module IV (12 Hours)**

Media and Methods employed:

Printed text, tutorials, travel, audio/video

**Required reading (text):**

Mohan, Krishna Singh. *Speaking English Effectively*. Macmillan

**Suggested Reading:**

O'Neil, R. *English in Situations*, OUP

Taylor, Grant. *English Conversation Practice*, Tata-Mc Graw- Hill Ur, Penny.  
*Discussion at Work*. CUP

Spencer. D. H. *English Conversation Practice*. OUP

**Competencies of the Course**

At the end of the course, the student should be able to:

- Speak English with a high degree of confidence, accuracy and fluency
- Hold conversations in various essential practical situations

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**BA I Semester - Core Course**

**CE1B01B18**

**COURSE TITLE: ENGLISH IN INFORMAL SITUATIONS**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	3	1	36
<b>II</b>	18	3	2	1	31
<b>III</b>	24	4	2	1	33
<b>IV</b>	12	2	2	1	29

**BA PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION  
STUDIES CBCSS EXAMINATION**

**MODEL QUESTION PAPER**

**I SEMESTER - CORE**

**CE1B01B18: ENGLISH IN INFORMAL SITUATIONS**

**Time : 3 Hrs**

**Max. Marks : 80**

**PART A**

**(Answer any 10 questions. Each question carries 2 marks)**

1. List two phrases to make an apology?
2. What is telephone etiquette?
3. Give two useful phrases to greet a stranger.
4. Write down two phrases to offer suggestions.
5. What is an invitation?
6. Write any two words to describe the demeanor of a person.
7. Define a conversation.
8. Name the different models of conversation.
9. List two opening phrases while making an enquiry at a bank.
10. What is a dialogue?
11. Define debate.
12. Write any four media used for communication in a travel agency?

(10 x 2=20 marks)

**PART B**

**(Answer any 6 questions. Each question carries 5 marks)**

13. Explain the features of conversation.
14. What are the different types of conversation?
15. Write a dialogue between a doctor and a patient at a hospital



16. Describe a pilgrim spot you have visited recently.
17. Write a complaint to the Public Relations Officer at a hotel about poor service and hospitality.
18. Write a conversation between a travel agent and a tourist for booking tickets for an international tour.
19. Discuss the importance of conversing in English in schools and colleges.
20. Explain the advantages of using media to disseminate information to the public.
21. Explain the process of communication.

(6 x 5 = 30 marks)

### **PART C**

**(Answer any 2 questions. Each question carries 15 marks)**

22. Explain the features and steps involved in a group discussion.
23. Write a telephone conversation between an unsatisfied customer and the General Manager at a hotel.
24. Discuss the relevance of feedback in communication
25. Social media – boon or a bane. Explain.

(2 x 15 = 30 marks)

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**METHODOLOGY FOR STUDYING LITERATURE**

<b>Semester</b>	:1
<b>Course Code</b>	:CE1B02B18
<b>Title of the Course</b>	:Methodology for Studying Literature
<b>Credits</b>	:4
<b>Duration</b>	: One Semester
<b>Total Lecture Hours</b>	:108

**Aim of the Course**

The course seeks to introduce the student to the major signposts in the historical evolution of literary studies from its inception to the current postcolonial realm.

**Course Overview and Context**

On completion of the course, the student should be able to discern the following:

1. The emergence of literature as a specific discipline within the humanities.
2. The tenets of what is now known as 'traditional' approaches and also that of 'formalism.'
3. The shift towards contextual-political critiques of literary studies.
4. The questions raised by Cultural Studies and Feminism(s)
5. The issues of sublaternity and regionality in the literary domain.

## Syllabus Content

### Module I (18 hours)

**Part A:** W. H. Hudson: "Some Ways of Studying Literature" from *An Introduction to the Study of Literature*.

**Part B:** William Shakespeare: Sonnet 116 – "Let Me Not to the Marriage of True Minds"

### Module II (18 hours)

**Part A:** Cleanth Brookes: "The Formalist Critics" from the *My Credo* series: *The Kenyon Review*

**Part B:** Emily Dickinson: "Because I could not stop for Death" (poem 479)

### Module III (18 hours)

**Part A:** Terry Eagleton: "What is Literature?" from *Literary Theory: An Introduction*.

**Part B:** Mahasweta Devi: "Kunti and the Nishadin"

### Module IV (18 hours)

**Part A:** Lois Tyson: "Feminist Criticism"

**Part B:** Sara Joseph: "Inside Every Woman Writer"

### Module V (18 hours)

**Part A:** Peter Barry: Postcolonial Criticism

**Part B:** 2 Poems in tandem: Mahmoud Darwish: "Identity Card" and S. Joseph: "Identity Card"

**Module VI**

**(18 hours)**

**Part A:** Pradeepan Pampirikunnu: “What did Literary Histories Say to You?”

**Part B:** Paul Chirakkarodu: “Eli, Eli, La’ma Sabach Tha’ni?”

**Competencies of the Course**

Ideally this paper should have a consistent linearity from Module 1 to 6; such a step-by-step progression will help trace the following trajectory effectively: Traditional to Formalist to

Political-Contextual to Feminist to Postcolonial to Regional-Subaltern methodologies.

**Core Text: *Nuances: Methodology for Studying Literature*.** Macmillan and Mahatma Gandhi University

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**COURSE CODE: -CE1B02B18**

**COURSE TITLE: METHODOLOGY OF STUDYING LITERATURE**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	2	1	1	24
<b>II</b>	18	2	3	-	19
<b>III</b>	18	2	1	1	24
<b>IV</b>	18	2	1	1	24
<b>V</b>	18	2	1	1	24
<b>VI</b>	18	2	2	-	14

**BA PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION  
STUDIES CBCSS EXAMINATION**

**MODEL QUESTION PAPER**

**I SEMESTER - CORE**

**CE1B02B18 - METHODOLOGY OF STUDYING LITERATURE**

**Time : 3 Hrs**

**Max. Marks: 80**

**PART A**

*Answer any ten questions. Each question carries 2 marks.*

*Answer all the following in a sentence or two*

1. List out the four impulses behind literature.
2. Which are the two types of love that cannot be classified as true love?
3. Which are the two assumptions that formalist critics make when evaluating a literary work?
4. Explain the figures of speech employed in the first stanza of the poem, Because I could not stop for death.
5. Why is there no communication between Kunti and the Nishad women?
6. While Gandhari lamented the death of Karna, Kunti could not. Why?
7. How does Biological Essentialism and Social Constructionism condemn women?
8. What is muticultural feminism?
9. How does the loss of the identity cardS. Joseph's Identity Card bring about a realization about the actual situaion?
10. Why does the Arab ask to beware his anger and hunger?
11. Why does Pradeepan consider binaries like Sanskrit/Prakrit,/Classic/folk as signs of marginalisation?
12. Why is the voice of the Dalits regarded as mere blabber?

(10x2=20)

**PART B**

*Answer any **six** of the following in 100 words.*

*Each question carries 5 marks.*

13. Write a note on the major metaphors in Shakespeare's sonnet 116.
14. What does Cleanth Brooks say about sincerity in literature?
15. What is unique about the portrayal of death in Because I could not stop for death ?
16. Comment on the appropriateness of the technical devices [symbols, images, punctuation] in unifying the form and content of the poem.
17. Our Shakespeare is not identical with the Shakespeare of his contemporaries-  
Comment
18. Examine how fairy tales train us into our gender roles. How do feminists critique such tales?
19. Write a note on the notion of mainstream in Malayalam literary history.
20. Discuss the poems of Mahmoud Darwish as distinct cultural negotiations that try to address the issue of identity in a post colonial situation.
21. How do the adopt, adapt and adept phases closely parallel developmental stages of feminism?

(6x5=30)

**PART C**

*Answer any **six** of the following in about 300 words.*

*Each question carries 15 marks.*

22. Literature is fundamentally an expression of life through the medium of language. Explain with reference to traditional methods of literary studies.
23. Elaborate upon the various critiques that Eagleton raises against Formalist notions of literature and its analysis.
24. Examine how fairy tales train us into our gender roles. How do feminists critique such tales?

25. Critically evaluate the story, "Inside every Woman Writer" as a political subversion of expected women-roles, with specific concern for the patriarchal bias in writing/literature.

(2x15=30)

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**CONVERSATIONAL SKILLS**

<b>Semester</b>	:1
<b>Course Code</b>	:CE1B03B18
<b>Title of the Course</b>	: Conversational Skills
<b>Credits</b>	:4
<b>Duration</b>	: One Semester
<b>Total Lecture Hours</b>	:72

**Aim of the course:**

The course is intended to introduce the students to the basics of conversation and its analysis and usage in everyday communication.

**Course Overview and Context:**

The course seeks to provide students with the basics of English language with the intention of improving their conversational skills. It also seeks to provide them with a comprehensive idea of reading, writing and listening.

**Syllabus Content:**

**Module I** **(18 hours)**

Conversation – Types, Features, Elements - Conversational analysis – Conversation a highly structured activity – Turn taking – Dialogue and Monologue – Explicit and implicit rules of conversation



**Module II**

**(18 hours)**

Psychology of Conversation – Introduction, Self disclosure, seating, eye contact, summing – up, status, friendship, address – Models of Conversation – Limitations of Social Conversation

**Module III**

**(24 hours)**

A. Discourse Events in Life Situations.

Introducing oneself and one's friends to others - Inviting someone to an important event - Making a request - Asking for help and refusing help politely - Expressing one's gratitude - Persuading someone to do something – Complimenting and congratulating people - Expressing sympathy - Apologizing Giving a fair warning - Intimating a conversation with a total stranger - Complaining effectively- Making suggestions - Carrying on a telephone conversation.

B. English in Situations

Receiving and seeing off a guest - at the travel agency - at the airport - at the police station - at the restaurant - at the hospital - at the railway station - at the bank - at the information bureau

**Module IV**

**(12 hours)**

Soft Skills – Effective Communication Skills – Clarity and Brevity – Interaction and Persuasion – Interview Skills – Group Discussion

**Learning Resources**

**References:**

Broughton, Geoffrey. Success with English, Penguin Books.

O'Neil, R. English in situation, Oxford University Press.

Taylor, Grant. English Conversation Practice, McGraw Hill, 1975

**Competencies of the course:**

- Identify mistakes that can occur in everyday usage of the English language
- Be able to rectify those errors
- Be able to converse fluently and confidently in the language

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**BA I Semester - Core Course**

**COURSE CODE: CE1B03B18**

**COURSE TITLE: CONVERSATIONAL SKILLS**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	3	1	36
<b>II</b>	18	3	2	1	31
<b>III</b>	24	4	2	1	33
<b>IV</b>	12	2	2	1	29

**BA PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION  
STUDIES CBCSS EXAMINATION  
MODEL QUESTION PAPER  
I SEMESTER - CORE  
CE1B03B18: CONVERSATIONAL SKILLS**

**Time : 3 Hrs**

**Max. Marks: 80**

**PART A**

**(Answer any 10 questions. Each question carries 2 marks)**

1. What are the soft skills required for communication?
2. What is an interview?
3. Give two useful phrases for complimenting and congratulating people.
4. What is small talk?
5. How do you make requests?
6. How do you initiate a conversation with a Customer Relations Executive at a bank?
7. Explain the importance of eye contact in a conversation?
8. Name the different models of conversation.
9. What does 'touch' signify in a conversation?
10. What is turn taking?
11. Explain monologue.
12. Conversational analysis.

**(10 x 2=20 marks)**

**PART B**

**(Answer any 6 questions. Each question carries 5 marks)**

13. Explain the features of conversation..
14. What are the different types of conversation?

15. State the rules of conversation.
16. What are the limitations of social conversations?
17. **Good-friends** are people who exchange accurate and intimate information. Explain the psychology behind the statement.
18. Write a conversation inviting a friend for a sleepover.
19. How do you make suggestions without being curt?
20. Explain the process of communication.
21. How do you ensure clarity and brevity in your speech?

**(6x 5 = 30 marks)**

### **PART C**

**(Answer any 2 questions. Each question carries 15 marks)**

22. Explain the features and steps involved in a group discussion.
23. You are going for a class trip to Manali. Write a conversation between you and your travel agent enquiring about the itinerary and negotiating an affordable package.
24. Write an essay on the psychology of conversation explaining its different aspects.
25. Conversation is a highly structured activity. Explain.

**(2 x 15 = 30 marks)**

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**INTRODUCING LANGUAGE AND LITERATURE**

<b>Semester</b>	:2
<b>Course Code</b>	:CE2B04B18
<b>Title of the Course</b>	Introducing Language and Literature
<b>Credits</b>	:4
<b>Duration</b>	: One Semester
<b>Total Lecture Hours</b>	:72

**Aim of the Course**

The course seeks to introduce the student to the basics of English language and literature.

**Course Overview and Context**

On completion of the course, the student should be able to discern the following:

1. The evolution and the differential traits of the English language till the present time.
2. The evolution of literature from antiquity to postmodern times.
3. The diversity of genres and techniques of representation and narration
4. The links between literature and film as narrative expressions.
5. The emergence of British and American Literature through diverse periods

## **Syllabus Content**

### **Module I**

**(15 hours)**

Language families - Indo European family of languages: Branches of Indo European - Home of the Indo Europeans - Main characteristics of Indo European languages

Germanic family of Languages: Characteristics - Grimm's Law - Verner's Law. - The position of English in Indo European family

Periods in the history of English language:

Old English period - Old English Dialects - Old English vocabulary

Middle English period - Norman Conquest - Middle English Vocabulary - Middle English dialects - Latin influence

Modern English period: Early modern English - The Great Vowel Shift - Renaissance and Reformation - The invention of printing - Authors and Books: The Bible - Shakespeare - Milton - Dictionaries - Loan words: Celtic, Scandinavian, Latin, French

### **Module II**

**(15 hours)**

Language Varieties

Dialect - Sociolect - Idiolect - Register - Pidgin - Creole -

English Today: Evolution of Standard English - Standard British English - Received Pronunciation - English as Global language - American English - Australian English - General Indian English - African English - Caribbean English - Second language acquisition Word Formation: Compounding - Derivation - Abbreviation - Onomatopoeic words - Clipping - Acronyms - Portmanteau words

Historical Semantics - Semantic change: Generalisation - Specialisation - Association of Ideas  
- Euphemism - Popular misunderstanding

**Module III**

**(15 hours)**

Classical Genres: Epic - Drama - Poetry

Modern Genres: Novel - Short Story - Novella

Genre Types:

Poetry - Narrative poetry and lyrical poetry - Elegy - Ode - Sonnet - Ballad - Dramatic

Monologue

Drama - Tragedy - Comedy - Closet Drama – Epic Theatre - Theatre of the Absurd Ambience:

Plot - Character - Point of View - Setting

**Module IV**

**(12 hours)**

Film and Literature - Dimensions of Film: Visual, Auditory and Spatial - Film Language:

Montage and Mise-en-scene - Cut and the Shot - Styles of acting – Auteur theory -

Adaptation

**Module V**

**(15 hours)**

Periods of Literature: British and American

Old English - Middle English - Renaissance - Restoration - Neo-classical - Romantic -

Victorian - Modern - Postmodern - American Crossover - American Transcendentalism

Core text for Modules 1 and 2:

V. Shyamala: A Short History of English Language.

Core Texts for Modules 3, 4 and 5:

Mario Klarer: An Introduction to Literary Studies [excluding the 4th chapter on 'Theoretical approaches to literature.']

**Competencies of the course**

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

- Discern the evolution and the differential traits of the English language till the present time.
- Become familiar with the diversity of genres and techniques of representation and narration
- Understand the links between literature and film as narrative expressions.

**BLUE PRINT**

**BA I Semester - Core Course**

**COURSE CODE: CE2B04B18**

**COURSE TITLE: INTRODUCING LANGUAGE AND LITERATURE**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	15	3	2	1	31
<b>II</b>	15	3	2	1	31
<b>III</b>	15	2	2	1	29
<b>IV</b>	12	2	2	1	29
<b>V</b>	15	2	1	-	9



**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**  
**INTRODUCTION TO COMMUNICATION**

<b>Semester:</b>	2
<b>Course Code:</b>	CE2B05B18
<b>Title :</b>	Introduction to Communication
<b>Credits:</b>	4
<b>Duration:</b>	One Semester
<b>Total Lecture Hours:</b>	108

**Aim of the Course**

The course familiarizes students with the basics of communication theory. It provides the students with an ability to understand the process of communication and its importance in the modern world.

**Course overview and context**

This course examines the core concepts and vocabulary of fiction through writers chosen across cultures, across the globe . It goes on to explore why people read fiction , the anatomy of a novel and the short stories with emphasis on what lies behind the approaches and the ways in which the use of language can be exploited and challenged in different cultural settings . The context is to introduce the pedagogy of writing fiction , reading and enjoying the complexity and simplicity of an imaginative creation.

## **Syllabus Content**

### **Module I (30 Hours)**

Meaning and need for communication-Different definitions of Communication-Types of Communication-Intrapersonal, interpersonal, group communication, mass communication-the process of communication-the main elements in the process-barriers to communication-new information technologies

### **Module II (20 Hours)**

Verbal and non-verbal communication-body language-personal appearance-posture-gestures-facial expression-eye contact-space distancing-pictorial communication-symbolic communication-communication through the five senses

### **Module III (36 Hours)**

Communication Theories-Western communication theories-Laswell-Wilbur Schramm-Berlo-Indian communication theories-bhava, sadharanikaran-sahridaya.

### **Module IV (24 Hours)**

Communication in Organisations-influence of technology on communication-seminars and conferences-telephonic communication-interviews-group dynamics-audio-visual aids-communication and culture-importance of communication

## **Learning Resources**

### **Textbook:**

(to be sourced)

### **References:**

Mass Communication in India by Kevel J. Kumar

### Competencies of the Course

- Recognize the various models, theories and principles of communication
- Understand the role of technology in communication
- Explain what is meant by the word communication in general
- Identify the main elements in the communication process
- Differentiate between oral and written communication

### BLUE PRINT

**BA II Semester - Core Course**

**COURSE CODE: CE2B05B18**

**COURSE TITLE: INTRODUCTION TO COMMUNICATION**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	30	3	3	1	36
<b>II</b>	20	3	2	1	31
<b>III</b>	36	4	2	1	33
<b>IV</b>	24	2	2	1	29

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**BUSINESS COMMUNICATION**

<b>Semester</b>	:2
<b>Course Code</b>	:CE2B06B18
<b>Title of the Course</b>	: Business Communication
<b>Credits</b>	:4
<b>Duration</b>	: One Semester
<b>Total Lecture Hours</b>	:72

**Module I** **(18 hours)**

Business Communication-Definitions, importance, need- Types of business communication-  
Media of business communication  
Corporate Communication-Definitions-Corporate citizenship and social responsibility-  
Corporate communication strategy –Cross-cultural Communication.

The objective of Modules 2 & 3 is to introduce students to marketing communication

**Module II** **(18 hours)**

Advertising- Definition-Purpose-History and Growth of Advertising in India- Types/Forms of  
Advertising-Elements of an Ad: Headline, Body Copy, Graphics and Illustration- AIDA-  
DAGMAR-Creative Development Process in Advertising

### **Module III**

**(24 hours)**

Media Strategy and Planning- Branding: Techniques of Branding- Advertising as a Tool of Marketing – Marketing Mix-Sales Promotion-Impact of Advertising: Social Impact and Economic Effects

The objective of Module 4 is to enable students to write effective business correspondence and to introduce students of Communicative stream to the role of technology in communication

### **Module IV**

**(12 hours)**

Essentials of an effective business letter- The layout- types of business letter: letters of transaction -Circular letters-Bank Correspondence-Insurance Correspondence- Correspondence with Government Departments and Public bodies-Memos-Notices Role of Technology in communication-Technology based Communication Tools-Word Processor-Telex-Facsimile-E-mail --- Voice mail --- Internet --- Multimedia --- Teleconferencing.

### **References:Business Communication: Concepts, Cases And Applications**

#### **Book by P. D. Chaturvedi**

- *The Advertising Handbook* by Dell Dennison
- *Business Communication: Concepts, Cases And Applications*
- *Book by P. D. Chaturvedi*
- *Ogilvy On Advertising* by David Ogilvy
- *Introduction to Advertising* by Brewster, Arthur Judson/ Palmer, Herbert Hall
- *The Origin Of Brands* by Ries, Al/ Ries, Laura

#### **Competencies of the Course:**

- Become familiar with the special uses of language in everyday communication.
- Interpret and describe theme, style, etc.

- Develop language skills.
- Improve vocabulary and grammar skills.
- Learn various forms of business writing
- Apply various types of writing for various types of businesses

**BLUE PRINT**

**BA II Semester - Core Course**

**COURSE CODE: CE2B06B18**

**COURSE TITLE: BUSINESS COMMUNICATION**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	3	1	36
<b>II</b>	18	3	2	1	31
<b>III</b>	24	4	2	1	33
<b>IV</b>	12	2	2	1	29

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**PRINT MEDIA AND JOURNALISM I**

<b>Semester</b>	:3
<b>Course Code</b>	:CE3B07B18
<b>Title of the Course</b>	: Print Media And Journalism I
<b>Credits</b>	:4
<b>Duration</b>	: One Semester
<b>Total Lecture Hours</b>	:90

**Aim of the Course**

The course is intended to introduce the student to the historical aspects of Print media and Journalism. It also introduces the student to the practical aspect of newspaper layout.

**Course Overview and Context**

The course seeks to provide student an understanding of the development of journalism in India. It also will endow students with an understanding of the role of press in dealing with political and contemporary issues.

**Syllabus Content**

**Module I** **(18 hours)**

**World Journalism**

Concept, Evolution and Development of Journalism. Evolution and Development of Printing. (Brief History – From Medieval Period Time). Role of Press in Social, Economic and Political

Transformation. Press and Contemporary Issues (Multilevel Governments, Human Right, Terrorism, Nationalism, Regionalism, Constitution Review, Social Justice etc.) Press and Secularism.

## **Module II**

**(24 hours)**

### **Development of Journalism in India**

Early Newspaper Publications in India. Press, Literature and Renaissance. Indian Language. Press and English Press. Press and the Independence Struggle. Press and British Rule. Indian Press and Social Reform Movements (Untouchability, Women Issues, Communal Harmony, Swadeshi Movement etc). Indian Language Press and English Press in the Last Phase of Freedom Movement (1940-1947). History of Journalism in Kerala

## **Module III**

**(24 hours)**

### **Post Independence Journalism**

Press and Post Independence Challenges (Division, Communal Riots, First Election, Formation of First Government, Plan Period, Land Reforms, Abolition of Jamindari, Reorganization of States). Post Independence Governments and Press Regulations (Press Commission, Press Council of India). Press and Political System (Parliament, Constitution, Political Parties etc). Changing Nature of India Press after Independence (Publication of New National and Regional Newspapers and Magazines). Parallel Journalism (Dalit Journalism, Small Magazines), Missionary Journalism.

## **Module IV**

**(24 hours)**

### **Changing Face of Journalism and news Challenges**

Representative Newspapers, Magazines, News Channels and Websites (Times of India, The Hindu, Indian Express, Hindustan Times, Malayala Manorama, Mathrubhumi, Outlook, India Today – Brief Introduction).

Modernization of Press and Press Management. Electronic Medium and Internet Journalism.

Practical: InDesign for Newspapers and Magazine Layout

Production of a newspaper



**Reference Books:**

Journalism in India from the earliest times to the present day, Ranga swami

Parthasarathy, Sterling Publishers.

The Press Council, Dr. N.K. Trikha, Somaiya Publication.

Mass Communication in India, Keval J. Kumar, Jaico Publication – New Delhi.

India's Newspaper Revolution, Robbin Jeffery, Oxford University Press.

**Competencies of the Course:**

- Receive a basic understanding of the historical relevance of journalism in India
- Receive a basic understanding of the software used in newspaper production

**BLUE PRINT**

**B A III Semester - Core Course**

**COURSE CODE: CE3B07B18**

**COURSE TITLE: PRINT MEDIA AND JOURNALISM I**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	3	1	36
<b>II</b>	24	3	2	1	31
<b>III</b>	24	4	2	1	33
<b>IV</b>	24	2	2	1	29

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**HARMONY OF PROSE**

<b>Semester</b>	:3
<b>Course Code</b>	:CE3B08B18
<b>Title of the Course</b>	: Harmony of Prose
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:90

**Aim of the Course**

The student is given space to mature in the presence of glorious essays, both Western and Non-Western.

**Course Overview and Context**

The course seeks to expose the students to different types of prose using representative essays from different ages and cultural contexts – social, political, economical, historical, national and philosophical – and to provide various perspectives on current issues.

**Syllabus Content**

**Module I** **(18 hours)**

Francis Bacon: Of Friendship

Jonathan Swift: The Spider and the Bee

Joseph Addison: Meditations in Westminster Abbey

**Module II**

**(18 hours)**

Samuel Johnson: Death of Dryden

Charles Lamb: Dream Children; a reverie

William Hazlitt: The Fight

**Module III**

**(18 hours)**

Robert Lynd: Forgetting

Virginia Woolf: A Room of One's Own (an extract)

Aldous Huxley: The Beauty Industry

**Module IV**

**(18 hours)**

Nirad C. Choudhari: Indian Crowds (extract from *The Autobiography of an Unknown Indian*)

A. K. Ramanujan: *A Flowery Tree*: A Woman's Tale

Arundhati Roy: *The Algebra of Infinite Justice*: "The Algebra of Infinite Justice"

**Module V**

**(18 hours)**

Kamau Brathwaite: Nation Language

Pico Iyer: In Praise of the Humble Coma

William Dalrymple: The Dancer of Kannur (extract from *Nine Lives*)

**Competencies of the course:**

On completion of the course, the student shall be:

Familiar with varied prose styles of expression.

- a. Aware of eloquent expressions, brevity and aptness of voicing ideas in stylish language.

**BLUEPRINT**

**B A III Semester – Core Course**

**COURSE CODE: CE3B08B18**

**COURSE TITLE: HARMONY OF PROSE**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer)  2 marks 10/12</b>	<b>PART B (short essay)  5 marks 6/9</b>	<b>PART C (essay/problem)  15marks 2/4</b>	<b>Total</b>
I	18	4	2	0	18
II	18	2	2	1	29
III	18	2	2	1	29
IV	18	2	2	1	29
V	18	2	1	1	24

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**  
**SYMPHONY OF VERSE**

<b>Semester</b>	:3
<b>Course Code</b>	:CE3B09B18
<b>Title of the Course</b>	: Symphony of Verse
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:72

**Aim of the Course**

To acquaint the student with the rich texture of poetry in English.

**Course Overview and Context**

On completion of the course the students shall have:

1. an understanding of the representation of poetry in various periods of the English tradition.
2. an awareness of the emerging cultural and aesthetic expressions that poetry makes possible.

**Module I (Renaissance and Restoration)**

**(18 hours)**

Edmund Spenser: One Day I Wrote Her Name

William Shakespeare: Sonnet 130

John Donne: Canonization

John Milton: Lycidas

John Dryden: A Song for St. Cecilia's Day

**Module II (Romantic Revival)**

**(15 hours)**

William Wordsworth: Lucy Gray

Samuel Taylor Coleridge: Christabel (Part I)

Percy Bysshe Shelley: Ode to the West Wind

John Keats: Ode to a Nightingale

**Module III (Victorian)**

**(13 hours)**

Alfred, Lord Tennyson: Ulysses

Robert Browning: Prospice

Matthew Arnold: Dover Beach

Christina Rossetti: A Hope Carol

**Module IV (Twentieth Century)**

**(13 hours)**

W. B. Yeats: Easter 1916

T S Eliot: The Love Song of J Alfred Prufrock

Philip Larkin: The Whitsun Weddings

Sylvia Plath: Lady Lazarus

**Module V (Contemporary)**

**(13 hours)**

A. D. Hope: Australia

Maya Angelou: Phenomenal Woman

Seamus Heaney: Digging

Carol Ann Duffy: Stealing

### **Competencies of the Course**

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

- Understand the representation of poetry in various periods of the English tradition.
- Understand and appreciate poetry as a literary art form
- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc
- Recognize the rhythms, metrics and other musical aspects of poetry
- Develop their critical thinking skills
- Apply the principles of literary criticism to the analysis of poetry
- Develop their own creativity and enhance their writing skills

**BLUE PRINT**

**BA III Semester - Core Course**

**COURSE CODE: CE3B09B18**

**COURSE TITLE: SYMPHONY OF VERSE**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	2	1	31
<b>II</b>	15	3	2	1	31
<b>III</b>	13	2	2	1	29
<b>IV</b>	13	2	2	1	29
<b>V</b>	13	2	1	-	9



**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**INDIAN WRITING IN ENGLISH**

<b>Semester</b>	:3
<b>Course Code</b>	:CE3B10B18
<b>Title of the Course</b>	: Indian Writing in English
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:90

**Aim of the Course**

The course is intended to sensitivise students to the various ways in which literature written in English, in the Indian sub-continent serves as a platform for forming, consolidating, critiquing and re-working the issue of national 'identity' at various levels.

**Course Overview and Context**

On completion of the course, the student should be aware of the following:

1. The subtle flavours that distinguish the 'Indian' quotient in English writings from India.
2. The different concerns that Indian English writers share, cutting across sub-nationalities and regionalities.

3. The *locus standi* of diasporic 'Indian' writers.

## Syllabus Content

### Module I (Poetry)

(18 Hours)

Henry Derozio: The Harp of India

Nissim Ezekiel: The Patriot

Jayanta Mahapatra: Freedom

Kamala Das: Introduction

Dom Moraes: Absences

### Module II (Fiction)

(15 Hours)

Arundhati Roy: *The God of Small Things*

### Module III (Drama)

(13 Hours)

Girish Karnad: *Nagamandala*

### Module IV

(13 Hours)

Ruskin Bond: Short Story

Salman Rushdie: The Free Radio

Jhumpa Lahiri: The Interpreter of Maladies

Chitra Banerjee Divakaruni: Mrs Dutta Writes a Letter

**Module V(Prose)**

**(13 Hours)**

Rabindranath Tagore: Nationalism in India

B. R. Ambedkar: Back from the West and Unable to Find Lodging in

Baroda Satyajit Ray: Odds Against Us

Amitav Ghosh: The Imam and the Indian

**Core Text: *Indian Writing in English***

**Competencies of the Course**

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

- To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
- To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text
- Aware of the subtle flavours that distinguish the 'Indian' quotient in English writings from India.
- Identify the different concerns that Indian English writers share, cutting across sub-nationalities and regionalities
- To enhance literary and linguistic competence of students

**BLUE PRINT**

**BA III Semester - Core Course**

**COURSE CODE: CE3B10B18**

**COURSE TITLE: INDIAN WRITING IN ENGLISH**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	2	1	31
<b>II</b>	15	3	2	1	31
<b>III</b>	13	2	2	1	29
<b>IV</b>	13	2	2	1	29
<b>V</b>	13	2	1	-	9

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**PRINT MEDIA AND JOURNALISM II**

<b>Semester</b>	:4
<b>Course Code</b>	:CE4B11B18
<b>Title of the Course</b>	: Print Media and Journalism II
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:90

**Aim of the Course**

It will enable students to develop skills in communication, research, computer and technology, editing and writing.

**Course Overview and Context**

The course will provide students with a working knowledge of professional journalism in newspaper and magazine reporting, writing, editing and layout.

**Syllabus Content**

**Module I (18 Hours)**

**Reporting**

Reporter's Role- Duties and qualities- Basic components of a news story- Human Interest story- structure of a news report- news leads- curtain raiser- live reporting- investigative reporting- news sources- reporting public affairs, meetings, conferences and social events,

crime, legislature, courts and sports reporting- specialized reporting- environment, health, science etc.

## **Module II**

**(24 Hours)**

### **Editing**

The Indian Editor: yesterday, today and tomorrow- editing news- tools of the editor- functions of editors- editorial writing- how to write headlines- glossary of terms for editors- making up the paper- elements and principles of good writing- freelancing.

## **Module III**

**(24 Hours)**

### **Magazine Journalism**

Difference between feature writing and news writing- types of features –building up the feature—publication-illustration-book, art, theatre reviews-prospects and problems of feature writing. Origin of magazine journalism- categories of magazine- writing for women and children, industry, science, sports, films- columns and columnists- magazine covers- magazine editing- layout and design- future of magazines in India

## **Module IV**

**(24 Hours)**

### **Printing and Photojournalism**

Typography- digital photography-production of online newspapers and magazines

Expression through photographic image- picture editing- persuasive photographs- photo essays and photo magazines

Practical:      Photoshop for photo editing

Production of a newspaper

### **Reference Books:**

Professional Journalism by M.V. Kamath

India's Communication Revolution by Arbind Singhal.

Broadcast Technology – A Review by Dr. H.O. Srivastava.

Understanding of Media: The Extension of Man by Marshall McLuhan.

### Competencies of the Course

On completion of the course, the student should:

- Be acquainted with the various types of journalism
- Have an objective overview of reporting and editing
- Understand the concepts of printing and production of a newspaper

### BLUE PRINT

**B A IV Semester - Core Course**

**CE4B11B18**

**COURSE TITLE: PRINT MEDIA AND JOURNALISM II**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	3	1	36
<b>II</b>	24	3	2	1	31
<b>III</b>	24	4	2	1	33
<b>IV</b>	24	2	2	1	29

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**MODES OF FICTION**

<b>Semester</b>	:4
<b>Course Code</b>	:CE4B12B18
<b>Title of the Course</b>	: Modes Of Fiction
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:72

**Aim of the Course**

To acquaint students with various modes of fiction.

**Course Overview and Context**

On completion of the course, the student will have comprehended the categories of British and non- British short fiction, and also the novel as a form of literary expression.

**Module I [Short Fiction: British]**

**(27 hours)**

Mary Shelley: The Mortal Immortal

Jerome K. Jerome: The Dancing Partner

H. G. Wells: The Stolen Body

Somerset Maugham: Rain

G. K. Chesterton: The Blue Cross

James Joyce: Araby



Muriel Spark: The Executor

A. S. Byatt: On the Day E. M. Forster Died

**Module II [Short Fiction: Non British]**

**(27 hours)**

Henry Lawson: The Drover's Wife

Maxim Gorky: Mother of a Traitor

Stephen Crane: A Dark Brown Dog

Katherine Mansfield: A Cup of Tea

Kate Chopin: The Story of an Hour

Gabriel Garcia Marquez: A Very Old Man with Enormous Wings

Mary Lerner: Little Selves

Nadine Gordimer: Once Upon A Time

**Module III [Fiction]**

**(18 hours)**

Charles Dickens: *A Tale of Two Cities*

**Core Text for Modules 1 and 2: *Modes of Fiction***

**Competencies of the Course**

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

- Understand the modes of fiction
- Comprehended the categories of British and non- British short fiction
- Analyze, interpret, and understand the complex interrelationships between authors, texts, and specific social, political, and historical contexts
- Identify novel as a form of literary expression

**BLUE PRINT**  
**BA IV Semester - Core Course**  
**CE4B12B18**  
**COURSE TITLE: MODES OF FICTION**

<b>Modules</b>	<b>Hours</b>	<b>PART A</b> <b>(short answer)</b> <b>2 marks</b> <b>10/12</b>	<b>PART B</b> <b>(short essay)</b> <b>5 marks</b> <b>6/9</b>	<b>PART C</b> <b>(essay)</b> <b>15 marks</b> <b>2/4</b>	<b>Total</b>
<b>I</b>	27	4	3	2	53
<b>II</b>	27	4	3	1	38
<b>III</b>	18	4	3	1	38

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**LANGUAGE AND LINGUISTICS**

<b>Semester</b>	:4
<b>Course Code</b>	:CE4B13B18
<b>Title of the Course</b>	: Language And Linguistics
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:90

**Aim of the Course**

This course is an introduction to the science of linguistics. It seeks to give an overview of the basic concepts of linguistics and linguistic analysis to the students.

**Course Overview and Context**

This course seeks to achieve the following:

1. To show the various organs and processes involved in the production of speech, the types and typology of speech sounds, segmental & suprasegmental features of the English language, and transcription using IPA.
2. To describe and explain morphological processes and phenomena.
3. To show the various processes involved in the generation of meaning.
4. To enhance students' awareness that natural language is structure dependent and generative and to develop their ability to observe, describe and explain

grammatical processes and phenomena.

## **Syllabus Content**

### **Module 1 [Introduction to Language, Linguistics and Phonetics]**

**(36 hours)**

What is Language? - What is Linguistics? Arbitrariness - Duality -Displacement - Cultural transmission

Basic Notions - Phonetics and Phonology - Branches of Phonetics – Articulatory, Acoustic, Auditory

Organs of Speech - Air Stream Mechanism – Pulmonic, Glottal, Velaric Respiratory System - Phonatory System –Voiced and Voiceless Sounds Articulatory System - Oral, nasal & nasalised sounds

Classification of Speech Sounds: Consonants and Vowels -

Criteria for Classification of Consonants - The Consonants of English RP

Place of Articulation - Bilabial, Labio-Dental, Dental, Alveolar, Post-Alveolar, Palato-Alveolar, Palatal & Velar Sounds

Manner of Articulation – Plosives, Fricatives, Affricates, Nasals, Lateral,

Frictionless Continuants, Semi-Vowels, Trills & Taps

Criteria for Classification of Vowels - The Vowels of English RP

Tongue height: Close Vowels, Open Vowels, Half-Close Vowels, Half-Open

Vowels Part of the Tongue Raised: Front Vowels, Back Vowels, and Central Vowels

Position of Lips: Rounded Vowels, Unrounded Vowels

Diphthongs: Monophthongs and Diphthongs, Falling and Rising Diphthongs, Centring and Closing Diphthongs, Fronting and Retracting Diphthongs

Cardinal Vowels

Vowel Diagram – Diphthongs - Tense and lax Vowels

Phonemes and Allophones

Phone, Phoneme, Minimal pairs - Allophone, Aspiration, Dark and Clear / l

Contrastive Distribution and Complementary Distribution

## Syllable

What is a syllable? - Syllabic Structure – Onset, Nucleus, Coda - Syllabic Consonants  
Consonant Clusters, Abutting Consonants

## Suprasegmentals

Segmentals and Suprasegmentals - Suprasegmental Phonemes  
Word Stress - Sentence Stress - Weak forms and Strong Forms  
Rhythm – Intonation - Tone, Tonic Syllable, Tonicity - Intonation patterns  
Intonation – Functions

## Juncture

Liasion, Assimilation Elision

Linking / r / and Intrusive / r /

Transcription

The incongruity between spelling and pronunciation in English

IPA

Broad and narrow Transcription

Transcription Practice

## **Module II [Morphology]**

**(36 hours)**

Basic Notions

What is morphology?

Morph, Morpheme

Morpheme Types and Typology

Free and bound morphemes

Root, Base, Stem

Different types of affixes: Prefix, Suffix, Infix

Inflection, Inflectional and derivational affixes, Class-changing and class- maintaining affixes

Allomorphy

Allomorph, Zero Morph, Conditioning of allomorphs: Phonological & Morphological

Word

Why is a word a difficult concept to define in absolute terms? Lexeme

Form class and Function Class words

Morphological Operations/Processes

Affixation Reduplication Ablaut Suppletion

Structure of Words

Simple Words Complex Words Compound Words

SEMANTICS

Basic Notions

What is semantics?

Lexical and grammatical meaning Sense, reference, referent

Sense Relations

Synonymy – Antonymy – Hyponymy – Homonymy – Homography – Polysemy – Metonymy – Ambiguity – Tautology - Collocation

**Module III [Syntax & Branches of Linguistics]**

**(18 hours)**

Basic Notions

What is syntax?

Grammar

Grammaticality and Acceptability  
Descriptive and Prescriptive Grammar  
Synchronic and Diachronic Grammar  
Syntagmatic and Paradigmatic Relationships  
Sign, Signified and Signifier  
Langue and Parole  
Competence and Performance

Introduction to theories on Grammar

Traditional Grammar  
Problems with traditional Grammar  
Structural grammars

Phrase Structure Grammars  
Transformational Generative Grammars  
    Kernel Sentences  
    Deep and Surface Structures

**One question from the essay section will be compulsory and shall deal with transcribing a passage of five lines of conversation and a set of five words using IPA symbols.**

## **READING LIST**

S. K. Verma and N. Krishnaswamy: *Modern Linguistics: An Introduction*. New Delhi: OUP, 1989.

H. A. Gleason: *Linguistics and English Grammar*. New York: Holt, Rinehart & Winston, Inc.,

1965.

Radford A, Atkinson M, Britain D, Clahsen H and Spencer A: *Linguistics - An*

*Introduction*. Cambridge University Press, Cambridge, 1999

Robins R H: *General Linguistics: An Introductory Survey*, Longman Group Limited, London: 1971

Fasold R. W. and Connor-Linton J (ed.): *An Introduction to Language and Linguistics*, Cambridge

University Press, Cambridge, 2006

Daniel Jones: *The Pronunciation of English*. New Delhi: Blackie and Sons, 1976

A. C. Gimson. *An Introduction to the Pronunciation of English*. London: Methuen, 1980. J. D. O'Conner. *Better English Pronunciation*. New Delhi: CUP, 2008.

T. Balasubramanian. *A Textbook of English Phonetics for Indian Students*. New Delhi: Macmillan, 1981.

T. Balasubramanian. *English Phonetics for Indian Students: A Workbook*. New Delhi: Macmillan, 1992

### **Competencies of the Course**

- Equip students to understand the sounds of speech and how different sounds function in a language
- Understand the psychological processes involved in the use of language
- Learn how children acquire language capabilities
- Know the social and cultural factors in language use, variation and change
- Allows the students to know the acoustics of speech and the physiological and psychological aspects involved in producing and understanding it
- Learn the biological basis of language in the brain



**BLUE PRINT**

**BA IV Semester - Core Course**

**COURSE CODE : CE4B13B18**

**COURSE TITLE: LANGUAGE AND LINGUISTICS**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	36	4	3	2	53
<b>II</b>	36	4	3	1	38
<b>III</b>	18	4	3	1	38

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**ACTS ON THE STAGE**

<b>Semester</b>	:4
<b>Course Code</b>	:CE4B14B18
<b>Title of the Course</b>	Acts on the Stage
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:90

**Aim of the Course**

The course seeks to introduce the student to select theatre texts that form the canon of English drama.

**Course Overview and Context**

On completion of the course, the student shall be:

1. familiar with the works of the playwrights included in the course.
2. informed about the broad genre-based nuances in the realm of drama.
3. able to appreciate and critique drama as an art form.

**Syllabus Content**

**Module I**

**(45 Hours)**

William Shakespeare: *King Lear*

**Module II**

**(20 Hours)**

**One Act Plays**

George Bernard Shaw: The Dark Lady of the Sonnets

Anton Chekov: The Boor

**Module III**

**(25 Hours)**

Maurice Maeterlinck: The Intruder

John Galsworthy: Strife

**Core Text: *Acts on the Stage***

**Competencies of the Course**

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

- know of different types of English-language drama
- insight into how genre conventions and expectations associated with drama convey meaning
- familiar with and able to use the English-language terminology associated with drama
- Familiar with the works of the playwrights included in the course.
- Informed about the broad genre-based nuances in the realm of drama
- able to read dramatic texts in a critical and independent manner

**BLUE PRINT**

**BA IV Semester - Core Course**

**COURSE CODE: CE4B14B18**

**COURSE TITLE: ACTS ON THE STAGE**

<b>Modules</b>	<b>Hours</b>	<b>PART A</b> <b>(short answer)</b> <b>2 marks</b> <b>10/12</b>	<b>PART B</b> <b>(short essay)</b> <b>5 marks</b> <b>6/9</b>	<b>PART C</b> <b>(essay)</b> <b>15 marks</b> <b>2/4</b>	<b>Total</b>
<b>I</b>	45	6	4	2	62
<b>II</b>	20	2	2	1	29
<b>III</b>	25	4	3	1	38

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**ENVIRONMENTAL SCIENCE AND HUMAN RIGHTS**

<b>Semester</b>	:5
<b>Course Code</b>	:CE5B15B18
<b>Title of the Course</b>	: Environmental Science and Human Rights
<b>Credits</b>	:4
<b>Duration</b>	:One Semester
<b>Total Lecture Hours</b>	:90

**Aim of the Course**

The course seeks to introduce students to the major concepts of environmentalism, conservation, intellectual property rights and human rights.

**Course Overview and Context:**

This course will introduce the students to the idea of sustainable development, problems of pollution, waste disposal, degradation of the environment and loss of biodiversity. The course also seeks to make the students aware of the concept of Human Rights. The learner will explore complex environmental issues by developing and enhancing critical and creative thinking skills and develop sensitivity to the needs of the environment.

**Syllabus Content**

**Module I** **(18 hours)**

**Unit 1:** Multidisciplinary nature of environmental studies- definition, scope and importance  
Need for public awareness.

**Unit 2:** Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

- a) Forest resources: Use and over-exploitation, deforestation: case studies- Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts overwater, dams-benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources: case studies.
- d) Food resources: World food problems - changes caused by agriculture and overgrazing effects of modern agriculture – fertilizer & pesticide problems– water logging – salinity: case studies.
- e) Energy resources: Growing energy needs - renewable and non renewable energy sources use of alternate energy sources: case studies.
- f) Land resources: Land as a resource- land degradation - man induced landslides– soil erosion and desertification.  
Role of individual in conservation of natural resources- Equitable use of resources for sustainable lifestyles.

**Unit 3:** Ecosystems

Concept of an ecosystem- Structure and function of an ecosystem- Producers, consumers and decomposers – Energy flow in the ecosystem.

Ecological succession- Food chains, food webs and ecological pyramids.

Introduction, types, characteristic features, structure and function of the given ecosystem- Forest ecosystem

**Module II**

**(26 hours)**

**Unit 1:** Biodiversity and its conservation

Introduction - Bio-geographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.

India as a mega-diversity nation.

Hot-spots of biodiversity.

Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.

Endangered and endemic species of India

## **Unit 2: Environmental Pollution**

Definition - Causes, effects and control measures of: Air pollution- Water pollution - Soil pollution - Marine pollution – Noise pollution- Thermal pollution - Nuclear hazards.

Solid Waste Management: Causes, effects and control measures of urban and industrial wastes.

Role of an individual in prevention of pollution- Pollution case studies.

Disaster management: floods, earthquake, cyclone and landslides.

## **Unit 3: Social Issues and the Environment**

Urban problems related to energy- Water conservation, rain water harvesting, watershed management.

Resettlement and rehabilitation of people: its problems and concerns: case studies.

Environmental ethics: Issues and possible solutions.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust: case studies - Consumerism and waste products.

Environment Protection Act - Air (Prevention and Control of Pollution) Act– Water

(Prevention and control of Pollution) Act- Wildlife Protection Act-Forest Conservation Act Issues involved in enforcement of environmental legislation- Public awareness.

**Module III**

**(10 hours)**

Jean Giono: *The Man Who Planted Trees*

K. Satchitanandan: Hiroshima Remembered

**Module IV**

**(10 hours)**

Bessie Head: Heaven is not Closed

Safdar Hashmi: Machine

**Module V**

**(26 hours)**

**Unit 1: Human Rights**

An Introduction to Human Rights: Meaning, concept and development-Three Generations of Human Rights (Civil and Political Rights, Economic, Social and Cultural Rights).

**Unit 2: Human Rights and United Nations**

Contributions, main human rights related organs -UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India –Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

**Unit 3: Environment and Human Rights**



### Right to Clean Environment and Public Safety

Issues of Industrial Pollution- Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies -Issues of Waste Disposal  
Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation.

Conservation issues of Western Ghats: Mention Gadgil committee report, Kasthuri Rangan report.

Over-exploitation of ground water resources, marine fisheries, sand mining, etc.

### **Internal: Field study**

Visit to a local area to document environmental grassland/hill /mountain

Visit a local polluted site: Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds, etc

Study of simple ecosystem: pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

### **Competencies of the course:**

- To understand environmental concepts
- To understand issues related to the destruction and conservation of the environment and pollution
- To learn about natural resources and its exploitation
- To be sensitized to the environment and importance of biodiversity
- To train the students to be aware of their environment and their rights as human beings so that they may critically appraise issues related to the same.

## Learning Resources

### Core Text for Modules 3&4: *Greening Knowledge*

#### Reading List

Bharucha, Erach. *Text Book of Environmental Studies for Undergraduate Courses*. University Press, 2nd Edition 2013 (TB)

Clark, R. S. *Marine Pollution*, Oxford: Clarendon (Ref)

Cunningham, W. P., Cooper, T. H., Gorhani, E& Hepworth, M. T. 2001

*Environmental Encyclopaedia*, Mumbai: Jaico. (Ref)

Dc A.K. *Environmental Chemistry*, Wiley Eastern. (Ref)

*Down to Earth*, Centre for Science and Environment (Ref)

Heywood, V. H & Watson, R.T. 1995.*Global Biodiversity Assessment*, Cambridge UP (Ref)

Jadhav, H &Bhosale, V.M. 1995.*Environmental Protection and Laws*. Delhi: Himalaya (Ref)

McKinney, M. L &Schock, R. M. 1996.*Environmental Science Systems & Solutions*. Web enhanced edition (Ref)

Miller T.G. Jr., *Environmental Science*, Wadsworth (TB)

Odum, E. P 1971. *Fundamentals of Ecology*. W.B. Saunders (Ref)

Rao, M. N. &Datta, A.K. 1987.*Waste Water Treatment* Oxford &IBII(Ref)

Rajagopalan, R. *Environmental Studies from Crisis and Cure*, Oxford UP,2016 (TB)

SharmaB.K., 2001.*EnvironmentalChemistry*. Meerut: Geol. (Ref)

Townsend C. Harper J, and Michael Begon, *Essentials of Ecology*, Blackwell Science (Ref)

Trivedi R. K. *Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards*,

Vol I and II, Enviro Media (Ref)

Trivedi, R. K. and P. K.Goel.*Introduction to Air Pollution*. Techno-Science (Ref)

Wanger, K. D. 1998. *Environmental Management*. Philadelphia: W.B. Saunders (Ref)

(M) Magazine (R) Reference(TB) Textbook

### **Human Rights**

Amartya Sen. *The Idea Justice*. New Delhi: Penguin, 2009.

Chatrath, K. J. S. Ed. *Education for Human Rights and Democracy*. Shimla: Indian Institute of Advanced Studies, 1998.

*Law Relating to Human Rights*. Asia Law House, 2001.

Shireesh Pal Singh, *Human Rights Education in 21<sup>st</sup> Century*. New Delhi: Discovery

S. K. Khanna. *Children and the Human Rights*. Common Wealth, 2011.

Sudhir Kapoor. *Human Rights in 21<sup>st</sup> Century*. Jaipur: Mangal Deep, 2001.

### **United Nations Development Programme.**

*Human Development Report 2004: Cultural Liberty in Today's Diverse World*. New Delhi: Oxford UP, 2004.

**BLUE PRINT**

**BA V Semester - Core Course**

**CE5B15B18**

**COURSE TITLE: ENVIRONMENTAL SCIENCE AND HUMAN RIGHTS**

<b>Modules</b>	<b>Hours</b>	<b>PART A- (short answer)  2 marks  10/12</b>	<b>PART B- (short essay)  5 marks  6/9</b>	<b>PART C- (essay/problem)  15marks  2/4</b>	<b>Total</b>
I	18	2	2	1	29
II	26	3	3	1	36
III	10	2	1	1	24
IV	10	2	1	0	9
V	26	3	2	1	31

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**CREATIVE WRITING AND TRANSLATION STUDIES**

<b>Semester</b>	:5
<b>Course Code</b>	:CE5B16B18
<b>Title of the Course</b>	: Creative Writing and Translation Studies
<b>Credits</b>	:4
<b>Duration</b>	:One Semester
<b>Total Lecture Hours</b>	:108

**Aim of the Course:**

To introduce the students to the basics of creative writing and translation

**Course Overview and Context:**

The program seeks to introduce students to various genres of writing fiction and nonfiction, tools employed for good writing, composing techniques, etc. It seeks to enhance their writing capacities and improve vocabulary and copy editing skills.

**Syllabus Content**

**PART A – CREATIVE WRITING**

The objective of modules 1 & 2 is to prepare students of the Communicative stream to achieve effective communication in all situations.

**Module I**

**(27 Hours)**

Imaginative use of parts of speech- accepted figurative uses of words- idioms and phrases- culture-bound idioms-verb patterns-phrasal verbs-deferred preposition-substitution and ellipsis-rhetorical devices-transferred epithet

Sentence connectors-cohesion-coherence-figures of speech such as simile, metaphor, personification, apostrophe, hyperbole, euphemism, oxymoron, epigram, irony, pun, metonymy-sentence variations and rewriting of sentences-cleft sentences-periodic and loose sentences.

No core text book is needed for Modules 1 & 2

The objective of modules 3&4 is to prepare students for different kinds of writing.

## **Module II**

**(27 Hours)**

Word choice in formal writing-argumentative writing-formal and informal style in writing-differences between spoken and written language-circumlocution-theme and rhyme and thematization-use of jargon-topic sentence-rank shift-epitomization of passage and answering comprehension questions-paragraph planning.

Letter writing-different kinds of letters-format-organizing information-style and tone-paraphrasing and expansion-critical appreciation of poetry-paraphrasing poems-general essays-descriptive writing-report writing.

Core Reference- 1) Tricia Hedge Writing, OUP, 1986

2) Kith Johnson Communicate in Writing, Longman 1981

## **PART B – TRANSLATION STUDIES**

### **Module III**

**(27 Hours)**

What is translation? – Definitions – Is it science or art or craft? Is it interpretation or is it

creation? Significance of translation – Aids and tools of translation – Text analysis, transfer and restructuring – Word for word translation and sense for sense translation.

Equivalence in translation – Areas where the concept of equivalence is applicable – Paradigmatic equivalence – Stylistic equivalence – textual equivalence – dynamic equivalence and formal equivalence – Levels of language – Rank bound translation and unbounded translation – Decoding and recoding.

#### **Module IV**

**(27 Hours)**

Translation and interpretation - exegesis and hermeneutics – untranslatability – translating idioms and jokes – culture bound expressions – transparency in translation – back translation

– transliteration – the different stages of the process of translation - John Dryden's classification of translation – Roman Jakobson's classification of interlingual translation, intralingual translation and intersemiotic translation – translation from non-related language – loss and gain in translation – the function of footnotes in translation.

History of translation – Bible translators and their contributions – Translation and objectivity

– Fidelity of the translator – Types of translation – Semantic translation and communicative translation – Machine translation – Domestication of translation and foreignisation of translation – Creativity in translation – Translating scientific and technical texts – Significance of culture in translation – Limitations of the translator – Types of equivalences in translation – Translation and linguistic bridge building.

Core Reference: Translation Studies by Susan Bassnett; Routledge, 1980  
Toward a Science of Translation by Eugene Nida, 1964  
The Translators invisibility by Lawrence Venuti, 1995

### Competencies of the Course

- Appreciate the aesthetic value of language.
- Develop creativity and powers of imagination.
- Interpret and describe theme, style, etc.
- Develop language skills.

### BLUE PRINT

**BA V Semester – Core Course**

**COURSE CODE: CE5B16B18**

**COURSE TITLE: CREATIVE WRITING AND TRANSLATION STUDIES**

<b>Modules</b>	<b>Hours</b>	<b>PART A- (short answer) 2 marks 10/12</b>	<b>PART B- (short essay) 5 marks 6/9</b>	<b>PART C- (essay/problem) 15 marks 2/4</b>	<b>Total</b>
I	27	3	2	1	31
II	27	3	2	1	31
III	27	3	2	1	31
IV	27	3	3	1	36



**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**MASS COMMUNICATION AND BROADCASTING MEDIA: RADIO**

<b>Semester</b>	:5
<b>Course Code</b>	:CE5B17B18
<b>Title of the Course</b>	: Mass Communication and Broadcasting
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:90

**Aim of the course**

To introduce the students to the broadcast media of mass communication for effective exchange of ideas and information.

**Course Overview and Context**

The course seeks to provide an understanding of the various elements in a mass medium. It also seeks to give the students a firm grounding on the working of a radio station, Television Station, Cinema and Web Journalism.

**Syllabus Content**

**Module I** **(24 Hours)**

**RADIO**

Introduction to Broadcast Journalism- Broadcasting Production- Broadcasting Performance-Broadcasting style and language- Broadcasting policy-Ethics of Broadcasting

Radio as a Mass Medium- Origin, Development and Future of Radio-Advantages and disadvantages of Radio Broadcast- Important Radio services in the world- Radio in India: All India radio services, the regional services and the local services. Radio for the urban and rural India- Radio Journalism-Radio commercials

FM Broadcasting: private FM Broadcasting and new trends: the shift to music, entertainment, chat and phone\_ ins.

Digital Audio Broadcasting

## **Module II**

**(24 Hours)**

radio genres and radio presentation

Important Radio Genres-News Bulletins, Documentaries, Radio Plays, Interviews, Talks, Discussions, Educational Programmes, Specific audience programmes, Music programmes – Community Radio, Amateur radio, Internet radio, Satellite Radio

Radio Presentation: Writing for the ear, concept of good presentation, link announcement and continuity presentation. News Reading: Pronunciation, Use of Silence, Voice Culture, keeping rapport with the listener, forming personality for the programme/station, Qualities of Radio Jockey.

### **PRACTICAL**

Presentation of Radio news bulletins, radio plays.

## **Module III**

**(24 Hours)**

Introduction to visual media

Visual media –characteristics, principles and functions. Television as a mass medium – TV in India- TV and culture - TV for information, TV for entertainment. Policy on TV

Broadcasting- Prasar Bharati Act- The Broadcasting Bill- Ethics of telecasting.

History of cinema-Milestones in Indian Cinema

#### **Module IV**

**(18 Hours)**

#### **CYBER JOURNALISM**

Introduction to Cyber Journalism- Fundamentals of Cyber Media, Comparison of Cyber Media with Print, TV, Radio mediums, Advantages & Disadvantages of Cyber Journalism.

Web writing- Basic rules, Do's & Don'ts, Writing News stories, Features & Articles on the

Web. Presentation & Layout of Web Newspapers & Magazines. Analysis of important Indian News-Based Web-sites. Trends in Cyber Reporting & Editing- Future of web journalism

#### **SUGGESTED READING:**

- |    |  |                                 |
|----|--|---------------------------------|
| 1. | Cyberspace Aur Media                   | Sudhir Pachauri                 |
| 2. | Fundamentals of Information Technology | Deepak Bharihoke                |
| 3. | Multimedia Systems                     | Ramesh Agarwal & Bharat Bhushan |
| 4. | IT in the new millenium                | V D Dudeja                      |
| 5. | IT                                     | S L Sah                         |
| 6. | Electronic Media & the Internet        | Y K D'souza                     |

#### **Competencies of the Course**

- Understand the ethics in broadcasting
- Learning the basics of radio as a mass media
- Learn the nuances of radio and TV scripting

**BLUE PRINT**

**B. A V Semester - Core Course**

**COURSE CODE: CE5B17B18**

**COURSE TITLE: MASS COMMUNICATION AND BROADCASTING MEDIA:  
RADIO**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	24	3	3	1	36
<b>II</b>	24	3	2	1	31
<b>III</b>	24	4	2	1	33
<b>IV</b>	18	2	2	1	29

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**PUBLIC RELATIONS 1**

<b>Semester</b>	:5
<b>Course Code</b>	:CE5B18B18
<b>Title of the Course</b>	: Public Relations 1
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:90

**Aim of the course:**

- To learn about the basics of public relations
- To teach students the practical skills required to execute a PR Campaign
- To reinforce the basic concepts of effective public relations
- Includes the study of public opinion, media relations, public communication and campaigns

**Course Overview and Context:**

The program helps to study the concepts, history and the paradigms of public relations. It also provides an analysis and introduction to processes of communication in the PR sector.

**Syllabus Content**

**Module I** **(24 Hours)**

What is PR- Definitions of PR- ABC of PR- Purpose of PR- Elements of PR: empathy,

persuasion and dialogue- What PR can and cannot do- Personal contact for better PR

## **Module II**

**(24 Hours)**

History of PR. PR in olden times and growth of PR. PR in India and current scenario. Public

Relations in Indian Economic Development and people's participation. Public in PR.

Influence of Public. 'Public' and Public Opinion. Impact of public opinion on PR.

## **Module III**

**(24 Hours)**

Tools of PR- Media Relations, Advertising, Publicity, House Journals, Exhibitions and Trade fairs etc. PR Campaigns- objective, planning, execution and evaluation.

## **Module IV**

**(18 Hours)**

PR department in an organization. The PR professional- qualities and qualifications.

Reference Text

Handbook of Public Relations & Communications by Philip Lesley

Public Relations by Edward L. Bernays

The Fall of Advertising & The Rise Of Pr by Al Ries & Laura Ries

### **Learning Resources:**

Handbook of Public Relations & Communications by Philip Lesley

Public Relations by Edward L. Bernays

The Fall Of Advertising & The Rise Of Pr by Al Ries & Laura Ries

### **Competencies of the Course**

- Introduces students to the concept and practice of public relations
- Introduces students to the functions of PR within organizations and its impact

- Enables students to determine what public relations is and what it is not; to identify the skills and education a successful practitioner requires and see the range of career opportunities in the profession
- Helps gain skills in the practical art of conducting PR campaigns.
- Reviews the components of a public relations campaign
- Students learn how to prepare the key materials that help to get the job done

**BLUE PRINT**

**B. A V Semester - Core Course**

**COURSE CODE: CE5B18B18**

**COURSE TITLE: PUBLIC RELATIONS 1**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	24	3	3	1	36
<b>II</b>	24	3	2	1	31
<b>III</b>	24	4	2	1	33
<b>IV</b>	18	2	2	1	29

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**ENTREPRENEURSHIP DEVELOPMENT**

<b>Semester</b>	:6
<b>Course Code</b>	:CE6B19B18
<b>Title of the Course</b>	: Entrepreneurship Development
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:90

**Aim of the Course:**

- To provide an introduction to entrepreneurship and new-venture creation
- To develop the spirit of enterprise and motivate in the setting- up of a new enterprise

**Course Overview and Context:**

To help students to understand the knowledge, skills and aptitude required to move from the academic to business world by acquiring an entrepreneurial perspective

**Syllabus Content**

**Module I** **(24 Hours)**

Definition of Entrepreneurship – Difference between an Entrepreneur and self-employed person – Role of an Entrepreneur in Economic development – Characteristics of an Entrepreneur



**Module II**

**(24 Hours)**

Entrepreneurial support systems: DIC KVIC, State financial corporations, small scale and export industries, SIDBI, NSIC, SISI – Activities and functions of District Industries Centres

**Module III**

**(24 Hours)**

Consideration in Product/Project selection – Market survey – Project Classification

**Module IV**

**(18 Hours)**

Writing a Business Plan – Appraisal Criteria and formalities to be completed for financial assistance

**Suggested Reading:**

- |                              |  |
|------------------------------|--|
| Bhanusali                    | Entrepreneurship Development                                 |
| Gupta C.B. and Sivaraman N.P | Entrepreneurial Development                                  |
| Sivaraman S.                 | Entrepreneurship and Enterprise Growth                       |
| Chandra, Prasanna            | Project Preparation, Appraisal, Budgeting and Implementation |
| Meredith C.G. & Nelson et al | Practice of Entrepreneurship, ILO                            |

**Competencies of the Course**

- Students will learn the basics of entrepreneurship, the characteristics of an entrepreneur and their role in the economic development of the nation
- Will gain useful information on project identification, formulation, design and preparing a project report
- Able to understand and apply the techniques and processes that can be used to identify entrepreneurial opportunities
- Know the various governmental organizations encouraging the setting up of new ventures whether small or large

**BLUE PRINT**

**B. A V Semester - Core Course**

**COURSE CODE: CE6B19B18**

**COURSE TITLE: ENTREPRENEURSHIP DEVELOPMENT**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	24	3	3	1	36
<b>II</b>	24	3	2	1	31
<b>III</b>	24	4	2	1	33
<b>IV</b>	18	2	2	1	29

**ST. TERESA'S COLLEGE (AUTONOMOUS)**

**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION  
STUDIES  
SYLLABI OF CORE COURSES**

**VISUAL MEDIA: TELEVISION AND CINEMA**

<b>Semester</b>	:6
<b>Course Code</b>	:CE6B20B18
<b>Title of the Course</b>	: Visual Media: Television and Cinema
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:90

**Aim of the Course:**

The course provides the students an overview of the purposes and functioning of TV and cinema as mass media.

**Course Overview and Context:**

The course seeks to introduce the students to the various aspects of the two most popular media. It helps them get an idea of writing for and producing various kinds of programs.

**Syllabus Content**

**Module I (30 Hours)**

**TELEVISION**

Different types of TV Programmes-Information based, Entertainment based-Documentaries,

Interviews, Game shows, Quiz shows, Reality shows, Children's programmes, Business programmes, Music and Dance programmes, Sports, Culture, Art, Fashion and Life Style, analysis of Soap Operas, Presentation of women in TV serials.

TV commercials: Different types of TV Commercials-The Ethics of TV advertising- Live coverage through satellite- Digital TV and cable TV. Cable TV-Advantages and disadvantages- -Impact of cinema on TV.

TV Programmes Production techniques: Introduction to Pre-Production, production and post-production-editing, special effects- TV News room structure and operations- – News casting: TV Producer-TV Correspondents, news readers-TV Anchoring: Practical Training- Facing the camera- Gestures- Speech- Face expression- Lip movement- Stress- Intonation.

## PRACTICAL

Learning to use a video camera

News Reading-facing the camera-speech, stress, intonation, gestures

## MODULE II

**(30 Hours)**

### TV PROGRAMMING

Description of a TV studio floor and control room-Equipments and personnel-TV camera mountings-microphone, lightings- Editing techniques-Cut, Fade, Mix, Dissolve, Wipe, Superimpose.

Script Writing-the different steps-story board-visualization -effective use of language and music-writing the script of a TV play, TV documentary, news bulletin (terminology-sound

bite, stand up, package etc)

#### PRACTICAL

Visit to TV studio

Production of a 10 minute TV play/Documentary

### **Module III**

**(30 Hours)**

#### CINEMA

Types of films: feature films, animated films, documentary films, children's films, educational films, parallel cinema. NFDC – Film censorship

Grammar of films: Shot, Scene, Sequence.

Cinematography-Camera shots-Close up, Medium shot, Long shot, Angle of shot, Point of View- Camera Movements-Pan, Track, Tilt. Mis-en-scene. Off Screen space. Setting: On Location, Sound Stage. Lighting: 3 point lighting. Editing-Cut, dissolve, fade, wipe, cross-cutting, continuity editing, Montage, long take, 30 degree rule, 180 degree rule.

Stages of film making: Pre Production: Screenplay, Casting, location selection.

Production; Post Production: Use of special effects. Sound recording-digetic, non-digetic sound,dubbing-distribution, publicity.

Digital technology in film making.

#### PRACTICAL

Visit to a shooting site

Writing a film screenplay

### Reference Texts

Film Studies the Basics by Amy Villarejo

Techniques of TV production by Milerson

Tape Recording from A to Z by Dong Crawford

Mass Communication by Keval J. Kumar

### Competencies of the Course

- Be able to identify the various principles of visual media
- Understand the functioning of a TV studio
- Be able to write scripts for TV and cinema
- Be able to produce and prepare TV programs

### BLUE PRINT

BA VI Semester - Core Course

CE6B20B18

COURSE TITLE: VISUAL MEDIA: TELEVISION AND CINEMA

Modules	Hours	PART A (short answer) 2 marks 10/12	PART B (short essay) 5 marks 6/9	PART C (essay) 15 marks 2/4	Total
I	30	4	3	2	53
II	30	4	3	1	38
III	30	4	3	1	38

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**PUBLIC RELATIONS 2**

<b>Semester</b>	:6
<b>Course Code</b>	:CE6B21B18
<b>Title of the Course</b>	: Public Relations 2
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:90

**Aim of the Course:**

- To learn about the basics of public relations
- To teach students the practical skills required to execute a PR Campaign
- To reinforce the basic concepts of effective public relations
- Includes the study of public opinion, media relations, public communication and campaigns

**Course Overview and Context:**

The program helps to study the concepts, history and the paradigms of public relations. It also provides an analysis and introduction to processes of communication in the PR sector.

**Syllabus Content**

**Module I** **(27 Hours)**

Professionalism in PR- Ethics in PR- Code of Athens, Code of Brussels and Code of Venice)-

PR as a management function- Corporate PR. Objectives of corporate PR. Planning and execution of Corporate PR objectives. Social audit. Women in PR.

**Module II**

**(27 Hours)**

PR in Industry, PR in Public Sector, PR in Private sector, Government and PR, PR in manufacturing industries etc

**Module III**

**(15 Hours)**

Practical

On the Job Training in a PR agency

**Module IV**

**(21 Hours)**

Practical

PR Campaign

**Reference Text**

Applied Public Relations and Communication by K.R. Balan

**Competencies of the course:**

On completion of the course, the student should:

- Will understand the importance of values and ethics in public relations for the integrity of the profession and for the ultimate job satisfaction of the PR practitioner
- will acquire knowledge on the strategic issues and effective practices of communication between organizations and their constituencies
- Appreciate how public relations can enable the government and the organizations in the public and private sector to achieve their objectives



- Will enable students to understand the effective public relations skills that are essential for success in the private and public spheres

**BLUE PRINT**

**BA VI Semester - Core Course**

**COURSE TITLE: PUBLIC RELATIONS II**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	27	4	3	1	38
<b>II</b>	27	4	3	1	38
<b>III</b>	15	1	1	1	22
<b>IV</b>	21	3	2	1	31

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CORE COURSES**

**OFFICE ADMINISTRATION AND HUMAN RESOURCE MANAGEMENT**

<b>Semester</b>	:6
<b>Course Code</b>	:CE6B22B18
<b>Title of the Course</b>	: Office Administration and Human Resource Management
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:90

**Aim of the Course:**

- To provide an introduction to office administration and management
- To develop an understanding about personnel management

**Course Overview and Context**

To help students to understand the knowledge, skills and aptitude required to effectively manage an office environment

**Syllabus Content**

**Module I (24 Hours)**

What is an Office? Purpose of office- basic and management functions of an office. Communication in an office. Centralized vs Decentralized office. Office manager-functions-duties-necessary qualities-Common faults of office manager

**Module II**

**(24 Hours)**

Layout and environment-principles of office layout-accommodation- open and closed office-advantages and disadvantages of open and closed office.

**Module III**

**(24 Hours)**

Human resource management. Nature of Human Factor and models of Human Behaviour. Definition of Personnel/HR management, scope and function, challenges of personnel management. Manpower Planning.

**Module IV**

**(18 Hours)**

Manpower planning, recruitment and selection, induction, transfer and promotion, career development, performance appraisal system, job satisfaction, alienation and stress. Discipline and Grievance procedure. Motivation and Morale.

**Reference Text**

Office Administration by J.C. Denyer

Office Administration & Management by Khorshed Dp Madon and Homai

Mcdowell Office and Administration Management by R.K. Malhotra

Human Resource management: concepts and issues by Dr. T. N.

Chhabra Personal Management by Sasi K. Gupta

Personal Management by Tripathi

Personal Management by Memoria & Memoria

### Competencies of the Course:

On completion of the course:

- Students will be able to understand the structure, layout and functioning of an office
- Will enable students to acquire knowledge about the concepts of human resource management
- Will get an overview of the field of office administration and human resource management
- Will understand the roles and responsibilities of HR professionals
- Will acquire knowledge about induction, human resource planning, job analysis, recruitment and selection, training and development, performance appraisal, compensation and benefits, motivation, morale, stress, alienation at work and career development

### B. A V Semester - Core Course

**CE6B22B18**

### **COURSE TITLE: OFFICE ADMINISTRATION AND HUMAN RESOURCE MANAGEMENT**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	24	3	3	1	36
<b>II</b>	24	3	2	1	31
<b>III</b>	24	4	2	1	33
<b>IV</b>	18	2	2	1	29

## **SYLLABI OF CHOICE BASED COURSES**

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CHOICE BASED COURSES**

**VOICES FROM THE MARGINS**

<b>Semester</b>	:6
<b>Course Code</b>	:CE6B23aB18
<b>Title of the Course</b>	: Voices from the Margins
<b>Credits</b>	:3
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:72

**Aim of the Course**

To introduce “voices” from the margins to the students, as an attempt to understand suppressed histories and discourses.

**Course Overview and Context**

On completion of the course, the student will have critically encountered subaltern voices, Dalitness and indigeneity.

**Syllabus Content**

**Module I**

**(18 Hours)**

‘Subaltern’ - Entry in *Routledge Dictionary of Literary Terms* by Peter Childs and Roger Fowler

Poikayil Appachan. "Remembering the Travails." *Writing in the Dark: A Collection of Malayalam Dalit Poetry*. Eds. M. B. Manoj and George K. Alex. Mumbai: VAK. 2008. 21-25.

Sharankumar Limbale. "Dalit Literature: Form and Purpose." *Towards an Aesthetics of Dalit Literature*. Hyderabad: Orient Longman. 2004. 23-39.

## **Module II**

**(18 Hours)**

Kallen Pokkudan. *My Life* (Excerpts). *The Oxford India Anthology of Malayalam Dalit Writing*. New Delhi: OUP. 2012. 185-195.

Hira Bansode. "Yashodhara." *Posioned Bread*. Ed. Arjun Dangle. Hyderabad: Orient Blackswan. 2009. 36-37.

M. B. Manoj. "Anonymous." *No Alphabet in Sight: New Dalit Writing from South India: Dossier 1: Tamil and Malayalam*. Eds. K. Satyannarayana and Susie Tharu. New Delhi: Penguin. 532-533.

Bama. *Sangati*. New Delhi: OUP. 2005.

## **Module III**

**(18 Hours)**

Ramanika Gupta. "Adivasi Literature: An Emerging Consciousness." *Indigeneity: Culture and Representation*. Hyderabad: Orient Blackswan. 2009. 191-202.

G. N. Devy. "Aphasia: The Fate of the Indigenous Languages" Introduction to *The Language Loss of the Indigenous*. Eds. G. N. Devy, Geoffrey V. Davis and K. K. Chakravarty. New Delhi: New York: Routledge. 2016. 1-6.

Dakxin Bajrange. "Budhan" in. *Painted Words: An Anthology of Tribal Literature*. Ed. G. N. Devy. Vadodara: Purva Prakash. 2012. 245-272.

#### **Module IV**

**(18 Hours)**

Narayan/Catherine Thankamma. "We want to be understood . . . and allowed to live with dignity." Interview. *Kocharethi: The Araya Woman*. New Delhi: OUP. 2011. 208-216.

Bhaskaran. *Mother Forest: The Unfinished Story of C.K. Janu*. New Delhi: Kali for Women. 2004.

#### **Core Text: *Voices from the Margins***

#### **Competencies of the course**

At the course, the student should be able to:

- Analyse and have a comprehensive overview of Dalit voices and writing from across the country
- Ascertain why autobiographical writing is the preferred medium for Dalit writers
- Engage with the aesthetics and politics of Dalit writing
- Understand why Dalit women's writing comes from the doubly marginalized
- Engage with regional Dalit writing particularly Malayalam Dalit writing



**BLUE PRINT**

**BA VI Semester – Choice Based Course**

**Course Code: CE6B23aB18**

**COURSE TITLE: VOICES FROM THE MARGINS**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	3	1	36
<b>II</b>	18	3	2	1	31
<b>III</b>	18	3	3	1	36
<b>IV</b>	18	3	1	1	26

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CHOICE BASED COURSES**

**COMPARATIVE LITERATURE**

<b>Semester</b>	:6
<b>Course Code</b>	: CE6B23bB18
<b>Title of the Course</b>	: Comparative Literature
<b>Credits</b>	:3
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:72

**Aim of the Course**

To introduce the student to the various concepts relating to comparative study of literature and to promote an international approach to the study of literature.

**Course Overview and Context**

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

1. Develop strategies and methodologies in the study of literatures in comparison.
2. Undertake a methodological investigation of problems involving more than one literature so that she/he may acquire a broader sense of literary history and tradition.
3. Critically analyze literary texts in a broader perspective of World Literature.

## Syllabus Content

### Module I [Themes and Contexts]

(18 hours)

K. M. Krishnan: 'Introduction' in the anthology *Between the Lines*

Susan Bassnett: 'What is Comparative Literature Today' from *Comparative Literature: An Introduction*

### Module II [Envisioning]

(18 hours)

#### Part A: Writing

Ted Hughes: The Thought Fox

Seamus Heaney: Personal Helicon

#### Part B: Death Wish

Sylvia Plath: Tulips

Dorothy Parker: Resume

#### Part C: Hamlets

Anna Akhmatova: Reading Hamlet

C. P. Cavafy: King Claudius

Salman Rushdie: Yorick

### Module III [Nuance]

(18 hours)

#### Part A: Myth

Rabindranath Tagore: Karna Kunti Samvad

G. Sankarapilla: Wings Flapping, Somewhere

### **Part B: Sleuthing**

Arthur Conan Doyle: The Adventure of the Blue Carbuncle

V. K. N.: Sherlock Holmes

### **Module IV [Motif]**

**(18 Hours)**

Carlo Collodi: The Adventures of Pinocchio

Nikolai Gogol : The Nose

Vaikom Muhammad Basheer : The World Renowned Nose

### **Core Text: *Comparative Literature***

#### **Competencies of the Course**

At the course, the student should be:

- Be familiar with the methods and strategies to analyse Comparative Literature
- Understand the significant role that Comparative Literature and World Literatures have played in restructuring the English Canon
- Cultivate reading across linguistic boundaries and thus do away with labels such as nationalist and classical literatures
- Trace the transformations and travels of literary genres and texts across time and space
- Compare and analyse texts across borders, languages, cultures and writing traditions

**BLUE PRINT**

**BA VI Semester – Choice Based Course**

**Course Code: CE6B23bB18**

**COURSE TITLE: COMPARATIVE LITERATURE**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	3	1	36
<b>II</b>	18	3	2	1	31
<b>III</b>	18	4	2	1	33
<b>IV</b>	18	2	2	1	29

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CHOICE BASED COURSES**

**MODERN MALAYALAM LITERATURE IN**  
**TRANSLATION**

<b>Semester</b>	:6
<b>Course Code</b>	: CE6B23cB18
<b>Title of the Course</b>	: Modern Malayalam Literature in Translation
<b>Credits</b>	:3
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:72

**Aim of the Course**

The students will be introduced to a selection of literature translated from Malayalam into English. The student will be able to establish an endearing rapport with the cultural aspects of the living environs.

**Course Overview and Context**

On completion of the course, the student should be able to comprehend the following:

1. An understanding of a selection of much discussed writers/literary pieces in Malayalam.
2. The various genres in Malayalam.
3. The modern trends in Malayalam literature.
4. Experiments with form in Malayalam poems and prose.

## **Syllabus Content**

### **Module I (Poetry)**

**(18 hours)**

Balamani Amma: The Pen

Ayyappa Paniker: Theft

Kadamanitta: Feline Fancies

Satchidanandan: The Mad

Balachandran Chullikkad: Possessed

V. M. Girija: A Tree I Was Long Back

S. Joseph: Group Photo

Anitha Thampi: Sweeping the Front Yard

Bindu Krishnan: Certain Days, Like This

### **Module II (Short Fiction)**

**(18 hours)**

M. T. Vasudevan Nair: For You

N. Madhavikutti: Neypayasam

M. Mukundan: The Eyesight of the Mirror

N. Paul Zacharia: Last Show

O. S. Madhavan: Afterword

Santhosh Echikkanam: The Hunters in a Picture Story

Subhash Chandran: Bloody Mary

Anvar Abdulla: Sea-Roar

**Module III (Novel) (18 Hours)**

O.V Vijayan: *The Legends of Khasak*

**Module IV (Novella/Memoir/Prison Narrative) (18 Hours)**

Vaikom Muhammad Basheer: Walls

### **Background Reading**

1. Sujit Mukherjee, 'Translation as Discovery' (139-150 in *Translation as Discovery*)
2. A K Ramanujan, 'Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation.' (131 – 160 in *The Collected Essays of A K Ramanujan*)
3. Gayatri Chakravorty Spivak, 'The Politics of Translation.' (397- 416 in *The Translation Studies Reader*)
4. G N Devy, "'Translation and Literary History: An Indian View (pp 182 – 88 in *Postcolonial Translation: Theory and Practice*)
5. Walter Benjamin, 'The Task of the Translator.' (15 - 25 in *The Translation Studies*)



Reader)

**Core Text: *Modern Malayalam Literature in Translation***

### Competencies of the Course

At the end of the course, the student should be able

- To have an understanding of the selection of the much discussed writers/literary pieces in Malayalam
- To keep abreast with the modern trends in Malayalam literature across genres
- To have an understanding of the experiments with forms in Malayalam prose and poetry
- Understand the politics of translation and the task of the translator
- To have a comprehensive overview of the literary history of Indian translation

### BLUE PRINT

**BA VI Semester – Choice Based Course**

**Course Code: CE6B23cB18**

**COURSE TITLE: MODERN MALAYALAM LITERATURE IN  
TRANSLATION**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	3	1	36
<b>II</b>	18	3	2	1	31
<b>III</b>	18	4	2	1	33
<b>IV</b>	18	2	2	1	29

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF CHOICE BASED COURSES**

**REGIONAL LITERATURES IN TRANSLATION**

<b>Semester</b>	:6
<b>Course Code</b>	: CE6B23dB18
<b>Title of the Course</b>	: Regional Literatures in Translation
<b>Credits</b>	:3
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:72

**Aim of the Course**

The students will be introduced to a selection of regional literatures translated into English.

**Course Overview and Context**

On completion of the course, the student should be able to comprehend the following:

1. An understanding of much discussed writers/literary pieces in the vernaculars.
2. The modern trends in regional literatures.

**Syllabus Content**

**Module I [Prose]**

**(18 hours)**

Susan Bassnett: Introduction to *Translation Studies*

Keya Majumdar: Appropriating the Other - Some Challenges of Translation and its Theories” Romila Thapar: ‘The Abhijnana-Sakuntalam of Kalidasa’ from *Shakuntala: Texts, Readings and History*

**Module II [Poetry]**

**(18 hours)**

Jibanananda Das: Banalata Sen  
Kedarnath Agarwal: Freedom of the Writer  
Amin Kamil: Naked Thoughts  
P Lankesh: Mother (Avva)  
P. P. Ramachandran: Iruppu  
S Joseph: Fish Monger

**Module III [Drama]**

**(18 hours)**

C. J. Thomas: *Crime 27 in 1128*

Vijay Tendulkar: *Kanyadaan*

**Module IV [Short Story]**

**(18 hours)**

Saadat Hasan Manto: Toba Tek Singh  
Amrita Pritam: The Weed  
Annabhau Sathé: Gold from the Grave  
Sujatha: Washing Machine  
Devanuru Mahadeva: Tar Arrives

**Core Text: *Regional Literatures in Translation***

### Competencies of the Course

At the end of the course, the student should be able to

- Read and be familiar with renowned writers/literary pieces in the vernaculars
- Have a comprehensive overview of the different translation theories and its application
- Be familiar with regional and localized literatures
- Analyse, engage and understand the politics of translated works across genres: poems, short stories, plays, novels

### BLUE PRINT

**BA VI Semester – Choice Based Course**

**Course Code: CE6B23dB18**

**COURSE TITLE: REGIONAL LITERATURES IN TRANSLATION**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	3	1	36
<b>II</b>	18	3	2	1	31
<b>III</b>	18	4	2	1	33
<b>IV</b>	18	2	2	1	29

## **SYLLABI OF OPEN COURSES**

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF OPEN COURSES**  
**APPRECIATING FILMS**

<b>Semester</b>	:5
<b>Course Code</b>	:CE5D01aB18
<b>Title of the Course</b>	: Appreciating Films
<b>Credits</b>	:3
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:72

**Aim of the Course**

The course seeks to introduce the student to the major elements that constitute cinema. Also the attempt will be to equip the student to academically discuss cinema in terms of critiques and close analyses.

**Course Overview and Context**

On completion of the course, the student should be able to discern the following:

1. The broad contours of the history and aesthetics of films.
2. The overarching film genres and the basic terminology of film studies.
3. The distinction between mere appreciation of films and sustained ideological film analysis.
4. The questions raised by Cultural Studies and Feminism(s) in their encounter with films.
5. The issues raised by cinematic adaptations of literature.

## Syllabus Content

### Module I (Broad Film Genres)

(18 hours)

Lumiere vs. Melies [*Arrival of a Train* vs. *An Impossible Voyage*] Narrative Cinema vs. Documentary Cinema

Hollywood Style as Norm - Roland Emmerich's *Independence Day* (1996) German Expressionism - F.W. Murnau's *Nosferatu* (1922)

Neo-realism - Vittorio De Sica's *Bicycle Thieves* (1948)

### Module II (Film Languages)

(18 hours)

Montage Theory: [Clippings from Eisenstein's *Battleship Potemkin* and Chaplin's *Modern Times*]

Mise-en-scene: [The opening sequence from Werner Herzog's *Aguirre, Wrath of God* (1972) and the infamous 'horse head' scene from Francis Ford Coppola's *The Godfather* (1972)] Deep Focus, the Long Take and psychological representation: [Select scenes from Orson

Welles' *The Magnificent Ambersons* (1942)]

Jump Cut (anti-seamless-dissolve) [Examples from Godard's *Breathless* (1960)]

### Module III (Reading Films)

(18 hours)

Cinema and Ideology/Identity Politics

[Kamal Haasan's *Hey Ram* (2000) and Shaji Kailas's] *Aaraam Thampuran* (1997)]

Cinema and Feminism

[Rajkumar Hirani's *PK* (2014) and K. G. George's *Aadaminte Variyellu* (1983)]

#### **Module IV (Film Adaptations)**

**(18 hours)**

Shakespeare/Hamlet: Vishal Bhardwaj's *Haider* (2014)

Basheer/Mathilukal: Adoor Gopalakrishnan's *Mathilukal* (1990)

#### **Films Recommended for Background Viewing**

George Melies: *An Impossible Voyage*

Lumiere brothers: *Arrival of a Train*

Sergei Eisenstein: *Battleship Potemkin*

Charlie Chaplin: *Modern Times*

Werner Herzog: *Aguirre, Wrath of God*

Francis Ford Coppola: *The Godfather*

Orson Welles: *The Magnificent Ambersons*

Jean Luc-Godard: *Breathless*

V. K. Prakash: *Karmayogi* [Malayalam]

#### **Core Text: *Appreciating Films***

#### **Competencies of the course:**

- Understand the concepts of film making and film theory
- Students will learn to appreciate cinematic ideologies



**BLUE PRINT**

**BA V Semester - Core Course**

**Course Code: CE5D01aB18**

**COURSE TITLE: APPRECIATING FILMS**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	2	1	31
<b>II</b>	18	3	3	1	36
<b>III</b>	18	3	2	1	36
<b>IV</b>	18	3	2	1	36

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF OPEN COURSES**

**THEATRE STUDIES**

<b>Semester</b>	:5
<b>Course Code</b>	:CE5D01bB18
<b>Title of the Course</b>	: Appreciating Films
<b>Credits</b>	:3
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:72

**Aim of the Course**

The students will be introduced to a selection of plays from the West and the East, ranging from the tragic and the comic, the folk and the street, so as to generate interest in theatre and make them aware of the new trends in modern theatre.

**Course Overview and Context**

On completion of the course, the student should be able to imbibe the following:

1. An understanding of a selection of well-discussed plays across the world.
2. The classical and modern theatre in the West and the East.
3. The form and content of various kinds of theatre.
4. Colonial and subversive postcolonial aspects in Indian theatre.
5. Issues of gender, identity, caste, tradition, morality, etc dealt with by modern theatre.

## Syllabus Content

### Module I (Classics) (18 hours)

Kalidasa: *Abhijnanasakunthalam* – Act I

William Shakespeare: *Othello* – Act I, Scene III, 1-295

### Module II (Tragic Vision) (18 hours)

Eugene O'Neil: *Before Breakfast*

Langston Hughes: *Soul Gone Home*

### Module III (Comic Vision) (18 hours)

Bernard Shaw: *How He Lied to Her Husband*

Anton Chekov: *The Proposal*

### Module IV (Folk/Street) (18 hours)

Kavalam Narayana Panicker: *Maraattom*

Malini Bhattacharya: *Giving Away the Girl*

**Core Text: *Theatre Studies***

**BLUE PRINT**

**BA V Semester - Core Course**

**Course Code: CE5D01bB18**

**COURSE TITLE: THEATRE STUDIES**

<b>Modules</b>	<b>Hours</b>	<b>PART A</b> <b>(short answer)</b> <b>2 marks</b> <b>10/12</b>	<b>PART B</b> <b>(short essay)</b> <b>5 marks</b> <b>6/9</b>	<b>PART C</b> <b>(essay)</b> <b>15 marks</b> <b>2/4</b>	<b>Total</b>
<b>I</b>	18	3	2	1	31
<b>II</b>	18	3	3	1	36
<b>III</b>	18	3	2	1	36
<b>IV</b>	18	3	2	1	36

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF OPEN COURSES**

**ENGLISH FOR CAREERS**

<b>Semester</b>	:5
<b>Course Code</b>	:CE5D01cB18
<b>Title of the Course</b>	: Appreciating Films
<b>Credits</b>	:3
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:72

**Aim of the Course**

To make the students competent in their job-seeking, job-getting, and job-holding needs. The course shall cater to equipping the students in Comprehensive Language Enhancement.

**Course Overview and Context**

On completion of the course, the students should be able:

1. To develop communicative skills, which will enable them to prepare for a career and function effectively in it.
2. To equip themselves in oral and written communication to enhance their academic and professional use of language.
3. To train themselves in making effective presentations.

## Syllabus Content

### **Module I[Oral and Written Skills for Jobs and Careers] (18 hours)**

- a. Applying for jobs—Preparing Resumes—Writing Covering letters.
- b. Preparing for interviews—Taking Interviews—Post-Interview follow-up-Promotion
- c. Interviews—Group Discussions

### **Module II[Correctness of Language Usage] (18 hours)**

- a. Common errors in communication and how to avoid them.
- b. Some Notions—Conventional and idiomatic expressions.
- c. Today's Vocabulary
- d. Grammar for Grown-ups

### **Module III [Facing People] (18 hours)**

- a. Structuring and delivering a presentation.
- b. Communication in the Management context.
- c. Importance of Words/Language.
- d. Horizontal and Democratic Communication.

### **Module IV [Keeping the Job] (18 hours)**

- a. Human relationships in academic and professional life.
- b. Front Office Management and Keeping public relations (Telephone Skills)
- c. Soft Skills for Team Building.
- d. Keeping the Job—Professional Ethics
- e. Managing Multiple Roles- Healthy Balancing of family and career.

## Reading List

1. Samson et al. *English for Life - 4*. New Delhi: Cambridge UP.
2. Vasudev, Murthy. *Effective Proposal Writing*. New Delhi: Response, 2006.
3. *Towards Academic English: Developing Effective Writing Skills*. New Delhi: Cambridge UP, 2007.
4. *Oxford Guide to Effective Writing and Speaking*. OUP, 2007.
5. Bhatnagar, R. P. *English for Competitive Examinations*. New Delhi: Macmillan, 2009.
6. *English for Careers*. Pearson.
7. *ABC of Common Grammatical Errors*. Macmillan, 2009
8. Kaul, Asha. *The Effective Presentation*. New Delhi: Response
9. Shepherd, Kerry. *Presentations at Conferences, Seminars and Meetings*. New Delhi: Response.
10. Vilanilam, J. V. *More Effective Communication: a Manual for Professionals*. Response 2008
11. *English for Career Development*. Orient Longman, 2006.

**Core Text:** *English for Careers*

**BLUE PRINT**

**BA V Semester - Core Course**

**Course Code: CE5D01cB18**

**COURSE TITLE: ENGLISH FOR CAREERS**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
<b>I</b>	18	3	2	1	31
<b>II</b>	18	3	3	1	36
<b>III</b>	18	3	2	1	36
<b>IV</b>	18	3	2	1	36



## **SYLLABI OF COMPLEMENTARY COURSES**

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF COMPLEMENTARY COURSES**

**THE EVOLUTION OF LITERARY MOVEMENTS: THE SHAPERS OF DESTINY**

<b>Semester</b>	:3
<b>Course Code</b>	: CE3C01B18
<b>Title of the Course</b>	The Evolution of Literary Movements: The Shapers of Destiny
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:108

**Aim of the Course**

To make the learner aware of the way in which history shapes the life and literature of a people

**Course Overview and Context**

- To give the learner a comprehensive overview of the history of Britain and its impact upon the rest of the world
- To enable him to understand English literature in the light of historical events
- To analyse the manner in which a person is moulded by the historical events of his personal and communal life

## **Syllabus Content**

### **Module I : Moulding and Being Moulded**

**(18 hours)**

Early settlers and invaders- the Iberians, the Celts and Romans, the Angles, Saxons, Jutes. The Anglo Saxon heptarchy- The coming of Christianity- Theodore of Tarsus and the organization of the church- Alfred the Great – St. Dunstan and Edgar – Canute the Danish king- Edward the Confessor, Harold Godwin- Society and literature of the time-the Witangemot -the Anglo Saxon Chronicle, Beowulf, Caedmon, Cynewulf, Venerable Bede and others-

### **Module II: The True Briton**

**(36 hours)**

Normans: the last invaders –William the Conqueror –the reforms of Henry I- Feudalism- the Angevin kings - the struggle between the church and the state, St. Thomas Becket – the universities of Oxford and Cambridge–the Guilds - Richard the Lionheart and the Crusades-the Magna Carta- Henry III – Simon de Montfort, and the Parliament- Edward I, annexation of Wales, Scotland and Ireland – Edward II and Edward III – The Black Death, The Hundred Years War, The Peasants Revolt – the effects of these on society and literature- The Wars of the Roses – Chaucer and the growth of the East Midland dialect into standard English – Growth of drama and stage performances- Chaucer's contemporaries- John Wycliffe and the Lollards.

### **Module III: Britannia Rules the Waves**

**(36 hours)**

The Tudor Dynasty- benevolent despots – Renaissance – maritime discoveries – the scientific temper and scientific inventions- flamboyant Henry VIII, Reformation- religious persecution-Thomas More, Erasmus, Thomas Cromwell-The Book of Common Prayer- Elizabeth I-Shakespeare – nest of singing birds- Francis Drake- peace and prosperity- The Stuarts and the Divine Right Theory- The Authorised Version- The Civil War- Oliver

Cromwell and the Protectorate – John Milton- the Jacobean playwrights – Restoration-  
Caroline writers- The Whigs and Tories- Queen Anne and the expansion of colonialism –  
The Glorious Revolution

**Module IV : A Precious Stone Set in the Silver Sea**

**(18 hours)**

The United Kingdom today- Physical features of the British Isles, geography,  
demography – Customs and practices – myths and legends –the growth and development  
of the English language –the position held by the UK in today's world

**Reading List**

1. Trevelyan, G. M. Illustrated English Social History (Vol 1-6). England: Penguin, 1968.
2. Churchill, Winston. A History of the English Speaking Peoples (Vol 1-12). London: Cassel and Co., 1966.
3. Nehru, Jawaharlal. Glimpses of World History. New Delhi: Penguin, 2004.
4. Alexander, Michael (ed.) A History of English Literature. New York: Palgrave-Macmillan, 2007.
5. Sampson, George (ed.) A History of English Literature. Delhi: Foundation, 2004.
6. Thorndike, Lynn. Encyclopedia of World Civilization (Vol 2). Delhi: Shubi Publications, 1990.
7. Yeats, W. B. Writings on Irish Folklore Legend and Myth. London: Penguin, 1999.
8. Warner, Marina. From the Beast to the Blond. London: Vintage, 1995.

**Core Text:** Susan Varghese. *Evolution of Literary Movements: The Shapers of Destiny*.

Current Books

**Competencies of the course:**

- To introduce the students to the writings of the Anglo- Saxon times and a brief history of Britain
- To provide an insight into the major developmental milestones of the middle ages
- To provide an outlook of the process of development of English as a language.

**BLUEPRINT**

**BA III Semester - Core Course** (English Literature and Communication Studies)

**CODE:CE3C01B18**

**COURSE TITLE: THE EVOLUTION OF LITERARY MOVEMENTS: THE SHAPERS OF DESTINY**

<b>Modules</b>	<b>Hours</b>	<b>PART A (short answer) 2 marks 10/12</b>	<b>PART B (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
I	24	3	3	1	36
II	36	4	3	1	38
III	30	3	2	1	31
IV	20	2	1	1	24

**B. A. PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION  
STUDIES**

**MODEL QUESTION PAPER**

**III SEMESTER - COMPLEMENTARY**

**CE3C01B18 - EVOLUTION OF LITERARY MOVEMENTS: THE SHAPERS OF  
DESTINY**

**Time : 3 Hrs**

**Max. Marks: 80**

**PART A**

**(Answer any 10 questions. Each question carries 2 marks)**

1. Who are the Celts?
2. What is Witangemot?
3. Who is Cynewulf?
4. When did Magna Carta come into force?
5. What is Black Death?
6. What is the peasants' revolt?
7. What is reformation?
8. Who wrote Utopia?
9. What is commonwealth Interregnum?
10. What is divine right theory?
11. Who was the first King of United England crowned by the Archbishop of Canterbury?
12. Who was the great celtic saint produced by the monastery of Iona?

**(10 x 2=20 marks)**

**PART B**

**(Answer any 6 questions. Each question carries 5 marks)**

13. Venerable Bede

14. Edward the confessor
15. Caedmon
16. The hundred year war
17. The wars of the Roses
18. St. Thomas Becket
19. The Glorious revolution
20. The Jacobean playwrights
21. Describe about the different Anglo – Saxon works.

**(6x 5 = 30 marks)**

**PART C**

**(Answer any 2 questions. Each question carries 15 marks)**

22. Write an essay on the social practices of the Anglo Saxons.
23. Write an essay on Middle English Literature
24. Write an essay on Puritan Movement.
25. Write an essay on the position held by the UK in today's world.

**(2 x 15 = 30 marks)**

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A. PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF COMPLEMENTARY COURSES**

**EVOLUTION OF LITERARY MOVEMENTS: THE CROSS CURRENTS OF  
CHANGE**

<b>Semester</b>	:4
<b>Course Code</b>	: CE4C01B18
<b>Title of the Course</b>	: The Evolution of Literary Movements: The Shapers of Destiny
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:108

**Aim of the Course**

To enable students to have a notion of the evolution of literature and to help them perceive the interplay of social processes and literature

**Course Overview and Context**

By the end of the course the:

- Students will be competent to understand literature against the backdrop of history.
- Students will be inspired to contribute dynamically to historical and literary processes.

**Syllabus Content**

**Module I [Literature and Revolution] (24 hours)**

a. The interaction between the French Revolution and the literature of the age



b. Literature in the context of the Russian Revolution

**Module II [Literature and Renaissance]**

**(36 hours)**

b. The social context of the burgeoning of literature in Latin America

c. Kerala at the dawn of awakening

**Module III [Literature and Liberation]**

**(30 hours)**

a. Literature and feminism

b. Dalit writing

**Module IV [Literature and the Third World]**

**(20 hours)**

a. Articulating the Postcolonial Experience

b. An overview of New Literatures

**Core Text:** Dr B Keralavarma. *Evolution of Literary Movements: The Cross-currents of Change.*

**Competencies of the Course**

- Provides students an overview of the dynamics of the interaction between history and literature
- Facilitates students to engage with history on their own

- Provides students with an understanding of the great movements in literature born of and giving birth to great events of history

### **BLUE PRINT**

**BA III Semester - Core Course (English Literature and Communication Studies)**

**COURSE CODE:CE4C01B18**

**COURSE TITLE: EVOLUTION OF LITERARY MOVEMENTS: THE CROSS  
CURRENTS OF CHANGE**

<b>Modules</b>	<b>Hours</b>	<b>PART A- (short answer) 2 marks 10/12</b>	<b>PART B- (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
I	24	3	3	1	36
II	36	4	3	1	38
III	30	3	2	1	31
IV	20	2	1	1	24

**B. A. PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION  
STUDIES**

**IV SEMESTER - COMPLEMENTARY**

**CE4C01B18 - EVOLUTION OF LITERARY MOVEMENTS: THE CROSS  
CURRENTS OF CHANGE**

Time: Three Hours

Maximum Marks: 80 Marks

**Part A**

*Answer any ten.*

*Each question carries 2 marks.*

1. What are Lyrical Ballads?
2. Tabula Rosa.
3. Who were "the profane trio" of the 18<sup>th</sup> century?
4. What do you mean by Feminine Phase?
5. Gynocriticism
6. Kate Millet's *Sexual Politics*.
7. Mention any Two poems by Black women writers and its significance.
8. Magic Realism
9. Literature of Migrancy
10. Post colonial writing
11. How did Ayyankali help to unite the agricultural workers?
12. What were the contributions made by Mannath Padmanabhan in Kerala Renaissance?

**Part B**

*Answer any six.*

*Each question carries 5 marks.*

13. Voltaire and his *Candide*
14. Rousseau's theory of education

15. Age of Reason and its characteristic
16. The First Wave of Feminism in the United States
17. Julia Kristeva
18. Luce Irigaray
19. What were Ambedkar's contributions to the Dalit movement?
20. Why did Achebe criticize Joseph Conrad's *Heart of Darkness*?
21. What are the achievements of Pandit Karuppan?

**Part C**

*Answer any two.*

*Each question carries 15 marks.*

22. Describe the conditions that characterized French Society in the 18<sup>th</sup> Century?
23. Trace the development of feminist movement in literature.
24. Write an essay on the relevance of postcolonial literature in the Third World countries.
25. Describe the Vaikom Satyagraha

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF COMPLEMENTARY COURSES**

**INTRODUCTION TO PHONETICS AND CONVERSATIONAL ENGLISH**

<b>Semester</b>	:1
<b>Course Code</b>	:CE1C01B18
<b>Title of the Course</b>	: Introduction to Phonetics and Conversational English
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:108

**Aim of the Course**

To introduce the student to the major concepts in English Phonetics, give an awareness of the structure of English and its role in the world today, and knowledge of some of the varieties of the English language.

**Course Overview and Context**

The course focuses on the study of language within the framework of contemporary linguistics. It is concerned equally with the synchronic and the diachronic aspects of language studies. It helps in our understanding of the structure and development of language. The students begin by learning how to analyse languages, their sounds (phonetics and phonology), their ways of forming words (morphology), their sentence structures (syntax), and their systems of expressing meaning (semantics).

## **Syllabus Content**

### **Module I (24 Hours)**

Characteristics of language – Origins of Speech – Speech and Writing – Varieties of language: Dialects, Isoglosses, Standard Dialect – Varieties of English Pronunciation – Standard English R.P. – Styles and Registers – Varieties of Modern English: British, American, Indian, Australian

### **Module II (36 Hours)**

The Air-stream mechanism – The Organs of Speech and their Mechanism – The Classification and Description of Speech Sounds: Vowels and Consonants of R.P. – The Phonetic Symbols for the Vowels and Consonants of English – the Sound System of GIE – The Phoneme Theory – Minimal Pairs – Allophones – Complementary Distribution – Free Variation – Distribution of English RP Sounds (Phonotactics)

### **Module III (30 Hours)**

Communication- Types of Communication- Interpersonal communication- Dialogue- Elements: Context, Frame of reference- personal makeup of speaker and listener- Meanings: Denotative and Connotative

### **Module IV (20 Hours)**

Greetings- Leave taking- Effecting introductions- Requests- Orders- Passing information- Descriptions of people, places, events, procedures- complaints- suggestions- apologies- warnings- excusing oneself- issuing invites- communicating disapproval- shopping.

### **Learning Resources:**

#### **Textbook**

J D O'Conner – Phonetics

Daniel Jones – An Introduction to English Phonetics

T. Balasubramaniam – A Textbook of English Phonetics for Indian Students

Daniel Jones – The English Pronouncing Dictionary

A.C.Gimson – An Introduction to the Pronunciation of English

Daniel Jones – An Outline of English Phonetics

Roger Kingdon – English Intonation Practice

M. A. K Halliday – A Course in Spoken English

George A. Miller – Language and Communication

Fernando Poyatos – 'Language in the Context of Total Body Communication', Linguistics, Feb. 12, 1976

### **Competencies of the Course**

- Equip students to understand the sounds of speech and how different sounds function in a language
- Understand the psychological processes involved in the use of language
- Learn how children acquire language capabilities
- Know the social and cultural factors in language use, variation and change
- Allows the students to know the acoustics of speech and the physiological and psychological aspects involved in producing and understanding it
- Learn the biological basis of language in the brain

**BLUE PRINT**

**BA I Semester - Complementary Course (For French)**

**COURSE CODE: CE1C01B18**

**COURSE TITLE: INTRODUCTION TO PHONETICS AND CONVERSATIONAL  
ENGLISH**

<b>Modules</b>	<b>Hours</b>	<b>PART A- (short answer) 2 marks 10/12</b>	<b>PART B- (short essay) 5 marks 6/9</b>	<b>PART C (essay) 15 marks 2/4</b>	<b>Total</b>
I	24	3	3	1	36
II	36	4	3	1	38
III	30	3	2	1	31
IV	20	2	1	1	24



**B. A. PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION  
STUDIES**

**I SEMESTER – COMPLEMENTARY (FOR FRENCH)**

**CE1C01B18 – INTRODUCTION TO PHONETICS AND CONVERSATIONAL  
ENGLISH**

Time: Three Hours

Maximum Marks: 80 Marks

**Part A**

*Answer any ten.*

*Each question carries 1 mark*

1. Describe Indian English
2. Define idiolect.
3. What is Language?
4. Define back vowels
5. Define nasal sounds
6. What is auditory phonetics
7. Define linking /r/?
8. What is intrapersonal communication?
9. Define communication
10. Frame of Reference
11. List any two useful phrases for leave taking.
12. How do you communicate your disapproval without being curt?

**Part B**

*Answer any six.*

*Each question carries 6 marks*

13. Differentiate between dialect and Sociolect.
14. Speech and writing.
15. How is human language different from animal communication?
16. Describe the roof of the mouth.

17. What are cardinal vowels?
18. Explain in detail the sound system of GIE
19. What are the different types of Communication?
20. Denotative and Connotative
21. Write an essay on the use of mobile phones by youth.

### **Part C**

*Answer any two..*

*Each question carries 15 marks.*

22. Air stream mechanism.
23. Characteristics of language.
24. Elements of communication.
25. Prepare a dialogue for the following situations:-
  - a) You are at the university. You want to apply for your certificate.
  - b) You are at the theatre. You want to book tickets for a show

**ST. TERESA'S COLLEGE (AUTONOMOUS)**  
**B.A PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION**  
**STUDIES**  
**SYLLABI OF COMPLEMENTARY COURSES**

**THE PHONOLOGY OF ENGLISH AND COMMUNICATION SKILLS**

<b>Semester</b>	:2
<b>Course Code</b>	:CE2C01B18
<b>Title of the Course</b>	: The Phonology of English and Communication Skills
<b>Credits</b>	:4
<b>Duration</b>	:1 Semester
<b>Total Lecture Hours</b>	:108

**Aim of the Course**

To introduce the student to the major concepts in English Phonetics, give an awareness of the structure of English. To teach the students to Communicate appropriately through emails, video conference, teleconference

**Course overview and Context**

The course focuses on the study of language within the framework of contemporary linguistics. It helps in our understanding of the structure and development of language. The students will also learn about communicating effectively through new communication technologies.

**Syllabus Content**

Objectives: Modules 1 and 2

To introduce the student to the major concepts in English phonology and to teach them Phonetic transcription.

**Module I (36 Hours)**

The Syllable in English – Consonant clusters in English – Suprasegmental Features of English: Word Stress, Sentence Stress, Rhythm, Weak forms and contractions, Juncture, Pitch and Intonation – Assimilation and Elision

**Module II (20 Hours)**

The International Phonetic Alphabet – Phonetic Transcription of isolated words and connected speech in RP

**Module III (30 Hours)**

Using the English language in different situations- dealing with everyday situations- Formality and Informality-Influence of Culture- speaking and listening- Vocabulary, Idioms

Communicating appropriately through emails, video conference, teleconference

**Module IV (24 Hours)**

Public Speaking-Elements- Audience- Voice and Body Language- Presentation Skills- Visual Aids: flip charts, overhead projectors, power point presentations, Mimio Board

**Suggested Reading**

J D O'Conner – Phonetics

Daniel Jones – An Introduction to English Phonetics

T. Balasubramaniam – A Textbook of English Phonetics for Indian Students

Daniel Jones – The English Pronouncing Dictionary

A.C.Gimson – An Introduction to the Pronunciation of English

Daniel Jones – An Outline of English Phonetics

Roger Kingdon – English Intonation Practice

M. A. K Halliday – A Course in Spoken English

George A. Miller – Language and Communication

Fernando Poyatos – 'Language in the Context of Total Body Communication', Linguistics,

Feb. 12, 1976

### Competencies of the Course

- Equip students to understand the sounds of speech and how different sounds function in a language
- Understand the psychological processes involved in the use of language
- Learn how children acquire language capabilities
- Learn how to communicate effectively
- Develop public speaking skill

### BLUE PRINT

BA II Semester - Complementary Course (For French)

COURSE CODE: CE2C01B18

COURSE TITLE: THE PHONOLOGY OF ENGLISH AND COMMUNICATION

### SKILLS

Modules	Hours	PART A- (short answer) 2 marks 10/12	PART B- (short essay) 5 marks 6/9	PART C- (essay/problem) 15 marks 2/4	Total
I	36	4	3	1	38
II	20	2	1	1	24
III	30	3	2	1	31
IV	24	3	3	1	36

**DEGREE (C.B.C.S.S) EXAMINATION**

**MODEL QP**

**FIRST SEMESTER- COMPLEMENTARY COURSE (FOR FRENCH)**

**CE2C01B18 – THE PHONOLOGY OF ENGLISH AND CONVERSATIONAL  
SKILLS**

**Time: Three Hours**

**Maximum Marks: 80**

**Part A**

*Answer any ten.*

*Each question carries 1 mark*

1. Define abutting consonants
2. List down four words with five syllables each.
3. What do you mean by Juncture?
4. What are falling diphthongs?
5. IPA
6. Transcribe the word 'music'.
7. Idioms?
8. What is informality in language?
9. Use the idiom 'A hot potato' in a sentence of your own.
10. What is meant by public speaking?
11. Overhead projector
12. Flip chart.

**Part B**

*Answer any six.*

*Each question carries 5 marks*

13. Mark the primary stress in the following:
  - a) Democracy
  - b) Politics
  - c) Photographic

- d) Telegraph
  - e) Record (verb)
  - f) Obligatory
  - g) Malice
  - h) Electricity
  - i) Economic
  - j) Wonder
14. Transcribe the following phonemically:
- a) Appreciation
  - b) Controversial
  - c) Temporary
  - d) Unpleasant
  - e) Community
  - f) Procession
  - g) Following
  - h) Authorities
15. Differentiate between Elision and Assimilation.
16. Differentiate between Narrow and Broad transcription.
17. Differentiate between speaking and listening.
18. What are the features of a teleconference?
19. Visual Aids.
20. Use of Voice in Public speaking.
21. Significance of audience in public speaking.

### **Part C**

*Answer any two.*

*Each question carries 15 marks.*

22. Explain in detail the Prosodic features of language.
23. What are the features and elements of public speaking?

24. Write an email letter to the Editor of a newspaper stating the ruined condition of roads in your area.

25. Transcribe the following words:

- a) Appreciation
- b) Controversial
- c) Temporary
- d) Unpleasant
- e) Community
- f) Procession
- g) Following
- h) Authorities
- i) Examination
- j) Understandably
- k) Pronunciation
- l) Another
- m) Probability
- n) Principal
- o) Happiness