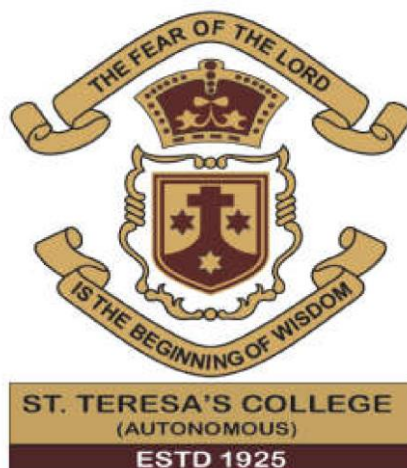


**ST. TERESA'S COLLEGE (AUTONOMOUS),
ERNAKULAM**

Affiliated to Mahatma Gandhi University, Kottayam



CURRICULUM AND SYLLABI FOR THE PROGRAMME

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

Program Code:CE

**Under Choice Based Credit & Semester System
(2023 Admission Onwards)**

St. Teresa's College (Autonomous), Ernakulam

Department of Communicative English

Board of Studies in February (2021-2024)

Sl. No	Category	Name	Designation	Official Address
1	Chairperson (HOD)	Dr. Ramalakshmi	Assistant Professor	Department of Communicative English, St. Teresa's College, Ernakulam
2	Faculty Member	Ms Sangita Harry	Assistant Professor	Department of Communicative English, St. Teresa's College, Ernakulam
3	Faculty Member	Ms Surya Sureshkumar	Assistant Professor	Department of Communicative English, St. Teresa's College, Ernakulam
4	Faculty Member	Ms Aneena Eliyamma Pulimood	Assistant Professor	Department of Communicative English, St. Teresa's College, Ernakulam
5	Faculty Member	Ms Felcina D'cruz	Assistant Professor	Department of Communicative English, St. Teresa's College, Ernakulam
6	Faculty Member	Mr Tijo K George	Assistant Professor	Department of Communicative English, St. Teresa's College, Ernakulam
7	Faculty Member	Ms. Annie Anthony	Assistant Professor	Department of Communicative English, St. Teresa's College, Ernakulam
8	Faculty Member	Ms. Anaswara Ramachandran	Assistant Professor	Department of Communicative English, St. Teresa's College, Ernakulam
9	Faculty Member	Ms Sarilaksmi,	Assistant	Department of

			Professor	Communicative English, St. Teresa's College, Ernakulam
10	Faculty Member	Ms. Nafeesathul Misriya	Assistant Professor	Department of Communicative English, St. Teresa's College, Ernakulam
11	Faculty Member	Ms. Allu Alfred	Assistant Professor	Department of Communicative English, St. Teresa's College, Ernakulam
12	Faculty Member	Ms Nikitha Shaji Thomas	Assistant Professor	Department of Communicative English, St. Teresa's College, Ernakulam
13	Subject Expert - 1 Outside MG University	Dr. Sudheer Shah Salam	Assistant Professor	Thunchath Ezhuthachan Malayalam University, Malappuram
14	Subject Expert - 2 Outside MG University	Dr. Reshmi R.L.	Assistant Professor	Govt. College, Nedumangad, Thiruvananthapuram
15	University Nominee	Dr. Nisha Thomji Varghese	Assistant Professor,	Department of English, St. Albert's College, Ernakulam.
16	Representative from Industry/ Corporate Sector/ Allied field related to placement	Mr. Vivek Mohan	Brand and Creative Consultant	Freelancer, 28/2638B, Chilavanoor, Kochi.
17	Alumni Representative	Ms. Roshni Robins	Operations Director	Mehac Foundation, Kochi

PREFACE

The curriculum, which encompasses the totality of student experience, should ensure a collective and dedicated effort to birth an inspiring academic culture in a campus. It is this vision of quality knowledge, its production and transmission, that has fueled the Teresian quest for essential and elemental student development. St. Teresa's College has taken meticulous care in the conception of the new well-balanced curriculum by retaining the fundamental prerequisites mentioned by the University/Higher Education Council. With the constraints of a prescribed syllabus in mind, we have created an academic sanctuary, where a deeper access to knowledge is achievable to students and teachers as well.

The Syllabus restructuring of 2022 instigates opportunities of real-world learning to equip a modern scholar with the practicality of experience. As an autonomous institution under Mahatma Gandhi University, St. Teresa's College offers a significant number of Programmes with definite placement windows to the learners. Student knowledge and training across a range of subject areas is efficiently enriched by engaging them in work-based learning, as provided by the revised and restructured curriculum.

The indefatigable effort taken by the teachers in developing Programmes and Course outcomes is commendable. The blossoming of the cognitive and intellectual skills of the scholars, the initiation of a research mentality, and pragmatic skill sets to venture out confidently into a professional space, are the core off-shoots that are anticipated. The curriculum should equip the students to be educators themselves, with a voice that echoes global effectiveness.

I congratulate the efforts taken by the Principal Dr. Alphonsa Vijaya Joseph and her team for restructuring the syllabus in keeping with the latest demands in academia. We trust that the syllabus will transform minds to embark upon higher academic summits and thereby mould learners who will make significant contributions to the world. We look forward to sharing the outcomes of our restructured curriculum and the positive changes that would reshape the academic lives of all our scholars.

Dr. Sr. Vinitha

Manager

FOREWORD

The most significant characteristic of an autonomous college is its commitment to curriculum renewal or revision. Academic autonomy has granted the college the freedom to fine tune the syllabus keeping in mind the changing needs of the new generation of students, the new educational scenario in the global context and incorporation of skill based curricula. Revision of the syllabus implies responsibility and accountability and this in turn leads to excellence in academics and proactive governance. 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.

A revision of the syllabus is implemented by modifying the curriculum after review to evaluate the effectiveness of the curriculum after it has been implemented and to reflect on what students did and did not get out of it. In line with the new Educational policy, a big educational reform can be effected by restructuring of syllabi to maintain a high level of quality in the standard of education that we impart.

The three themes under Higher Education relevant to policy initiatives for restructuring of the curriculum i.e., integrating skill development in higher education, linking higher education to society and integration of new knowledge are considered with utmost importance during revision of the syllabus.

Outcome-Based Education emphasizes that the learning process is innovative, interactive and effective, where the main goal is student achievement at the end of the learning period. St. Teresa's College in its pursuit of imparting quality education has adopted an Outcome Based Education (OBE) system that involves restructuring of curriculum, academic processes, teaching methodologies, assessment and evaluation systems in education to reflect the achievement of high order learning. It is a student-centric instruction model that focuses on measuring student performance through outcomes that include knowledge, skills and attitudes. The revised syllabus and curriculum is the result of the combined efforts of the members of the Board of studies, curriculum expert committee and the syllabus committee who worked as a team to revise the syllabus and curriculum in the stipulated period. Active consultations were held with various stakeholders to elicit multiple perspectives in higher education which were incorporated in the new curriculum.

With sincere gratitude I acknowledge the instinct support and constant guidance extended by Rev. Dr. Sr. Vinitha, Provincial Superior and Manager, Rev. Sr. Emeline, Director, Dr. Sajimol Augustine M., Senior Administrator, Smt. Betty Joseph, Vice-Principal and Dr. Beena Job, Dean of self-financed programmes. I specially thank the team headed by Dr. Betty Rani Isaac, the Heads of the Departments and all the faculty members for their diligence, commitment and exceptional contribution towards this endeavour.

Prof. Alphonsa Vijaya Joseph

Principal

Acknowledgement

I acknowledge that without the valuable help, guidance and co-operation we have received from various quarters, we would not have been able to function smoothly.

The guidance of the IQAC coordinator, Dr.Kala M.S, Associate Professor, Department of Physics and her team members and members of the Governing Council, Ms. Shanty B.P., Associate Professor, Department of Mathematics and Statistics, helped to give shape to the overall structure. I wish to express my sincere thanks to Our Manager and Provincial Superior Dr. Sr. Vinitha, Our Director Sr. Emeline, Senior Administrator Dr. Sajimol Augustine, Principal Dr. Alphonsa Vijaya Joseph, Curriculum Committee members and Syllabus Committee members (2023), and to Dr. Nisha Thomji Varghese, Dr. Reshmi, Dr. Sudheer Shah Salam, Mr. Vivek Mohan, Ms. Roshni Robins. I also acknowledge the invaluable contributions of Ms. Sangita Harry, Ms. Surya Sureshkumar, Ms. Aneena Eliyamma Pulimood, Ms. Felcina D’cruz, Mr. Tijo K George, Ms. Annie Anthony, Ms. Anaswara Ramachandran, Ms. Sarilakshmi, Ms. Nafeesathul Misriya, Ms. Allu Alfred, Ms. Nikita Shaji of the Department of Communicative English, St. Teresa’s College (Autonomous), Ernakulam, in designing the syllabus. I would like to acknowledge the contribution made by Sister Vinitha CSST (Provincial Superior and Manager), Dr. Alphonsa Vijaya Joseph (Principal), Sister Emeline (Director), Dr. Sajimol Augustine (Senior Administrator) and Ms. Betty Joseph (Vice Principal). I express my gratitude to everyone who has helped me in this venture and made it fruitful.

Ramalakshmi. C

Chairperson,

Board of Studies in Communicative English,

St. Teresa’s College (Autonomous).

Content	Pg. No
Preamble	1
Programme Outcome	2
Programme Specific Outcome	3
Eligibility	3
Programme Design	4
Programme Structure	6
Courses	7
Scheme of Courses	7
Scheme of Distribution of Instructional Hours For Core Courses	7
Course Code Format	7
Duration of Programme	8
Programme Structure	11
Scheme - Core Course	12
Scheme - Open Course	13
Scheme - Choice Based Core Course	13
Scheme- Complementary course	14
Examinations	14
Pass Criteria	18
Credit Point and Credit Point Average	18
Syllabi	
Core Course	21
Choice Based Course	84
Open course	93
Complementary Course	99

Preamble

The Department of Communicative English offers a three-year undergraduate programme, '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 programme seeks to inculcate in students a skill set consisting 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 21st century. Outcome based education involves assessment and evaluation practices in education reflecting the attainment of expected learning and mastery in the programme. It is a systematic way to determine if a programme has achieved its goal. This approach of learning makes the student an active learner, the teacher a good facilitator and together they lay the foundation for life-long learning. The process includes framing of specific course outcomes at various appropriate levels of taxonomy, mapping the course outcomes of each course with the Programme Specific Outcomes and finally calculating the course attainment based on the marks scored by the student in both the Internal and External assessments.

PROGRAMME OUTCOMES (PO)

On completion of an undergraduate programme from St. Teresa's College (Autonomous), Ernakulam students should be able to demonstrate the programme outcomes listed below:

PO 1. *Disciplinary knowledge*

- Demonstrate a mastery of the fundamental knowledge and skills required in the discipline to function effectively as an entry-level professional in the field.

PO 2. *Scientific Temper*

- Experiment with new approaches, challenge existing knowledge boundaries and take informed action to solve problems related to society.
- Identify, define, and deal with problems through logical, analytical and critical thinking acquired from different domains of knowledge

PO 3. *Research and Digital Competence*

- Develop a research culture for lifelong learning and demonstrate competency in creating new knowledge.
- Analyze and choose from available data and information sources to communicate, collaborate and network through a range of digital media.

PO 4. *Communication Skills*

- Develop language proficiency through interactions embedded in meaningful contexts.
- Demonstrate communicative competence particularly using technology in social and global environments.

PO 5. *Leadership, Teamwork and Interpersonal Skills*

- Function effectively both as leader and/or member of a team.
- Collaborate and interact effectively with others.

PO 6. *Moral & Ethical Awareness and Social Responsibility*

- Demonstrate social and national responsibility.
- Engage in activities that contribute to the betterment of society, with a preferential option for the economically challenged and the marginalized.

PROGRAMME SPECIFIC OUTCOMES (PSO)

On completion of Bachelor's Programme in Communicative English, students should be able to demonstrate the Programme Specific Outcomes listed below.

PSO1: Illustrate skills for effective communication in terms of speaking, reading, listening, and writing. (Apply)

PSO2: Assess a work of literature, associating it with various literary theories (Evaluate)

PSO3: Devise content and strategies for print, broadcast, online and film media (Create)

PSO4: Manage communications, human resource and administrative tasks of an enterprise (Create)

PSO5: Produce social change in the fields of gender justice, cognizance and ecological preservation (Apply)

ELIGIBILITY

Pass in +2 Examination (Any Stream)

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 courses (optional), 1 open course, 4 complementary courses and 2 common courses.

Choice Based Core Course

Departments have the freedom to change current papers /choose other papers if found relevant.

But changes should not affect the 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 a 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 is to be produced before the external examiners. 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 needs to be soft bound only.
11. The last date has to be strictly adhered to.

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
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

Courses

The B.A. English Literature and Communication Studies (Model III) consists of common courses with 8 credits, core courses with 88 credits, complementary courses with 16 credits and open course with 3 credits.

Scheme of Courses

Courses	Number	Credits
Common Courses	2	8
Common – Second Language	-	-
Core Courses	22	88
Complementary Courses	4	16
Open Course (General)	1	3
Elective	1	3
Project	-	2
Total	30	120

Scheme of distribution of Instructional hours for the English Courses:

Semester	Common	Core	Complementary	Open
I Semester	9 – B.A. 5 – B.Com./ B.Sc.	10	6	-
II Semester	9 – B.A. 5 – B.Com./ B.Sc.	10	6	-
III Semester	5 – B.A. 3 – B.Com.	14	6	-
IV Semester	5 – B.A. 3 – B.Com.	14	6	-
V Semester	-	21	-	4
VI Semester	-	25	-	-

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, 1st 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, 1st semester Core course) and PR for project.

4. Two digits to indicate the course number of that semester. i.e. CE1B01 (Communicative English, 1st semester, Core course, course number is 01)
5. The letter B to indicate Bachelors Programme.
6. CE1B01B (Communicative English, 1st semester, Core course, course number 01, and B for bachelors Programme)
7. 23 to indicate the year. i.e. CE1B01B23
8. The letter P denotes practical – it should come after the code letter for the course ie...,BP (core practical-eg. CE2BP01B23) /CP (complementary practical-eg. CE2CP01B23)
9. Communicative English Project: CE6BPRB23

COMMUNICATIVE ENGLISH CODES

Code

- CE Communicative English
- CEA Communicative English Common Course EN1A01B23, EN1A02B23, EN2A03B23, EN2A04B23, EN3A05B23, EN4A05B23, EN5A06B23, EN3A07B23, EN4A08B23
- CEB Communicative English Core Course CE1B01B23, CE1B02B23, CE1B03B23, CE2B04B23, CE2B05B23, CE2B06B23, CE3B07B23, CE3B08B23, CE3B09B23, CE3B10B23, CE4B11B23, CE4B12B23, CE4B13B23, CE4B14B23, CE5B15B23, CE5B16B23, CE5B17B23, CE5B18B23, CE6B19B23, CE6B20B23, CE6B21B23, CE6B22B23
- CEB Communicative English Choice Based Core Course CE6B23AB23, CE6B23BB23, CE6B23CB23, CE6B23DB23
- CEC Communicative English Complementary Course CE1C01B23, CE2C01B23
- CED Communicative English Open Course CE5D01AB23, CE5D01BB23, CE5D01CB23
- CEPR Communicative English Project CE6BPRB23

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 BACHELOR'S PROGRAMME IN ENGLISH LITERATURE
AND COMMUNICATION STUDIES (MODEL III)**

Semester	Course type	Course Code	Course Title	Hours/Week	Credits	Total hours/Semester	Max. Marks	
							ISA	ESA
I	Common Course I	EN1A01B23	Fine-tune Your English	5	4	90	20	80
	Core course	CE1B01B23	English in Informal Situations	4	4	72	20	80
	Core course	CE1B02B23	Introduction to Communication	6	4	108	20	80
	Core course	CE1B03B23	Conversational Skills	4	4	72	20	80
	Complementary course I	SO1C01B23	Introduction to Sociology	6	4	108	20	80
	Total				20			

II	Common Course I	EN2A03B23	Common Course 3 Issues that Matter	5	4	90	20	80
	Core course	CE2B04B23	Introducing Language and Literature	4	4	72	20	80
	Core course	CE2B05B23	Methodology for Studying Literature	6	4	108	20	80
	Core course	CE2B06B23	Business Communication	4	4	72	20	80
	Complementary course I	SO2C01B23	Development of Sociological Theories	6	4	108	20	80
	Total				20			

III	Core course	CE3B07B23	Print Media & Journalism I	5	4	90	20	80
	Core course	CE3B08B23	Harmony of Prose	5	4	90	20	80
	Core course	CE3B09B23	Symphony of Verse	4	4	72	20	80
	Core course	CE3B10B23	Indian Writing in English	5	4	90	20	80
	Complementary Course II	CE3C01B23	Evolution of Literary Movements: Shapers of Destiny	6	4	108	20	80
	Total				20			

IV	Core course	CE4B11B23	Print Media & Journalism II	5	4	90	20	80
	Core course	CE4B12B23	Modes of Fiction	4	4	72	20	80
	Core course	CE4B13B23	Language and Linguistics	5	4	90	20	80
	Core course	CE4B14B23	Acts on the Stage	5	4	90	20	80
	Complementary Course II	CE4C01B23	Evolution of Literary Movements: Cross Currents of Change	6	4	108	20	80
Total					20			

V	Core course	CE5B15B23	Environmental Science and Human Rights	5	4	90	20	80
	Core course	CE5B16B23	Creative Writing and Translation Studies	6	4	108	20	80
	Core course	CE5B17B23	Mass Communication and Broadcasting Media: Radio	5	4	90	20	80
	Core course	CE5B18B23	Public Relations 1	5	4	90	20	80
	Open Course	Offered by other departments		4	3	72	20	80
Total					19			

VI	Core course	CE6B19B23	Entrepreneurship Development	5	4	90	20	80
	Core course	CE6B20B23	Visual Media: Television and Cinema	5	4	90	20	80
	Core course	CE6B21B23	Public Relations 2	5	4	90	20	80
	Core course	CE6B22B23	Office Administration and Human Resource Management	5	4	90	20	80
	Choice Based Core Course	CE6B23aB23	Choice Based Core Course	4	3	72	20	80
	Project	CE6BPRB23	Project	1	2	18		
Total					21			

Total Credits = 120

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

COMMON COURSES

Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester	Hours /Semester
EN1A01B23	Fine-tune Your English	5	4	1	90
EN1A02B23	Pearls from the Deep	4	3	1	72
EN2A03B23	Issues that Matter	5	4	2	90
EN2A04B23	Savouring the Classics	4	3	2	72
EN3A05B23	Literature and/as Identity	5	4	3	90
EN4A06B23	Illuminations	5	4	4	90

Common courses offered by the Department of Communicative English for Bachelor's programme in Commerce

Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester	Hours/ Semester
EN1A01B23	Fine-tune Your English	5	4	1	90
EN2A03B23	Issues that Matter	5	4	2	90
EN3A07B23	Gems of Imagination	3	3	3	54
EN4A08B23	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	Hours/ Semester
EN1A01B23	Fine-tune Your English	5	4	1	90
EN2A03B23	Issues that Matter	5	4	2	90

CORE COURSES

Course Code	Title of Course	No. of Contact Hours/ Week	Credit	Semester	Hours /semester
SEMESTER I					
CE1B01B23	English in Informal Situations	4	4	1	72
CE1B02B23	Introduction to Communication	6	4	1	108
CE1B03B23	Conversational Skills	4	4	1	72
	Total Credits		12		
SEMESTER II					
CE2B04B23	Introducing Language and Literature	4	4	2	72
CE2B05B23	Methodology for Studying Literature	6	4	2	108
CE2B06B23	Business Communication	4	4	2	72
	Total Credits		12		
SEMESTER III					
CE3B07B23	Print Media and Journalism I	5	4	3	90
CE3B08B23	Harmony of Prose	5	4	3	90
CE3B09B23	Symphony of Verse	4	4	3	72
CE3B10B23	Indian Writing in English	5	4	3	90
	Total Credits		16		
SEMESTER IV					
CE4B11B23	Print Media and Journalism - II	5	4	4	90
CE4B12B23	Modes of Fiction	4	4	4	72
CE4B13B23	Language and Linguistics	5	4	4	90
CE4B14B23	Acts on the Stage	5	4	4	90
	Total Credits		16		
SEMESTER V					
CE5B15B23	Environmental Science and Human Rights	5	4	5	90
CE5B16B23	Creative Writing & Translation Studies	6	4	5	108
CE5B17B23	Mass Communication & Broadcasting Media: Radio	5	4	5	90
CE5B18B23	Public Relations 1	5	4	5	90

	Total Credits		16		
SEMESTER VI					
CE6B19B23	Entrepreneurship Development	5	4	6	90
CE6B20B23	Visual Media: TV & Cinema	5	4	6	90
CE6B21B23	Public Relations 2	5	4	6	90
CE6B22B23	Office Administration & Human Resource Management	5	4	6	90
CE6BPRB23	Project	1	2	6	18
	Total Credits		18		

OPEN COURSES

Sl. No	Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester	Hours/Semester
1	CE5D01AB23	Film Appreciation	4	3	5	72
2	CE5D01BB23	Theatre Studies	4	3	5	72
3	CE5D01CB23	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	Hours/Semester
1	CE6B23AB23	Voices from the Margins	4	3	6	72
2	CE6B23BB23	Comparative Literature	4	3	6	72
3	CE6B23CB23	Modern Malayalam Literature in Translation	4	3	6	72
4	CE6B23DB23	Regional Literatures in Translation	4	3	6	72

Complementary courses offered by the Department of Communicative English (For Bachelor's Programme in French)

Sl. No	Course Code	Title of Course	No. of Contact Hours/Week	Credit	Semester	Total no. of hours
1	CE1C01B23	Introduction to Phonetics and Conversational English	6	4	1	108
2	CE2C01B23	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-SEMESTERASSESSMENT(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	5
Test papers (2 x 5)	10
Total	20

Attendance:

Percentage of Attendance	Marks
90% or above	5
Between 85 and below 90	4
Between 80 and below 85	3
Above 75 and below 80	2
75 %	1
< 75	0

For all courses with practical

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

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

ISA – Theory	Marks
Attendance	5
*Assignment	2
Test papers (2 x 4)	8
Total	15

(i) *Assignment: for core papers (III & IV Semester), the student must undertake a Project/ Field work/ Industrial Visit/ Internship and the report of the same should be submitted for evaluation. The marks awarded to this can be considered for assignment of any one core paper

(ii)* Assignment (project/field work/ Industrial Visit) for Semester I & II- to be given by language teachers, report of which has to be submitted and for those programmes which do not have additional language the students must undertake the assignment (project/field work/ Industrial Visit) for any one core paper.

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

End–Semester Assessment (ESA): 40

In-Semester Assessment (ISA): 10

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

*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

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

* Projects which are preferably socially relevant/ industry oriented/ research oriented are to be undertaken by the students and the reports have to be submitted. 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.

Components of Project/ I.V. – ISA	Marks
Punctuality	5
Experimentation / Data Collection	5
Knowledge	5
Report	5
Total	20

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 5th semester and appear for Viva- voce in the 6th 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.

Part	No. of Questions	No. of questions to be Answered	Marks (for courses with practical)	Marks (for courses without practical)
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 EXAMINATION

PRACTICAL

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

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

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 Credit Point Average (SCPA) of a semester:

$$SCPA = TCP/TC$$

TCP = Total Credit Point of that semester

TC= Total Credit of that semester

Cumulative Credit Point Average (CCPA) is calculated:

CCPA= TCP/TC

TCP= Total Credit Point of that Programme

TC= Total Credit of that programme

CREDIT POINT AVERAGE (CPA)

CPA of different categories of courses viz. Common courses, Complementary courses, Core courses etc. are calculated.

CPA= TCP/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 CPA:

CPA	GRADE
Equal to 9.5 and above	S Outstanding
Equal to 8.5 and <9.5	A+ Excellent
Equal to 7.5 and <8.5	A Very Good
Equal to 6.5 and <7.5	B+ Good
Equal to 5.5 and <6.5	B Above Average
Equal to 4.5 and <5.5	C Satisfactory
Equal to 4 and <4.5	D Pass
Below 4	F Failure

- For reappearance/improvement for other semester, appear along with the next batch
- There shall be supplementary exams only (no improvement) for V semester
- Notionally registered candidates can also apply for the said supplementary examinations.
- A student who registers his 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 notionally, for getting eligibility for promotion to the next semester.
- A candidate who has not secured minimum marks/credits in internal examinations can re-do the same registration along with the university examination for the same semester subsequently.
- There shall be no improvement for internal evaluation.

All rules and regulations are subject to change as and when modified by MG University to which St. Teresa's College (Autonomous) is affiliated.

SYLLABI OF CORE COURSES

**ENGLISH IN INFORMAL SITUATIONS
CE1B01B23**

Credits: 4

Hours Per Week: 4

Total Lecture Hours:72

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.

Employability/ Skill Development/ Entrepreneurship

The course helps people break the ice in any new situations and create a better first impression of themselves.

Course Outcome

CO1: Categorize various stages of conversation applicable in informal situations (Understand)

CO2: Articulate the art of speaking and writing conversations (Apply)

CO3: Identify various situations where communication plays the lead role Understand)

CO4: Role-play various scenarios with context-specific vocabulary for enhancing communication skills (Create)

CO5: Deduce the methods of conversation from various media (Analyse)

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 II

(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:

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

**BA PROGRAMME IN ENGLISH LITERATURE AND COMMUNICATION
STUDIES
MODEL QUESTION PAPER
I SEMESTER - CORE
CE1B01B23: ENGLISH IN INFORMAL SITUATIONS**

Time : 3 Hrs

Max. Marks : 80

PART A: Answer any 10 questions out of 12 questions (10 x 2 marks = 20 marks)

Q. No.	Question	CO	Level
1	Examine two main reasons why companies prefer telephonic interviews.	1	R
2	State a message to wish a person on his/her retirement.	2	U
3	List two sentences for seeking clarifications.	4	A
4	Differentiate between listening and hearing	2	U
5	Frame two sentences of apology that you would tell your friend after you admit a mistake that you have done.	4	A
6	Construct sentences with the following words: a. Staycation b. webisode	4	A
7	Mention at least two criteria based on which formal and informal situations are differentiated.	1	R
8	How can you express emotions and actions in a written conversation?	1	A
9	What is telephone etiquette?	1	A
10	What is an informal conversation?	1	A

PART B: Answer any 6 questions out of 9 questions (6 x 5 marks = 30 marks)

Qn No.	Question	CO	Level
11	Imagine you are the receptionist at Wipro, trying to transfer a call to Mr. Kevin, the Finance Manager. Take a message when you find out that Mr. Kevin is not in his cabin. Develop a conversation between you and the person on the phone.	3	A
12	Elaborate 'all good things must come to an end'.	4	A
13	Complete the following; If I was a superhero I would ...	4	A
14	Create a story using all the words given in brackets (time machine, running, panting, pizza, movie, mother, neighbour, car, candy, coffee)	3	A
15	What are the aspects to be kept in mind while describing a place?	1	R
16	Describe a person you admire the most.	1	A
17	Greetings are vital to make a good impression. Explain.	5	A
18	What is the difference between Factual and Impressionistic description?	2	R
19	What are the points to be kept in mind while engaging in a telephonic interview?	1, 5	Apply

PART C: Answer any 2 questions out of 4 questions (2 x 15 marks = 30 marks)

Qn No.	Question	CO	Level
20	Complete the story; Rahul was alone at home. Suddenly the phone rang ...	3	A
21	Write a review of a Mollywood film you recently watched	3	A
22	Describe a place you recently visited.	1	A
23	Explain telephone etiquettes. Illustrate with examples.	3	A

INTRODUCTION TO COMMUNICATION CE2B02B23

Credits: :4

Hours Per Week: 6

Total Lecture Hours: 108

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.

Employability/ Skill Development/ Entrepreneurship

This course helps the students who wish to take up writing as their career.

Course Outcomes

CO1: Identify the basic process and different types of communication (Understand)

CO2: Illustrate the different forms of verbal and non-verbal communication in real-life situations (Apply)

CO3: Examine the various theories of communication and its relevance in the present scenario (Apply)

CO4: Discover the role of culture in communication and how it acts as a barrier to effective communication (Understand)

CO5: Assess the importance and influence of technology in communication (Evaluate)

Content

Module I

(28 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

Required Reading:

- Mass Communication in India by Kevel J. Kumar.

ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM
B.A. DEGREE C.B.C.S EXAMINATION, JANUARY 2023
SEMESTER II

Introduction to Communication – CE2B05B23
MODEL QUESTION PAPER

Time: 3 hours

Total marks: 80

PART-A

Answer any 10 out of 12 questions (10 x 2=20)

Q.No.	Question	CO	Level
1	Expand i)FTII ii)PIL	1	U
2	List any two Indian web series.	1	U
3	----- & ----- developed two step flow theory.	2	R
4	What is search engine?	1	U
5	What do you mean by digital divide?	1	U
6	List any two micro blogging sites.	2	R
7	Expand i)TRAI ii)OTT	2	R
8	What is transpersonal communication.?	1	U
9	What is Noise ?	1	U
10	Define paralanguage.	1	U
11	What is kinesics.	1	U
12	Explain proxemics.	1	U

PART-B

Answer any 6 out of 9 questions. (6 x 5=30)

Q.No.	Question	CO	Level
13	Write a note on Magic bullet theory.	2	R
14	What are social integrative needs and tension free needs ?	1	U
15	Communication consists not only of facts but ideas and emotions too.Explain.	3	A
16	Define 'space language' and show its importance in communication.	1	U
17	How can language act as a barrier in communication.	3	A
18	Explain Laswell's model of communication.	2	R
19	Explain the process of communication with adequate examples.	3	A
20	Write short note on audio visual tools of communication.	2	R
21	Write a note on Shannon and Weaver model.	2	R

PART C

Answer any two out of four questions (2 x 15=30)

Q.No.	Question	CO	Level
-------	----------	----	-------

22	Enumerate normative theories of press.	2	R
23	What is a barrier in communication? What are the different barriers to effective listening ?	1	U
24	Explain the influence of technology on communication.	3	A
25	Briefly explain the different types of communication with examples.	3	A

**CONVERSATIONAL SKILLS
CE1B03B23**

Credits :4

Hours per week : 4

Total Lecture Hours 72

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.

Employability/ Skill Development/ Entrepreneurship

This course equips the students with basic English language skills.

Course Outcomes:

CO1: Examine the aspects of various types of conversations (Apply)

CO2: Judge the psychological factors involved in the act of conversing (Analyse)

CO3: Deduce various soft skills that are essential for effective presentation of a conversation. (Understand)

CO4: Practice various scenarios of conversation in daily life (Remember)

CO5: Interpret the importance of social conversation in today's digital world. (Understand)

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

Required Reading:

- Broughton, Geoffrey. Success with English, Penguin Books.
- O'Neil, R. English in situation, Oxford University Press.
- Taylor, Grant. English Conversation Practice, McGraw Hill, 1975

ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM
B.A. DEGREE C.B.C.S EXAMINATION, JANUARY 2023
SEMESTER I- Complementary course
CONVERSATIONAL SKILLS
MODEL QUESTION PAPER

Time: 3 hours

Total marks: 80

PART-A

Answer any 10 out of 12 questions (10 x 2=20)

Q.No.	Question	CO	Level
1	Define ice breaking.	4	R
2	Write two suggestions using "shall"	1	U
3	List out two differences between face-to-face conversation and telephonic conversation.	1	U
4	Write a note on encoding.	1	R
5	Define communication.	1	R
6	Illustrate an example for a debate.	4	R
7	List out two ways by which you can be friendly in conversations.	1	U
8	Describe means of overcoming nervousness.	2	R
9	Discuss Maxim of manner	3	U
10	Give sentences of making request when you offer to do something for another person.	3	U
11	Describe hard skills.	4	R
12	What is meant by a discussion.	1	R

PART B

Answer any 6 out of 9 questions. (6 x 5=30)

Q.No.	Question	CO	Level
13	Explain the significance of addressing people in a conversation.	1	A
14	Elaborate Paul Grice's maxims of conversation.	1	A
15	Differentiate between encoding and decoding.	2	A
16	Write a note on flip chart.	4	R
17	Differentiate between formal and informal conversation.	1	R
18	Write a brief telephonic conversation between you and your friend regarding the upcoming examination.	3	A
19	Explain code model as a model of conversation.	2	A
20	Elaborate why conversation is a highly structured activity.	1	A
21	What is meant by a discussion?	4	A

PART C

Answer any two out of four questions (2 x 15=30)

Q.No.	Question	CO	Level
22	Elaborate on various barriers that affect social conversation.	1	E
23	Write a conversation between two business partners discussing about their future ventures.	3	E

24	Explain with examples the tips for effective presentation	4	E
25	Explain the procedure for group discussion.	4	E

**SEMESTER II INTRODUCING LANGUAGE AND LITERATURE
CE2B04B23**

Credits :4

Hours per week : 4

Total Lecture Hours 72

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

Employability/ Skill Development/ Entrepreneurship

This course equips the students with basic skills in identifying different genres in the media and entertainment industry.

Course Outcomes:

CO1: Trace the history and evolution of languages across time period (Understand)

CO2: Classify the varieties of language, theories of second language acquisition and word formation techniques (Understand)

CO3: Illustrate the difference between different genres of literature with suitable examples (Apply)

CO4: Explain the various terminology and theories associated with film and filming (Understand)

CO5: Sketch the various periods of American and British Literature chronologically along with their characteristics (Apply)

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

Required Reading:

- Core text for Modules 1 and 2: 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.')

METHODOLOGY FOR STUDYING LITERATURE CE2B02B23

Credits :4

Hours per week : 6

Total Lecture Hours 108

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 subalternity and regionality in the literary domain.

Employability/ Skill Development/ Entrepreneurship

This course helps the students to develop the skill to critically analyse any piece of media information

Course Outcomes:

CO1: Assess relevance of various theories under literary criticism(Evaluate)

CO2: Categorize various tenets of literary studies chronologically(Analyse)

CO3: Interpret the contexts within the discipline of Humanities using literary theories(Apply)

CO4:Associate various literary theories with classical examples from literature across the world(Understand)

CO5: Assess merit of literary texts from the perspective of various literary theories(Evaluate)

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?"

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

BUSINESS COMMUNICATION
CE2B06B23

Credits :4

Hours per week : 4

Total Lecture Hours 72

Course Overview and Context:

The students

- 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

Employability/ Skill Development/ Entrepreneurship

This course equip the students with different types of communication strategies in any business process.

Course Outcomes:

CO1: Identify the main elements in the communication process in organisations
(Understand)

CO2: Simulate creative and marketing techniques as required for developing an advertisement (Apply)

CO3: Examine various communications vehicles for the dissemination of marketing and advertising campaigns (Apply)

CO4: Illustrate various forms of business writing for different types of businesses (Apply)

CO5: Appraise the role of technology and the various tools used in communication
(Evaluate)

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

PRINT MEDIA AND JOURNALISM I
CE3B07B23

Credits :4 **Hours per week** : 5
Total Lecture Hours 90

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.

Employability/ Skill Development/ Entrepreneurship

This course equips the student with basic skills in analysing and understanding the press and media.

Course Outcomes:

CO1: Trace the evolution and development of journalism and printing around the world (Understand)

CO2: Identify the development of journalism in India and its role during the last phase of freedom movement (Remember)

CO3: Evaluate the various challenges faced by Indian press after independence and the press regulations imposed during the time (Analyse)

CO4: Analyse the changing face of journalism in the current scenario with the coming of internet and other electronic medium (Analyse)

CO5: Assess the role of Indian press in disseminating ideas of social, economic and political transformation (Evaluate)

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 Zamindari, 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: In Design for Newspapers and Magazine Layout

Production of a newspaper

Required Reading:

- 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.

HARMONY OF PROSE
CE3B08B23

Credits: 4

Hours per week :5
Total Lecture Hours 90

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.

Employability/ Skill Development/ Entrepreneurship

This course equips the students with different genres in writing

Course Outcomes:

- CO1:** Define the different types of prose (remember)
CO2: Identify the prose writers of both Western and Non-western literatures (understand)
CO3: Examine the characteristic features of different types of prose (apply)
CO4: Compare the writing style of prominent prose writers of both Western and Non-western
Literatures (Analyse)
CO5: Assess the major social problems discussed in prose writings (Evaluate)
CO6: Critique on the development of prose writings. (Evaluate)

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: The Eternal Silence of these infinite Crowds

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*)

SYMPHONY OF VERSE

CE3B09B23

Credits :4

Hours per week : 4

Total Lecture Hours 72

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.

Employability/ Skill Development/ Entrepreneurship

This course helps the students in knowing the different genres in poetry.

Course Outcomes:

CO1: Trace evidences in poetry of the literary consequences and structural creations effected by the cross currents of the Renaissance and Restoration. (Understand)

CO2: Analyse and compare the fundamental strictures of the Romantic movement that effected literary changes in its age and further, grew as the impetus to future literary movements. (Analyse)

CO3: Observe and describe literary expressions of the renewed transformation in science, sentiment and society seen by the Victorian Age (Remember)

CO4: Appraise and weigh the growing literary strains that catapulted into the twentieth century and its proposed 'avante garde' shedding of conventional strictures in thought and poetry (Evaluate)

CO5: Collaborate on the legitimacy of thought and poetry birthed by the movement of Postmodernism. (Create)

Content:

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

INDIAN WRITING IN ENGLISH
CE3B10B23

Credits: 4

Hours per week :5
Total Lecture Hours 90

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.

Employability/ Skill Development/ Entrepreneurship

This course enables the students to understand and appreciate the uniqueness of Indian Writing in English.

Course Outcomes:

CO1: Recognise the different categories of writers who are classified as Indian Writers in English (Remember)

CO2: Observe the 'Indian-ness' and its variety as presented by the literature across decades. (Understand)

CO3: Interpret the socio-cultural and political concerns shared by the Indian Writers in the non-Indian language (apply)

CO4: Deduce the characteristics of Indian diasporic writing in English. (Analyse)

CO5: Justify the consolidation and formation of a 'national identity' through the variety of Indian literature generated in English (Evaluate)

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*

PRINT MEDIA AND JOURNALISM II
CE4B11B23

Credits: 4

Hours per week :5
Total Lecture Hours 90

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.

Employability/ Skill Development/ Entrepreneurship

This course will help the students understand the basics of different genres of writing in journalism and helps them during internships.

Course Outcomes:

CO1: Identify the essential duties and qualities of a news reporter. (Understand)

CO2: Employ the principals of good writing when preparing a news story. (Apply)

CO3: Develop feature stories as per the requirements of different audience categories. (Create)

CO4: Apply the principles of photography for effective story telling. (Apply)

CO5: Experiment the different techniques of news reporting. (Apply)

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

Required Reading:

- 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.

MODES OF FICTION
CE4B12B23

Credit:4

Hours per week: 4
Total Lecture Hours 72

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.

Employability/ Skill Development/ Entrepreneurship

The course enables them to express themselves in various literary genres for different medium.

Course Outcomes:

CO1: Identify different types of fiction (Understand)

CO2: Interpret the various narrative techniques employed in short fictions. (Apply)

CO3: Classify works of fiction into British and non- British (Analyse)

CO4: Analyse novel as a form of literary expression (Analyse)

CO5: Compare the complex interrelationships between authors, texts and specific social, political and historical contexts. (Evaluate)

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***

LANGUAGE AND LINGUISTICS
CE4B13B23

Credits	4	Hours per week	:5
Total Lecture Hours	90		

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
5. generative and to develop their ability to observe, describe and explain

Employability/ Skill Development/ Entrepreneurship

This course will help the students acquire near native pronunciation.

Course Outcomes:

CO1: Categorise the phonetic sounds based on the manner and place of their articulation. (Understand)

CO2: Define various suprasegmental features of language that help in the articulation of sounds (Remember)

CO3: Describe the basic concepts of Morphology and Semantics to appreciate the structure and sense relations between words. (Understand)

CO4: Distinguish between various schools of grammar that evolved chronologically, based on the theories propounded. (Understand)

CO5: Transcribe words and sentences based on the vowel and consonants in RP and GIE. (Apply)

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

Liaison, 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.

Required Reading:

- 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
- 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

ACTS ON THE STAGE
CE4B14B23

Credits	4	Hours per week	:5
		Total Lecture Hours	90

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.

Employability/ Skill Development/ Entrepreneurship

This course helps the students acquire the nuances of drama and enables them to appreciate it.

Course Outcomes:

CO1: Associate the origin of English Theatre, its early themes and complexities.(Analyse)

CO2: Determine the epigrammatic unity achieved in one-act plays and analyse choices in characterisation. (Apply)

CO3: Asses the broader genre-based nuances in drama, endemic to literary movements.
(Understand)

CO4: Infer to the system of English terminologies (stage directions, schools of theatre and others) associated with drama. .(Analyse)

CO5: Correlate the faculty of Shakespeare and a few modern playwrights' conception of the Bard. (Apply)

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*

**ENVIRONMENTAL SCIENCE AND HUMAN RIGHTS
CE5B15B23**

Credits	4	Hours per week	:5
		Total Lecture Hours	90

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.

Employability/ Skill Development/ Entrepreneurship

This course will enable the students to become environment ambassadors.

Course Outcomes:

CO1: Explain the importance of Environmental studies, through the identification of various natural resources and ecosystems. (Understand)

CO2: Discuss the concepts and methods from ecological and physical sciences and their application in environmental problem solving. (Understand)

CO3: Relate our roles and identities as citizens and environmental actors in a complex, interconnected world from various literary texts. (Understand)

CO4: Develop an in-depth understanding of the interdisciplinary relationship of cultural, ethical, and social aspects of local and global environmental issues. (Analyze)

CO5: Understand the historical growth and demonstrate an awareness of the national context of human rights. (Remember)

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.

- Forest resources: Use and over-exploitation, deforestation: case studies- Timber extraction, mining, dams and their effects on forest and tribal people.
- Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts overwater, dams-benefits and problems.
- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources: case studies.
- Food resources: World food problems - changes caused by agriculture and overgrazing effects of modern agriculture – fertilizer & pesticide problems– water logging – salinity: case studies.
- Energy resources: Growing energy needs - renewable and non renewable energy sources use of alternate energy sources: case studies.
- 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 I

(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. Satchidanandan: Hiroshima Remembered

Module IV

(10 hours)

Bessie Head: Heaven is not Closed Safdar Hashmi: Machine

Modul

(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)

Required Reading:

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)
- De 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)
- Sharma B.K., 2001. *Environmental Chemistry*. 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 21st Century*. New Delhi: Discovery
- S. K. Khanna. *Children and the Human Rights*. Common Wealth, 2011. Sudhir Kapoor. *Human Rights in 21st 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.

CREATIVE WRITING AND TRANSLATION STUDIES
CE5B16B23

Credits	4	Hours per week	:6
		Total Lecture Hours	108

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.

Employability/ Skill Development/ Entrepreneurship

This course will get the students to be employed in publishing concerns, and to become content writers.

Course Outcomes:

CO1: Administer the Usage of different acceptable words and the figures of speech which can be used for creative writing (Apply)

CO2: Create different writing genres - letter writing , essay writing and report writing .
(Create)

CO3: Recognize the history of translation and the various contributors who helped shape the study of translation. (Remember)

CO4: Identify the theoretical aspects of translation studies through the work of major translation theorists. (Understand)

CO5: Evaluate the relevance and limitations of translation in literary, scientific and commercial fields (Analyze)

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) Keith 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.

Required Reading:

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

MASS COMMUNICATION AND BROADCASTING MEDIA: RADIO
CE5B17B23

Credits 4

Hours per week :5
Total Lecture Hours 90

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.

Employability/ Skill Development/ Entrepreneurship

This course helps the students to be skilled in the nuances of the basics of broadcasting.

Course Outcomes:

CO1: Identify and understand the radio as a mass communication tool and broadcasting medium. (Remember)

CO2: Classify the various genres of Radio presentation using its techniques. (Understand)

CO3: Analyse audio and visual mediums with special reference to Television and cinema. (Analyze)

CO4: Relate cyber journalism with other broadcasting medium. (Level 2- Understand)

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

Required Reading::

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

SYLLABI OF CORE COURSES PUBLIC RELATIONS 1

CE5B18B23

Credits	4	Hours per week	:5
		Total Lecture Hours	90

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.

Employability/ Skill Development/ Entrepreneurship

This course gives the basics of Public Relations and make the students confident to work in the field of Public Relations.

Course Outcomes:

CO1: Recognize the basics of Public Relations including various definitions of Public Relations, purpose of Public Relations. (Remember)

CO2: Explain the growth of the public relation sector in India and make deductions from the history of Public Relations. (Understand)

CO3: Identify the tools used in Public Relations and learn the construction of a PR campaign. (Analyze)

CO4: Apply the rules and various theories of Public Relations to plan a conduct a campaign and design and carry out a campaign. (Create)

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.

Required Reading:

- 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
- 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

ENTREPRENEURSHIP DEVELOPMENT

CE6B19B23

Credits	4	Hours per week	:5
		Total Lecture Hours	90

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

Employability/ Skill Development/ Entrepreneurship

This course helps the students who want to set their own start-ups.

Course Outcomes:

CO1: Understanding various aspects of Entrepreneurship (Understand)

CO2: Analyze various schemes supporting Entrepreneurship (Analyze)

CO3: Understand the techniques and processes that can be used to identify entrepreneurial opportunities (Understand)

CO4: Create information on project identification, formulation and design (Create)

CO5: Preparing of a project report (Create)

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

Required 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

**VISUAL MEDIA: TELEVISION AND CINEMA
CE6B20B23**

Credits	4	Hours per week	: 5
		Total Lecture Hours	90

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.

Employability/ Skill Development/ Entrepreneurship

This course helps the students to be media ready in areas like content writing and production.

Course Outcomes:

CO1: Understanding different types of television programs (Understand)

CO2: Understanding the different steps in script writing (Understand)

CO3: Identifying different stages of film making (Remembering)

CO4: Categorizing various stages in production and post production, different camera shots, lighting, movements and editing. (Analyze)

CO5: Assess the new techniques used in visual media (Evaluate)

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

Required Reading:

- 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

PUBLIC RELATIONS II
CE6B21B23

Credits	4	Hours per week	:5
		Total Lecture Hours	90

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.

Employability/ Skill Development/ Entrepreneurship

This course helps the students advance their skills in Public Relations and be confident in the area.

Course Outcomes:

CO1: Assess relevance of effective Public Relations(Evaluate)

CO2: Categorize various public relation campaigns(Analyse)

CO3: Design and execute a PR campaign(Create)

CO4: Assess PR campaigns conducted with respect to the tools (Evaluate)

CO5: Apply theories of PR to Corporate PR (Apply)

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 II (15 Hours)

Practical

On the Job Training in a PR agency

Module IV (21 Hours)

Practical

PR Campaign

Required Reading:

- Applied Public Relations and Communication by K.R. Balan

OFFICE ADMINISTRATION AND HUMAN RESOURCE MANAGEMENT

CE6B22B23

Credits: 4

Hours per week 5

Total Lecture Hours 90

Course Overview and Context

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

Employability/ Skill Development/ Entrepreneurship

This course helps the students who are into setting up their business.

Course Outcomes:

CO1: Assess relevance of human resource management in society .(Evaluate)

CO2: Categorize various levels in human resource management (Analyse)

CO3: Associate various concepts Office Administration (Understand)

CO4: Apply theory of Office Administration in office spaces (Apply)

CO5: Comprehend the concept of Personnel Management (Understand)

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.

Required Reading:

- 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

SYLLABI OF CHOICE BASED COURSES

VOICES FROM THE MARGINS

CE6B23AB23

Credits	3	Hours per week	4
		Total Lecture Hours	72

Course Overview and Context

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

Employability/ Skill Development/ Entrepreneurship

This course develops the students' ability to identify the problems of the marginalized people and appreciate their literature.

Course Outcomes

CO1: Identify and interpret the subaltern issues in the society (Understand)

CO2: Evaluate the identity of the marginalised within the privileged socio-cultural context.(Analyse)

CO3: Evaluate the aesthetics and politics of Dalit writing (Evaluate)

CO4: Analyse the impact of Dalit literature in challenging the mainstream literary conventions and society (Analyse)

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*

COMPARATIVE LITERATURE
CE6B23B23

Credits	3	Hours per week	:4
		Total Lecture Hours	72

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.

Employability/ Skill Development/ Entrepreneurship

This course will help the students appreciate world literature and help create content for newspapers and magazines through critical analysis.

Course Outcomes

CO1: Examine the role of Comparative Literature in restructuring the English Canon (Apply)

CO2: Analyse texts across borders, languages, cultures and writing traditions. (Analyse)

CO3: Evaluate the transformations and travels of literary genres and texts across time and space. (Analyse)

CO4: Practice reading across linguistic boundaries and thus do away with labels such as as and classical literatures. (Apply)

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*

**MODERN MALAYALAM LITERATURE IN TRANSLATION
CE6B23CB23**

Credits	3	Hours per week	:4
		Total Lecture Hours	72

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.

Employability/ Skill Development/ Entrepreneurship

This course develops the ability to appreciate and criticize native literature.

Course Outcomes

CO1: An understanding of a selection of much discussed writers/literary pieces in Malayalam.

CO2 :The various genres in Malayalam.

CO3 :The modern trends in Malayalam literature.

Content

Module I (Poetry)

(18 hours)

Balamani Amma: The Pen

Ayyappa Paniker: Theft

Kadamanitta: Feline Fancies

Satchidanandan: The Mad

Balachandran Chulikkad: Possessed

V. M. Giriya: 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

Required Reading

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

Core Text: *Modern Malayalam Literature in Translation*

REGIONAL LITERATURES IN TRANSLATION

CE6B26B18

Credits	3	Hours per week	:4
		Total Lecture Hours	72

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.

Employability/ Skill Development/ Entrepreneurship

This course develops the ability of the students to criticize and appreciate different regional literatures.

Course Outcomes

CO1. Read and be familiar with renowned writers/literary pieces in the vernaculars.

CO2. Have a comprehensive overview of the different translation theories and its application

CO3. Be familiar with regional and localized literatures

CO4. Analyse, engage and understand the politics of translated works across genres: poems, short stories, plays, novels

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)

M. 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 Sathe: Gold from the Grave Sujatha: Washing Machine

Devanuru Mahadeva: Tar Arrives

Core Text: *Regional Literatures in Translation*

SYLLABI OF OPEN COURSES

**FILM APPRECIATION
CE5D01AB23**

Credits : 3 **Hours per week** :4
Total Lecture Hours 72

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.

Employability/ Skill Development/ Entrepreneurship

This course develops the ability to appreciate and criticize world films.

Course Outcomes:

- CO1:** Identifying basic concepts of film and examining various film genres.(Remember)
CO2: Tracing the theories used in films with few films as examples.(Understand)
CO3: Analyzing the ideologies and politics in films. (Analyze)
CO4: Develop relationship between literature and film and its adaptations.(Apply)

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*

**THEATRE STUDIES
CE5D01BB23**

Credits	3	Hours per week	:4
		Total Lecture Hours	72

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.

Employability/ Skill Development/ Entrepreneurship

This course develops the ability to appreciate and criticize world plays and culture.

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*

ENGLISH FOR CAREERS
CE5D01CB23

Credits	3	Hours per week	:4
		Total Lecture Hours	72

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.

Employability/ Skill Development/ Entrepreneurship

This course develops the ability to use English language proficiently in their career.

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.

Required Reading:

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

Core Text: *English for Careers*

SYLLABI OF COMPLEMENTARY COURSES

THE EVOLUTION OF LITERARY MOVEMENTS: THE SHAPERS OF DESTINY CE3C01B23

Credits	4	Hours per week :6
		Total Lecture Hours 108

Course Overview and Outcome:

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

Employability/ Skill Development/ Entrepreneurship

This course equips the students with the analysis of events in history that led to the world we are in at present, so that they would have an understanding of the happenings (life skill).

Course Outcomes:

CO1: Enumerate various historical events from the time of the early settlers, that shaped the life of the people of Britain (Remember)

CO2: Trace the history of different British kings chronologically. (Understand)

CO3: Sketch the impact of various historical events in Britain over English Culture and Literature. (apply)

CO4: Illustrate how History would shape the personal and communal life of an individual (analyse)

CO5: Convince oneself the growth of United Kingdom till date through the various social, political and cultural practices observed. (Evaluate)

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

Required Reading:

- Trevelyan, G. M. Illustrated English Social History (Vol 1-6). England: Penguin, 1968.

- Churchill, Winston. *A History of the English Speaking Peoples* (Vol 1-12). London: Cassel and Co., 1966.
- Nehru, Jawaharlal. *Glimpses of World History*. New Delhi: Penguin, 2004.
- Alexander, Michael (ed.) *A History of English Literature*. New York: Palgrave-Macmillan, 2007.
- Sampson, George (ed.) *A History of English Literature*. Delhi: Foundation, 2004.
- Thorndike, Lynn. *Encyclopedia of World Civilization* (Vol 2). Delhi: Shubi Publications, 1990.
- Yeats, W. B. *Writings on Irish Folklore Legend and Myth*. London: Penguin, 1999.
- Warner, Marina. *From the Beast to the Blond*. London: Vintage, 1995.
- Susan Varghese. *Evolution of Literary Movements: The Shapers of Destiny*. Current Books

**EVOLUTION OF LITERARY MOVEMENTS: THE CROSS CURRENTS OF
CHANGE
CE4C01B23**

Credits	4	Hours per week	:6
		Total Lecture Hours	108

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.

Employability/ Skill Development/ Entrepreneurship

This course makes the students aware of the events that changed the destiny of the world and their country and thereby the social changes taking place in the current society.

Course Outcomes:

CO1: Recognise the different literary movements(Remember)

CO2: Discuss the impact of Different social movements and its impact on the society and literature.(Understand)

CO3: Integrate Literary texts with literary theories and Criticism(Apply)

CO4: Trace the Change in the Indian society due to the Movements.(Analyze)

CO5: Discuss of the authors of the Third world Literatures and Latin American Literature(Evaluate)

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] (34 hours)

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

Required Reading :

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

INTRODUCTION TO PHONETICS AND CONVERSATIONAL ENGLISH CE1C01B23

Credits	4	Hours per week	:6
		Total Lecture Hours	108

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).

Content

Employability/ Skill Development/ Entrepreneurship

This course builds the students' confidence in expressing themselves in English language with accurate grammar and precise pronunciation.

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 (34 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.

Required 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

**THE PHONOLOGY OF ENGLISH AND COMMUNICATION SKILLS
CE2C01B23**

Credits	4	Hours per week	:6
		Total Lecture Hours	108

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.

Employability/ Skill Development/ Entrepreneurship

This course makes the students express themselves in English language accurately and effectively.

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 (34 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

Required 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