

# **FAROOK COLLEGE**

**(AUTONOMOUS)**

**B.A FUNCTIONAL ENGLISH PROGRAMME**



**Under**  
**Choice Based Credit and Semester**  
**System for Under Graduate**  
**Curriculum 2019**  
**(CBCSSUG 2019)**

**(2019 ADMISSIONS ONWARDS)**

# CERTIFICATE

I hereby certify that the documents attached are the bona fide copies of the syllabus of B.A functional English Programme to be effective from the academic year 2019-20 onwards.

Date:

Place:

P R I N C I P A L

## CREDITS & MARK DISTRIBUTION (Counted for SGPA & CGPA)

Sem ester	Code	Course	Hrs Per Week	Credit	External Marks	Internal Marks	Total Marks
1	BEN1A01	Common Course: Transactions: Essential Language Skills in English	4 hrs	3	60	15	75
	BEN1A02	Common Course: Ways with words	5 hrs	3	60	15	75
	BENA07	Common Course: Additional Language	4 hrs	4	80	20	100
	BFEIB01	Core: Communication skills in English	6 hrs	5	80	20	100
	BFE1C01	Complementary: Literatures in English	6 hrs	4	160	40	200
		<b>Total</b>	<b>25 hrs</b>	<b>19</b>	<b>440</b>	<b>110</b>	<b>550</b>
2	BEN2A03	Common Course: Writing for Academic and Professional success	4 hrs	4	80	20	100
	BEN2A04	Common Course: Zeitgeist: Readings on contemporary Culture	5 hrs	4	80	20	100
	BENA08	Common Course: Additional Language	4 hrs	4	80	20	100
	BFE2B02	Core: Advanced English Grammar	6 hrs	4	80	20	100
	BFE2C02	Complementary: Cultural studies: Perspective in culture	6 hrs	4	160	40	200
			<b>Total</b>	<b>25 hrs</b>	<b>20</b>	<b>480</b>	<b>120</b>
3	BEN3A05	Common Course: Signatures: Expressing the self	5 hrs	4	80	20	100
	BENA09	Common Course: Additional Language	5 hrs	4	80	20	100
	BFE3B03	Core: Language and Technology	4 hrs	4	80	20	100
	BFE3B04	Core: Applied Phonetics	5 hrs	4	80	20	100
	BFE3C02	Complementary: Cultural Studies: Cultural spaces	6 hrs	4	160	40	200
			<b>Total</b>	<b>25 hrs</b>	<b>20</b>	<b>480</b>	<b>120</b>

4	BEN4A06	Common Course: Spectrum: Literature and contemporary issues	5 hrs	4	80	20	100
	BENA10	Common Course: Additional language	5 hrs	4	80	20	100
	BFE4B05	Core: Fundamentals of Linguistics	5 hrs	4	80	20	100
	BFE4B06	Core: Business English	4 hrs	4	80	20	100
	BFE4C01	Complementary: Literatures in English: American and Post Colonial	6 hrs	4	160	40	200
		<b>Total</b>	<b>25hrs</b>	<b>20</b>	<b>480</b>	<b>120</b>	<b>600</b>
5	BFE5B07	Core: Translation Studies	5 hrs	4	80	20	100
	BFE5B08	Core: Print Media	5 hrs	4	80	20	100
	BFE5B09	Core: Theatre for Communication	5 hrs	4	80	20	100
	BFE5B10	Core: Contemporary Literary Theory	5 hrs	4	80	20	100
	BFE5D01	Open Course: English for Competitive Examinations	3 hrs	3	60	15	75
		<b>Total</b>	<b>23+ 2hrs (Proj)</b>	<b>19</b>	<b>380</b>	<b>95</b>	<b>475</b>
6	BFE6B11	Core: English Language Teaching	5 hrs	4	80	20	100
	BFE6B12	Core: Electronic Media	5 hrs	4	80	20	100
	BFE6B13	Core: Creative Writing	5 hrs	4	80	20	100
	BFE6B14	Core: Film Studies	5 hrs	4	80	20	100
	sBFE6B15	Elective 1- Language for Advertising : Theory and Practice Or	3 hrs	4	80	20	100
	BFE6B16	Elective 2- Women Studies					
	BFE6B17	Project		2	60	15	75
		<b>Total</b>	<b>25 hrs</b>	<b>22</b>	<b>480</b>	<b>120</b>	<b>575</b>
<p>Total Credits : 19+20+20+20+19+22 = 120</p> <p>Total marks : 550 +600 +600+600+475+ 575 = 3400</p>							

### CREDIT & MARK DISTRIBUTION

Subject	Sem	Common Course			Core Course			Complementary Course		Open Course	Total	
		English	Additional Language	Functional English	Course I	Course II						
Functional English	I	3	3	4	5			2	2		19	
	II	4	4	4	4			2	2		20	
	III	4		4	4	4			2	2		20
	IV	4		4	4	4			2	2		20
	V	-		-	4	4	4	4			3	19
	VI	-		-	4	4	4	4	4	2*		22
	Total	22 Credits (550 Marks)		16 Credits (400 Marks)	63 Credits (1575 Marks)			8	8	3	3 Credits (75 Marks)	120
		38 Credits (950 Marks)		82 Credits (2450 Marks)						120		
<b>Total Marks</b>											<b>3400</b>	

\*Project

### B.A FUNCTIONAL ENGLISH MARK DISTRIBUTION

Common course: English	2 X 75 + 4 X 100	550	950
Additional Language	4 X 100	400	
Core: Functional English	15 X 100	1500	1650
Open course		75	
Project		75	
Complementary	8 X 100	800	800
<b>Total Marks</b>			<b>3400</b>

## GENERAL SCHEME OF THE PROGRAMME

Sl No Course	No of Courses	Credits
1 Common Courses (English)	6	22
2 Common Courses (Additional Language)	4	16
3 Core Courses	15	63
4 Project (Linked to Core Courses)	1	2
5 Complementary Courses	2	16
6 Open Courses	1	3
<b>Total</b>		<b>120</b>
<b>Audit course</b>	<b>4</b>	<b>16</b>
<b>Extra Credit Course</b>	<b>1</b>	<b>4</b>
<b>Total</b>		<b>140</b>

### A. Common Courses

Sl. No.	Code	Title	Semester
1	A01	Common English Course I	I
2	A02	Common English Course II	I
3	A03	Common English Course III	II
4	A04	Common English Course IV	II
5	A05	Common English Course V	III
6	A06	Common English Course VI	IV
7	A07(1)	Additional language Course I	I
8	A08(1)	Additional language Course II	II
9	A09	Additional language Course III	III
10	A10	Additional language Course IV	IV

**Total Credits 38**

### PROGRAMME STRUCTURE

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

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

General courses I, II, III and IV shall be designed by the group of boards concerned.

**Common Courses in various programmes**

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

**Core courses:** Core courses are the courses in the major (core) subject of the degree programme chosen by the student. Core courses are offered by the parent department.

**Complementary courses:** Complementary courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters. There shall be one complementary course in a semester for B.A Programmes. The complementary courses in first and fourth semester (Type 1) shall be the same. Similarly the complementary courses in second and third semester (Type 2) shall be the same. The college can choose any complementary course either in Type1 or in Type2 for a programme.

**Open courses:** There shall be one open course in core subjects in the fifth semester. The open course shall be open to all the students in the institution except the students in the parent department. The students can opt that course from any other department in the institution. Each department can decide the open course from a pool of three courses offered by the College. Total credit allotted for open course is 3 and the hours allotted is 3.

**Ability Enhancement courses/ Audit courses:** These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the University. The students can also attain these credits through online courses like SWAYAM, MOOC etc(optional).The list of passed students must be sent to the University from the colleges at least before the fifth semester examination. The lists of courses in each semester with credits are given below.

<b>Course with credit</b>	<b>Semester</b>
Environment Studies – 4	1
Disaster Management - 4	2
Human Rights/Intellectual Property Rights/ Consumer Protection - 4	3
Gender Studies/Gerontology- 4	4

**Extra credit Activities:** Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Extra credits are not counted for SGPA or CGPA.

## 1. Core Courses

Sl. No	Code	Title	Hrs/week	Credit	Sem.
1	BFE1B01	Communication Skills in English	6	5	1
2	BFE2B02	Advanced English Grammar	6	4	2
3	BFE3B03	Language and Technology	4	4	3
4	BFE3B04	Applied Phonetics	5	4	3
5	BFE4B05	Fundamentals of Linguistics	5	4	4
6	BFE4B06	Business English	4	4	4
7	BFE5B07	Translation Studies	5	4	5
8	BFE5B08	Print Media	5	4	5
9	BFE5B09	Theatre for Communication	5	4	5
10	BFE5B10	Contemporary Literary Theory	5	4	5
11	BFE6B11	English Language Teaching	5	4	6
12	BFE6B12	Electronic Media	5	4	6
13	BFE6B13	Creative Writing	5	4	6
14	BFE6B14	Film Studies	5	4	6
15	BFE6B15	Elective 1 – Language for Advertising : Theory and Practice Or	3	4	6
16	BFE6B16	Elective 2 – Women Studies			
17	BFE6B17	Project	2	2	5&6
Total				63	

## 2. Complementary Courses

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

SL No	Code	Title	Hrs/week	Credit	Semester
1	BFE1CO1	<b>Literatures in English:</b> From Chaucer to the Present	6	4	1
2	BFE2C02	<b>Cultural Studies:</b> <b>Perspectives in Culture</b>	6	4	2
3	BFE3CO2	<b>Cultural Studies:</b> <b>Cultural Spaces</b>	6	4	3
4	BFE4CO1	Literatures in English: American & Post-Colonial	6	4	4

## 3. Open Courses

Open Course offers chances for any undergraduate students in an institution to take a course of their own choice, from other disciplines in the same institution. The course has 2 credits and it comes in the 5th semester.

SL No	Code	Title	Hrs/week	Credit	semester
1	BFE5DO1	<b>English for Competitive Examinations</b>	3	3	5
2	BFE5DO2	<b>Language for advertising:</b> <b>Theory and practice</b>			
3	BFE5DO3	<b>Language for professional Success</b>			

#### 4. Internal Assessment Framework

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

*\*Performative/skill-oriented assessment is to be preferred to theoretical knowledge checking in all courses, mandatorily in courses like FEN1B01, FEN3B04, FEN5B09 and FEN6B13.*

##### Split up of marks for test papers/viva voce

Range of Marks in test paper	Out of 8 (Maximum internal marks is 20)	Out of 6 (Maximum internal marks is 15)
Less than 35%	1	1
35%- 45%	2	2
46% - 55%	3	3
56% - 65%	4	4
66% -85%	6	5
86% -100%	8	6

##### Split up of marks for Classroom Participation

Range of Marks in test paper	Range of CRP Out of 4 (Maximum internal marks is 20)	Out of 3 (Maximum internal marks is 15)
50% ≤CRP <75%	1	1
76% ≤CRP <85%	2	2
86 % and above	4	3

## 5. External Assessment Framework

### End Semester Test Design of Courses with 80 Marks (For 4 Credits and above)

Sl No Question type	No. of Questions	Marks/ Question	Total Marks	Sl No Question type
Short answers (2/3 sentences)	15	2	Ceiling 25	Short answers (2/3 sentences)
Paragraph/problem type	8	5	Ceiling 35	Paragraph/problem type
Essay Type	2 out of 4	10	20	Essay Type
			Total	80
			Time	2.5 hrs

### End Semester Test Design of Courses with 60Marks

(For 3 Credits and below)

Question Type	No. of Questions	Marks/ Question	Total Marks
Short answers (2-4 sentences)	12	2	Ceiling 20
Paragraph/problem/application type	7	5	Ceiling 30
Essay Type	1 out of 2	10	10
Total	60		
Time	2 hrs		

#### To Question Setters:

- Questions should be assessing both lower order and higher order skills of learners.
- Questions to assess application and analytical skills of learners should get enough weight.
- Questions addressing the comprehension level of learners have to be minimal.

## 6. Detailed Course Outlines

### COMMUNICATION SKILLS IN ENGLISH

Code	Contact Hrs/week	Credit	Semester
BFE1B01	6	5	1

#### Courses Objectives

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

#### Learning Outcomes

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

#### Course Outline

##### Module I: Communication Theory

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

##### Module II: Day-to-day English

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

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

##### Module III: Oral communication skills

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

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

##### Module IV: English for Discussion/Debating Skills

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

##### Core Texts

Taylor, Grant. Situational Conversational Practise. New Delhi: Tata Macgraw Hill, 1975.

Sunitha K.S, Annie Pothan & Sumitha Joy. Communication Skills for English Conversation

Practice: A Practice Guide to Improve Conversation Skills. New Delhi: Sterling Publishers 2006.

## Suggested reading

Kennedy, Chris and Rod Bolitho. English for Specific Purpose. London : Macmillan, 1984  
Gaber, Don. How to Start a Conversation and Make Friends. New Delhi: Sudha Publication. 1994.  
Thomson, Neil. Communication and Language: A Handbook of Theory and Practice. Palgrave Macmillan, 2003  
Practice Workbook - Premanand M E & Prasanth V G et al. *Nuts and Bolts of English*. Dept. of English, 2017. ISBN 978-81-920171-3-6

## ADVANCED ENGLISH GRAMMAR

Code	Contact Hrs/week	Credit	Semester
BFE2B02	6	4	2

### Course Objectives

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

### Learning Outcomes

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

### Course Outline

#### Module I

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

#### Module II

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

#### Module III

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

#### Module IV

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

### Core reading

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

### Suggested reading

UR. Penny, *Grammar Practice Activities: A Practical Guide for Teachers*.  
Cambridge:CUP,2008  
Hewings, Martin.*Advanced Grammar In Use* .New Delhi: CUP,2008  
Leech, Geoffrey, and Jan Svartvick. *A Communicative Grammar of English*.  
London: Longman 1998  
E-book available at [www.englishskillsone.com](http://www.englishskillsone.com)

## LANGUAGE AND TECHNOLOGY

Code	Contact Hrs/week	Credit	Semester
BFE3B03	4	4	3

### Course Objectives

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

### Learning Outcomes

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

## Course Outline

### Module-I. Digital Learning

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

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

### Module-II. Internet and linguistic impacts

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

### Module III. Internet for LSRW

Learning and teaching in the cyber era-sites/programmes for English Language Learners ([www.bbc.co.uk/learningenglish](http://www.bbc.co.uk/learningenglish) / [www.learningenglish.voanews.com](http://www.learningenglish.voanews.com) / [www.esl-lab.com](http://www.esl-lab.com) / [www.eslpdf.com](http://www.eslpdf.com)/ [www.englishbanana.com](http://www.englishbanana.com) )-student publishing-wikis and blogs-podcasts-vodcasts.

(Students have to be given homework which makes them explore the customized language programmes telecast on the site )

### Module IV. Smartphones as educative tools

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

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

### Core Reading

Crystal David (2004) The Language and the Internet. CUP

Warschauer, Mark & Shetzer, Heidi (2003) Internet for English Teaching: Virginia

### Suggested Reading/e-resources

[www.bbc.co.uk/learningenglish](http://www.bbc.co.uk/learningenglish) , [www.learningenglish.voanews.com](http://www.learningenglish.voanews.com) / [www.esl-lab.com](http://www.esl-lab.com) / [www.eslpdf.com](http://www.eslpdf.com)/ [www.englishbanana.com](http://www.englishbanana.com) , E-book available at [www.englishskillsone.com](http://www.englishskillsone.com)

## APPLIED PHONETICS

Code	Contact Hrs/week	Credit	Semester
BFE3B04	5	4	3

### Course Objectives

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

### Learning Outcomes

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

### Course Outline

#### Module I: Introduction to speech mechanism

Speech Mechanism-Organs of Speech

#### Module II: English Sound System

Phonemes – Consonants and Vowels-Classification of sounds – Cardinal Vowels, Diphthongs and Triphthongs-allophones and allophonic Variations.

(transcription practice at word/sentence level is to be done in the classroom)

#### Module III

Supra-segmentals-Syllable-Stress and Rhythm – Intonation – Juncture-Elision and Assimilation-Homonyms and Homophones.

(learners have to be sensitized to supra-segmental features with the help of language labs/smart phones/mobile apps, preferably using native speaker's audio/video clips)

#### Module IV: Major varieties of English

Differences between British and American varieties (Vowels - Consonants - Stress related dissimilarities) Vocabulary variations-GIE and its characteristics.

(learners have to be exposed to the accent variations with the help of language labs/digital devices/mobile apps)

### Core Reading

Balasubramanian, T. A Textbook of English Phonetics for Indian Students.

Syamala V. A Textbook of English Phonetics and Structure for Indian Students.

### Suggested Reading

Damodar, G., Prema Kumari, D., Ratna Shiela Mani K., SaiLakshmy, B., (Gen.Ed. Rajagopal Book for Practice in the Spoken Mode, Foundation Books, 2006.

P.Kiranmai Dutt, Geetha Rajeevan, Basic Communication Skills, CUP India 2007 (Part 1 only)

V. Sasikumar, P.Kiranmai Dutt, Geetha Rajeevan, A Course In Listening & Speaking I, CUP India 2005.

O' Connor, J.D. Better English Pronunciation. Cambridge: Cambridge University Press, 2008

## FUNDAMENTALS OF LINGUISTICS

Code	Contact Hrs/week	Credit	Semester
BFE4B05	5	4	4

### Course Objectives

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

### Learning Outcomes

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

### Course Outline

#### Module-I. Understanding language

Language-definition(s)-origin-characteristics-language and culture-limitations of animal communication-ethnologue- language death.

#### Module-II. Linguistics and key concepts

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

#### Module III. Grammar of words and sentences

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

#### **Module IV. Language and recent trends**

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

#### **Core Reading**

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

#### **Suggested Reading**

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

### **BUSINESS ENGLISH**

Code	Contact Hrs/week	Credit	Semester
BFE4B06	5	4	4

#### **Course Objectives**

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

#### **Learning Outcomes**

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

#### **Course Outline**

##### **Module I: Business & communication**

Importance of communication in business-7Cs of effective communication-communication types

(Downward, upward, horizontal, diagonal) kinds of presentations in business (monologue, guided, sales) effective presentation strategies & structure-body language-negotiation skills.

## **Module II: Business correspondence**

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

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

## **Module III: Official Correspondence**

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

(Classroom works and assignments to ensure the writing skills of learners have to be given)

## **Module IV: Interviews & Meetings**

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

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

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

## **Core Reading**

RC, Bhatia. *Business Communication*. New Delhi: ANE Books, 2008

Mallika Nawal .*Business Communication*

## **Suggested reading**

Blundel, C.A & Middle Miss. NMG. *Career: English for Business and Commercial*

World. New York: OUP, 2009

KK, Lakshmi & KK, Ramachandran. *Business Communication*. New Delhi: Mac Millian, 2007

Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004

E-book available at [www.englishskillsone.com](http://www.englishskillsone.com)

## TRANSLATION STUDIES

Code	Contact Hrs/week	Credit	Semester
BFE5B07	5	4	5

### Course Objectives

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

### Learning Outcomes

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

### Course outline

#### Module I: Basic concept

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

#### Module II: Translating poetry

Translation of poetry-basic issues-translation as recreation/transcreation -translation competence- Text for translation: The Tiger by William Blake

Practices in translating short poetry texts from English to mother tongue and vice versa-peer analysis and discussions.

#### Module III: Translating prose

Translation of Prose-issues of styles and registers-transliteration-translation as intercultural communication.

Text for Practice: On Doors by Christopher Morley

Practices in translating short prose texts from English to mother tongue and vice versa - peer analysis and discussions.

## Module IV: Translating drama

Translating Drama—Issue of dramatic diction and performability-translator as cultural mediator- translating text in context- Translating news reports/articles-oral translation/real-time human translation-major issues.

Text for Practice: Ghosts (A few dialogues from Act-III) by Henrik Ibsen

Practices in translating short dramatic scenes/articles/real time speech from English to mother tongue and vice versa-peer analysis and discussions.

### Core Reading:

The Routledge companion to Translation Studies edited by Jeremy Munday

Susan Bassnett. *Translation Studies*

### Suggested Reading

Introducing Translation Studies:Theories and applications by Jeremy Munday

J. C. Catford. *A Linguistic Theory of Translation*  
Nida Eugene. *Theory and Practice of Translation*  
Roman Jakobson. *On Linguistic Aspect of Translation*

Sujit Mukherjee. *Translation as Discovery*. Hyderabad: Orient Longman, 2006.

## PRINT MEDIA

Code	Contact Hrs/week	Credit	Semester
BFE5B08	5	4	5

### Course Objectives

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

### Learning Outcomes

- Students get knowledge of the history of the media

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

## **Course Outline**

### **Module I: History of Indian Journalism**

The Age of Print-The beginning of Indian Journalism- Firm roots with British Raj and spread of

English journalism- The Press and the Freedom Movement- recent developments.

### **Module II: Introduction to Mass media.**

Importance of Mass Media-Functions-Variety types of mass media and their characteristics- Print media: newspaper, magazine, books. Electronic media: TV, Radio, Films. The New

Media- the Internet-Media Convergence-Media ethics-‘media world’ vs native culture.

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

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

### **Module IV: Journalistic English**

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

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

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

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

## Core Reading

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

## Suggested Reading

Kundra, G. C. *History of Journalism in India*. (2004).

Moitra, Mohit. *A History of Indian Journalism*, Hardcover. (1969).

Mencher, Melvin. *Basic News Writing*. Dubaque: William C. Brown Co.,1983.

Premanand, M.E. *Textbook on Media Studies* (2012)

E-book available at [www.englishskillsone.com](http://www.englishskillsone.com)

## THEATRE FOR COMMUNICATION

Code	Contact Hrs/week	Credit	Semester
BFE5B09	5	4	5

## Course Objectives

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

## Learning Outcomes

On the completion of course

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

## Course Outline

### Module I History and Evolution of Drama

Drama as a performing art - Drama as a tool for social criticism – Theatre – Introduction to theatres such as

Absurd, Epic, Street, Cruelty, Anger, Feminist, Ritualistic, and Poor. Genres: Tragedy, Comedy, Tragi- Comedy, Farce and Melodrama, Masque, One-Act Play.

### Module II

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

### Module III: List of Plays for Practicals

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

- Tagore: Chandalika- (Act II)
- G B Shaw: Pygmalion (Act-III)
- Shakespeare: Merchant of Venice (The Trial scene)
- Henrik Ibsen: A Doll's House ( Act -III)
- Fritz Karinthy: Refund (Adapted by Percival Wilde)

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

### Module IV Practicals

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

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

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

- i. Effective communication of the story through the play.
- ii. Clarity in articulation and fluency.

- ii. Confidence and body language.
- iii. Verbal and non-verbal performance.
- iv. Costumes, light, sound, and settings need not be given any weightage, as the emphasis is more on theatre as communication.  
(Theatre workshops involving local theatre groups or resource persons can be organized for adequate exposure to theatre arts.)

### Reading List

#### Core Text

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

#### Recommended Texts

N. Fraser, *Theatre History Explained*, Crowood Press, 2004

M. Wallis & S. Shepherd, *Studying plays*, London & New York, Hodder Education, 2002. Williams Raymond. *Drama from Ibsen To Brecht* Penguin books, 1968

O. Brockett. *A History of the Theatre*. Allen and Bacon, 1991.

### CONTEMPORARY LITERARY THEORY

Code	Contact Hours/Week	Credit	Semester
BFESB10	6	4	5

### Course Objectives

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

#### Module- I

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

**Russian Formalism** : (De-familiarization, Metaphor, Metonymy)

**Structuralism** (Signified, Signifier, Binary Opposition, Langue and Parole)

#### Module-II

**Post-structuralism** (Deconstruction, Aporia, Logocentrism, Binary Opposition)

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

**Module-III**

**Marxism** (Class Consciousness, Hegemony, Ideology)

**New Historicism** (History of Textuality, Textuality of History)

**Module-IV**

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

Content, Jouissance)

**Eco-Criticism** (Green studies, deep ecology, ecopoetics, biopolitics)

**Queer Theory** (LGBTIQ)

**References**

Beginning Theory---Peter Barry

Glossary of Literary Terms—MH Abrams

Literary Theory: A Practical Introduction---Michael Ryan

**ENGLISH LANGUAGE TEACHING**

Code	Contact Hours/Week	Credit	Semester
BFE6B11	5	4	5

**Course Objectives**

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

**Learning Outcomes**

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

## Course Outline

**Module-I. Introduction to ELT** Basic glossary-(L1/L2, ESL/EFL, TESOL, CALL, ICT, CLT, EAP, ESP, ELL, PPP, TBL, IELTS/TOEFL, PT, AT, CE)- Receptive

and Productive Skills-Acquisition and Learning-English as an international Language- reasons for its spread-World Englishes-the history of ELE in India-GIE-the future of English(es).

### **Module-II. ELT Principles and Practices**

Learning theories-behaviourism, cognitivism, constructivism- Defining approach - Structural, Lexical, and Communicative approaches -defining method- Grammar Translation, Direct, CLT, Bilingual methods-Task Based Learning and Teaching- Post-method Concept.

(Practical ways of teaching a single language component using different approaches/methods have to be demonstrated in the classroom)

### **Module III. From Theory to Practice**

Lesson planning-teaching grammar, vocabulary and pronunciation-Integrating skills-Peer teaching/Micro- teaching.

(Practical peer/microteaching by students is to be done in the class and it can be an alternative to tests meant for internal assessment)

### **Module IV. Language Testing and Evaluation**

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

#### **Core reading**

Harmer, Jeremy (2001) *The Practice of English language Teaching*. Orient Longman

Nagaraj, Geetha (2010) *English Language Teaching : Approaches Methods and Techniques*. Orient Black swan

#### **Suggested reading**

McKay, Sandra(2002) *Teaching English as an International Language*.OUP

Larsen, Freeman and Anderson (2011) *Techniques and Principles in Language Teaching*.OUP Peter, Jason. (2006) *English to the World: Teaching Methodology Made Easy*. August Publishing Nunan , D (2003) *Practical of English language Teaching*. New York. McGraw Hill. Kumaravadivelu (2006) *Understanding*

## **ELECTRONIC MEDIA**

Code	Contact Hours/Week	Credit	Semester
BFE6B12	5	4	6

### **Course Objectives**

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

### **Learning Outcomes**

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

### **Course Outline**

#### **Module I: Electronic Media**

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

#### **Module II: Radio:**

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

#### **Module III: Television:**

Television as a mass medium –television broadcasting- new trends: Cable, DTH, IPTV, HDTVInternet  
TV- Writing for television-TV programme formats-news, talks, interviews, -soap operas, cookery shows, reality shows-Basics of TV programme Production.  
(practices/presentations in different programme formats have to be assigned to students)

#### **Module IV: New Media**

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

**Field Work :** Students have to visit a TV/Radio broadcasting station to gain practical knowledge.

(Study Tour)

### Core Reading

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

### Suggested Reading

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

## CREATIVE WRITING

Code	Contact Hours/Week	Credit	Semester
BFE6B13	5	4	6

### Course Objectives

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

### Learning Outcomes

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

## Course Outline

### Module I: Introduction

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

### Module II: Writing poetry

- Writing Poetry: analyzing elements of poetry: figures of speech-diction-rhythm and verse forms-major

- poetic forms with examples.(poetry writing sessions and critical peer analyses of the poems have to be
- done in the class)
- Text for analysis: Ulysses by Tennyson  
(<https://www.poetryfoundation.org/poems/45392/ulysses> )

### **Module III: Writing fiction**

- Writing Fiction: analyzing elements of fiction – different genres and types – narrations and
- techniques/ points of view- introducing a character. (Short story writing sessions and critical peer
- analyses of the stories have to be done in the class)
- Text for analysis: The Looking Glass by Anton Chekhov  
(<https://americanliterature.com/100-greatshort-stories> )

### **Module IV: Writing drama**

- Writing Drama: analyzing components of drama-mechanics of writing dialogues-basic divisions screenplays-
- components of travelogues and memoirs (dramatic scene/screenplay/travelogue writing
- sessions and critical analyses have to be done in the class)
- Text for analysis: ILE , a play in one-act by Eugene O'Neill ,( <http://www.one-actplays.com/dramas/ile.html>)
- *\*The student's writings during the course have to be compiled and brought out as a magazine.*
- *\* Popular pieces of literature have to be taken up for analysis in each module*

### **Core Reading**

- An Introduction to the Study of Literature – Hudson
- The Routledge Creative writing Coursebook-Paul Mills
- The Oxford essential Guide to writing-Thomas S Kane

### **Suggested Reading**

- The Cambridge introduction to creative writing-David Morley
- A glossary of literary terms MH Abrams
- Creative Writing: A beginner's Manuel- Dev, Marwah & Pal (pearson)

## FILM STUDIES

Code	Contact Hours/Week	Credit	Semester
BFE6B13	5	4	6

### Course Objectives

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

### Course Outcomes

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

### Course Outline

#### Module I: Introduction

Introduction to the basic concepts of Film Theory and major theoretical positions on cinema- Basic concept of Representation- Idea of 'Text' and 'Authorship'- Introduction to the film theories

of Sergei Eisenstein, Andre Brazin, auteur theory, Christian Metz and Laura Melvy- Introduction to Film Semiotics

#### Module II: Major movements and film genres

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

#### Module III: Basic terminology of film making

Mise en scene, long takes, deep focus, shots( close up, medium shot, long shot)-Editing- Chronological editing, cross cutting, montage, continuity editing, continuity cuts, m jump cuts,

match cuts, 30 degree rule, 180 degree rule, The production, distribution and reception of films;

ensorship

#### **Module IV: Film texts and case studies of Classic Cinema**

- a. Satyajit Ray: “What is Wrong with Indian Films” ( From *Our Films Their Films*)
- b. V C Harris: “Engendering Popular Cinema in Malayalam” (From *Women in Malayalam Cinema: Naturalizing Gender Hierarchies*. Ed. Meena T Pillai)

Case Studies of Classic Cinema

1. *Modern Times* Silent Cinema
2. *Sound of Music*- Musical
3. *Psycho*- Thriller
4. *Yavanika*-Malayalam film
5. *Bicycle Thieves*-Italian Neo-Realism

#### **Suggested Films**

Life is Beautiful (Roberto Benigni)

Shawshank Redemption (Frank Darabont)

Seven Samurai (Akira Kurosawa)

Anantharam (Adoor Gopalakrishnan)

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

#### **Suggested Reading**

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

# ELECTIVES

## **Elective -1**

### **LANGUAGE FOR ADVERTISING: THEORY & PRACTICE**

Code	Contact Hrs/week	Credit	Semester
BFE6B15	3	4	6

#### **Course Objectives**

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

#### **Learning Outcomes**

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

## **Course Outline**

### **Module I**

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

### **Module II**

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

### Module III

Copy writing, copy creativity, copy structure, text: Headline, slogan, body copy Copy style, Credibility, readability. Qualities of a good copy writer. Visualization of Advertisements: typography, Illustration, logo, trademarks, themes, graphics, appeals, animation, special effects and basic principles of designing.

(Practice in copy writing, visualization and analyzing textual and visual effects of advertisements

have to done in classrooms)

### Core Text

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

### Suggested Reading:

Aitchinson J. Cutting Edge Copy Writing. Prentice Hall, Singapre, 2001

Twitehell, J B. Twenty Ads that shook the World. Crown Publication (Random), 2000.

Vilanilam J. V: More Effective Communication: A Manual for Professionals. New Delhi, Response Books/Sage, 2000.

Nylen, D W, Advertising: Planning, Implemenation and Control, 4th Edition, Cincinnati, OH: South Western Publishing Co. 1993.

### Elective -II

### WOMEN STUDIES

Code	Contact Hrs/week	Credit	Semester
BFE6B16	3	4	6

### Course Objectives

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

### Course Outcome

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

## Course Outline

### Module 1: Poetry

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

### Module II: Fiction

1. Clarice Lispector : Preciousness
2. Alice Walker: The Flowers

### Module III: Drama

Caryl Churchill: Top Girls

### Suggested Reading

Kamala Bhasin---What is Patriarchy?  
Nivedita Menon--Seeing like A Feminist  
Naomi Wolf--Beauty Myth  
Alice Walker ---Color Purple  
Caryl Churchill---Vinegar Tom  
Deepa Mehta's films---Earth ,Fire ,Water  
Rina Das' Film---The village Rockster

## **PROJECT WORK**

Code	Contact Hrs/week	Credit	Semester
BFE6B17	2	2	5&6

### **Aim**

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

### **Learning Outcome**

The project is expected to be a specimen document that reflects the student's competence in and mastery of English, ingenuity and workmanship. It provides space to the student's expression of her/his talent, potential and skill in creating his own artifact/product based on the knowledge and art he had acquired through the three-year programme.

The course offers a wide range of topics related to diverse functions of English such as Translation, Media writing, advertisements, investigative journalism and the like.

### **Project Work**

The student can make his/her choice of topic at the beginning of the 5 semester. The necessary ambience to prepare the student for the project work is to be created in the initial phase of this semester. Apart from the allotted hours, all possible materials like books, languagelab etc. are to be fully utilized.

### **Project Guide**

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

### **The Project:**

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

### **Choice of Subject:**

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

## 1. Media Writing

2. An analytical study on a specific aspect of media or a recent trend in print or electronic media such as
  - a) The representation of women in a particular cartoon strip in a particular newspaper within a specific period.
  - b) A comparative study of the different approaches followed by different newspapers while reporting on the same news event.
  - c) A critical analysis of the layout of a particular newspaper
  - d) The demographic features of the audience who participate (make phone calls/ send letters/email) in a television/radio program within a particular period of time.
3. Conduct a small scale survey on the effect of media among different demographic categories. Examples:
  - a) The reach and effect of *Vayalum Veedum* programme of Akashvani among farmers in a particular area.
  - b) The newspaper readership pattern among a particular group. E.g:- Teenagers.
4. Prepare script for a one-hour documentary for a TV channel/radio
5. Prepare a series of features for a newspaper on a topic which has scope for investigative reporting.
6. Prepare script for two or three episodes of a half hour TV program.
7. News Interview: Report of a topic of current interest based on interviews of eminent persons in politics/literature etc.
8. Advertisements

## II. Translation

1. Translation of literary works in Malayalam/Hindi to English.
2. Translation of Screen plays/scripts for Radio or TV

### **Format**

#### **I. Media Writings**

Introduction—Relevance of the study

Objectives

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

Analysis

Findings

Conclusion

Appendix

#### **II. Translation**

Preface: Relevance of the text translated

Method of translation employed (Semitic/Communicative etc)

Problems faced in translating the text.

Introduction: Original work—its author—its status—impact-critical evaluation and other relevant factors-

## Guidelines for the Evaluation of Project

### 1. PROJECT EVALUATION- Regular

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

- a) Internal Assessment (supervising teachers will assess the project and award internal Marks)
  - b) External evaluation (external examiner appointed by the Board of Studies of English, Farook College)
  - c) Grade for the project will be awarded to candidates, combining marks. the internal and external
3. The internal to external components is to be taken in the ratio 1:4.  
Assessment of different components may be taken as below.

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

4. External Examiners will be appointed by the Chairperson of Board of Studies of English, Farook College (Autonomous).

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- a) Internal Assessment (supervising teachers will assess the project and award internal Marks)
- b) External evaluation (external examiner appointed by the Board of Studies of English, Farook College)
- c) Grade for the project will be awarded to candidates, combining marks. the internal and external

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

## **2. PASS CONDITIONS**

- Submission of the Project Report and presence of the student for viva are compulsory for internal evaluation. No marks shall be awarded to a candidate if she/ he fails to submit the Project Report for external evaluation.
- The student should get a minimum P Grade in aggregate of External and Internal.
- There shall be no improvement chance for the Marks obtained in the Project Report.
- In the extent of student failing to obtain a minimum of Pass Grade, the project work may be re-done and a new Internal mark may be submitted by the Parent Department. External examination may be conducted along with the subsequent batch.

## COMPLEMENTARY COURSES

### LITERATURES IN ENGLISH: COURSE I: From Chaucer to the Present

Code	Contact Hrs/week	Credit	Semester
BFE1CO1	6	4	1

#### Course Objectives

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

#### Learning Outcome

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

#### Module I

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

*Tales*)

##### **Elizabethan Age and its Features.**

(Renaissance, Reformation, the new learning, discovery, spirit of adventure)

Prescribed Text: William Shakespeare, The Opening Scene of *King Lear*.

Francis Bacon, *Of Studies*.

##### **Jacobean Era and its Political and Literary Characteristics.**

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

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

##### **Restoration, its literary features.**

Prescribed Text: John Dryden, Alexander's Feast.

#### Module II: Augustan Literature and its features.

(Restoration, new morality, coffee houses, neo-classicism, age of reason, satire, Poetic Diction)

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

Jonathan Swift *Gulliver's Travel's (Part One)*

**Romanticism, its major features and authors.**

(liberation of the self, return to nature, subjectivity, rustic life, imagination, language of common

man)

Prescribed texts: William Wordsworth, *Rainbow*

Byron: *She Walks in Beauty*

P. B. Shelley, *Ozymandias*.

**Module-III**

**Victorian Age, Social and Literary Characteristics; Major Authors.**

(Tennyson, Arnold, Browning, Charles Dickens, George Eliot, Emily Bronte)

**Prescribed Texts**

Robert Browning, *My Last Duchess*.

Charles Lamb, *Dream Children*.

Mathew Arnold: *Dover Beach*

**Modernism, its literary features and prominent figures**

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

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

W B Yeats: *Circus Animal's Desertion*

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

**Module-IV**

**Post 1940 Literature, Second World War and its impact on Literature.**

(revival of Romanticism, Surrealism, Movement poetry, Absurd literature,)

Prescribed texts,

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

Philip Larkin, *Ambulances*.

Ted Hughes *Thought Fox*

Harold Pinter, *Room*.

**Core Books:**

Core texts mentioned in the modules.

**Books for Reference**

1. Crompton & Ricket. *History of English Literature*

2. Long, William J. *English Literature: Its History and its Significance*, ed. Kalyani Publishers, New Delhi

3. M. H. Abrams. *A Glossary of Literary Terms*, Harcourt Publishers, New Delhi, 2001.

4. John Peck and Martin Coyle. *A Brief History of English Literature*, Palgrave, 2008

**LITERATURES IN ENGLISH: Course II: American & Post Colonial**

Code	Contact Hrs/week	Credit	Semester
BFE4CO1	6	4	4

## **MODULE-I**

- A) Introduction to Postcolonialism –  
(Colonialism, Imperialism, Post-colonialism, Diaspora, History, Nationalism)
- B) Leading 20<sup>th</sup> century Post Colonial thinkers
- 1) Franz Fanon (National Consciousness, Identity)
  - 2) Edward Said (Concept of Orientalism)
  - 3) HomiBabha (Hybridity, Ambivalence, Mimicry, Diaspora)
  - 4) Gayatri Chakravarty Spivak (Subalternity, Representation)

## **MODULE-II**

### **Poems:**

Gabriel Okara: Mystic Drum

Margaret Atwood: This is a Photograph of me

Kamala Das: Nani

David Diop: Africa

Nissim Ezekiel: Goodbye Party to Miss Pushpa TS

([blogginginparis.com/2004/08/22/afrique-africa-by-david-diop-1927-1960/](http://blogginginparis.com/2004/08/22/afrique-africa-by-david-diop-1927-1960/) -)

**Drama:** Vijay Tendulkar- *Silence! The Court is in Session* – Act I

**Story:** O V Vijayan- *After Hanging*

## **MODULE-III**

### **LITERATURES IN ENGLISH: Course II: American & Post Colonial**

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

## **MODULE IV**

### **Poetry**

“Success is counted Sweetest”/ Emily Dickinson

“Anecdote of the Jar”/Wallace Stevens

“My Papa’s Waltz”/Theodore Roethke.

“Anyone Lived in a Pretty How town”/E. E. Cummings

“Tulips” / Sylvia Plath

“Dream Deferred” Langston Hughes

### **Fiction and Drama**

“Gift of Magi”/ O. Henry.

“Old Man and the Sea”/ Earnest Hemingway.

“The Hairy Ape”/ Eugene O'Neil

### **Further Reading**

- 1) Colonialism/Post Colonialism – AniaLoomba
- 2) Colonial and Post Colonial Literature IInd Edition – EllekeBoehmer
- 3) Literary theory (The basics) – HansBertens
- 4) Beginning Theory by PeterBarry
- 5) Empire Writes Back: Bill Ashcroft, Gareth Griffiths and Helen Tiffin.

**Reference:**

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

**COMPLEMENTARY COURSE II****CULTURAL STUDIES: COURSE I: Perspectives in Culture**

Code	Contact Hrs/week	Credit	Semester
BFE2CO2	6	4	2

**Course Objectives**

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

**Learning Outcomes**

By the end of the semester the student will be able:

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

**MODULE 1****1. Cultural Studies: An Introduction**

1. Culture,
2. Popular Culture,
3. Production and Consumption of Culture
4. Power/Culture
5. Origin of Cultural Studies

**MODULE 2**

**Methods of Cultural Studies:**

1. Methods of Cultural Studies
2. Language and Discourse
3. Identity
4. Audience and Reception Studies

**MODULE 3**

**Major Theories**

**Introduce briefly so as to understand the concept:**

1. Structuralism
2. Post Structuralism
3. Marxism

**MODULE 4**

**Major Theories**

4. Feminism
  5. Queer Theory
  6. Post-Colonial Theory
- Glossary of Literary Terms—MH Abrams  
Beginning Theory—Peter Barry  
An Introduction to Cultural Studies—Prمود K Nayar

**CORE TEXT:** Pramod K Nayar. *An Introduction to Cultural Studies*. Viva Books, New Delhi

**CULTURAL STUDIES: Course II Cultural Spaces**

Code	Contact Hrs/week	Credit	Semester
BFE3CO2	6	4	3

**MODULE I**

**Locations of Culture**

**Introduce briefly so as to understand the concept.**

1. Modernity
2. Postmodernity
3. Globalization
4. The Nation State
5. New Social Movements
6. Fundamentalism

## **MODULE II**

### **The Culture Industry: Key areas to be Introduced**

1. Product of Consumption
2. The Spaces of Consumption I: The Mall
3. The Spaces of Consumption II: Online Shopping

## **MODULE III: Select Terms and Issues**

Gender, Site, Race, Class, Ideology, Cyberspace,

## **MODULE IV: Select Terms and Issues**

Hegemony, Hybridity, Consumerism, Counterculture, Margin(ality), Paradigm  
(Reference for Module Three: *A Glossary of Cultural Theory*—Peter Brooker available as e  
book in  
the site: <https://lisamonalisa.files.wordpress.com/2011/01/brooker-a-glossary-of-cultural-theory.pdf>)

**CORE TEXT:** Pramod K Nayar. *An Introduction to Cultural Studies*. Viva Books, New Delhi

### **Further Reading**

Chris Barker, *Making Sense of Cultural Studies*, Sage, 2002

Simon During, *Cultural Studies: A Critical Introduction*. Routledge, 2005

# OPEN COURSES

## Open Course- I

### ENGLISH FOR COMPETITIVE EXAMINATIONS

Code	Contact Hrs/week	Credit	Semester
BFESDO1	2	3	5

#### Course Objectives

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

#### Learning Outcomes

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

#### Course outline

##### Module-I

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

##### Module-II

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

##### Module-III

Sentence completion tasks (p.99-108)

#### Core Reading

General English for competitive exams. Disha Publications

**Suggested reading**

Tips & Techniques in English for competitive exams

**Open Course-II**

**LANGUAGE FOR ADVERTISING: THEORY & PRACTICE**

Code	Contact Hrs/week	Credit	Semester
BFE5D02	3	3	5

**Course Objectives**

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

**Learning Outcomes**

By the completion of the course, the student will be able to:

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

**Course Outline**

**Module I**

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

**Module II**

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

### Module III

Copy writing, copy creativity, copy structure, text: Headline, slogan, body copy Copy style, Credibility, readability. Qualities of a good copy writer. Visualization of Advertisements: typography, Illustration, logo, trademarks, themes, graphics, appeals, animation, special effects and basic principles of designing.

(Practice in copy writing, visualization and analyzing textual and visual effects of advertisements

have to done in classrooms)

### Core Text

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

### General Reading:

Aitchinson J. Cutting Edge Copy Writing. Prentice Hall, Singapre, 2001

Twitshell, J B. Twenty Ads that shook the World. Crown Publication (Random), 2000.

Vilanilam J. V: More Effective Communication: A Manual for Professionals. New Delhi, Response Books/Sage, 2000.

Nylen, D W, Advertising: Planning, Implemenation and Control, 4th Edition, Cincinnati, OH: South Western Publishing Co. 1993.

### Open Course-III

#### ENGLISH FOR PROFESSIONAL SUCCESS

Code	Contact Hrs/week	Credit	Semester
BF5E5DO3	3	3	5

### Course Objectives

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

### Learning Outcomes

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

## Course Outline

### Module I: Business & communication

Importance of communication in business-7Cs of effective communication-communication

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

### **Module II: Professional correspondence**

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

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

### **Module III: Interviews & Meetings**

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

question types in interviews-chairing a meeting- polite ways of stating and asking for opinions- asking for/giving clarifications- ending the meeting.

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

### **Core Reading**

RC, Bhatia. *Business Communication*. New Delhi: ANE Books, 2008

Mallika Nawal .*Business Communication*

### **Suggested reading**

Blundel, C.A & Middle Miss. NMG. *Career: English for Business and Commercial World*. New York: OUP, 2009

KK, Lakshmi & KK, Ramachandran. *Business Communication*. New Delhi: Mac Millian, 2007

Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004

## **SCHEME & SYLLABUS of AUDIT COURSES**

**2019 Admission Onwards**

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

\*Departments can opt anyone of the course.

## AUD1E01 ENVIRONMENTAL STUDIES

### Module 1:

Introduction – Environment in the Indian context: Concept of an ecosystem, Multidisciplinary nature of environmental studies. Components of environment- Atmosphere, hydrosphere, lithosphere and biosphere. Definition, scope and importance. Concept of sustainability and sustainable development.

**Module 2:** Natural Resources : Renewable and non-renewable resources : Natural resources and associated problems. a) Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. e) Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies. f) Land resources : Land as a resource, land degradation, man induced landslides, soil erosion and desertification. • Role of an individual in conservation of natural resources. •Carbon footprint Water conservation, rain water harvesting, watershed management

**Module 3:** 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 following ecosystem :- a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**Module 4:** Biodiversity and its conservation • Introduction – Definition : genetic, species and ecosystem diversity. • Biogeographical classification of India • Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values • Biodiversity at global, National and local levels. • Hot-spots of biodiversity. • Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts. • Endangered and endemic species of India • Conservation of biodiversity :

**Module 5:** Environmental Pollution Definition • Cause, effects and control measures of :- a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards • Solid waste Management : Causes, effects and control measures of urban and industrial wastes. • Role of an individual in prevention of pollution.

**Module 6:** Environmental Policies and practices: Climate change, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents.

### Essential Reading

1. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R) c)

2. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
3. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
4. Gadgil, M., & Guha, R.1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
5. Singh, J. S., Singh, S. P. and Gupta, S. R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
6. Sodhi, N. S., Gibson, L. & Raven, P. H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
7. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.

## AUD2E02 DISASTER MANAGEMENT

### Module 1:

Introduction – Hazard and Disaster. Concepts of Hazard, Vulnerability, Risks. Different Types of Disaster : A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. Slow Disasters (famine, draught, epidemics) and Rapid Onset Disasters (Air Crash, tidal waves, Tsunami) Causes, effects and practical examples for all disasters.

Water and Climate Disaster: flood, hail storms, cloudburst, cyclones, heat and snow avalanches, cold waves, droughts, sea erosion, thunder and lightning. Geological Disaster: landslides, earthquakes, Tsunami, mine fires, dam failures and general fires. Biological Disaster: epidemics, pest attacks, cattle epidemic and food poisoning. Nuclear and Industrial Disaster: chemical and industrial disasters, nuclear accidents. Accidental Disaster: urban and forest fires, oil spill, mine flooding incidents, collapse of huge building structures.

### Module 2:

Natural disasters- Earthquakes, Tsunami, Floods, Drought, Landslides, Cyclones and Volcanic eruptions. Their case studies. Coastal disasters. Coastal regulation Zone.

Risk and Vulnerability Analysis 1. Risk : Its concept and analysis 2. Risk Reduction 3. Vulnerability : Its concept and analysis 4. Strategic Development for Vulnerability Reduction

. Disaster Prevention and Mitigation. Refugee operations during disasters, Human Resettlement and Rehabilitation issues during and after disasters, Inter-sectoral coordination during disasters, Models in Disasters.

### Module 3:

Disaster Preparedness and Response Concept and Nature Disaster Preparedness Plan Prediction, Early Warnings and Safety Measures of Disaster. Role of Information, Education, Communication, and Training,

Disaster Management : Role of Government, International and NGO Bodies. Role of IT in Disaster Preparedness Role of Engineers on Disaster Management. Response Disaster Response : Introduction Disaster Response Plan Communication, Participation, and Activation of Emergency Preparedness Plan Search, Rescue, Evacuation and Logistic Management Role of Government, International and NGO Bodies Psychological Response and Management (Trauma, Stress, Rumor and Panic) Relief and Recovery Medical Health Response to Different Disasters.

#### **Module 4:**

Rehabilitation, Reconstruction and Recovery Reconstruction and Rehabilitation as a Means of Development. Damage Assessment Post Disaster effects and Remedial Measures. Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction Sanitation and Hygiene Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning Role of Educational Institute.

#### **Module 5:**

The vulnerability atlas of India. Disaster Prevention and Mitigation. Agencies involved in Disaster Management. Warning and Prediction

#### **Essential Reading:**

1. Pandey, M., 2014. Disaster Management, Wiley India Pvt. Ltd., 240p.
2. Tushar Bhattacharya, Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd
3. Jagbir Singh, Disaster, Management: Future Challenges and Opportunities, K W Publishers Pvt. Ltd.
4. J.P. Singhal, Disaster Management, Laxmi Publications
5. C. K. Rajan, Navale Pandharinath, Earth and Atmospheric Disaster Management : Nature and Manmade, B S Publication
6. Shailesh Shukla, Shamna Hussain, Biodiversity, Environment and Disaster Management, Unique Publications