

# **Handbook**

on

## **BA Functional English Programme**

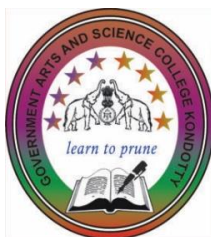
**(CBCSS Scheme 2019)**

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**Guidelines on Bibliography Preparation**

Name of the Student:.....

Class:..... Register No.....

E-Mail:..... Mobile No.....



**Postgraduate Dept. of English**  
**Govt. Arts & Science College, Kondotty**  
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**Postgraduate Dept. of English**  
**Govt. Arts & Science College, Kondotty**  
**B. A. Functional English 2020-23 (Batch No. 8)**

**SCHOLAR PROFILE**

Name:	
Father's name:	
Address:	Photo
Date of birth:	
Caste & community:	E-Mail ID:
Mobile / WhatsApp number:	Landline:
Qualifications obtained before joining the course here:	
Marks / Grade obtained in the qualifying examination:	
Skills and talents:	
Interests and hobbies:	
Marital status:	
If married, name and contact details of spouse:	
Career aspiration:	
No. & date of admission:	Mentor:
Any other relevant information:	
Signature of the scholar with date:	Signature of the head of the department:

# Instructions to the Students

1. The department is very strict about academic discipline and attendance. As a general rule, BA Functional English students will not be permitted to forego any of their academic events such as regular lectures, seminars, workshops, presentation sessions, English Association programmes etc. Their regular attendance and participation in the events will be closely monitored by the respective tutors. They are directed to show up before 9.30 a.m. and leave only after 3.30 p.m. This will be checked by the tutor on a daily basis. They have to report to the tutor concerned, in case they arrive late or leave early. Further, they shall not wait at the door seeking permission of the teacher engaging the session in case they show up late. On the other hand, they are to enter the class and occupy their seats without causing any distraction to the session in progress. However, they will be eligible for marking attendance for the session only in case they were present during the first ten minutes.
2. Each student should keep a personal copy of **the handbook** (BA Functional English) which includes the syllabus and other curricular details of the whole program (6 semesters) and the **lecture schedule**.
3. They are instructed to obtain **hard or digital copies of the original texts of the prescribed works for study** well in advance and finish reading them before the lecture sessions on them commence. They will not be permitted to compromise on this at any cost.
4. Secondary materials such as critical articles, book-length analytical studies, study aids etc. may be utilized for further explication of the texts strictly after reading the original texts.
5. The **exhaustive class assignments** on the teaching elements of each individual teacher have to be strictly made ready before the commencement of the lecture on the respective element or as directed by the teacher concerned.
6. **English Literary Forum (UG)** is a platform for students of the department (with minimal teacherly supervision) for enhancing their literary potentials, language skills etc. and it organizes diverse activities such as a regular weekly gathering, welcome party, farewell party etc. and occasionally guest talks, presentation sessions, undergraduate seminars, workshops etc. Each student has to strictly attend, and actively contribute to all the **UG ELF sessions** including the **regular sessions on Wednesdays (2.30 p.m. - 3.30 p.m.)**.
7. Each student has to choose a topic for the **project work / dissertation** well in advance and make sufficient reading in the area before moving on to Semester VI. This is to be carried out fully monitored by the supervising teacher, strictly following the university guidelines, and submitted (three printed and bound copies) to the department at least a month ahead of the commencement of the semester VI university examinations.
8. The department has set up a **Textbook Library** exclusively for the benefit of the faculty and students of the department. This is an initiative of the **English Literary Forum** and is known as **ELF Library**. Fund requirements for this initiative will be met with contributions from faculty and students in addition to other sources. All students of the department will have permission to personally access the **ELF Library** and make use of the same for their academic benefits. This is to be done with a high sense of responsibility bearing in mind that the **ELF Library** is the result of the voluntary initiative of the students and faculty of the department with their contributions to make available for themselves all books and materials required for their academic needs. They shall not, by any means, be negligent of the labour and sweat behind it and be instrumental in causing any loss or damage to any of its valuable assets. They may, in the meanwhile, approach the faculty in charge of ELF with **suggestions or proposals** for improving its functioning or with requests to make **acquisition of new books**.
9. **Forum for Active Involvement in Research (FAIR)**, a venture of the department aiming at catering to the needs and aspirations of both student and teaching communities in terms of research, conducts

sessions of academic presentations on diverse areas of research on the **fourth Monday of every month** regularly. Students of the department are directed to attend them without fail and further conscientiously avail of such opportunities to sharpen their research and literary sensibilities.

10. In addition to the diverse courses included in the two university programmes (BA Functional English & MA English Language and Literature), the department offers a **Certificate Courses** entitled **English for Public Service Examination Aspirants (EPSEA)** and an **Add on Course** entitled **Literary & Critical Aptitude for Academic Achievements (LCAAA)** for Undergraduate students. One **Certificate Course** entitled **Certificate Course in Research Methodology (CCRM)** is being offered jointly with **Postgraduate Department of Mathematics** exclusively for postgraduate students. All these are optional, non-obligatory short-term courses that students in various levels may join for their personal advantages. Details of these courses will be brought to the attention of students periodically through notifications on the college website, noticeboards, WhatsApp groups and other social media platforms.

## The College

Started in the year 2013, and affiliated to the University of Calicut, Govt. Arts & Science College, Kondotty, offers 2 postgraduate and five undergraduate programs. Besides the Principal, there are 34 full time teachers in the College. The service of a psychological counsellor also is made available under the Jeevani Scheme. There are 13 nonteaching staff including the PTA appointed staff in charge of the library. Library, Canteen, ORICE, recreation rooms, garden, playground etc. are among the common facilities.

## The Department

The Department of English, started at the inception of the college in 2013, began offering an undergraduate programme - **BA Functional English** - along with common course elements from the beginning itself. However, it started offering a postgraduate level programme when MA English Language and Literature was sanctioned in the academic year 2018. Since then, the department has been catering to the diverse academic requirements of the students in the postgraduate level, as previously in the undergraduate level, in a number of ways including lectures, seminars, workshops, webinars, debates, guest talks, study tours, literary forum activities, FAIR activities, assignment tasks, quizzes etc. Two batches of postgraduates have successfully passed out by now. The second batch of postgraduates having passed out in March 2021, and with the presence of four PhDs and three registered research supervisors, the department is planning to be elevated to a centre of research leading to the award of PhD in English in a short span of time. It is further planning to pursue a general policy of giving special priority for research in interdisciplinary areas related to language, literature, culture, ethnicity, gender, hybridity, subaltern, etc. for research projects. Currently, there are about 12 research scholars working at other centres under the research supervisors belonging to this department.

## Faculty Details

Currently, there are nine permanent faculty members in the department. Four of them have doctoral degrees and three of them are research supervisors. Another member of the faculty is actively involved in research leading to the award of PhD. Apart from the nine regular faculty members, the department may, as before, avail of the service of fully qualified and experienced guest teachers as and when requirement arises.

**1. Dr. Abdul Latheef V.** (Assistant Professor, Head of the Dept. & Acting Principal)

**Qualifications:** MA (English), MA (Linguistics), BEd, NET, PhD

**Areas of Interest:** Linguistics, English Language Education (ELE), E-content Development and Integration, LMS-based Instruction, English Poetry, Creative Writing, Communicative English, Early Childhood Education.

**Profile Highlights:** 19 years of teaching experience - Authored six books in English - Edited many books - Authored preschool packages for leading school networks in Kerala - Taught at Dhofar University, Oman for six years - Gave hundreds of interactive sessions on Communicative English - Published research articles in peer-reviewed international journals - Master trainer of SPELT Team - Member of Faculty of Languages, University of Calicut and UG Board of Studies - Member of academic council of many colleges - Extensive experience as Vice Principal / Acting Principal of the College.

**Contact Details:** [latheefv@gmail.com](mailto:latheefv@gmail.com) +917034070214

**2. Mr. Abdulatheef Kampuravan** (Assistant Professor & Acting Head of the Dept)

**Qualifications:** MA, BEd, NET

**Areas of Interest:** Communicative English, Phonetics, Poetry, Modern drama, American Literature & Indian Writings in English

**Profile Highlights:** 20 years of teaching experience at college / university level - Communicative English trainer for the last five years - Eight years of teaching experience in Brunei - Worked at EMEA College, Kondotty – Worked at govt. colleges in Chittur, Tirur, Perinthalmanna & Malappuram – Co-authored text books for Albirr Schools, Kerala and New Bee Schools, Karnataka - Co-authored *Cornerstone: A Communicative Approach to English Language Skills* - Currently doing PhD at Bharathidasan University.

**Contact Details:** [latheefkavanur@gmail.com](mailto:latheefkavanur@gmail.com), +918592063007

**3. Dr. Abida Farooqui** (Assistant Professor)

**Qualifications:** MA, MPhil, PhD

**Areas of Interest:** Literary Criticism and Theory

**Profile Highlights:** Former Member of Syndicate, University of Calicut - Former Chairperson, UG English Board of Studies – Member, Board of Studies, Farook College - Research supervisor, University of Calicut - Published articles in research journals - Wrote chapters in books - Edited books - Presented papers in national and international conferences - Resource person in national and international conferences - Reviewer, international journal IAFOR.

**Contact Details:** [drabidafarooqui@gmail.com](mailto:drabidafarooqui@gmail.com), +919446764091

**4. Dr. A. I. Vilayathullah** (Assistant Professor)

**Education:** MA, NET, PhD

**Areas of Interest:** Poetry in English, Linguistics, Theatrical Writings, African American Literature etc - Quran and human disciplines

**Profile Highlights:** Teaches English Language and Literature since 1989 - Research supervisor - Contributes to research journals - Writes in periodicals - Edited books – Formerly member of (PG English) Board of Studies, University of Calicut - Formerly, head and faculty member in various aided college English departments – Worked as Assistant Professor at Hail University, KSA & King Saud University, KSA - Makes academic presentations and organizes interfaith dialogues etc.

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**5. Ms. Muhsina M. (Assistant Professor)**

**Qualifications:** MA, MPhil, BEd, SET, NET.

**Areas of interest:** Translation Studies, Middle-East Literature, Women's Studies.

**Profile Highlights:** Former faculty at Dept. of English, University of Calicut & SAFI Institute of Advanced Study, Vazhayur - Chaired sessions in national level seminar.

**Contact Details:** [muhsinampuli@gmail.com](mailto:muhsinampuli@gmail.com), +919895379590

**6. Dr. Indulekha K. R. (Assistant Professor)**

**Qualifications:** MA (English & Comparative Literature), BEd, MPhil, PhD, NET & SET

**Areas of Interest:** English Language Education, Translation, Cultural Theories, Green Writings, Linguistics and Film Studies

**Profile Highlights:** Worked as Assistant Professor at Nehru Arts & Science College, Kanhangad and Govt. Polytechnic College, Manathavady - Teacher Fellow under UGC-FDP XII Plan - Contributed to national and international academic journals and books - Presented papers at national and international conferences and seminars – Undertakes quiz events as quiz mistress.

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**7. Ms. Saliha Rehmani (Assistant Professor)**

**Qualifications:** MA, NET

**Areas of Interest:** Contemporary Literary Theory, Phonetics and Linguistics, Creative Writing and World Literature.

**Profile Highlights:** Worked previously as faculty at Sullamussalam Science College, MAMO College, Malabar College of Advanced Studies & St. Joseph's College, Devagiri - Contributed to research journals - Edited, translated and published books - Made academic presentations - Participated in state level, national and international conferences and seminars - Worked as Subject Coordinator and Head of Department at an International School in Qatar.

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**8. Ms. Shamna Narayanan E. K. (Assistant Professor)**

**Qualifications:** MA, MPhil, NET & JRF

**Areas of Interest:** Contemporary Critical Theory and Philosophy - Queer, Feminist and Dalit Studies, Film Studies, Postmodern Fiction

**Profile Highlights:** Worked as Asst. Prof. on contract at Govt. College, Kalpetta, Govt. College Kasaragod and Calicut University Centre, Kadmat, Lakshadweep - Coordinated as the Head of the Department of English at Calicut University Centre, Kadmat - Participated and made presentations in state, national and international level conferences and seminars.

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**9. Ms. Labeeba M. (Assistant Professor)**

**Qualifications:** MA, BEd, NET

**Areas of interest:** Contemporary Literature, Translation

**Profile Highlights:** Previously worked as faculty at Ansar Arabic College, Valavannur, Sullamussalam Science College, DUA College, Vazhakkad - Contributed to research Journals - Participated in state, national and international level symposiums and conferences and made presentations.

**Contact Details:** [lbbmahmed@gmail.com](mailto:lbbmahmed@gmail.com) +919495567755

## BA Functional English Programme (CBCSS Scheme 2019)

### GENERAL SCHEME & PROGRAMME STRUCTURE

Serial No.	Course	No. of courses	Credits
1	Common Courses (English)	6	22
2	Common Courses (Additional Language)	4	16
3	Core Courses	15	61
4	Project (Linked to Core Courses)	1	2
5	Complementary Courses	4	16
6	Open Courses	1	3
Total			120
	Audit Course	4	16
	Extra Credit Course	1	4
Grand Total			140

**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 **BA Functional English** 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).

**Common Courses:** Every **BA Functional English** student shall undergo **10 common courses** (total 38 credits) for completing the programme. Common courses A01-A06 shall be taught by English teachers and A07- A10 by teachers of additional languages respectively.

### **Common Courses: Scheme and Distribution**

<b>Serial No.</b>	<b>Code</b>	<b>Title</b>	<b>Semester</b>
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
		<b>Total Credits 38</b>	

**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.

### **Core Courses: Scheme and Distribution**

<b>Sl. No.</b>	<b>Code</b>	<b>Title</b>	<b>Hrs/ week</b>	<b>Credit</b>	<b>Semester</b>
1	FEN1B01	Communication Skills in English	6	5	1
2	FEN2B02	Advanced English Grammar	6	4	2
3	FEN3B03	Language and Technology	4	4	3
4	FEN3B04	Applied Phonetics	5	4	3
5	FEN4B05	Fundamentals of Linguistics	5	4	4
6	FEN4B06	Business English	5	4	4
7	FEN5B07	Translation Studies	5	4	5



8	FEN5B08	Print Media	5	4	5
9	FEN5B09	Theatre for Communication	5	4	5
10	FEN5B10	Contemporary Literary Theory	5	4	5
11	FEN6B11	English Language Teaching	5	4	6
12	FEN6B12	Electronic Media	5	4	6
13	FEN6B13	Creative Writing	5	4	6
14	FEN6B14	Film Studies	5	4	6
15	FEN6B15	Elective 1 – Language for Advertising: Theory and Practice <b>Or</b>	3	4	6
16	FEN6B16	Elective 2 – Women Studies			
17	FEN6B17	Project	2	2	5 & 6
		<b>Total Credits</b>		<b>63</b>	

**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. 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. They are Type I and Type II respectively and colleges have the freedom to choose either of them to be Type I or Type II.

### **Complementary Courses: Scheme and Distribution**

Sl. No.	Code	Title	Hrs/ week	Credit	Semester
1	FEN1(2)CO1	Literatures in English: From Chaucer to the Present	6	4	1/2
2	FEN4(3)CO1	Literatures in English: American & Post Colonial	6	4	3/4
3	FEN1(2)CO2	Cultural Studies: Perspectives in Culture	6	4	1/2
4	FEN4(3)CO2	Cultural Studies: Cultural Spaces	6	4	3/4

**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. 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 University. Total credits allotted for open course are 3 and the hours allotted are 3. If there is only one programme in a college, they can choose either language courses or physical education as open course. The open courses available for BA Functional English students of our college are detailed below:

### **Open Courses: Scheme and Distribution**

Sl. No.	Code	Title	Hrs/ week	Credit	Semester
1	MTS5D04	Mathematics for Decision Making	3	3	5
2	URD5D02	Urdu Ghazal	3	3	5
3	BTHC5D01	Tourism and Hospitality Management	3	3	5
4	PE5D03	Physical Activity, Health and Wellness	3	3	5
5	BCM5D03	Basic Accounting			

(Students will be informed about the open courses offered at the beginning of fifth semester. Detailed syllabus of the course will be provided to the respective students by the departments concerned.)

**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.

### **Ability Enhancement Courses / Audit Courses: Scheme & Distribution**

Sl. No.	Course	Credit	Semester
1	Environment Studies	4	1
2	Disaster Management	4	2
3	*Human Rights / Intellectual Property Rights / Consumer Protection	4	3
4	*Gender Studies / Gerontology	4	4

\* Colleges can opt any one of the courses.

**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. Those students who could not join in any of the above activities have to undergo **Calicut University Social Service Programme (CUSSP)**. Extra credits are not counted for SGPA or CGPA.

**Credits:** A student is required to acquire a minimum of 140 credits for the completion of the UG programme, of which 120 credits are to be acquired from class room study and shall only be counted for SGPA and CGPA. Out of the 120 credits, 38 credits shall be from common courses (22 for Common English Courses & 16 for Additional Languages), 2 credits for project / corresponding paper and 3 credits for the open course. The maximum credits for a course shall not exceed 5. Audit courses shall have 4 credits per course and a total of 16 credits in the entire programme. The maximum credit acquired under extra credit shall be 4. If more Extra credit activities are done by a student that may be mentioned in the Grade Card. **The credits of audited courses or extra credits are not counted for SGPA or CGPA.**

**Attendance:** A student shall be permitted to appear for the semester examination, only if he / she secures not less than 75% attendance in each semester. Attendance shall be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by university remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college / university with the prior concurrence of the Head of the institution. Participation in such activities may be treated as presence in lieu of their absence on production of participation / attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester). Students can avail of condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonations during the entire programme). **If a student fails to get 65% attendance**, he/she can move to the next semester only if he/she acquires 50% attendance. In that case, a **provisional registration** is needed. Such students can appear for supplementary examination for such semesters after the completion of the programme. Less than 50% attendance requires Readmission. **Readmission** is permitted only once during the entire programme.

### **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
Total	20	15

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

**Grace Marks:** Grace Marks may be awarded to a student for meritorious achievements in co-curricular activities (in **Sports/Arts/NSS/NCC/Student Entrepreneurship**) carried out besides the regular hours. Such a benefit is applicable and limited to **a maximum of 8 courses in an academic year** spreading over two semesters. In addition, maximum of **6 marks** per semester can be awarded to the students of UG Programmes, for participating in the **College Fitness Education Programme (COFE)**.

**Project:** Every student of a UG degree programme shall have to work on a project of 2 credits under the supervision of a faculty member or shall write a theory course based on Research Methodology as per the curriculum. College shall have the liberty to choose either of the above. Board of Studies concerned shall prepare the syllabus for the same.

**External Assessment Framework**  
**(End Semester Test Design of Courses with 80 Marks)**

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

**University of Calicut**  
**BA FUNCTIONAL ENGLISH (CBCSS)**  
**SYLLABUS 2019**

**SEMESTER I**

Common Courses -English: 2, Common Courses -Additional Language: 1  
Core Courses: 1, Complementary Course: 1  
Ability Enhancement Course / Audit course: Environment Studies

**Core Course**

**FEN1B01 Communication Skills in English (5 Credits)**

**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.

**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 McGraw 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

**Complementary Course**  
**FEN1(2)CO1 Literatures in English - Course I:**  
**From Chaucer to the Present**

**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.

**Module I: Early English Poetry**

**Geoffrey Chaucer**

**Prescribed Text:** the first 20 lines of Prologue to Canterbury Tales)

**Elizabethan Age and its Features.**

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

**Prescribed Texts:**

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 and its literary features.**

**Prescribed Text:**

John Dryden: Alexander's Feast.

**Module II: Augustan & Romantic Literature**

**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 Travels* (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 & Modernism

### 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)

#### Prescribed Texts:

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

### 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:

Crompton & Ricket. *History of English Literature*

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

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

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

## SEMESTER II

Common Courses -English: 2, Common Courses -Additional Language: 1

Core Courses: 1, Complementary Course: 1

Ability Enhancement Course / Audit course: Disaster Management

### Core Course

### FEN2B02 Advanced English Grammar (4 Credits)

## 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.

## 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)

## Complementary Course

### FEN1(2)CO2 Cultural Studies-Course 1: Perspectives in Culture

## 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.

## **Module I: Cultural Studies: An Introduction**

Culture

Popular Culture

Production and Consumption of Culture

Power/Culture

Origin of Cultural Studies

## **Module II: Methods of Cultural Studies**

Methods of Cultural Studies

Language and Discourse

Identity

Audience and Reception Studies

## **MODULE III: Major Theories**

Structuralism

Post Structuralism

Marxism

## **Module IV: Major Theories**

Feminism

Queer Theory

Post-Colonial Theory

## **Core Text:**

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

## **Books for reference:**

*Glossary of Literary Terms*—MH Abrams

*Beginning Theory*—Peter Barry

*An Introduction to Cultural Studies*—Pramod K Nayar

# **SEMESTER III**

Common Courses -English: 1, Common Courses -Additional Language: 1

Core Courses: 2, Complementary Course: 1

AE Course / Audit course: Human Rights / Intellectual Property Rights / Consumer Protection

## **Core Course**

### **1. FEN3B03 Language and Technology (4 Credits)**

## 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.

## Module I: Digital Learning

Software and Types-FOSS-OER Commons-Project Gutenberg-Swayam-E(PG) Pathshala- Infilbnet-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)

### Core Course

## 2. FEN3B04 Applied Phonetics (4 Credits)

### 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.

### 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-segmental Elements

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., Sai Lakshmy, 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

### Complementary Course

#### **FEN4(3)CO1 Literatures in English Course II: American & Post-Colonial (4 credits)**

## 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 works.
- To make the student understand the transitions in language effected through literature.

## Module I:

### A) Introduction to Post-colonialism –

Colonialism, Imperialism, Post-colonialism, Diaspora, History, Nationalism

### B) Leading 20th century post-colonial thinkers

Franz Fanon (National Consciousness, Identity)

Edward Said (Concept of Orientalism)

Homi Babha (Hybridity, Ambivalence, Mimicry, Diaspora)

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:**

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

### **Module IV:**

#### **Poetry**

Emily Dickinson: *Success is Counted Sweetest*

Wallace Stevens: *Anecdote of the Jar*

Theodore Roethke: *My Papa's Waltz*

E. E. Cummings: *Anyone Lived in a Pretty How town*

Sylvia Plath: *Tulips*

Langston Hughes: *Dream Deferred*

#### **Fiction and Drama**

O. Henry: *Gift of Magi*

Ernest Hemingway: *Old Man and the Sea*

Eugene O'Neill: *The Hairy Ape*

### **Further Reading:**

*Colonialism/Post Colonialism* – Ania Loomba

*Colonial and Post-Colonial Literature* 2<sup>nd</sup> Edition – Elleke Boehmer

*Literary Theory (The basics)* – Hans Bertens

*Beginning Theory* - Peter Barry

*Empire Writes Back* - Bill Ashcroft, Gareth Griffiths and Helen Tiffin.

### **Reference:**

Bonglke, Rangrao (Ed) *Contemporary American Literature: Poetry, Fiction, Drama and Criticism*.  
New Delhi: Atlantic Publishers, 2002.

Iyengar, Sreenivasa K.R. *Indian Writing in English*, Delhi: Sterling, 1984

Naik, M. K. *A History of Indian English* Delhi: Sahitya Literature Academi, 1982

Naik, M. K. (Ed). *Perspectives on Indian Poetry in English*. New Delhi: Abhinav Publications, 1984.

Mathiessew, F.O. *American Literature up to Nineteenth Century*

Collins. *An Introduction to American Literature*

# SEMESTER IV

Common Courses -English: 1, Common Courses -Additional Language: 1  
Core Courses: 2, Complementary Course: 1  
Ability Enhancement Course / Audit course: Gender Studies / Gerontology

## Core Course

### 1. FEN4B05 Fundamentals of Linguistics (4 Credits)

#### 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.

#### 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/ i-language 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

### Core Course

## 2. FEN4B06 Business English (4 Credits)

### 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.

### 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: Macmillan, 2007 Sweeny, Simon. *Communicating in Business*. New Delhi: CUP, 2004

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

## Complementary Course

**FEN4(3)CO2 Cultural Studies - Course II: Cultural Spaces (4 credits)**

## 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.

## Module I:

Modernity

Postmodernity

Globalization

The Nation State

New Social Movements

Fundamentalism

## Module II:

The Culture Industry: Key areas to be introduced

Product of Consumption

The Spaces of Consumption I: The Mall

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

# SEMESTER V

Core Courses: 4, Open Courses: 1

## Core Course

### 1. FEN5B07 Translation Studies (4 Credits)

## 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.

## Module I: Basic Concepts

Basic concepts and a brief history of translation studies-translation types: (partial, full, literal, free, word-for-word, sense-for-sense, intralingual, 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

Jeremy Munday: *Introducing Translation Studies: Theories and Applications*.

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.

### Core Course

### 2. FEN5B08 Print Media (4 Credits)

## 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.

## **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-Various 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, by-line, 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*. Dubuque: William C. Brown Co.,1983.  
Premanand, M.E. *Textbook on Media Studies* (2012)  
E-book available at [www.englishskillsone.com](http://www.englishskillsone.com)

## Core Course

### 3. FEN5B09 Theatre for Communication (4 Credits)

#### 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.

#### 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, Tragicomedy, Farce and Melodrama, Masque, One-Act Play.

#### Module II: Theories of Drama

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.

**Weightage:** 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.
- iii. Confidence and body language.
- iv. Verbal and non-verbal performance.
- v. 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.)

## 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.

### Core Course

#### 4. FEN5B10 Contemporary Literary Theory (4 Credits)

## Course Objectives

- To initiate students into 20th 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

# SEMESTER VI

Core Courses: 4, Elective Course: 1, Project: 1

## Core Course

### 1. FEN6B11 English Language Teaching (4 Credits)

## 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 an ability for critical reflections on their own and fellow-learners' method of teaching English.

## **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 Language Teaching: from Method to Post-method*. Lawrence Associates.



## Core Course

### 2. FEN6B12 Electronic Media (4 Credits)

#### 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.

#### 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, HDTV- Internet 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 (conduct a study tour) a TV/Radio broadcasting station to gain practical knowledge

#### 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)

## Core Course

### 3. FEN6B13 Creative Writing (4 Credits)

#### 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.

#### Module I: Introduction

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

#### Module II: Writing Poetry

Writing Poetry: analysing 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: analysing 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: analysing 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* -M H Abrams

*Creative Writing: A Beginner's Manual* -Dev, Marwah & Pal (Pearson)

### Core Course

#### 4. FEN6B14 Film Studies (4 Credits)

## 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.

## 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 Bazin, Auteur Theory, Christian Metz and Laura Mulvey

Introduction to Film Semiotics

## Module II: Major Movements and Film Genres

Major Movements-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, jump cuts, match cuts, 30 degree rule, 180 degree rule

The production, distribution and reception of films; censorship

## 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. Yavanaika - 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 analysing 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

## Elective Course

### 1. FEN6B16 Women Studies (4 Credits)

#### 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.

#### Module I: 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*

### 6. FEN6B17 Project Work (2 Credits)

**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.

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<sup>th</sup> 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, language lab 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:

## **I. Media Writing**

**1. 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.

**2. 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 Akashavani among farmers in a particular area.
- b) The newspaper readership pattern among a particular group. E.g.: - Teenagers.

**3. Prepare script for a one-hour documentary** for a TV channel / radio

**4. Prepare a series of features for a newspaper** on a topic which has scope for investigative reporting.

**5. Prepare script for two or three episodes of a half hour TV program.**

**6. News Interview:** Report of a topic of current interest based on interviews of eminent persons in politics / literature etc.

**7. Advertisements**

## II. Translation

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

### Format of the work:

#### 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.

Translation—chapter wise Appendix Bibliography / webliography

(Students are directed to be aware of the guidelines of the latest version of the **MLA Handbook** pertaining to dissertation / project work and to follow them as much as possible while carrying out bibliographies and intra-textual citations. Any standard legible font can be used. Matter can be typed on both sides of the paper. Soft Binding is also permitted. Department Councils are free to decide the binding style of the project)

## Project Work: Department Level Instructions

- Project work (**FEN6B17 Project Work -2 Credits**) is an individual task to be undertaken by each student of the BA Functional English program during the 5<sup>th</sup> and 6<sup>th</sup> Semesters.
- A teacher of the department will be put in charge of supervising the project work of every student.
- Each student should make a regular schedule for consultation with the supervisor.
- Each student has to ensure that he / she consults the supervisor concerned at least once every week.
- Each student has to choose a topic for the project work **in consultation with the supervisor concerned.**
- Each student has to make sufficient reading in the area before moving on to Semester VI.
- Each activity pertaining to the project work / dissertation is to be carried out fully monitored by the supervising teacher, strictly following the university guidelines.
- Three copies (including the personal copy of the candidate) are to be submitted to the department at least a month ahead of the commencement of the 6<sup>th</sup> semester university examinations.
- Each student has to strictly abide by the schedule for each specific stage of the project work dissertation.

## Project Work: Schedule

Topic Finalization:	1 <sup>st</sup> September
Submission of <b>Chapter One Typescript</b>	20 <sup>th</sup> December
Submission of <b>Chapter Two Typescript</b>	20 <sup>th</sup> January
Submission of <b>Chapter Three Typescript</b>	20 <sup>th</sup> February
Submission of the <b>Final Draft Typescript</b>	20 <sup>th</sup> March
Submission of <b>three fully proofread bound copies</b>	24 <sup>th</sup> March
Department level <b>viva voce rehearsal</b>	26 <sup>th</sup> March

## Guidelines on Bibliography Preparation

### What is a Bibliography?

A bibliography is a listing of the books, magazines, and Internet sources that you use in designing, carrying out, and understanding your project. But, you develop a bibliography only after first preparing a **Background Research Plan** — a road map of the research questions you need to answer. Before you compose your bibliography, you will need to develop your background research plan.

With your background research plan in hand, you will find sources of information that will help you with your project. As you find this information, it will be important for you to write down where the sources are from. You can use a **Bibliography Worksheet** to help you, just print out a few copies and take them with you to the library. As you find a source, write in all of the necessary information. This way, when you are typing your bibliography, you won't need to go back to the library and find any missing information. The more information you write down about your source, the easier it will be for you to find if you want to read it again.

When you are writing your report, you will use the sources in your bibliography to remind you of different facts and background information you used for your project. Each time you use some information from a source, you will need to cite the source that it came from. **To cite a source, simply put the author's name and the date of the publication in parentheses (Author, date)** in your text. If the person reading your report wants to find the information and read more about it, they can look up the reference in your bibliography for more detail about the source. That is why each source you use must be listed in a detailed bibliography with enough information for someone to go and find it by themselves.

### How to Write a Bibliography

- Make a list to keep track of ALL the books, magazines, and websites you read as you follow your **background research plan**. Later this list of sources will become your **bibliography**.
- Write down, photocopy, or print the following information for each source you find. you.

Collect this information for each printed source:	Collect this information for each Web Site:
<ul style="list-style-type: none"> <li>• author name</li> <li>• title of the publication (and the title of the article if it's a magazine or encyclopedia)</li> <li>• date of publication</li> <li>• the place of publication of a book</li> <li>• the publishing company of a book</li> <li>• the volume number of a magazine or printed encyclopedia</li> <li>• the page number(s)</li> </ul>	<ul style="list-style-type: none"> <li>• author and editor names (if available)</li> <li>• title of the page (if available)</li> <li>• the company or organization who posted the webpage</li> <li>• the Web address for the page (called a URL)</li> <li>• the last date you looked at the page</li> </ul>



- The bibliographic information for different types of resources are located in different places, so you may need to do some detective work to get all of the information for your bibliography. Try looking in these places:
  - the title page of a book, encyclopedia or dictionary
  - the heading of an article
  - the front, second, or editorial page of the newspaper
  - the contents page of a journal or magazine
  - the header (at the top) or footer (at the bottom) of a Web site
  - the *About* or the *Contact* page of a Web site
- When it is time to turn in your Bibliography, type all of your sources into a list. Use the examples in **MLA Format Examples** or **APA Format Examples** as a template to insure that each source is formatted correctly.
- List the sources in alphabetical order using the author's last name. If a source has more than one author, alphabetize using the first one. If an author is unknown, alphabetize that source using the title instead.

## Examples of Bibliography Formats

There are standards for documenting sources of information in research papers. Even though different journals may use a slightly different format for the bibliography, they all contain the same basic information. **The most basic information that each reference should have is the author's name, the title, the date, and the source.**

Different types of sources have different formatting in the bibliography. **The two most commonly used guidelines for this formatting are published by the MLA (Modern Language Association) and the APA (American Psychological Association).**

The MLA guidelines call for the bibliography to be called **Works Cited**. The APA guidelines call for the bibliography to be called the **Reference List**. Your teacher will probably tell you which set of guidelines to use.

### Sample Bibliography: MLA Works Cited Format

"Battery." *Encyclopedia Britannica*. 1990.

"Best Batteries." *Consumer Reports Magazine* 32 Dec. 1994: 71-72.

Booth, Steven A. "High-Drain Alkaline AA-Batteries." *Popular Electronics* 62 Jan. 1999: 58.

Brain, Marshall. "How Batteries Work." *howstuffworks*. 1 Aug. 2006  
<<http://home.howstuffworks.com/battery.htm>>.

"Cells and Batteries." *The DK Science Encyclopedia*. 1993.

Dell, R. M., and D. A. J. Rand. *Understanding Batteries*. Cambridge, UK: The Royal Society of Chemistry, 2001.

"Learning Center." *Energizer*. Eveready Battery Company, Inc. 1 Aug. 2006  
<<http://www.energizer.com/learning/default.asp>>.

"Learning Centre." *Duracell*. The Gillette Company. 31 July 2006  
<<http://www.duracell.com/au/main/pages/learning-centre-what-is-a-battery.asp>>.

## Sample Bibliography: APA Reference List Format

- Booth, S.A. (January 1999). High-Drain Alkaline AA-Batteries. *Popular Electronics*, 62, 58.
- Dell, R. M., and Rand, D.A.J. (2001). *Understanding batteries*. Cambridge, UK: The Royal Society of Chemistry.
- Devitt, T. (2001, August 2). Lightning injures four at music festival. *The Why? Files*. Retrieved from <http://whyfiles.org/137lightning/index.html>
- Dove, R. (1998). Lady freedom among us. *The University of Virginia Alderman Library Electronic Text Center*. Retrieved from <http://etext.lib.virginia.edu/subjects/afam.html>
- Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved from <http://journals.apa.org/prevention/volume3/pre0030001a.html>
- Health Canada. (2002, February). *The Safety of Genetically Modified Food Crops*. Retrieved from [http://www.hc-sc.gc.ca/english/protection/biologics\\_genetics/gen\\_mod\\_foods/genmodebk.html](http://www.hc-sc.gc.ca/english/protection/biologics_genetics/gen_mod_foods/genmodebk.html)
- Hilts, P. J. (1999, February 16). In Forecasting Their Emotions, Most People Flunk Out. *New York Times*. Retrieved from <http://www.nytimes.com>

**Specimen of Pre-Text Pages (5 pages from here on)**

# **Halal Food Vs. Non-Halal Food Controversy: A Survey on the Food Habits of People in Kerala**

**Project submitted to the University of Calicut in partial fulfilment of the  
requirements for the award of the degree of**

**Bachelor of Arts**

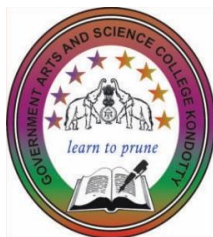
**in**

**Functional English**

**by**

**Smitha P.**

**Reg. No. GHASAFER04**



**Postgraduate Department of English  
Govt. Arts and Science College, Kondotty  
March 2022**

## DECLARATION

I, **Smitha P**, hereby declare that this dissertation entitled “**Halal Food Vs. Non-Halal Food Controversy: A Survey on the Food Habits of People in Kerala**” is a bona fide work undertaken by me under the supervision of **Dr. A. I. Vilayathullah**, Associate Professor in English, Government Arts & Science College, Kondotty and that it has not previously formed the basis for the award of any Degree, Diploma, Fellowship or any other similar title of recognition.

Kondotty,  
10<sup>th</sup> March, 2022

Smitha P.

## **CERTIFICATE**

This is to certify that the dissertation entitled “**Halal Food Vs. Non-Halal Food Controversy: A Survey on the Food Habits of People in Kerala**” by **Smitha P.** is a work of bona fide research carried out under my supervision and guidance.

Kondotty,  
10<sup>th</sup> March, 2022

**Dr. A. I. Vilayathullah**  
Associate Professor in English

Countersigned by:

Head, Postgraduate Department of English

(Office Seal)

## ACKNOWLEDGEMENT

I take this opportunity to convey my obligation and gratitude to all those who helped me in completing this research work. I thank the Almighty for giving the courage to undertake this work and my family for bearing with me and supporting me in completing the work. I convey my heartfelt gratitude to my supervisor **Dr. A. I. Vilayathullah** for his constant support and guidance in completing my work. I also feel immense gratitude towards all teachers of the Department of English. I also acknowledge the support provided by the librarians and staff of the libraries of Govt. Arts & Science College, Kondotty, and University of Calicut. I also extend my sincere gratitude to all my friends and classmates for being with me in the process of completing this dissertation.

Kondotty,  
10<sup>th</sup> March, 2022

**Smitha P.**

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