

Curriculum & Syllabus

BA COMMUNICATIVE ENGLISH (2021)

(Effective from the Academic year 2021-22 onwards)

SEMESTER I

Course Code	Course Title	L-T-P	Cr	ES
21ENG101	Communicative English	2 0 2	3	
	Language Paper 1	2 0 0	2	
21CME101	Advanced English Grammar	4 0 0	4	
21CME103	Language and Technology	4 0 0	4	
21CME102	Introduction to Linguistics	4 0 0	4	
21CSA101	Introduction to Computing	1 0 2	2	D
21CUL101	Cultural Education I	2 0 0	2	F
	Total		21	

SEMESTER II

Course Code	Course Title	L-T-P	Cr	ES
21ENG111	Professional Communication	1 0 2	2	
	Language Paper II	2 0 0	2	
21CME113	Landmarks of English Literature	4 0 0	4	
21CME114	Translation: Theory and Practice	4 0 0	4	
21CME111	Business English/ English for Specific Purposes	4 0 0	4	
21CME112	Indian Writing in English	3 0 0	3	
21CUL111	Cultural Education II	2 0 0	2	F
	Total		21	

SEMESTER III

Course Code	Course Title	L-T-P	Cr	ES
21ELL202	Communicative English (Advanced)	2 0 4	4	
21CME203	Technical English and Copy Editing	4 0 0	4	
21CME201	English in Informal Situations	4 0 0	4	
21ELL205	Life Writing, I	4 0 0	4	
21CME202	Orientation in Creative Writing	4 0 0	4	
21SSK201	Life Skills-I	1 0 2	2	G
21AVP201	Amrita Values Programme I	1 0 0	1	F
	Total		23	

SEMESTER IV				
Course Code	Course Title	L-T-P	Cr	ES
21CME213	Modern English Literature	4 0 0	4	
21CME211	Electronic Media and Content Writing	4 0 0	4	
21CME212	Introduction to Travel Writing	4 0 0	4	
21ENV200	Environmental Science and Sustainability	3 0 0	3	H
	Elective A	3 0 0	3	
	Open Elective A	3 0 0	3	J
21SSK211	Life Skills-II	1 0 2	2	G
21AVP211	Amrita Values Programme II	1 0 0	1	F
	Total		24	

SEMESTER V				
Course Code	Course Title	L-T-P	Cr	ES
21CME302	Introduction to Literary Theory and Criticism	4 0 0	4	
21CME301	Film Studies and Script Writing	4 0 0	4	
21CME303	Office Administration and HR Management	4 0 0	4	
21ELL305	Spiritual Literature	4 0 0	4	
21CME304	Writing for the Media	4 0 0	4	
	Elective B	3 0 0	3	
21CME390	Live - in - Lab/ Open Elective B	3 0 0	3	J
21SSK301	Life Skills III	1 0 2	2	G
	Total		28	

SEMESTER VI				
Course Code	Course Title	L-T-P	Cr	ES
21CME314	Research Methodology for Literary Studies and Humanities	4 0 0	4	
21CME313	Introduction to Educational Technology and English Language Teaching	4 0 0	4	
21CME315	Theatre and Communication	4 0 0	4	
21CME311	Communication and Digital Media	4 0 0	4	
21CME312	Introduction to Cultural Studies	3 0 0	3	
21ELL315	Life Writing II	4 0 0	4	
	Total		23	
21CME399	Project /Internship/On-the-Job Training		6	
	Total		29	

Electives

Course Code	Course Title	L-T-P	Cr	ES
ELECTIVES A & B (any two)				
21CME331	Advertising: Theory and Practice	3 0 0	3	
21CME332	Basics of Psychology and Personality Development	3 0 0	3	
21CME333	Canadian Literature	3 0 0	3	
21CME334	Public Relations: Theory and Practice	3 0 0	3	
21CME335	Science Communication	3 0 0	3	
21CME336	Women's Writing in India	3 0 0	3	
21ELL331	Creative Writing in English	3 0 0	3	
21ELL332	English for Media Communication	3 0 0	3	
21ELL333	Teaching of English for Indian Students	3 0 0	3	
21ELL334	Technical and Professional Writing	3 0 0	3	

LANGUAGES										
Paper I						Paper II				
21HIN101	Hindi I	2 0 0	2	B		21HIN111	Hindi II	2 0 0	2	B
21KAN101	Kannada I	2 0 0	2	B		21KAN111	Kannada II	2 0 0	2	B
21MAL101	Malayalam I	2 0 0	2	B		21MAL111	Malayalam II	2 0 0	2	B
21SAN101	Sanskrit I	2 0 0	2	B		21SAN111	Sanskrit II	2 0 0	2	B
21TAM101	Tamil I	2 0 0	2	B		21TAM111	Tamil II	2 0 0	2	B

Syllabus

Semester 1

21ENG101 COMMUNICATIVE ENGLISH 2 0 2 3

(Common for all UG/ Integrated Programmes under Arts and Sciences)

OBJECTIVES:

To help students obtain an ability to communicate fluently in English; to enable and enhance the students' skills in reading, writing, listening, and speaking; to impart an aesthetic sense and enhance creativity

COURSE OUTCOMES:

CO1: Recall fundamental concepts of the four linguistic skills, viz. listening, speaking, reading and writing

CO2: Apply different styles of communication in professional context

CO3: Participate in different planned & extempore communicative activities

CO4: Interpret and discuss facts and information in each context

CO5: Critique literary texts that develop an appreciation for human values

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	2	0	0	0	0	1
CO2	3	2	3	2	0	2	0	1
CO3	3	2	3	3	0	2	0	1
CO4	3	3	3	2	0	1	0	1
CO5	3	3	3	2	2	3	0	1

SYLLABUS:

Unit 1

Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners- Agreement (Subject – Verb, Pronoun- Antecedent) collocation

Unit 2

Tenses

Reported speech

Active and passive Voice

Phrasal Verbs, Linkers/ Discourse Markers, Question Tags

Unit 3

Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative

Unit 4

Reading Comprehension – Skimming and scanning- inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness

Unit 5

Nirad C Chaudhuri “Indian Crowds” [**Non-Detailed**]

Dr S Radhakrishnan “The Shaping of my Character” [**Detailed**]

Charles Lamb” Dream Children” [**Detailed**]

Ruskin Bond “Night Train at Deoli” [**Non-Detailed**]

Rabindranath Tagore “Subha” [**Non-Detailed**]

Agra Gra “And you call me coloured” [**Detailed**]

Alfred Lord Tennyson “Ulysses” [**Detailed**]

CORE READING:

1. Ruskin Bond, *Time Stops at Shamli and Other Stories*, Penguin Books India Pvt Ltd, 1989
2. Syamala, V. *Speak English in Four Easy Steps*, Improve English Foundation Thiruvananthapuram: 2006
3. Online sources
4. M Nagarajan, T Sashisekaran, S Ramamurthy *Indian Prose for Effective Communication: A Practical Programme for Colleges* Trinity Press (An imprint of Laxmi Publications Pvt. Ltd.

REFERENCES:

5. Ruskin Bond, *Time Stops at Shamli and Other Stories*, Penguin Books India Pvt Ltd, 1989

6. Martinet, Thomson, *A Practical English Grammar*, IV Ed. OUP, 1986.
7. Murphy, Raymond, *Murphy's English Grammar*, CUP, 2004

21CME101

ADVANCED ENGLISH GRAMMAR

4 0 0 4

OBJECTIVES:

To guide learners to gain knowledge of English grammar on an advanced level; to help improve vocabulary and attain ability to express better in English; to equip the learners to better their prospects.

COURSE OUTCOMES:

CO1: State parts of speech, Synonyms, Antonyms, and such fundamental linguistic features.

CO2: Identify basic linguistic features in written communication

CO3: Apply the rules of Grammar in communication

CO4: Construct grammatically correct sentences in writing coherent passages

CO5: Compose properly organised written documents

CO – PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	2	0	0	0	0	1
CO2	3	0	3	0	0	0	0	1
CO3	3	2	3	0	0	0	0	1
CO4	2	3	3	0	0	0	0	1
CO5	3	3	3	0	0	0	0	1

SYLLABUS

Unit 1

Vocabulary Building

Conversion of one part of speech to another-Synonyms, Antonyms, Homophones, Homonyms-

Affixes-Root words

Unit 2

Phrases and Clauses

Modifiers and head words-subordination, co-ordination-Noun clauses, Adverbial clauses, Adjectival clauses, Conditional Causes.

Unit 3

Errors in Usage, Correct Usage

Grammatical Errors- Collocational Errors- Correct Punctuation-Subject-Verb Agreement-Word order

Unit 4

Writing Skill

Use of Idioms, Phrasal Verbs-markers of cohesion, linkers-Descriptive, Argumentative, Expository writing.

Unit 5

Organised language use

General Statements-Specific Statements-Classification, exemplification, presentation of data.

CORE READING

1. Murphy, Raymond- Essential English Grammar, London, Cambridge University.
2. Swan, Michael et al-Oxford English Grammar Course-Advanced, OUP
3. Swan, Michael – Practical English Usage, OUP
4. Taylor, Grant- English Conversation Practice, McGraw Hill Education, 2016

21CME103

LANGUAGE AND TECHNOLOGY

4 0 0 4

OBJECTIVES:

To familiarize the students into the world of technology-based language learning and introduce them to various sources through which they can access knowledge in language.

COURSE OUTCOMES:

CO1: Recognize language-technology interface, impacts and developments in ICT.

CO2: Describe technology assisted teaching- learning as paradigm shift in instructional practices

CO3: Recognize the impact of Communication technology on ELT and pedagogy

CO4: Use the possibilities of online learning and resources

CO5: Apply contemporary trends in instructional technology

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	0	0	0	0	0	2
CO2	3	0	2	0	0	0	0	1
CO3	3	2	0	0	0	0	0	1
CO4	3	3	3	2	0	0	0	1
CO5	3	2	3	0	1	0	0	2

SYLLABUS

Unit 1

Introduction- English in the Age of Globalization-Language Education and Technology-Impact of ICT- Human Language Technology (HLT)-Technology Assisted Teaching and Learning- CALL- MALL- TELL- NBL-Developments in Applied Linguistics-Machine Learning-Machine Translation)- Computer Supported Collaborative Learning-Digitized Texts-Digital Game-Based Learning-Use of Multimedia.

Unit 2

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.

Unit 3

Digital Learning-Software and Types-FOSS-OER Commons-Project Gutenberg-Swayam-E(PG)-Pathshala- Inlibnet-MOOC-Khan Academy-Presentation software and educational potential-characteristics of a good PPT presentation.

(Students may be encouraged to write assignments and prepare presentations)

Unit 4

Internet for LSRW-Learning and teaching in the cyber era-sites/programmes for English Language Learners- use of e-learning apps - Smart phones as educational tools-Potential uses of smart phones in English Classrooms-Useful mobile applications for English language learning and teaching (LEB English/VOA English/great poetry/Hello Talk English/English conversation/word web)

Unit 5

The contemporary trends in language learning – blended learning – gamification- **Embodied learning- Inquiry-based learning-English as a lingua franca- multi-literacies and translanguaging -Supporting learners of specific needs**

CORE READING

1. Crystal David. *The Language and the Internet*. CUP: 2004.
2. Warschauer, Mark & Shetzer, Heidi. *Internet for English Teaching*. Virginia: 2003.
3. Thorne, Steven L, Mary, Stephen (Eds). *Language Education and Technology*. Springer International Publishing, 2017.

SUGGESTED READING/E-RESOURCES

4. Cunnings, J.(et al.) (Eds.) *International Handbook of English Language Teaching*. Springer International Pub. 2007.
5. Ranandya,W.A.(et al.) (Eds.) *English Language Teaching Today*. Springer International Pub. 2016.
6. Pawlak, Miroslav, Antonin Larissa (Eds.) *Essential Topics in Applied Linguistics and Multiculturalism* Springer International Pub. 2014.
7. Pawlak, Miroslav(et al.) (Eds.) *Issues in Teaching, Learning and Testing Speaking in a Second Language*. Springer Verlag, Berlin, Heidelberg, 2015.

www.bbc.co.uk/learningenglish , www.learningenglish.voanews.com / www.esl-lab.com/

www.eslpdf.com/www.englishbanana.com , E-book available at www.englishskillsone.com

21CME102

INTRODUCTION TO LINGUISTICS

4 0 0 4

OBJECTIVES:

To introduce linguistics; to understand characteristic features of human language; to know the different facets of linguistics.

COURSE OUTCOMES:

CO1: Trace the Nature and Origin of Language

CO2: Identify the basic concepts and structure of language

CO3: Employ the rules of Language in Communication

CO4: Analyse and examine the features of different branches of Linguistics

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	2	0	0	0	0	1
CO3	3	2	3	0	0	0	0	1
CO4	3	3	0	0	0	0	0	2

SYLLABUS

Unit 1

Nature and origin of language

Symbolic-systematic-medium of communication-diachronic-synchronic.

Unit 2

Description of language at various levels

Phonology-Morphology-Syntax-Semantics

Unit 3

Language use in Communication

Pragmatics-Stylistics-Speech Acts

Unit 4

Branches of linguistics

Sociolinguistics –Psycholinguistics-Historical Linguistics-Descriptive Linguistics-Comparative Linguistics-Applied Linguistics.

Unit 5

Language Family

Language family tree-the Germanic Branch-Italic Romance Branch-The Celtic Branch-The Indo-European family.

CORE READING:

1. Bloomfield L. Language, New York, Holt, Rinehart& Winston
2. Robins, R.H General Linguistics-An Introductory Survey London: Longman
3. Jones, D. An Outline of English Phonetics
4. Hockett, C.F A Course in Modern Linguistics
5. Verma S.K, Kishnaswamy N: Modern Linguistics: An Introduction

21CSA101**INTRODUCTION TO COMPUTING****1 0 2 2****COURSE OUTCOMES:**

CO1: *Understanding Windows Basics to create and manage folders, files, web browsers and email functionalities.*

CO2: Developing presentations in MS PowerPoint, Integration and linking objects

CO3: Understanding the basic formatting features in MS Word, Tables and other insert features in MS Word

CO4: Understanding basic functions, designing tables and charts using formulas in MS Excel

Syllabus

Unit 1

Introduction to Windows: Basics of Windows, The User Interface – Using Mouse and Moving Icons on the Screen, The My Computer Icon, The Recycle Bin, Status Bar, Start and Menu & Menu selection, Running an Application, Windows explorer, viewing a file, folders and directories, search for files and folders, create, save, edit, move and delete files and folders, opening and closing of windows. Windows setting – control panels, wall papers and screen savers, setting date and sound, concept of menu using help. Advanced windows – using right button of mouse, creating short cuts, basics of window set up, note pad, window accessories.

Unit 2

Word processing, MS Word

Word processing basics – an introduction, menu bar, using the icons below menu bar. Page setter, page background, printing. Text creation and manipulation, paragraphs and tab setting, text selection, cut, copy and paste options, font size. Alignment of texts, formatting the text, changing colour, paragraph indenting. Use of tab and tab setting. Inserting header and footer – page numbers, comments, foot notes, citations, caption, index, pictures, files, book mark, hyper link. Multiple documents, table manipulation, printing, print preview language utilities, spelling and grammar check – mail merge options, password locking, view – macros document views.

Unit 3

Spreadsheet: MS Excel.

Elements of electronic spreadsheet, application. Menu bar, creation of cells, addressing of cells, insert: tables, charts, illustrations, links, texts. Page layout – themes, setup, scale, sheet, arrange. Auto formatting, conditional formatting, auto correct, arranging windows – freeze pane – hiding windows. Providing formulas – using basic functions and other basic functions data.

Unit 4

MS Power point – presentation application, duplicate slides, inserting slides, slides from auto layout. Slide views, slide layouts, design templates. Slide show, customize show. Inserting header and footer, date and time, hyperlink. Format – font, numbering. Custom animation, slide transition. Application integration: create linked objects between spreadsheets and word processing documents, embed word processing documents into spreadsheets.

Unit 5

WWW and web browsers: web browsing software. Surfing the internet: printing and saving portion of web page, downloading, favourites, book marks, return to favourite internet sites, use tabbed browsing, safely browse the internet.

Email – email addressing, mail box, saving mails, sending same mail to various users, document handling – sending soft copy as attachment, enclosures to email, sending a portion of document as email.

CORE READING:

1. *Microsoft Office 2000 Complete, BPB Publications*
2. *Dinesh Maidasani – Learning Computer Fundamentals, MS Office and Internet and Web Technology, Laxmi Publications.*

REFERENCES:

1. *S. Jain – MS Office 2010 Training Guide, BPB Publication.*
2. *John Walkenbach Herb Tyson Michael R. Groh Faithe Wempen Lisa A. Bucki – Microsoft Office 2010 Bible, Wiley India.*
3. *Michael Price – 2010 in Easy Steps, TMH.*

SEMESTER II

21ENG111 PROFESSIONAL COMMUNICATION 1 0 2 2

(Common for all UG/ Integrated Programmes under Arts and Sciences)

OBJECTIVES:

To convey and document information in a formal environment; to acquire the skill of self-projection in professional circles; to inculcate critical and analytical thinking.

COURSE OUTCOMES:

- CO1:** Recall the fundamentals of linguistic features in communication.
- CO2:** Apply different styles of communication in professional context.
- CO3:** Demonstrate competence in different planned & extempore communicative activities.
- CO4:** Interpret and discuss facts and information in each context.
- CO5:** Write a mini project exercising critical and analytical thinking.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	0	0	0	0	1
CO2	3	3	3	2	1	1	0	1
CO3	3	2	3	2	1	1	0	1

CO4	3	3	3	2	1	1	0	1
CO5	3	3	3	2	2	2	0	2

SYLLABUS:

Unit 1

Vocabulary Building: Prefixes and Suffixes; One-word substitutes, Modal auxiliaries, Error Analysis: Position of Adverbs, Redundancy, modifiers (displaced, dangling etc)

Unit 2

Instruction, Suggestion & Recommendation - Sounds of English: Stress, Intonation

- Essay writing: Analytical and Argumentative

Unit 3

Circulars, Memos – Business Letters - e - mails

Unit 4

Reports: Trip report, incident report, event report - Situational Dialogue - Group Discussion

Unit 5

Mini Project and Presentation

REFERENCES

1. Felix Eskey. *Tech Talk*, University of Michigan. 2005
2. Michael Swan. *Practical English Usage*, Oxford University Press. 2005
3. Anderson, Paul. *Technical Communication: A Reader Centred Approach*, V Edition, Harcourt, 2003.
4. Raymond V. Lesikar and Marie E. Flatley. *Basic Business Communication*, Tata McGraw Hill Pub. Co. New Delhi. 2005. Tenth Edition.
5. Thampi, G. Balamohan. *Meeting the World: Writings on Contemporary Issues*. Pearson, 2013.
6. Lynch, Tony. *Study Listening*. New Delhi: CUP, 2008.
7. Kenneth, Anderson, Tony Lynch, Joan Mac Lean. *Study Speaking*. New Delhi: CUP, 2008.
8. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
9. Syamala, V. *Effective English Communication for You (Functional Grammar, Oral and Written Communication)*: Emerald, 2002.

21CME113 LANDMARKS OF ENGLISH LITERATURE 4004

OBJECTIVES: To acquaint students with the innumerable markers of English Literature. To give them a composite picture of the development of English language through the medium of literature.

COURSE OUTCOMES:

- CO1:** Recall the various literary Ages and trace the development of English literature
- CO2:** Identify the various literary Movements and Socio-political transformations of different eras
- CO3:** Illustrate the characteristics of the specific Literary period and major writers of an Age
- CO4:** Analyse the different literary genres and Narrative styles

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	0	0	0	0	0	1
CO3	3	3	0	0	0	0	0	1
CO4	3	3	0	0	0	0	0	1

SYLLABUS:

Unit 1

Chaucerian Literature – Introduction to *The Canterbury Tales* – Narrative Structure – Major Characters – Language – Social Criticism

Unit 2

Elizabethan Literature – Augustan Literature – Major Trends in Literature – Theatre – Poetry – Prose Writers

Unit 3

Romantic Literature – General Tendencies – Major Poets – Seminal Works – Introduction to Literary Criticism

Unit 4

Victorian Literature – Introduction to Novel – Key Figures – Seminal Works – Poetry – Literary Movements

Unit 5

Modern Literature – General Features – Characteristics of Fiction – Theatre – Poetry – Major Works – Movements

CORE READING:

1. *A Short History of English Literature* – Pramod K Nayar
2. Peck, John and Coyle Martin. *A Brief History of English Literature*. Macmillan International Higher Education, 2013

REFERENCES:

3. Ifor Evans - *A Short History of English Literature*, Penguin.
4. Andrew Sanders - *The Short Oxford History of English Literature*.
5. Edward Albert - *A History of English Literature*

21CME114 TRANSLATION: THEORY AND PRACTICE 4004

OBJECTIVES:

To introduce the students to the field of translation studies; to expose them to the theory and technique of translation; to familiarize them with the problems of translation; to introduce the significance of translation in the global context; to provide them with a practical knowledge of the translator’s job.

COURSE OUTCOMES:

- CO1:** Define the field of translation.
- CO2:** Identify the tasks of the translator.
- CO3:** Translate literary, scientific, technical, administrative, and legal documents.

CO4: Use the theoretical knowledge base in practice.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	1	0	0	0	0	1
CO3	3	3	2	0	0	0	0	1
CO4	2	2	3	0	0	0	0	1

SYLLABUS

Unit 1

Introduction to Translation – Definition-- Translation Studies—Emergence of the Discipline—
Major Theorists--History of Translation.

Unit 2

The Task of the Translator— Central Issues in Translation--Types of Translation—Machine
Translation

Unit 3

Literary Translation—Genre Specific Problems—Translation of Prose, Poetry and Drama

Unit 4

Achievements of Translation—Comparative Literature and Translation Studies—Translation in
the Global Context—Translation of Scientific, Technical, Administrative and Legal Documents.

Unit 5

Translation Practice—Practical Sessions in Translating Different Specimens of Texts (Prose,
Poetry and Drama, Scientific, Technical, Administrative and Legal Documents)

CORE READING:

1. Basnett, Susan. *Translation Studies*, Routledge, 4th Ed, 2014.
2. Das, B.K. *A Hand Book of Translation Studies*, Atlantic Publishers,2013.

REFERENCES:

3. [Reynold](#),Matthew. *Translation: A Very Short Introduction*, OUP, 2016.

Alessandra Riccardi ed., *Translation Studies: Perspectives on an Emerging Discipline*, Cambridge, 2008.

4. Ray, Mohit K. *Studies in Translation*, Atlantic Publishers, 2014.
5. [Sawant](#), Sunil, Ed. *Translation Studies: Theories and Applications*, Atlantic Publishers, 2013.
6. [Williams](#), Jenny. *Theories of Translation*, Palgrave-Macmillan, 2013.
7. Pym, Anthony. *Exploring Translation Theories*, Routledge, 2014.
8. Mukherjee, Sujit. *Translation as Discovery and Other Essays on Indian Literature in English*. Orient Blackswan, 2018.
9. Mukherjee, Sujit. *Translation as Recovery*, Pencraft International, 2004.
10. Baker, [Mona](#) (Editor), *Routledge Encyclopedia of Translation Studies*. Routledge, 2011
11. Bassnett, Susan. *Translation and World Literature*, Routledge, 2019.

21CME111 BUSINESS ENGLISH/ ENGLISH FOR SPECIFIC PURPOSES

4 0 0 4

OBJECTIVES:

To introduce the concept of Business Communication to students; to enhance their Listening, Speaking, Reading, and Writing skills to participate in global business environment; to help students write business documents clearly and confidently; to engage in oral business situations effectively; to understand the importance of cross-cultural communication and persuasion and negotiation techniques

COURSE OUTCOMES:

CO1: State the fundamentals of communication and Business communication.

CO2: Practice the skills of Listening, Speaking, Reading, and Writing.

CO3: Draft letters and other professional content.

CO4: Analyze professional reports, data and formulate business proposal.

CO5: Practice collaborative skills through teamwork, group presentations and activities.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
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CO1	3	1	2	0	0	0	0	0
CO2	3	2	3	3	0	2	0	0
CO3	3	2	3	2	0	2	0	1
CO4	2	3	3	2	0	2	0	1
CO5	2	3	3	3	2	2	0	1

SYLLABUS:

Unit 1

Communication - Defining communication, Process of communication, Objectives of communication, Principles of communication, Importance of Business communication, Barriers to Effective Communication and ways to overcome them

Unit 2

Listening: Importance of Listening, Types of Listening, Barriers to Listening and overcoming them, Developing Listening Skills, spoken skills, Conducting Meetings and oral Presentation, Debates, Speeches, Interview, Group Discussion, English Pronunciation, Building Vocabulary

Unit 3

Reading Comprehension, Fundamentals of Business writing, Memo, Circular, Notice, Minutes

Unit 4

Types of Business letters, Inquiry letter, complaint letter, Persuasive letter, Job application letter and Resume, Recommendation

Unit 5

Business Proposal, Reports, Negotiation and Persuasion, Cross-Cultural communication, and issues

CORE READING:

1. Murphy A Herta, Herbert W Hildebrandt, Jane P Thomas. *Effective Business Communication*. Seventh Edition. McGraw Hill Education: India. 1984. ISBN: 9780070187757, 9780070187757
2. Raman Meenakshi, Prakash Singh. *Business communication*. Second Edition. OUP: India. 2012. ISBN: 9780198077053, 9780198077053.

REFERENCES:

3. Ashley, A (1992) *A Handbook of Commercial Correspondence*, Oxford University Press.
4. Fritzsche, David J (2005) *Business Ethics: A Global and Managerial Perspective* McGraw Hill
5. M. Ashraf, Rizvi (2006) *Effective Technical Communication* Tata McGraw Hill
6. Parson, C.J. and Hughes (1970) *Written Communication for Business Students*, Great Britain.
7. Stephenson, James (1988) *Principles and Practice of Commercial Correspondence*, Pilman and Sons Ltd. London.
8. Shurter, Robert L. (1971) *Written Communication in Business*, McGraw Hill, Tokyo.
9. Phillip, Louis V. (1975) *Organisational Communication- The Effective Management*, Columbus Grid Inc.

21CME112

INDIAN WRITING IN ENGLISH

3 0 0 3

OBJECTIVES:

To familiarize the students with typical Indian ethos; to develop a sense of appreciation for the Indian literary genius; to help students comprehend and analyze various genres of Indian writing in English.

COURSE OUTCOMES:

CO1: Recall the major trends of Indian Writing in English.

CO2: Discuss various aspects of literary sensibility and identify the elements of Indianness in representative works .

CO3: Illustrate different narrative styles employed by Indian writers.

CO4: Analyse the prescribed literary texts in detail.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	1	0	0	2	1	1
CO3	3	3	2	0	0	1	0	1
CO4	3	3	2	2	0	2	1	1

SYLLABUS:

Unit 1:

Introduction to Indian Writing in English – Short story, poetry, fiction and drama of the late 19th to the late 20th Century

Unit 2

Short Stories:

Ruskin Bond: “The Night Train to Deoli”

Rabindranath Tagore: “Subha”

Gita Hariharan: Remains of the Feast

K A Abbas: Three Women

Unit 3

Drama:

Girish Karnad: Naga-Mandala

Mahesh Dattani: Dance Like a Man

Unit 4

Poetry

Tagore: Where the Mind is Without Fear

Kamala Das: Words

Sri Aurobindo: The Tiger and the Deer

Unit 5

R. K Narayan: *Malgudi Days*

Arundhati Roy: *The God of Small Things*

CORE READING:

1. Murthy. M.G Narasimha. Famous Indian Stories. Hyderabad: Orient BlackSwan.2009
2. Narayan, R. K.Malgudi Days.
3. Anand, Mulk Raj.Untouchable.Arnold Publishers,1981.
4. Rao, Raja. Kanthapura. Orient Paperbacks, 2005.
5. Gokak, V K. Ed. The Golden Treasury of Indo-Anglian Poetry; 1828-1965. Delhi: Sahitya Akademi, 2006
6. Indian Yarns: An Anthology of Indian English Writing: CUP, 2013.
7. Parthasarathi. R. Ed. Ten Twentieth Century Indian Poets. OUP, 2009.
8. Tagore Rabindranath. 7 Best Short Stories. Tacet Books. 2020. ISBN: 9783967995855
9. Girish Karnad. Naga-Mandala. New Delhi: OUP, 2012.
10. Mahesh Dattani, Dance Like a Man. in Collected Plays. New Delhi: Penguin,2000
11. Roy Arundhati. The God of Small Things.
12. *An Anthology of Poems and Short Stories*, ed. Krishan Chander, Lahore: 1941

References:

1. Iyengar, Sreenivas. Indian Writing in English. Asian Publishing House, 1962.
2. Naik, M. K. A History of Indian Writing in English.
3. M.K. Naik. Indian English Poetry: from the Beginnings up to 2000. Delhi: Pencraft International, 2006.

Students are advised to refer to web sources also

SEMESTER III

21ELL202 COMMUNICATIVE ENGLISH (ADVANCED) 2 0 4 4

OBJECTIVES:

To help the students attain high level proficiency in all the four language skills; to equip them for competitive examinations and various International English Language Tests; to enhance their career prospects and employability; to help them develop their personality by fine tuning their communication and presentation skills.

COURSE OUTCOMES:

CO1: Recall the basics essential for the four language skills viz., listening, speaking, reading, and writing

CO2: Express verbally in different contexts

CO3: Interpret and Discuss facts and information in various contexts

CO4: Compose professional documents like letters, reports and proposals in proper error-free English

CO – PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	3	2	1	2	0	1
CO3	3	2	3	2	1	2	0	1
CO4	3	2	3	2	1	2	0	1

SYLLABUS

Unit 1

Listening and Speaking: varieties of modern English - British, American, Indian-basic sounds, deviations in American and other varieties.

Verbal communication: conversation-basic techniques- how to begin, interrupt, hesitate and end – how to express time, age, feelings and emotions- how to respond – using language in various contexts/situations- talking about oneself, others- describing persons, places, incidents, events, and objects- attending an interview addressing an audience- using audio-visual aids- making short.

Unit 2

Speeches compering- group discussion.

Non-Verbal Communication: body language: postures- orientation-eye contact –facial expression- dress- posture- self-concept- self-image- self-esteem- attitudes – Values and perception.

Unit 3

Reading and Writing

Skimming and scanning-fast reading- writing short messages- e-mails- preparing notes and reports based on visuals, graphs and diagrams- letters- informal, formal/ official/ business related – preparing agenda, minutes –CV-Describing persons, places, incidents and events- writing ads-short argumentative essays.

Words often confused and misused – synonyms- antonyms- idioms commonly used- corresponding American expressions.

Unit 4

Writing for specific purpose

Scientific writing- business writing- preparing of project proposal – writing of summaries and reviews of movies and books in English/regional languages.

Unit 5

Practical sessions

Language skills tests (Written):

1. Translation of short and simple passages- from Malayalam to English
2. Providing captions for photo and pictures
3. Symposium- Presenting different aspects of a debatable topic.

CORE READING:

1. Mukhopadhyay, Lina et al. Polyskills: A Course in communication Skills and Life Skills. Foundation, 2012.
2. O'Conner, J.D. Better English Pronunciation, CUP.
3. Swan, Michael. Practical English Usage. OUP
4. Driscoll, Liz. Cambridge: Common Mistakes at Intermediate. CUP

REFERENCES:

5. Jones, Daniel. *English Pronouncing Dictionary*. 17thEdn. CUP

21CME203 Technical English and Copy Editing 4 0 0 4

OBJECTIVES

To make the students understand the relevance of copy editing and make them learn the process of revising written material to improve readability and fitness; to expose the students to the scope of professional fields and its employability potentials.

COURSE OUTCOMES:

CO1: State the basics of Technical English and Copyediting

CO2: Recognize the application and professional scope of Technical English and Copyediting

CO3: Use of Technical English and Copyediting in practical application

CO4: Distinguish between General English and Technical English and Editing and Copyediting

CO – PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	0	0	0	0	0	1
CO3	3	3	3	0	0	0	0	1
CO4	3	3	2	0	0	0	0	1

SYLLABUS:

Unit 1

Introduction-Technical English-Origin-ASD-STE 100-Difference between General English (GE) and Technical English (TE)-Benefits of TE-Technical documentation-STE Tools- STE Rules- Vocabulary-Dictionary.

Unit 2

Areas of T E- Rationale-Controlled Language Approach (CLA)-Aviation-Military-Software and IT Sector-Automotive and Manufacturing Segments-Mechanical Engineering-Companies doing global business-Translation Services-Language Service Providers etc.-Features of STE.

Unit 3

From GE to TE (Technical English)- Need for specific training-STE Courses- EHLION, Pearson Education-CAT (Computer Aided Translation) Tools-ESP (English for Specific Purposes)

Unit 4

Copy Editing-Definition-Difference between Editing and Copy Editing- Principles of Copy Editing-Focus-Clarity-Updating-Content Formatting- ensuring Style/Brand guide-Language specific task.

Unit 5

Types of Copy Editing-Proof reading, Line editing, Fact checking, Re-writing, SEO copy editing, Content refreshing; Career Opportunities in Copy Editing-Publishing Firms, Law Firms, Public Relations, Marketing Firms, Universities, Business Establishments.

CORE READING:

1. Sambaiah, M.D. *Technical English*, Wiley: 2014.
2. Phillips, Terry. *Technical English Course Book*. UK: Garnet Publishing, 2010.
3. Stainton, Elsie Myres. *The Fine Art of Copyediting*. Columbia University Press, 2002.
4. Judd, Karen. *Copyediting: A Practical Guide*. Rolant Hale Ltd., 1995.

SUGGESTED READING:

1. Brieger, Nick, and Pohl, Alison. *Technical English: Vocabulary and Grammar*. Summertown Publishing Ltd., 2007.
2. *Simplified Technical English*. Tedopres International.
3. Bonamy, David. *Technical English Series 1-4*. Pearson.
4. Pickett, Nell, Ann. *Technical English Writing, Reading, Speaking*. Longman Higher Education, 1993.
5. Butchner, Judith, Drake, Caroline, Leech, Maureen. *Butchner's Copy-Editing: The Cambridge Handbook*. Cambridge University Press, 2006.
6. Einsohn, Amy. *The Copyeditor's Handbook: A Guide for Book Publishing & Corporate Communication*. University of California Press, 2000.
7. Buky, Erika, Schwartz, Marilyn, Einsohn, Amy. *The Copyeditor's Workbook*. University of California Press, 2019.

21CME201

ENGLISH IN INFORMAL SITUATIONS

4 0 0 4

OBJECTIVES:

To enhance the learner's communication skills by giving adequate exposure in speaking, listening, reading and writing skills; to build up the learners confidence in oral and interpersonal communication by reinforcing the basics of communication focusing on interviews, debates and conversations; to enable the learner to achieve the ability to speak English with a high degree of confidence, accuracy and fluency.

COURSE OUTCOMES :

CO1: Define the basics of communication.

CO2 : Describe and interpret specific information.

CO3 : Express their views in discussions clearly and efficiently.

CO4 : Organize information and draft notes, messages and reports.

CO5 : Prepare scripts for different situations and communicate effectively.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	0	0	0	0	0	1
CO2	3	1	3	2	0	0	0	1
CO3	3	1	3	3	0	1	0	1
CO4	3	2	3	0	0	0	0	1
CO5	2	1	3	3	0	0	0	1

SYLLABUS:

Unit 1

Basics of Communication -Elements of communication (Formal & Informal - Communication barriers, Socio-psychological barriers)

Unit 2

Developing conversational ability

Describing people, process, procedures, objects

Telling stories, Narrating events, Reading Dialogues. Listening to commentaries, dialogues, telephone conversations and interviews.

Unit 3

Making short speeches, Extempore, Telephonic Communication, making notes, taking messages, Picture description(framing story based on picture/visual)

Unit 4

Conversation Practice in real life situations: (shops, markets, bank, hospitals, etc.)

Asking for help, direction, booking rooms for guests, accepting invitations, making complaints effectively, expressing regrets, negotiating and persuading people, expressing sympathy , Apologizing ,giving a fair warning - Intimating a conversation with a total stranger, telephonic conversations.

Unit 5

Discussions on news events, debates, enactment, interviews, presentations.

Role Play, conversation in actual situations, announcements, compering, commentaries, introducing guests. Presentations and interpersonal communication

CORE READING

1. Turk Christopher. Effective Speaking. Spon press, Taylor and Francis Group. New York, 2007.
2. Kamlesh Sadanand & Susheela Punitha. Spoken English: A Foundation Course. Part I & II. Orient Longman, 2008.
3. Kenneth Anderson, Joan Maclean & Tony Lynch. Study Speaking. C.U.P, 2004.
4. Mohan, Krishna Singh. Speaking English Effectively. Macmillan.

SUGGESTED READING

1. Hargie, Owen. Ed. The Handbook of Communication Skills. New York: Routledge, 2006.
2. Barker, Alan. Improve Your Communication Skills. London: Kogan Page, 2013.
3. Bygate, Martin. Speaking. New York: OUP, 2003.
4. Spoken English- A Foundation Course Part A&B by Kamlesh, Susheela Punitha
Speaking on Special Occasions by Roger Mason
5. O'Neil, R. English in Situations, OUP
6. Taylor, Grant. English Conversation Practice, Tata-Mc Graw- Hill
7. Spencer. D. H. English Conversation Practice. OU

21ELL205

Life Writing I

4 0 0 4

OBJECTIVES:

To familiarize students with diverse types of life writing such as autobiography, travel writing and memoir; to sensitize the students about the problem of representing the lives of people from diverse cultures through a critical evaluation of these writings.

COURSE OUTCOMES:

CO1: state and define with diverse types of life writing such as autobiography, travel writing and memoir.

CO2: identify the features representing the lives of people from diverse cultures.

CO3: illustrate literature as an expression of human values within a historical and social context.

CO4: Examine the various problems prevailing in different societies and cultural groups.

CO5:appraise how others, both famous and not so famous, handled the crises in their lives, found their life mates, raised their families, and pursued their careers.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	2	0	0	0	0	1
CO2	3	2	2	0	0	0	0	1
CO3	3	3	3	0	0	2	0	1
CO4	3	2	3	0	0	2	0	1
CO5	3	3	3	0	0	1	0	1

SYLLABUS:

Unit 1

Introducing life writing- autobiography, biography, travel writing, memoir, diary, letter as sub – genres-evolution of the art of life writing -difference between biography and autobiography- literary qualities of life writing.

Unit 2

Orhan Pamuk *Istanbul-Memories and the City*

Unit 3

Amitav Ghosh: *In an Antique Land*

Unit 4

APJ Abdul Kalam: *Wings of Fire*

Unit 5

Anne Frank: *The Diary of a Young Girl*

CORE READING:

1. Ghosh, Amitav. *In an Antique Land*.
2. Abdul Kalam, A P J. *Wings of Fire: An Autobiography of Abdul Kalam*.
3. Frank, Anne. *The Diary of a Young Girl*.
4. Online Sources

REFERENCES:

1. Gillies, Midge. *Writing Lives-Literary Biography*, Cambridge; Cambridge University Press.
2. Olney, James. *Memory and Narrative: The Weave of Life Writing*, Chicago: U of Chicago Press.
3. Parke, Catharine N. *Writing Lives (Genres in Context)*, New York: Prentice Hall.
4. *Online Sources*

21CME202 ORIENTATION IN CREATIVE WRITING 4 0 0 4

OBJECTIVES:

To introduce the concept of creative writing; to expose the students to the necessity of reading; to motivate the students to write poetry, fiction, and drama; to train students to draft book and film reviews; to strengthen their creative talents and writing skills; to analyse and appreciate literary works.

COURSE OUTCOMES:

- CO1:** Recognize the basic elements of creative writing.
CO2: Interpret the creative elements of various literary genres.
CO3: Analyse various literary texts.
CO4: Critique given literary texts.
CO5: Evaluate and review a manuscript or film.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	0	0	0	0	0
CO2	3	3	2	0	0	0	0	1
CO3	3	3	2	0	0	0	0	1
CO4	3	3	3	0	0	0	0	1
CO5	3	3	3	0	0	2	0	2

SYLLABUS:

Unit 1

Introduction to Creative Writing: Creativity – inspiration – art – propaganda - imagination-
Creative writing – importance of reading.

Unit 2

The art of writing: poetry – elements - theme, structure, imagery and symbols, rhythm – reference to major poetic forms [with representative/select examples] like lyric, sonnet, ode, ballad, epic, dramatic monologue, and free verse.

Practice sessions: critical appreciation of the given poems - emphasis on theme, structure, style, symbols, images, rhythm, and diction.

Wordsworth - “The Daffodils,” Maya Angelou - “Phenomenal Woman,” Rabindranath Tagore “Where the Mind is Without Fear.” Poetry writing sessions: based on common/everyday themes in various forms – to initiate students into poetry writing

Unit 3

Short Story - introduction: Characteristic features of short stories in general – plot construction, characterization, narration, local ethos, atmosphere, and title. Short story appreciation: critical appreciation of the given stories and their authors - emphasis on theme, structure, style, images, and dialogue.

O Henry - “The Last Leaf”

Katherine Mansfield - “The Life of Ma Parker”

A.C. Doyle – “The Adventure of the Speckled Band”

Kushwanth Singh - “The Portrait of my Grandmother.” Short story writing sessions: based on topics/themes - to be given in the class - from everyday life and situations.

Unit 4

Writing for Children: Diverse types of Children’s Literature – themes – fantasy - language – imparting values and morals.

Lewis Carroll – Alice in Wonderland [Abridged version]

Tales from Panchatantra (Selected five tales).

Unit 5

Book and Film reviewing: Fundamentals of book/film review writing – significant questions that must be answered in a good review – aim/purpose of book and film reviews - sample book/film reviews from newspapers and magazines.

Practice sessions: Writing book and film reviews - of classics and recently published/released books/films.

CORE READING:

1. William Zinsser. *On Writing Well: The Classic Guide to Writing Non-Fiction*.
2. Anjana Neira Dev. Anuradha Marwah, Swati Pal. *Creative Writing: A Beginner's Manual*. Delhi, Pearson Longman, 2009.
3. Lewis Carroll. *Alice in Wonderland* (Abridged).

REFERENCES:

1. Abrams, M.H. *A Glossary of Literary Terms*. Seventh Edition.
2. Prasad, B. *A Background to the Study of English Literature*. Macmillan.
3. Bernays, Anne and Pamela Painter. *What If: Writing Exercises for Fiction Writers*. William Morrow & Company, Nov 1991.
4. Robert Scholes, Nancy R. Comley, Carl H. Klaus, Michael Silverman. *Elements of Literature: Essay, Fiction, Poetry, Drama, Film*. Delhi, OUP. 2007.
5. Hal Zina Bennet. *Write from the Heart: Unleashing the power of Your Creativity* California, New World Library. 2001.
6. Sylvan Bamet, William E. Cain. *A Guide to Writing about Literature*. New Delhi, Pearson, 2006.

CYBER RESOURCES:

1. http://www.chillibreeze.com/articles_various/creative-writer.asp
2. <http://www.contentwriter.in/articles/writing/>
3. <http://www.cbse.nic.in/cw-xiilcreative-writing-xii-Unit-1.pdf>. (downloadable tree)

SEMESTER IV

21CME213

MODERN ENGLISH LITERATURE

4 0 0 4

OBJECTIVES:

To introduce the students to the trends and movements in modern literature; to create critical awareness about modern Literature; to make them understand the themes, techniques, and subject-matter that characterize modern literature; to develop in them a deep interest in the subtle thematic and technical experimentations in Modern Literature.

COURSE OUTCOMES:

CO1: Trace the fundamental features, characteristics, trends, and theories of Modern English literature.

CO2: Describe the major works by representative authors of the period.

CO3: Interpret the concepts and ideas illustrated in select poems, prose, drama and fiction.

CO4: Analyse the finer, aesthetic, social, political, psychological aspects as portrayed in the literary texts.

CO5: Write critical appreciation of the prescribed texts.

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CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	0	0	0	0	0	1
CO2	3	3	0	0	0	0	0	1
CO3	3	3	2	0	0	2	0	1
CO4	3	3	0	0	0	2	0	1
CO5	3	3	2	0	0	2	0	1

SYLLABUS

Unit 1

Introduction to Modern Literature. - Introduce socio-political and cultural factors that influenced modern literature- Different trends and theories- Modern poetry, prose, drama, and fiction.

Unit 2

Poetry

“Sailing to Byzantium”- W.B. Yeats

“Ash Wednesday”- T.S. Eliot

“Do not Go Gentle into that Good Night” -Dylan Thomas

“Partition”- W.H. Auden

“The Explosion”- Philip Larkin

Unit 3

Prose

“Politics and Religion”- Aldous Huxley

“Reflections on Gandhi”- George Orwell

Unit 4

Drama

Pygmalion- G.B. Shaw

Unit 5

Fiction

Ulysses- James Joyce

The Power and the Glory- Graham Greene

CORE READING:

<https://www.poetryfoundation.org/poems/43291/sailing-to-byzantium>

http://famouspoetsandpoems.com/poets/t_s__eliot/poems/15133

<https://poets.org/poem/do-not-go-gentle-good-night>.

<https://raiot.in/partition/>

http://famouspoetsandpoems.com/poets/philip_larkin/poems/14539

http://miltonthed.weebly.com/uploads/1/4/1/6/14162844/aldous_huxley_collected_essays.pdf

<https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/reflections-on-gandhi/>

1. Shaw. G.B. *Pygmalion*. Dover Publications,1994.
2. Joyce, James. *Ulysses*. London: Vintage, 1990
3. Greene, Graham. *The Power and the Glory*. London: Vintage. 2019.

REFERENCES

1. Rosenthan, M.L *The Modern Poets*, New York: OUP,1961.
2. Klaus, Carl H., Miriam Gilbert, and Bradford S. Field. "Modern/Contemporary Theatre." *Stages of Drama: Classical to Contemporary Theatre*. Boston: Bedford/St. Martin's, 1999. 507.
3. Smart, John. "Twentieth Century British Drama." Jstor. University of Delaware, 2001. Web. 15 May 2010
4. "Theatre." *Encyclopædia Britannica*. 2010. *Encyclopædia Britannica Online*. 17 May. 2010 <<http://www.britannica.com/EBchecked/topic/590239/theatre>
5. Hewitt, Douglas *English Fiction of the Early Modern Period 1890-1940*, Routledge,1989.

21CME211 Electronic Media and Content Writing 4 0 0 4

OBJECTIVES:

To impart specialized skills in dissemination of messages through diverse media and to serve as agents of change; to inculcate scientific temper through communication for development; to develop critical thinking about the media and its processes; to provide an understanding of Content Writing for various businesses needs such as blogs, websites, public relations, brochures, and social media.

COURSE OUTCOMES:

1. Define electronic media terms and concepts and demonstrate familiarity with historical development of electronic media industries and technologies.
2. Identify management structure and decision-making processes in electronic media outlets and identify governmental policy in electronic media industries.
3. Demonstrate critical thinking and create solutions to problems based on learned content.
4. Draw inferences on key points and select correct interpretations and solutions to conceptual problems

SYLLABUS

UNIT 1

Communication: definition, elements, and types of communication - concept of mass - evolution of mass communication - nature, characteristics, functions, and dysfunctions of mass media - types of media: print, radio, TV, film, and new media.

UNIT 2

Introduction to broadcasting – definition of broadcasting; evolution of broadcasting - broadcast technology: earth station, teleport, unlinking, downlinking, transmission, cable, terrestrial and satellite transmission - contemporary trends in broadcasting.

UNIT 3

Radio: characteristics, scope and limitations - brief history of radio-Television: characteristics, scope and limitations - origin and development of television-News-types of news - news

determinants - news story structure: lead, types of lead, body, conclusion - inverted pyramid style and hour glass style stories - headline writing - types of headlines in print.

UNIT 4

Introduction to Content Writing- What is Content Writing -Rising Popularity of Content Writing -Reasons to Make a Career in Content Writing- Essentials of Content Writing-Process of Information Collection-What to know before writing-the language and style of usage of business communication-Branding and its impact on writing.

UNIT 5

Website content writing-Introduction to website-writing content for website-Rewriting /editing content.

CORE READING:

1. Joseph A Devito. Communicology: An Introduction to the study of Communication, Harper and Row, New York, 1985.
2. Joseph R. Dominick. The Dynamics of Mass Communication, McGraw Hill, New Delhi.
3. Agee, Ault & Emery. Introduction to Mass Communications, Harper and Row, New York, 1985.
4. Spencer Crump. Fundamentals of Journalism, McGraw Hill Book Company.
5. Oxford International Encyclopedia of Communications.
6. James Watson and Anne Hill. A Dictionary of Communication and Media Studies, Edward Arnold Group, London.
7. John Vivian. The Media of Mass Communication, Allyn, and Bacon.
8. Andrew Boyd. Broadcast Journalism, Techniques of Radio and Television News, Focal Press, London.
9. Ann Handley “Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content”
10. Vipin Arora. English Content Writing: Learn Professional English Content Writing Skills in 30 Days”

SUGGESTED READING:

1. Uma Joshi. Textbook of Mass Communication and Media, Anmol Publications New Delhi, 1999.
2. Keval J Kumar. Mass Communication in India, Jaico Publishing House, New Delhi, 2005.
3. D S Mehta. Mass Communication and Journalism in India.
4. Dr. J V Vilanilam. Mass Communication in India.
5. Andrew Beck & Peter Bennet. Communication Studies.
6. Rogers and Singhal. India's Communication Revolution.

21CME212**INTRODUCTION TO TRAVEL WRITING****4 0 0 4****OBJECTIVES:**

To familiarise students with the various definitions of Travel Writing, to expose them to the variety of Travel Writing, to introduce the major theoretical discourses on Travel Writing, to sensitise them to travel literature and to introduce them to the multidisciplinary of the domain.

COURSE OUTCOMES:

CO1: Define Travel Writing and the basics of the genre.

CO2: interpret various aspects, like Gender, Post-colonial, etc. in Travel writing.

CO3: Analyse prescribed texts from different theoretical frameworks.

CO4: critique representative texts of Travel literature in multidisciplinary paradigms.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	0	0	0	0	0	1
CO2	3	3	2	0	0	0	0	1
CO3	3	3	2	0	0	1	0	1
CO4	3	3	3	0	0	2	0	1

Unit 1

'Defining the genre' Carl Thompson in *Travel Writing*

'Why we Travel' Pico Iyer

Unit 2

'Travel Writing and Gender' Susan Bassnett in *The Cambridge Companion to Travel Writing*

'Travel Writing and Sexuality: Queering the genre'-Churnjeet Mahn

Unit 3

'Fingalian Topographies: Ossian and the Highland Tour, 1760-1805'-Nigel Leask

'Introduction' in *Discourses of Difference: An Analysis of Women's Travel Writing and Colonialism*-Sara Mills

Unit 4

'Indian Travel Writing'- Shobhana Bhattacharjee in *The Routledge Companion to Travel Writing*

'India/South Asia'- Tabish Khair in *The Routledge Companion to Travel Writing*

Unit 5

Full Tilt: Ireland to India with a Bicycle-Dervla Murphy

In an Antique Land. Amitav Ghosh

CORE READING:

1. Ghosh, Amitav. *In an Antique Land*. UK: Penguin, 2009

2. Murphy, Dervla. *Full Tilt: Ireland to India with a Bicycle*. NY: The Overlook Press, 1986.

https://strathprints.strath.ac.uk/53642/1/Mahn_2015_Travel_writing_and_sexuality_queering_the_genre.pdf

<https://onlinelibrary.wiley.com/doi/full/10.1111/1754-0208.12396>

<https://www.wheretherebedragons.com/wp-content/uploads/2013/06/Why-We-Travel.pdf>

<https://1lib.in/book/1164387/9dbc2e>

<https://1lib.in/book/935792/deedf1?dsource=recommend>

<https://1lib.in/book/3330266/da5cad?dsource=recommend>

<https://1lib.in/book/911207/1c7c30?dsource=recommend>

REFERENCES:

1. Naipaul, V. S. *Fiction and Travel Writing*.2002. Atlantic Publishers and Distributors: New Delhi, 2002

2. Youngs, Tim, Peter Hulme. Eds. *The Cambridge Companion to Travel Writing*.UK: CUP, 2002.

3. Clark, Steve. Ed. *Travel Writing and Empire: Postcolonial Theory in Transit*.UK: Zed Books Ltd, 1999.

4. Thompson, Carl. *Travel Writing*. UK: Routledge, 2011.

5. -----. *The Routledge Companion to Travel Writing*.UK: Routledge, 2016.

21ENV200 Environmental Science and Sustainability 3 0 0 3

Unit-1

State of Environment and Unsustainability, need for sustainable Development, Traditional conservation systems in India, People in Environment, need for an attitudinal change and ethics, Need for Environmental Education, Overview of International Treaties and Conventions, Overviews of Legal and Regulatory Frameworks.

Environment: Abiotic biotic factors, Segments of the Environment, Biogeochemical cycles, Ecosystems (associations, community adaptations, ecological succession, food web, food chain, ecological pyramids), Types of Ecosystems- Terrestrial ecosystems, Ecosystem Services, Economic value of Ecosystem services, Threats to ecosystem and conservation strategies.

Biodiversity: species, genetic ecosystem diversity, origin of life, and significance of biodiversity, value of biodiversity, Biodiversity at global, national, and local level. India as a mega diversity nation (Hotspots) protected area network, community biodiversity registers. Threats to biodiversity, red data book, endangered endemic species of India. Conservation of biodiversity

Impacts, causes, effects, control measures, international, legal and regulatory frame works of: climate change, Ozone depletion and pollution

Unit-2

Linear vs. cyclical resource management systems, need for systems thinking and design cyclical systems, circular economy, Industrial ecology, green technology. Application of these concepts to: water, energy, food, land and forest resources. Waste management.

Discuss the interrelation of environmental issues and social issues: Population, illiteracy, Poverty, gender equality, class discrimination, social impacts of development on the poor and

tribal communities. Conservation movements, people's movements, and activism, Indigenous knowledge systems and traditions of conservation.

Unit-3

Common goods and public goods, natural capital, tragedy of commons, cost benefit analysis of development projects, environment impact assessment (EIA), EMP, Green business, Eco-labelling, case studies.

Global and national state of housing and shelter, Urbanisation, effects of unplanned development case studies, impacts of the building and road construction industry on the environment, eco-homes, green buildings, sustainable communities, sustainable cities.

Ethical issues related to resource consumption, intergenerational ethics, need for investigation and resolution of the root cause of unsustainability, traditional value system of India, significance of Holistic value-based education for true sustainability.

REFERENCES:

1. R. Rajagopalan, Environment Studies: From Crisis to cure Oxford University Press 2011, 358 pages. ISBN9780198072089
2. Daniel D. Chiras, Environmental Science. Jones and Bartlett Publishers, 01-FEB 2012, 669 pages. ISBN 9781449645311
3. Andy Jones, Michel Pimbert and Janice Jiggins, 2011. Virtuous circles: Values Systems, Sustainability. IIED AND IUCN CEESP, London
4. Annenberg Learner, The Habitable Planet, Annenberg foundation 2015

SEMESTER V

21CME302 INTRODUCTION TO LITERARY THEORY AND CRITICISM 4 0 0 4

OBJECTIVES:

The course intends to provide a critical understanding of the developments in literary criticism and literary theory. Moreover, some selected texts/critics are prescribed for detailed study whose contribution to this area constitutes a significant benchmark in each era. It also provides a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism and theory.

COURSE OUTCOMES:

CO1: Define the basic tenants of Literary Criticism.

CO2: Discuss key concepts in Literary theory.

CO3: interpret the works of major critics.

CO4: Analyse literary texts using prescribed theories.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	3	2	0	0	0	0	1
CO3	2	3	3	0	0	0	0	1
CO4	3	3	3	0	0	0	0	1

SYLLABUS:

Unit 1

Aristotle: Poetics (Chapters I. ii)

Unit 2

William Wordsworth: Preface to Lyrical Ballads

Unit 3

Matthew Arnold: The Function of Criticism in the Present Time

T. S. Eliot: Tradition and the Individual Talent

Unit 4

Cleath Brooks: “Irony as a Principle of Structure”

Sigmund Freud: “Creative Writers and Day-dreaming”

Unit 5

Elaine Showalter: "Feminist Criticism in the Wilderness"

Raymond Williams: "Base and Superstructure"

CORE READING:

1. Aristotle. Poetics. Penguin. 1996 (<https://www.amazon.in/Poetics-Penguin-Classics-Aristotle/dp/0140446362>)
2. William Wordsworth- Preface to Lyrical Ballads.
<https://web.english.upenn.edu/~jenglish/Courses/Spring2001/040/preface1802.html>
3. Matthew Arnold- The Function of Criticism in the Present Time.

<http://public-library.uk/ebooks/24/100.pdf>

4. T.S. Eliot- Tradition and Individual Talent.
<https://people.unica.it/fiorenzoiuliano/files/2017/05/tradition-and-the-individual-talent.pdf>
5. Cleanth Brooks- Irony as a Principle of Structure.
<https://static1.squarespace.com/static/5441df7ee4b02f59465d2869/t/588e94e446c3c4023d8c80ae/1485739236785/Irony+as+a+Principle+of+Structure.pdf>
6. Showalter, Elaine (ed.) The New Feminist Criticism: Essays on Women, Literature, and Theory. 1984, repr. London: virago, 1985. (http://l-adam-mekler.com/showalter_fem_crit_wilderness.pdf)
7. Sigmund Freud- Creative Writers and Day Dreaming.
https://www.evergreen.edu/sites/default/files/alumni/images/Freud_Creative_Writers_Daydreaming.pdf
8. Raymond Williams- Base and Superstructure.

https://pages.mtu.edu/~jdslack/readings/CSReadings/Williams_Raymond_Base-n-Superstructure_Marxist_Cultural_Theo.pdf

REFERENCES:

1. Abrams, M. H. A Glossary of Literary Terms. Singapore: Harcourt Asia Pvt. Ltd., 2000.
2. Arnold, Matthew. Essays in Criticism. New York: MacMillan and company, 1865.
3. Blamires, Harry. A History of Literary Criticism. Delhi: Macmillan, 2001.
4. Daiches, David. Critical Approaches to Literature, 2nd ed. Hyderabad: Orient Longman, 2001.
5. Ford, Boris (ed). The Pelican Guide to English Literature, Vols. 4 & 5. London: Pelican, 1980.
6. Habib, M. A. R. A History of Literary Criticism and Theory: From Plato to the Present. Oxford: Blackwell, 2005.

7. House, Humphrey. Aristotle's Poetics. Ludhiana: Kalyani Publishers, 1970.
8. Lucas, F. L. Tragedy in Relation to Aristotle's Poetics. New Delhi: Allied Publishers, 1970.
9. Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History. Hyderabad: Orient Longman, 2006.
10. Barry, Peter. Beginning Theory: An Introduction to Literary & Cultural Theories, 2nd ed., Manchester: Manchester University Press, 2004.
11. Bertens, Hans. Literary Theory: The Basics, New York: Routledge, 2003. Blamires, Harry. A History of Literary Criticism, Delhi: Macmillan, 2001.
12. Eagleton, Terry. Marxism and Literary Criticism, University of California Press: London, 1976.
13. Freud, Sigmund. Trans. Alix Strachey. "The 'Uncanny.'" The Norton Anthology of Theory and Criticism. Ed. Vincent B. Leitch. New York: W.W. Norton & Company, 2001.
14. Habib, M. A. R. A History of Literary Criticism: From Plato to the Present, Oxford: Blackwell, 2005. Ransom, John Crowe. The New Criticism, New York: New Directions, 1941.
15. Richards, I. A. Practical Criticism, London: Routledge & Paul, 1964. Robey, David and Ann Jefferson, Modern Literary Theory, London: Batsford, 1986.
16. Waugh, Patricia. Literary Theory & Criticism: An Oxford Guide, New Delhi: Oxford University Press, 2006.
17. Wimsatt and Brooks. Literary Criticism: A Short History, New Delhi: Oxford & IBH Pub Co., 1974.

21CME301 FILM STUDIES AND SCRIPT WRITING 4 0 0 4

OBJECTIVES:

To give the students basic knowledge in the history, art and culture of motion picture; to introduce to them the key concepts in film studies; to help them analyze and appreciate films; to initiate them to filmmaking.

COURSE OUTCOMES:

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

CO 1: Define the basic tenets of film making techniques in

CO 2: Discuss the history of film movements

State the essential differences between the various film genres

CO 3: Analyse the language of Indian Cinema

CO 4: Critique prescribed movies applying the theory

CO 5: Write sample screenplay for films

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	0	0	0	0	0	1
CO3	3	3	2	0	0	0	0	1
CO4	3	3	3	0	0	0	0	1
CO5	3	3	3	2	1	1	0	1

SYLLABUS:

Unit 1

Understanding film

What is film? - its hybrid nature – the language of cinema – Mise-en-scene- Deep focus, Composition, editing, cinematography, sound, make up, acting, shots, setting and props, colour, animation and VFX, 180-degree rule etc.

Unit 2

History of films

A brief history of Early Cinema – film movements – Montage theory and Soviet cinema of the 20s – German expressionism and experiments with mise-en-scene – French poetic realism – classical Hollywood cinema and genre – Italian neorealism – French New wave - contemporary international trends

Unit 3

Indian Cinema

Early Indian Cinema- Indian cinema 30s to the 60s – The golden 50s – Indian art cinema and the Indian New wave – History of Malayalam Cinema – New wave in Malayalam cinema – Contemporary trends in Malayalam cinema

Unit 4

Filmmaking

Stages of filmmaking- Pre-Production, Production and Post-Production- Script Writing and Story Board

Unit 5

Script Writing Exercise

CORE READING:

1. Introduction to Film Studies [Reading the Popular series]. Orient Black swan, 2013.

SUGGESTED READING:

1. Villarejo, Amy. Film Studies: The Basics. Routledge, Indian Reprint, 2009.
2. Hayward, Susan. Key Concepts in Cinema Studies. London: Routledge, 1997.
3. Bywater, Tim, and Thomas Sobchak. Introduction to Film Criticism. Pearson India, 2009.
4. Corrigan, Timothy, J. A Short Guide to Writing about Film. Pearson India, 2009.
5. Kupsch, Jarek. The History of Cinema for Beginners. Chennai: Orient Blackswan, 2006.
6. Dix, Andrew. Beginning Film Studies. New Delhi: Viva Books, 2010.
7. Stam, Robert and Alessandra Raengo. Literature and Film: A Guide to Theory and Adaptation. Oxford: Blackwell, 2003.
8. Seger, Linda and Edward Jay Whetmore. From Script to Screen: A Collaborative Art of Filmmaking
9. Kooperman, Paul Screenwriting: Script to Screen Insight Publications, 2011

Suggested viewing list

Michael Radford's *Il Postino*

Robert Wiene's *the Cabinet of Dr. Caligari*

Sergei Eisenstein's *Battleship Potemkin*

Victorio De Sica's *Bicycle Thief*

John Ford's *Stagecoach*

Mehboob's *Mother India* Satyajit Ray's *Pather Panchali*

Abbas Kiarostami *Ten*

George Melies: *An Impossible Voyage*

Lumiere brothers: *Arrival of a Train S*

Charlie Chaplin: *Modern Times*

Werner Herzog: *Aguirre, Wrath of God*

Francis Ford Coppola: *The Godfather*

Orson Welles: The Magnificent Ambersons

Jean Luc-Godard: Breathless

Satyajit Ray's Films

V. K. Prakash: Karmayogi [Malayalam]

21CME303 Office Administration and HR Management 4 0 0 4

OBJECTIVES:

Office Administration course prepares students to handle effective management of common office environments. It enhances the students' leadership abilities in the workplace and business communication skills needed for the office. At the same time the students are taught human resource management which is the most significant resource in an office.

COURSE OUTCOMES:

CO1: Recognise the basic tenets of Office organisation and administration.

CO2: Record various office data in prescribed format.

CO3: Discuss various aspects of HR Management.

CO4: Demonstrate HR Management theories in practice contextually.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	0	0	0	0	0	1
CO3	3	3	3	2	2	2	0	1
CO4	3	3	3	3	2	2	0	1

SYLLABUS:

Unit 1

Introduction to Office Administration- Its Functions- office management- office organization- office administration-office space management- Environment management-office system and

procedure- office services- office machines and equipment- office form – design, Management, and control

Unit 2

Record management- office stationery and supplies-communication management-office correspondence and mail service – management reporting- Human resource management- work improvement and work measurement- secretarial, clerical and reception service- collection of data- control of office costs- miscellaneous topics appendices.

Unit 3

Human Resource Management- Introduction-Recruitment –placement – talent management

Unit 4

Training and development- compensation

Unit 5

Enrichment topics in Management

CORE READING:

1. Gary Dessler, Human Resource Management, Pearson
2. B H Walley, Office Administration Handbook, Random House Business Books

21ELL305 SPIRITUAL LITERATURE

4 0 0 4

OBJECTIVES:

To introduce the students to the rich spiritual heritage of India; to create an ethical and moral bent of mind; to foster a sense of appreciation for the eternal values which have been a guiding light to humanity.

COURSE OUTCOMES:

CO1: Recognise the profound spiritual and philosophical heritage of India.

CO2: Discuss the significance of spiritual literature.

CO3: Demonstrate the ethical and moral values and the eternal principles in spiritual literature.

CO4: Critique the prescribed poetry from spiritual point of view.

CO5: Interpret the prescribed texts with a deep sense of spiritual understanding.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	3	0	0	1
CO2	3	2	2	0	0	2	0	1
CO3	3	2	3	0	1	3	0	1
CO4	3	2	3	0	0	1	0	1
CO5	3	2	3	0	1	2	0	1

SYLLABUS:

Unit 1

Prose

Swami Vivekananda "Chicago Addresses," "Response to Welcome," "Paper on Hinduism," "An Appeal to his Country Men," "India: The Land of Religion" (From the selections from the complete works of Swami Vivekananda).

Unit 2

Sri Ramakrishna "Master and Disciple." "Visit to Vidyasagar" (From The Gospel of Sri Ramakrishna).

Unit 3

Sri Mata Amritanandamayi "Principles of Sanatana Dharma." (From Sri Mata Amritanandamayi's *The Eternal Truth*).

Unit 4

Swami Chinmayananda "The V.I.P" "The King of Kasi," "Even This Will Pass Away," "The Exhibition," "The One in the Many," "Please Turn Over," "The Mirrored Hall," "The Vivacious Lady and The Mysterious Box," "Be a Light unto Thyself," "Percept and Practice." (From Swami Chinmayananda's Parables).

Unit 5

Poetry

Swami Vivekananda "The Song of the Sannyasin," "Peace, "My Play is Done" (From the selections Sri Aurobindo, "Transformation," "Golden Light," "Tiger and Deer" (From the golden treasury of Indo- Anglican Poetry)

CORE READING:

1. Selections from the Complete works of Swami Vivekananda. Kolkata: Advaita Ashram 2004.
2. The Gospel of Sri Rama Krishna. Chennai, Kolkata: Sri Ramakrishna Math 2002.
3. Sri Matha Amrithanandamayi. The Eternal Truth, Kollam M A Mission Trust 2009.
4. Swami Chinmayanand, Parables Mumbai: Central Chinmaya Mission Trust 2004.
5. V.K. Gokak (ed), The golden treasury of Indo- Anglican Poetry New Delhi. Sahitya Academy 1975.

REFERENCES:

1. Swami Amrithaswaroopanatha Puri, *From Amma's Heart, Kollam: MA Mission Trust Kerala*, 2011
2. Swami Ramakrishnanada Puri, *The Timeless Path, Kollam MA Mission Trust Kerala*, 2009.
3. Swami Chinmayananda, *The Holy Gita*, Mumbai: Central Chinmaya Mission Trust 2002.
4. Swami Tapovanam, *Wanderings in the Himalayas*, Mumbai: Central Chinmaya Mission Trust 2003.
5. Prema Nandthkumar, *Spiritual Masters: Swami Vivekananda*, Mumbai, Indus Source Books, 2003

21CME304 WRITING FOR THE MEDIA 4 0 0 4

OBJECTIVES:

To learn the basics of journalistic reporting, writing, and editing; to acquire basic skills in other forms of written communication; to learn how to use current technologies to reach, communicate with and increase your audience.

COURSE OUTCOMES:

CO1: Recall the basics of reporting and writing for print media.

CO2: Report news keeping values and qualities of a good reporter.

CO3: Apply theoretical knowledge in writing reports, commentaries, reviews, etc.

CO4: Distinguish between the different styles of Journalism and compose specific articles.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	3	3	2	2	3	0	1
CO3	3	3	3	2	1	2	0	1
CO4	3	3	3	0	0	2	0	1

SYLLABUS:**Unit 1**

Introduction-Types of media- Print-Electronic-Digital-Advertising/PR-nature of media work-significance of media-Stake holders and social benefit.

Unit 2

Writing for the media-the basic principles-Style of media writing

Unit 3

Types of media writing-1 News Reports-Interviews-Commentaries

Unit 4

Types of media writing-2 Reviews of Art, Literature, Film-Reporting Cultural Events

Unit 5

Types of media writing-3 Sports Journalism- Journalism in Education- Farm Journalism- Tabloid Journalism-Photo Journalism-Investigative Journalism-Development Journalism.

CORE READING:

1. Raman, Usha. Writing for the Media.OUP,2009.
2. Lingwall, Andrew and Scott A. Kuehn. The Basics of Media Writing; A Strategic Approach. CQ Press, 2016.

3. Chaudhary, R. Media Writing. Centrum Press, 2010.
4. Bender, John R., et al. Writing and Reporting for the Media. The Associated Press, 2021.

SUGGESTED READING:

1. Pickering, Ian. Writing for News Media: The Story Teller’s Craft. Routledge, 2018.
2. Flak, Vincent F. Dynamics of Media Writing: Adapt and Connect. Sage, 2018.
3. Batty, Craig and Cain, Sandra. Media Writing: A Practical Introduction. Red Globe Press, 2016.
4. Fedler, Fred, et al. Writing and Reporting for the Media: Workbook. UP: 2018.

SEMESTER VI

21CME314 RESEARCH METHODOLOGY FOR LITERARY

STUDIES AND HUMANITIES

4 0 0 4

OBJECTIVES:

To introduce the students to the basic principles of research; to expose them to the process of research; to familiarize them with the emphases of literary research; to familiarize them with the format/lay out of a research paper/report; to provide them with an understanding of research in the Humanities.

COURSE OUTCOMES:

CO1: Define research.

CO2: Interpret the proper tools and techniques of research.

CO3: Identify areas of interdisciplinary research.

CO 4: Frame a research proposal in clear terms.

CO 5: Create research plans in a variety of Literary/Humanities subject areas.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	3	0	0	0	0	0	2

CO3	3	3	2	0	0	0	0	3
CO4	3	3	3	0	0	0	0	2
CO5	3	3	3	0	0	0	0	3

SYLLABUS:

Unit 1

Introduction to research--Definition—Significance of research--Types of research— Approaches in research--Methods and methodology—Scientific method—Criteria of good research

Unit 2

Emphases of Literary research—Aims and Methods of Scholarship—Linguistics--Textual criticism, Literary history—Literary criticism—Knowledge of literary movements and glossary of literary terms.

Unit 3

Research process—Identifying the research problem—formulating a working hypothesis-- Research design—Data collection— Significance of secondary data-- Working Bibliography-- Project execution—Analysis of data--Hypothesis- testing—Generalization and interpretation- Preparation of the research report(thesis).

Unit 4

Format of a research paper—Lay out of research report/thesis—Language and style of research report—Mechanics of writing—Style books—MLA/ APA/Chicago manuals--Research ethics— Plagiarism check.

Unit 5

Research in the Humanities—Social Sciences—types of research—Qualitative/Quantitative research—Research Variables--Research tools—Field work, Survey, Questionnaire—Statistical analysis—Hypothesis-testing—Format of Research paper/report.

CORE READING:

1. Sinha, M.P. *Research Methods*. Atlantic Publishers, 2019.
2. Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age Intl. Pvt. Ltd. Publishers, 2013.
3. MLA Hand Book. 9th Edn.

REFERENCES:

1. Thorpe, James. Ed. *The Aims and Methods of Scholarship in Modern Languages and Literatures*, Classic Reprint, 2018.
2. [Flick](#), Uwe *Introducing Research Methodology: A Beginner's Guide to Doing a Research*, 2017.
3. Griffin. G. *Research Methods for English Studies*. Rawat Publications, 2019.
4. [Arslan](#), Hasan, [Mehmet Ali Içbay](#), [Christian Ruggiero](#) (Editors) *Research on Humanities and Social Sciences*. Peter Lang Intl. 2017.
5. Anderson, Durston and Poole. *Thesis and Assignment Writing*. John Wiley & Sons, 1970.
6. Paul, Oliver. *Writing Your Thesis*. Sage, 2008.
7. M.H. Abrams, *A Glossary of Literary Terms* (Rev. Ed) 1999.
8. [Cuddon](#), J.A & [M. A. R. Habib](#). *The Penguin Dictionary of Literary Terms and Literary Theory*. Fifth Edn, 2015
9. [Baldick](#), Chris. *The Oxford Dictionary of Literary Terms*, 2015

21CME313 INTRODUCTION TO EDUCATIONAL TECHNOLOGY AND ENGLISH LANGUAGE TEACHING 4004

OBJECTIVES:

To acquaint learners with technology tools; to integrate these tools in Language teaching; to develop abilities to use technology in lesson planning, material developing.

COURSE OUTCOMES:

CO1: State different tools of Technology.

CO2: Use technology to teach vocabulary and Grammar.

CO3: demonstrate how to teach Language skills using CALL.

CO4: Develop lesson plans using technology.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	3	2	0	0	0	1
CO3	3	2	3	2	0	0	0	2

CO4	3	3	3	0	0	0	0	1
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SYLLABUS:

Unit 1

Introduction to CALL

Connection between technology and English language teaching. Use of CALL in Behaviourist Approach, Communicative Approach, Integrative Approach

Unit 2

Technology for teaching reading and writing

Computer selection of authentic reading text-text analysis-text readability-word processing-computer programmes to assist reading- providing comprehension exercises-text construction.

Unit 3

Teaching Listening & Speaking

Use of technology to develop listening skill and speaking skill. How to teach speaking in large classes-use of digitized speech and video

Unit 4

Teaching Vocabulary and Grammar

Identification of ways to teach Vocabulary and grammar. Construction of grammar exercises, story development.

Unit 5

Create New Materials

Create new materials and activities using technology

Digital tools-mobile phones-google classroom, MOOCS.

CORE READING:

1. Otto,S.E. From Past to Present: A Hundred Years of Technology for L2 Learning
- 2.Dowd &Green Classroom Management in the Digital Age: Effective Practices for Technology rich Learning Spaces.
3. Beatty K Teaching and Researching Computer Assisted Language Learning New York Longmans
4. Chappelle, C.A. Computer Application in Second Language Acquisition. New York: Cambridge.

21CME315 THEATRE AND COMMUNICATION**4 0 0 4****OBJECTIVES:**

To acquaint students with the concept of theatrical communication, Indian drama and world drama. The course introduces the nuances of Indian as well as Western theatrical traditions and different methods of communication through play texts and performances.

COURSE OUTCOMES:

CO1: recall the history of theatre and the nuances of Indian as well as Western theatrical traditions

CO2: identify elements of Drama

CO3: compare the aesthetics of Indian and western theatre

CO4: classify the different Movements of Modern theatre

CO5: describe modern theories of Drama

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	0	0	0	0	0	1
CO3	3	3	0	0	0	2	0	1
CO4	3	0	0	0	0	0	0	1
CO5	3	2	2	0	0	0	0	1

SYLLABUS:**Unit 1**

Introduction to Drama and Theatre Arts – History of Theatre – Cultural Relevance of Theatre

Unit 2

Elements of Drama – Differences between Screen Play and Performance - Histrionics

Unit 3

Classical Theatre – Aesthetics of Indian Theatre – Folk Theatre – Aesthetics of Western Theatre
– Introduction to Aristotle's *Poetics*

Unit 4

Modern Theatre – Theatre of Cruelty – Absurd Theatre – Street Theatre –Epic Theatre – Avant Garde Theatre – Post Drama

Unit 5

Modern Theories of Drama

CORE REFERENCES:

1. Dr. N.P. Unni (Tr) – *Naatya Sastra*
2. John Russell Brown – *The Oxford illustrated History of Theatre*
3. Robert Leach – *Makers of Modern Theatre: An Introduction*
4. D P Pattnayak, Peter J Claus – *Indian Folklore*
5. Richard Schechner – *Performance Studies: An Introduction*
6. Phillip Zarrilli – *Indian Theatre Traditions of Performance*

21CME311 COMMUNICATION AND DIGITAL MEDIA 4 0 0 4**OBJECTIVES :**

To familiarize students with the basics of communication; to acquaint them with electronic media, its evolution and functions; to equip them with script writing skills for different communications.

COURSE OUTCOMES:

CO1 state the types of communication and the development of electronic media.

CO2 Identify terms and concepts of electronic media.

CO3 Explain significance and effects of electronic media.

CO4 recall governmental policy ethics in electronic media industries.

CO5 Write scripts for different electronic media.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1

CO2	3	2	0	0	0	0	0	1
CO3	3	0	2	0	0	0	0	0
CO4	3	2	3	0	2	2	0	0
CO5	3	3	3	0	0	0	0	1

Unit 1

Nature and process of human communication, functions of communication, public and mass communication.

Electronic Media: Definition, types, characteristics of broadcast Writing. Brief history of radio and television in India, Public and private radio systems, FM radio, Hem radio, Radio jockey. Introduction to public and private television networks .

Unit 2

Radio Scripting and Language Concept of spoken language, Stages of scripting and editing, Writing for different program genres/ Adaptation, Talk, news, newsreel, interviews, documentaries and news formats.

Unit 3

Television Scripting and Language Writing for visuals and visual communication, Relationship between narration and visuals, Writing for fictional and non-fictional programmes, Types of script- Treatment, screenplay, shooting script, break down script .
Introduction to TV news reading rooms and settings, TV and Radio News rooms terms.

Unit 4

Mass Media and New Media Characteristics of TV, Newspapers, Radio, internet as a mass medium, Introduction to New Media, Characteristics of New Media, Traditional vs. new media, New Media and Convergence, Blogging and twittering, Citizen journalism, E-Journal, Internet, Web, Web writing.

Unit 5

Ethics-Need for code of ethics for journalists. Role of Press Council. Code of Commercial Broadcasting, Various organizations Ethics.

CORE READINGS:

1. Hausman, Carl; Benoit, Philip and O' Donnell, Lewis: Modern Radio Production
2. Production, Programming and Performance. Wadsworth. Thompson Learning, 2000.
3. White, Ted. Broadcast News Writing, Reporting and Production.
4. Denis McQuonil - Mass Communication Theory : An Introduction, Sage
5. Feldman Tony. An Introduction to Digital Media (Blueprint series)Paperback., 1996
6. Vilanilam. J. V. Mass Communication in India. Sage publications : New Delhi, 2005

SUGESTED READING:

1. Griffith David. A Crash Course in Screenwriting. Glasgow: Scottish Screen
2. Lewis Richard L. Digital Media: An Introduction
3. M. L. Stein, Susan F. Paterno &R. Christopher Burnett. News Writer's Handbook. Blackwell, 2006
4. New Script Writers Journal by Johnson, Maryc.
5. Basic aspects of Media Writing by Gupta, om.
6. Keval J. Kumar - Mass Communication in India Jaico, Mumbai.

21CME312 INTRODUCTION TO CULTURAL STUDIES 3 0 0 3

OBJECTIVES:

To provide students with a firm grasp of the themes, concepts and critical methodologies that constitute the field of Cultural Studies, to engage with the critical issues of contemporary times, to help students theoretically analyse the local, the everyday and the contemporary, to sensitise them to public debates and policy making processes, to motivate them to critically engage with Indian society, history, and culture.

COURSE OUTCOMES:

CO1: Define and state fundamental themes and concepts of Cultural Studies.

CO2: Interpret various social issues portrayed in the literary texts.

CO3: Analyse contemporary society employing theoretical framework learnt.

CO4: Critically appreciate cultural diversity in various situations.

CO5: Write critical essays on various aspects of Indian society.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	3	2	0	0	0	0	1
CO3	3	3	2	2	2	1	0	1
CO4	3	3	3	2	2	1	0	1
CO5	3	3	3	0	0	0	0	1

SYLLABUS:

Unit 1

Terry Eagleton: 'What is literature?'

Michael Foucault: 'What is an author?'

Unit 2

Benedict Anderson: 'Introduction' of Imagined Communities

Partha Chatterjee: 'Whose Imagined Community?' in The Nation and its Fragments: Colonial and Postcolonial Histories.

Unit 3

Butler, Judith: 'The End of Sexual Difference?' of Undoing Gender

Chandra Talpade Mohanty: 'Under Western Eyes: Feminist Scholarship and Colonial discourses'

Unit 4

Bazin, Andre, Hugh Gray. 'The Ontology of Photographic Image'

Pillai, Meena T. 'The Many Misogynies of Malayalam Cinema'

Unit 5

Rubin, Gayle S. 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality'

Gopinath, Gayatri. 'Queer Regions: Locating Lesbians in Sancharram'

CORE READINGS:

1. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. UK: Verso, 2016.

<https://jan.ucc.nau.edu/~sj6/Chatterjee%20Whose%20Imagined%20Community.pdf>

<https://www.sfu.ca/~decaste/OISE/page2/files/MohantyWesternEyes.pdf>

https://selforganizedseminar.files.wordpress.com/2011/07/butler-undoing_gender.pdf

https://www.academia.edu/34380912/The_Many_Misogynies_of_Malayalam_Cinema_Economic_and_Political_Weekly_

<https://www2.southeastern.edu/Academics/Faculty/jbell/ontologyphoto.pdf>

https://www.academia.edu/7174223/Queer_Regions_Locating_Lesbians_in_Sancharram

<https://sites.middlebury.edu/sexandsociety/files/2015/01/Rubin-Thinking-Sex.pdf>

https://www.open.edu/openlearn/ocw/pluginfile.php/624849/mod_resource/content/1/a840_1_michel_foucault.pdf

<https://www.dartmouth.edu/~eng15vr/Eagle1.html>

SUGGESTED REFERENCES:

1. Grossberg, Lawrence. Ed. *Cultural Studies in the Future Tense*. Duke UP, 2010.

2. Imre Szeman, Timothy Kaposy. Eds. Cultural Theory: An Anthology. Wiley-Blackwell, 2010.
3. Barker, Chris. Ed. The Sage Dictionary of Cultural Studies. Sage, 2004.
4. Kosut, Mary. Ed. Encyclopaedia of Gender in Media. Sage, 2012.
5. Gerstner, David A. Ed. Routledge International Encyclopaedia of Queer Culture. Routledge, 2011.
6. Branigan, Edward. Warren Buckland. Eds. The Routledge Encyclopaedia of Film Theory. Routledge, 2015.

21ELL315 LIFE WRITING II 4 0 0 4

OBJECTIVES:

To expose the students to the features and variety of Life Writing; to approach it as a literary genre; to examine the philosophical and epistemological problems involved in the construction of the self; to make learners familiar with the life and achievements of great personalities.

COURSE OUTCOMES:

CO1: Recognize the structures of biography and autobiography as distinct forms of literature.

CO2: Compare and contrast the ways in which perceiving an individual is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.

CO3: Recognize how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.

CO4: Analyze and connect biographical and autobiographical texts to their historical, political and cultural contexts.

CO5: Critique Life writing with theoretical framework

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	2	0	0	0	0	1
CO3	3	3	3	0	0	2	0	1
CO4	3	3	3	0	0	0	0	1

CO5	3	3	3	0	0	0	0	1
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SYLLABUS

Unit 1

Introducing contemporary genres of Life Writing-Travel Writing, Memoir, Diary, Biography, Autobiography, Letter.

Unit 2

Mahatma Gandhi. *An Autobiography: The Story of My Experiments with Truth*- First 10 chapters

Nehru, Jawaharlal. *Letters from a Father to His Daughter*. First 10 letters.

Unit 3

Helen Keller: *Story of My Life*

Uma Das Gupta. *Rabindranath Tagore: A Biography*

Unit 4

Paul Theroux: *The Great Railway Bazaar: By Train Through Asia*

Pico Iyer: *Falling Off the Map*

Unit 5

Walker, Alice. 'In Search of Our Mothers' Gardens: Womanist Prose.'

Eckerman, Ali Cobby. *Too Afraid to Cry*.

CORE READING:

1. M K Gandhi. *An Autobiography: The Story of My Experiments with Truth*. New Delhi: Rupa&co, 2011.
2. Keller, Helen: *Story of My Life*. RHUS, 1990.
3. Das Gupta, Uma. *Rabindranath Tagore: Biography*. Delhi: Oxford University Press, 2004

4. Walker, Alice. *In Search of Our Mothers' Gardens: Womanist Prose*. Orion Publishing Group, 2005.
5. Nehru, Jawaharlal. *Letters from a Father to His Daughter*. Penguin Random House India; 2016
6. Paul Theroux. *The Great Railway Bazaar: By Train Through Asia*. Houghton Mifflin, 1975.
7. Pico Iyer *Falling Off the Map*. Vintage, 1994.
8. Walker, Alice. 'In Search of Our Mothers' Gardens: Womanist Prose.' Mariner Books, 2003
9. Eckerman, Ali Cobby. *Too Afraid to Cry*. Port Campbell Press, 2015

REFERENCES:

1. Cockshut, AOJ. *The Art of Autobiography*. London: Yale University Press, 1984
2. Marcus, Laura. *Autobiographical discourse*, Manchester UP: Manchester. 1994
3. Olney. James, *Metaphors of the Self: The Meaning of Autobiography*. Princeton UP: Princeton, 1972.
4. Hulme, Peter, Tim Youngs. Ed. *Cambridge Companion to Travel writing*. Cambridge: CUP, 2002.
5. Miller, Sam. *A Strange Kind of Paradise: India Through Foreign Eyes*. London: Vintage, 2014.
6. Online sources.

21CME399 Project /Internship/On-the-Job Training 6

The project will start at the beginning of the fifth semester and will be credited during the sixth semester. It will be done under the supervision of the faculty member. It is expected to be a critical study (30-35 pages) based on the methodology of literary/ social science research.

Internship/On-the-Job Training- Students should submit internship certificate and a report (10-15 pages) stating the nature and advantages of internship/On-the-Job Training.

ELECTIVES A & B (any two)

21CME334 PUBLIC RELATIONS: THEORY AND PRACTICE 3 0 0 3

OBJECTIVES:

The students are made aware of the importance of Public Relation and its function in an organization.

COURSE OUTCOMES:

CO1: Define Public Relation and discuss its significance.

CO2: Recognise the different approaches and organisational factors in Administration.

CO3: Analyse the organisational effectiveness and PR strategy.

CO4: Apply the theoretical knowledge to practice.

CO5: Develop illustrations of Best Practices keeping moral values in mind.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	0	0	0	0	0	1
CO3	3	2	2	0	0	1	0	1
CO4	3	2	3	2	0	2	0	1
CO5	3	3	3	2	1	1	0	1

Unit 1

Introduction to Public Relation- Importance of public relation-what is public relation

Unit 2

Model and approaches to public relations- Public relations as a management function- Organizational factors for excellent public relations

Unit 3

Public Relations and organizational effectiveness- identifying and prioritizing stakeholders and publics-Public relations research: the key to strategy

Unit 4

The Public relation Process-RACE- The Practice of Public relations

Unit 5

Ethics, Leadership and counselling and Moral analyses- Best Practice for excellence in Public Relations

REFERENCE TEXT:

1. Alison Theaker, The Public Relations Handbook, Routledge
2. Keith Butterick, Introducing Public Relations: Theory and Practice, Sage Publications Ltd.

21CME331 ADVERTISING: THEORY AND PRACTICE 3 0 0 3

OBJECTIVES:

To provide the students with an ability to enrich their creative skills; to make them understand the diverse types of advertising; to make them familiar to the role of advertising in the society.

COURSE OUTCOMES:

On completion of the course students should be able to:

CO 1: Define Advertising

CO 2: Identify and analyze the diverse types of advertising

CO 3: Explain the structure of an advertisement agency

CO 4: Make use of the essential principles of advertising in ordinary situations.

CO 5: Evaluate the impact of advertising in society.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	0
CO2	3	2	3	0	0	0	0	1
CO3	3	2	3	0	0	0	0	1
CO4	3	3	3	2	2	1	0	1
CO5	3	3	3	0	2	1	0	1

SYLLABUS

Unit 1

Introduction to advertising: Definition, Functions and Structure- History of Advertising in India and its relevance

Unit 2

Types of Advertising- consumer ads, retail ads, business-to-business ads, trade ads and financial ads. Trends in modern advertising, Representation and Stereotyping in Advertising. Code of ethics in advertising

Unit 3

Advertising agency- Structure and operation- Role and purpose of advertising agencies- Indian & international

Unit 4

Advertising research and strategy- Key elements in an Advertising Plan- budget, programming- Tools of Advertising Research- Consumer behavior- Relationship between Advertising Strategy and Consumer behavior

Unit 5

Advertising as communication- AIDA-DAGMAR principles- Impact of advertising in society- Present status of advertising.

CORE READING:

1. Brierley, Sean. The Advertising Handbook. Routledge, London, 2002.
2. Ogilvy, David. Ogilvy on Advertising. Vintage Books, New York, 1985.

RECOMMENDED READING :

1. Kumar, Arun & Tyagi, Advertising Management. New Delhi: Atlantic Publishers and Distributors, 2004. 2. Rowse, Edward & Louis. Fundamentals of Advertising. USA: Kessinger Publishing, 2005.
2. Wells, Burnett & Moriarty. Advertising: Principles and Practice. UP: Dorling Kindersley (India) Pvt. Limited, 2007.
3. Gupta, Oma. Advertising in India: Trends and Impact. New Delhi: Kaplas Publications, 2005.
4. Ken Burtenshaw, Nik Mahon. Caroline Barfoot: The Fundamentals of Creative Advertising, Switzerland, AVA Publications, 2006.

5. Albert A. Reed, Kate E. Griswold, James Barrett Kirk, Leroy Fairman, George French. Advertising and selling.
6. Trehan, Mukesh & Trehan, Renju. Advertising and Sales Management, 2010.
7. Vilanilam J.V. Parasyam (Malayalam). Kottayam: NBS.
8. Delly D.Larry and Jugenheimer Donald. Advertising Media Planning, PHI Learning, New Delhi, 2009. 10. Ahuja B.N and S.S. Chabra. Advertising and Public Relation

21CME332 Basics of Psychology and Personality Development 3 0 0 3

OBJECTIVES:

The course aims to cause a basic awareness about the significance of soft skills in professional and interpersonal communications and facilitate an all-round development of personality. It makes students aware about the various dynamics of personality development.

COURSE OUTCOMES:

CO 1: Describe the domain, basic concepts, and branches of psychology.

CO 2: Define and analyze personality - self and others.

CO 3: Classify the factors of personality development.

CO 4: Analyse the different theories and methods of personality assessment.

CO 5: Use the theoretical knowledge to develop better personality dispositions.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	3	2	0	0	0	0	1
CO3	3	3	3	0	0	0	0	1
CO4	3	3	2	0	0	0	0	1
CO5	3	3	3	2	2	2	0	1

SYLLABUS:

Unit 1

Introduction to Psychology

The Pioneers and Basic Concepts:

Freud- Psychoanalysis

Jung-Analytical Psychology

Adler-Individual Psychology

Branches and fields of Psychology

Study of personality as an aspect of Psychology

Unit 2

Definition and concept of personality

Factors of personality development:

Biological-Psychological-Environmental

Unit 3

Theories of Personality-1:

Psychoanalytic Theory (Sigmund Freud)

Psychodynamic Theory (Karen Horney, Harry Stack Sullivan)

Social Cognitive Theory (Albert Bandura)

Learning Theory (Ivan Pavlov, Skinner)

Humanistic and Self Theory (Abraham Maslow, Carl Rogers)

Unit 4

Theories of personality-2:

Dispositional Theory (Gorden Allport)

Trait Theory (Raymond Cattell)

Trait-Type Theory (Hans Eysenck)

The Basic Dimensions of Personality-The Big Five Factors-OCEAN (Lewis Goldberg)

Unit 5

Assessment of personality: Approaches and Methods.

Self-Report-Personality Inventories.

Projective Techniques-Association Techniques, Construction, Completion Techniques, Expression Techniques, Choice Techniques.

Behavioural Assessments-Functional Behavioural Assessment, Case Study Method, Interview Method.

Other Tests-Ink-Blot Tests, Rorschach Psychodiagnostics Test, Apperception Test.

CORE READING:

1. Morgan, Clifford. *A Brief Introduction to Psychology*. Tata McGraw- Hill Edition, 2010.
2. Siccarelli, Soundra K, Glenn E. Meyer. *Psychology*. Delhi: Pearson India, 2008.
3. Ewen, R.B. *An Introduction to Theories of Personality*. New York: Lawrence Earlbaum Associates, 2003.
4. Baron, R.A. *Psychology* (5th Edn), Delhi: Pearson India, 2005.
5. Hall, Calvin S., Gardner Lindsay, John B. Campbell. *Theories of Personality*. 4th Edn, Wiley Student Edition, 2004.

SUGGESTED READING :

1. Feldman, Robert S. *Understanding Psychology*. Tata McGraw Hill Publishing, 2011.
2. Onkar, R.M. *Personality Development and Career Management*. S. Chand Publications, 2008.
3. Baronn, R.A. *Social Psychology*. Ally and Bacon, 2002.
4. Mcgrath, E.H.S.J. *Skills for All*. Prentice Hall of India Pvt Ltd, 2011.

21CME335

SCIENCE COMMUNICATION

3 0 0 3

OBJECTIVES:

To create scientific communication based on data / content collected from scientists. To communicate expert knowledge to non-experts. To acquire the necessary language and style to develop content.

COURSE OUTCOMES:

CO 1: Define the fundamentals of science and other types of Knowledge

CO 2: Identify the structure of scientific papers

CO 3: Use theoretical knowledge to write scientific writing

CO 4: Compose monographs and reviews

CO 5: Recognize constitutional obligations and engage in communication in the field of science

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	2	0	0	0	0	0	1
CO3	3	3	3	0	0	0	0	1
CO4	3	3	3	0	0	0	0	1
CO5	3	3	3	0	2	0	0	1

SYLLABUS:

Unit 1

Characteristics of science.

Unit 2

Structure of science - Naming, classification, definition, laws, hypothesis, theories, models, observation, experiments, simulation

Unit 3

Structure of scientific papers, distinction between scientific papers, Reviews, and monographs- Journals, multidisciplinary, uni-disciplinary, papers, reviews, monographs, passive voice, complex nouns

Unit 4

Searching, Researching, Reflecting, Writing-Search engines, search strategies, Keyword/key phrase search, Directories, Databases, Digital tools for Knowledge Management

Unit 5

Science and Indian Constitution- Article 51 A(h), Scientific Temper, Humanism, Spirit of Scientific Inquiry and Reform

CORE READING:

Recommended Reading

1. Why Implementing History and Philosophy in School Science Education is a Challenge: An Analysis of Obstacles, Dietmar Hotecke, Cibelle Celestino Silva, *Sci & Educ* (2011) 20:293–316 DOI: 10.1007/s11191-010-9285-4
2. Separate Spheres and Public Places: Reflections on the History of Science Popularization and Science in Popular Culture, Roger Cooter and Stephen Pumfrey, *Science and History Publications* 1994 DOI: 10.1177/007327539403200301
3. Discipline and Bounding: The History and Sociology of Science as seen through Externalism - Internalism Debate, Stephen Shapin, *Science and History Publications* 1994
4. *Readings:* -
Science Policy Resolution 1958
Science and Technology Policy 2003
Science Technology and Innovation Policy 2013
A vision of India as a world leader in science 2010
12th Five Year Plan: Human Resources
5. UNESCO Science Report 2015
6. References: Directories of research organizations under the Govt., Private and NGO sectors

21CME333

Canadian Literature

3 0 0 3

Objectives: To introduce Canadian culture and literary imagination to students; to make the students familiar with the unique aspects of Canadian experiences and subject-matter reflected in Literature; to create awareness about the multiple voices that echo from Canadian literature; to make them understand how literary works find a Canadian voice to express ‘Canadianness;’ to develop in them a deep interest in the subtle thematic and technical experimentations in Canadian Literature.

COURSE OUTCOMES:

CO1. State the fundamental features of Canadian literature

CO2. Describe the concerns at stake in conceiving the field of Canadian Literature itself as well as its trajectories over time.

CO3. Critically analyse the ways in which texts approach cultural assumptions and concepts in Canadian literature.

CO4. Apply theoretical knowledge to analyze relevant literary concepts such as theme, metaphor, irony, form and genre operates within different Canadian texts.

CO5. Critique the literary sensibility and Canadianness in representative works.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	0	0	0	0	0	1
CO2	3	3	2	0	0	0	0	1
CO3	3	3	3	0	0	0	0	1
CO4	3	3	3	0	0	0	0	1
CO5	3	3	3	0	0	0	0	1

SYLLABUS:

Unit I

Introduction to Canadian Literature.

Literatures- poetry, prose, drama, short story, fiction

Unit II- Poetry

“She Will Pick Wild Roses”- First Nations. Tsimshian

“Bushed”- Earle Birney

“Me”- Lakshmi Gill

“The Three Emilys”- Dorothy Livesay

“Inukshuk”- Daniel David Moses

“Autobiographical”- A.M. Klein

Unit III- Prose

“Creating the Canadian Canon”- Leon Surette

Unit IV- Short Story & Drama

Red Dress- Alice Munro

Colours in the Dark- James Reaney

Unit V- Fiction

The Blind Assassin - Margaret Atwood

In the Skin of a Lion- Michael Ondaatje

CORE READING:

Kudchedkar, Shirin. et al. eds. *Canadian Voices*. New Delhi: Pencraft International,1996

Reaney, James. *Colours in the Dark*. Talon books. 1961.

Atwood, Margaret. *The Blind Assassin*. McClelland and Stewart. 2000

Lecker, Robert. ed. *Canadian Canons: Essays in Literary Value*. Toronto: University of Toronto Press. 1991.

<https://www.narrativemagazine.com/issues/stories-week-2012-2013/story-week/red-dress-1946-alice-munro>

References

Kroller, Eva- Marie. *The Cambridge Companion to Canadian Literature*. Cambridge: CUP, 2004.

Hammil, Faye. *Edinburg Critical Gide to Canadian Literature*. Edinburg: Edinburg University Press, 2007.

Howells, Coral Ann, and Eva Marie Kroeller. Eds. *Cambridge History of Canadian Literature*. London: CUP,2009.

Ballstadt, Carl. *The Search for English Canadian Literature*. Toronto: University of Toronto Press. 1975.

Lane, J. Richard. *The Routledge Concise History of Canadian Literature*. London and Newyork: Routledge, 2011.

21CME336

Women's Writing in India

3 0 0 3

Objectives: To introduce the socio-political life of India through the perspective of women.

COURSE OUTCOMES:

CO1: Trace the background of Women's studies and list the major women's Movements in India

CO2: Describe the major works by representative Indian Women writers in English

CO3: interpret the concepts and ideas illustrated in select poems, prose, drama, and fiction

CO4: analyse the aesthetic, social, political, psychological nuances as portrayed in women's writing in India

CO5: write critical appreciation of the prescribed texts

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	2	0	0	0	0	1
CO2	3	2	2	0	0	0	0	1
CO3	3	3	3	0	0	0	0	1
CO4	3	3	3	0	0	1	0	1
CO5	3	3	3	0	0	0	0	1

SYLLABUS:

Unit 1: Introduction to Women's Studies:

Major Women's Movements in India – Social Reformers – Phases of Feminism

Unit 2: Novel:

Meena Kandasamy – *When I Hit You*

Sarah Joseph – *Gift in Green*

Unit 3: Poetry:

Kamala Das – “An Introduction”

Gauri Deshpande – “The Female of the Species”

Unit 4: Drama:

Manjula Padmanabhan – “Lights Out”

Nabaneeta Dev Sen – “Medea”

Unit 5: Essays and Short Fiction:

“Sultana's Dream” – Rokeya Sakhawat Hossain

"The Nationalist Resolution of the women's question" – Partha Chatterjee

Reference:

<https://digital.library.upenn.edu/women/sultana/dream/dream.html>

Recasting Women – Kumkum Sangari and Sudesh Vaid (eds)

Staging Resistance: Plays by Women in Translation – Tutun Mukherjee (Tr)

Online Sources

21ELL331

CREATIVE WRITING IN ENGLISH

3-0-0-3

Objectives: To introduce the concept of creative writing; to familiarize students with the process of writing poetry, fiction and drama; to train students to write the various forms; to prepare students to write for the media; to encourage students to write for publication.

Unit 1

INTRODUCTION TO CREATIVE WRITING

Creativity-inspiration-art-propaganda-madness-imagination-Creative writing/teaching of-importance of reading

Unit 2

THE ART AND CRAFT OF WRITING

Tropes, figures-style, register-formal, informal usage-varieties of English- language and gender-disordered language-playing with words-grammar and word order-tense and time-grammatical differences

Unit 3

MODES OF CREATIVE WRITING

a) POETRY

Definitions-functions of language -poetry and prose-shape, form, and technique
-rhyme and reason-fixed forms and free verse-modes of poetry: lyrical, narrative, dramatic-voices-
Indian English poets-interview-verse for children
-problems with writing poetry-writing poetry-Workshops

b) FICTION

Fiction, non-fiction -importance of history-literary and popular fiction-short story and novel-
interview -writing fiction for children- children's literature - interview -workshops

c) DRAMA

Drama plot-characterization-verbal and non-verbal elements-overview of Indian English theatre-
styles of contemporary theatre-Indian playwrights-interview- writing for films-screenplay-
children's theatre-writing drama-workshops

Unit 4

WRITING FOR THE MEDIA

Print media-broadcast media-internet-advertising

Unit 5

PUBLICATION TIPS

Revising and rewriting -proof reading -editing -submitting manuscript for publication-summary
EXTENSION ACTIVITY (READING)

A reading of a few pieces of creative writing of well-known authors is to be undertaken as an extended activity. The reading may be done as a class room activity under the guidance of teacher or optionally, students read the pieces at home and a discussion on the various aspects may be undertaken later in class. It could also be done as a group activity in classroom with the group leader presenting the summary of the

easy generated at the discussion. Loud reading of poems and stories and role plays of sections of plays is to be encouraged. A sample collection of pieces is given. The list is only suggestive. A resourceful teacher is free to select any number of pieces of his/her choice. Being an open course, such an activity will be of a serious nature.

POETRY

Wordsworth: The Solitary Reaper
Robert Frost: Stopping by the Woods on a Snowy Evening Shakespeare: Shall I compare thee to a summer's day?
Pablo Neruda: Tonight I Can Write
Wole Soyinka: Telephone Conversation
Tagore: Where the Mind is Without Fear
Emily Dickinson: It's Such a Little Thing

FICTION

O. Henry: The Last Leaf
Premchand: Resignation
Chinua Achebe: Marriage is a Private Affair
Anton Chekhov: The Grief
Saki: The Open Window

DRAMA

Shakespeare: The Merchant of Venice (The Trial Scene)
Stanley Houghton: The Dear Departed
Tagore: Chandaliika
Chekhov: The Bear

CORE READING:

Creative Writing: A Beginner's Manual Anjana Neira Dev. Anuradha Marwah, Swati Pal Delhi, Pearson Longman, 2009

REFERENCES

1. *Elements of Literature: Essay, Fiction, Poetry, Drama, Film* Robert Scholes, Nancy R. Comley, Carl H. Klaus, Michael Silverman Delhi, OUP, 2007
2. *Write from the Heart: Unleashing the power of Your Creativity* Hal Zina Bennet California, New World Library, 2001
3. *A Guide to Writing about Literature* Sylvan Bamet, William E. Cain New Delhi, Pearson, 2006

CYBERRESOURCES: http://www.chillibreeze.com/articles_various/creative-writer.asp <http://www.contentwriter.in/articles/writing/> <http://www.cbse.nic.in/cw-xiilcreative-writing-xii-Unit-1.pdf>. (downloadable tree)

21ELL333 TEACHING OF ENGLISH FOR INDIAN STUDENTS 3-0-0-3

Objectives: To enable the student to master the basic of teaching of English in the Indian context; to expose the student to the nuances of the art and science of teaching English in an

guage in Indian classroom overcoming the problems posed by the interference of the mother tongue.

Unit 1 Problems and Principles

The role of English in India -

Objectives of the teaching of English in India - Theories of language learning - cognitive, behaviourist, communicative competence, learning vs. acquisition, speech act theory - Differences between first and second language learning - Individual variation in language learning performance: language aptitude, motivation and age.

Unit 2 Approaches to Syllabus Design

Structural-Situational-Functional-Communicative-Emergent (Process vs. Product)

Unit 3 Approaches to Teaching Design

Audio-Lingual (structural drills) -

Grammar Translation (rules and exercise) - Bilingual (use of the mother tongue) - situational and communicative - Structuring of lesson and classroom interaction - learner-centered teaching and the problems of teaching large classes.

Unit 4 Principles of Material Production

Teaching of vocabulary - 'Productive' and 'receptive' vocabulary - foundation vocabulary, Basic English - Selection - frequency, utility, universality, productivity, teachability, structural value and regional value of a lexicon - Teaching of structure - selection, graduation and repetition - drills.

Unit 5 Error Analysis, Lexicography and Evaluation

Attitude to error analysis, the concept of inter-language - The art of lexicography and its relevance to language teaching programmes - Testing and evaluation.

CORE READING:

1. Jacks C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 2nd ed. Cambridge University Press. 2001
2. Rod Ellis. *Second Language Acquisition*. Ninth Impression. Oxford University Press. 2003
3. Sandra Fotos and Charles M. Browne (ed.) *New Perspectives on CALL for Second Language Classrooms*. Lawrence Erlbaum Associates Inc. New Jersey. 2008
4. I. L. Saraswathi. *English Language Teaching. Principles and Practice*. Orient Longman Pvt. Ltd. Chennai. 2005

REFERENCES:

1. Bill VanPatten and Jessica Williams. *Theories in Second Language Acquisition*. An Introduction. Routledge. 2006
2. Michael Levy. *Computer-Assisted Language Learning. Context and Conceptualization*.
3. Susan M. Gass and Larry Selinker. *Second Language Acquisition. An Introductory Course*. 3rd edition. Routledge. 2008

21ELL334 TECHNICAL AND PROFESSIONAL WRITING 3-0-0-3

Objectives: Produce workplace documents, including memos/letters, instructions, and proposals; create usable, readable, and attractive documents; prepare and deliver oral presentations; collaborate with others; write coherent, concise, and correct sentences; dit for clarity.

Unit1

Introduction-Review syllabus-Computer lab assignment-
the writing process - Grammar tutorial: words often confused-
interview paper frequently asked questions in interview.
Webpage design and writing for the web. Graphics.
Present interview findings to the class. Grammar Basics. Punctuation, Proof Reading.

Unit2

Special technical documents- thesis, dissertation and article. Memos, letters, Email Correspondence -Computer lab assignment, Editing for Style- Grammar. tutorial, Instructions, Suggestions, Recommendations. Ethics in job and global issues in workplace.

Unit3

Procedures and Policies in Describing and Summarizing Technical Information- Technical proposals and reports, Bibliography. Small group meetings: brainstorming- collaborating on writing projects- reports, researching. Abstracts and executive summaries- Discuss oral presentations- Professional Presentations-. Style in technical writing.

Unit4

Resume (cover letter, resume, and vitae) Memorandums (regarding weekly reading) Interview a Professional Business Letters (letters of apology, customer response, and persuasion) Writing Instructions & Directions.

Unit5

Editing and Proofreading, Portfolio, Participation, Meetings - Minutes, agenda, Chair. Conferences (two conferences) Mock interview, Conduct Meetings. Presenting a technical paper.

REFERENCES:

1. McNair, *New Technologies and Your Resume*
2. Hauer, *Writing Technical Document for the Public*
3. *Business Communication, Concepts, Cases and Applications*, PD Chaturvedi, Pearson.
4. *Functional Grammar and Communicative Skills*, S Sreenivasan, Century Publishers.
5. *Technical Communications*, "Desk Top Type: Tradition and Technology"

6. *Technical Communication: A Practical Approach*-
William Sanborn Pepfeiffer, TVSPadma. Pearson (6th Ed)

21ELL332 English for Media Communication 3 0 0 3

Objectives: To enable the students to focus on media analysis and new trends and technologies in Mass Communication and to reflect on them.

- CO1 Introduce the basic concept of communication
- CO2 Provide an insight into the various types of mass media
- CO3 Enable the students to understand the relationship between media and society
- CO4 Impart practical skills in interviewing and compering
- CO5 Provide a hands-on experience of newspaper designing

Unit 1

Theory of Communication-Types of Communication-Communication Theories- Barriers of Communication-Mass Communication and Culture

Unit 2 Types of Mass Media

Journalism- (Design a daily (Newspaper)-for internal assessment only)-(News for the day by the news presenter - for internal assessment only) Cinema - (Reviews of award winning movies-or a hand written-for internal assessment only) Television -Advertising -(prepare advertisements for schools/ colleges/ commercial products/films-for internal assessment only) Folk Media

Unit 3

Mass Communication in Society
Uses and Effects of Mass Media

Unit 4

Television Journalism-Interviewing - (Imagine an interview with a popular personality and record it-for internal assessment only)

Compering-(Compering for programmes-for internal assessment only)

Unit 5

Design a manuscript/lab journal

REFERENCES:

1. *From Script to Screen*, Sharda. M.Kaushik
2. *Mass Communication in India*, Keval .J.Kumar. Jaico Publishing House,