## Curriculum & Syllabus

### BA COMMUNICATIVE ENGLISH (2021)

(Effective from the Academic year 2021-22 onwards)

#### SEMESTER I

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Syllabus

Semester 1

21ENG101 COMMUNICATIVE ENGLISH  2023

(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:

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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:
3. Online sources

REFERENCES:
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:

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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
2. Swan, Michael et al-Oxford English Grammar Course-Advanced, OUP
3. Swan, Michael – Practical English Usage, OUP

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:
SYLLABUS

Unit 1

Unit 2

Unit 3
Digital Learning-Software and Types-FOSS-OER Commons-Project Gutenberg-Swayam-E(PG)-Pathshala-Inflibnet-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

**SUGGESTED READING/E-RESOURCES**


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**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:**

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**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

Unit 5
Language Family
Language family tree-the Germanic Branch-Italic Romance Branch-The Celtic Branch-The Indo-European family.

CORE READING:
4. Hockett, C.F A Course in Modern Linguistics

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


Unit 2

Word processing, MS Word


Unit 3

Spreadsheet: MS Excel.


Unit 4


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

REFERENCES:

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.

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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
21CME113  LANDMARKS OF ENGLISH LITERATURE          4 0 0  4

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

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SYLLABUS:

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

Unit 2
Elizabetan 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
International Higher Education, 2013

REFERENCES:
5. Edward Albert - A History of English Literature

21CME114 TRANSLATION: THEORY AND PRACTICE 4 0 0 4

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.

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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


Unit 5

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

CORE READING:


REFERENCES:


2ICME111 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.

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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:

REFERENCES:
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.

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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:


References:

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

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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.


Unit 3
Reading and Writing


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:
2. O’Conner, J.D. Better English Pronunciation, CUP.
3. Swan, Michael. Practical English Usage. OUP

REFERENCES:

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

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SYLLABUS:
Unit 1


Unit 2

Areas of TE- 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:


SUGGESTED READING:

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.
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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
SUGGESTED READING
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
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.

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**SYLLABUS:**

**Unit 1**
Introducing life writing- autobiography, biography, travel writing, memoir, diary, letter as sub – genres-evolution of the art of life writing -diference 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.*
4. Online Sources

**REFERENCES:**
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.

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**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
Lewis Carroll – Alice in Wonderland [Abridged version]
Tales from Panchatantra (Selected five tales).

Unit 5

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

CORE READING:

REFERENCES:

CYBER RESOURCES:
2. http://www.contentwriter.in/articles/writing/
3. http://www.cbse.nic.in/cw-xii/creative-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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**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://raiot.in/partition/
http://famouspoetsandpoems.com/poets/philip_larkin/poems/14539
https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/reflections-on-gandhi/


REFERENCES


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:


10. Vipin Arora. English Content Writing: Learn Professional English Content Writing Skills in 30 Days”
SUGGESTED READING:


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:

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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:**

   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:**

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 depiction 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

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:


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.

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**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**

Cleanth 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:


REFERENCES:


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

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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

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:
8. Seger, Linda and Edward Jay Whetmore From Script to Screen: A Collaborative Art of Filmmaking

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
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.

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SYLLABUS:

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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**


**Unit 4**

Training and development- compensation

**Unit 5**

Enrichment topics in Management

**CORE READING:**


**21ELL305 SPIRITUAL LITERATURE**

**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:**
SYLLABUS:

Unit 1
Prose

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:

REFERENCES:

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.
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SYLLABUS:

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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:

SUGGESTED READING:


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.

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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

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:
3. MLA Hand Book. 9th Edn.

**REFERENCES:**


**21CME313 INTRODUCTION TO EDUCATIONAL TECHNOLOGY AND ENGLISH LANGUAGE TEACHING**

**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.

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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

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
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

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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

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 Pattayak, 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.

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Unit 1
Nature and process of human communication, functions of communication, public and mass communication.

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

CORE READINGs:
1. Hausman, Carl; Benoit, Philip and O’ Donnell, Lewis: Modern Radio Production
4. Denis McQuonil - Mass Communication Theory : An Introduction, Sage
5. Feldman Tony. An Introduction to Digital Media (Blueprint series)Paperback., 1996

SUGESTED READING:
2. Lewis Richard L. Digital Media: An Introduction
5. Basic aspects of Media Writing by Gupta, om.

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.

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**SYLLABUS:**

**Unit 1**

Terry Eagleton: ‘What is literature?’

Michael Foucault: ‘What is an author?’

**Unit 2**

Benedict Anderson: ‘Introduction’ of Imagined Communities


**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:


https://www.sfu.ca/~decaste/OISE/page2/files/MohantyWesternEyes.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/sexandsoiety/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/~engl5vr/Eagle1.html

SUGGESTED REFERENCES:


21ELL315 LIFE WRITING II 4004

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

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SYLLABUS

Unit 1
Introducing contemporary genres of Life Writing-Travel
Writing, Memoir, Diary, Biography, Autobiography, Letter.

Unit 2
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:


**REFERENCES:**


6. Online sources.

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

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.

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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:


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.

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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. Tends 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:

RECOMMENDED READING:
7. Vilanilam J.V. Parasyam (Malayalam). Kottayam: NBS.

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.

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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.

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

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

CORE READING:

SUGGESTED READING :

21CME335 SCIENCE COMMUNICATION

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

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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


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.

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**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:


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


References


21CME336 Women’s Writing in India

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

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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
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 nonverbal elements - overview of Indian English theatre - style 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 the teacher or optionally, students may read the pieces at home and discuss them in class. It could also be done as a group activity in the classroom with the group leader presenting the summary of the reading.
eas 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
- Prem Chand: 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: Chandalika
- Chekhov: The Bear

**CORE READING:**

**REFERENCES**
1. Elements of Literature: Essay, Fiction, Poetry, Drama, Film by Robert Scholes, Nancy R. Comley, Carl H. Klaus, Michael Silverman Delhi, OUP, 2007
2. Write from the Heart: Unleashing the Power of Your Creativity by Hal Zina Bennett California, New World Library, 2001


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

Objectives: To enable the student to master the basics of teaching of English in the Indian context; to expose the students to the nuances of heart and science of teaching English lan
guage in Indian classrooms overcoming the problems posed by the interference of the other tongue.

Unit 1 Problems and Principles

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 lexical item - 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 programs - Testing and evaluation.

CORE READING:

REFERENCES:

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; illustrate clarity.

Unit 1

Unit 2

Unit 3

Unit 4
Resume (cover letter, resume, and vitae). Memorandums (regarding weekly reading) In terviews a Professional Business Letters (letters of apology, customer response, and persuasion) Writing Instructions & Directions.

Unit 5
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
5. Technical Communications, "DeskTopType: Tradition and Technology"

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 compeering
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)
Compeering - (Compeering for programmes- for internal assessment only)

Unit 5
Design a manuscript/lab journal

REFERENCES:
1. From Script to Screen, Sharda, M. Kaushik