

ENGLISH

LIST OF NEW COURSES

Course Code	Course Title	Credits
21EN1001	English	2:1:0:3
21EN1002	English Lab	0:0:2:2
21EN1002	English Lab	0:0:2:2
21EN2001	English for Communication	3:0:0:3
21EN2002	Professional English	3:0:0:3
21EN2003	General English	3:0:0:3
21EN2004	Creative English	3:0:0:3
21EN2005	Communication Skills Lab	0:0:2:2
21EN2006	Professional English Practice	0:0:2:2
21EN3001	British Literature – I (Chaucer – Neo-classical Age)	3:1:0:4
21EN3002	Shakespeare	3:1:0:4
21EN3003	Language and Linguistics	3:1:0:4
21EN3004	Indian Writing in English	3:1:0:4
21EN3005	English Structure and Phonetics	3:1:0:4
21EN3006	American Literature	3:1:0:4
21EN3007	British Literature – II (Romantic Age – Modern Age)	3:1:0:4
21EN3008	New Literatures in English	3:1:0:4
21EN3009	Literary Theory and Criticism	3:1:0:4
21EN3010	Gender Studies in Literature	3:1:0:4
21EN3011	World Literature in Translation	3:1:0:4
21EN3012	Christian Literature	3:1:0:4
21EN3013	Post-colonial Literature	3:1:0:4
21EN3014	Canadian Literature	3:1:0:4
21EN3015	Language and Communication (Business English)	3:1:0:4
21EN3016	Research Methodology	3:1:0:4
21EN3018	Visual Studies	3:1:0:4
21EN3019	Creative Writing	3:1:0:4
21EN3020	Sports and Journalism Studies	3:1:0:4
21EN3021	Translation Studies	3:1:0:4
21EN3022	English for Research Paper Writing	2:0:0:2

21EN1001	ENGLISH	L	T	P	C
		2	1	0	3

Course Objectives:

1. To train the students to obtain proficiency in grammar skills
2. To prepare the students to write effectively and appropriately
3. To train them to have better professional skills and be successful communicators in all formal contexts.

Course Outcomes:

The students will be able to

1. use appropriate general and technical vocabulary
2. comprehend the academic texts and review them
3. write grammatically and technically correct English
4. present oneself professionally in various contexts
5. participate in group activities and contribute effectively
6. write for different purposes

MODULE 1: BASICS OF ENGLISH WORDS (9 HOURS)

Word formation – Borrowed root words – Prefixes and suffixes – derivatives – One-word substitution -

abbreviations – punctuations – articles – prepositions – reading and comprehension activities

MODULE 2: COHERENCE AND COHESION (9 HOURS)

Sentence structures- phrases and clauses – coherence and cohesion – essay – techniques for writing precisely – subject – verb agreement – noun- pronoun agreement – misplaced modifiers – redundancies – clichés.

MODULE 3: PROFESSIONAL SKILLS (9 HOURS)

Group discussion - group dynamic - importance of body language in speaking – gestures and body movements – tone and voice – interview techniques – Resume writing skill

MODULE 4: PRESENTATION SKILLS (9 HOURS)

-Individual mini-presentation – group presentations- Impromptu presentation – presenting oneself in different contexts – public speaking

MODULE 5: WRITING PRACTICES (9 HOURS)

Principles of writing short and long pieces – messages- paragraph – letters – precis writing

TEXT BOOKS:

1. Raman, Meenakshi and Sharma, Sangeeta. (2017). *Technical Communication: Principles and Practice*. 3rd edn. OUP: Oxford.

Note: For better understanding of the subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

REFERENCE BOOKS:

1. CIEFL, Hyderabad. (2010). *Exercises in Spoken English*, Parts I – III. OUP: New Delhi.
2. Rizvi, Ashraf M. (2018). *Effective Technical Communication*. Tata McGraw Hill: New Delhi.

21EN1002	ENGLISH LAB	L	T	P	C
		0	0	2	2

Course Objectives:

1. To train the students to gain confidence in speaking and writing
2. To prepare the students to reach the B2 level of language proficiency
3. To train them to face the workplace communication situation confidently

Course Outcome:

The students will be able to

1. acquire comprehension abilities in reading and listening
2. write short and long literary pieces effectively
3. enhance speaking skill in conversation and mini presentation
4. choose the right vocabulary for effective response
5. gain confidence to make long oral presentations
6. understand different formal situations and respond accordingly

LIST OF EXPERIMENTS:

1. Comprehension activities
2. Pronunciation practice
3. Short messages and Emails
4. Conversation and mini presentation
5. Group Discussion
6. Letter writing
7. Reports and Proposals writing
8. Interview skills
9. Oral presentation – Long turn
10. Formal contextual Communication

21EN2001	ENGLISH FOR COMMUNICATION	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the students to

1. impart communicative skills through prose, poetry and fiction

2. enhance reading habits
3. impart training in public speaking

Course Outcome:

The students will be able to

1. Communicate their ideas clearly and effectively
2. Read different kinds of texts
3. Give short speeches
4. Develop the ideas and write them in an organized way
5. Develop the art of interaction and conversational skills
6. Become confident in creative and professional writing

MODULE 1: POETRY (9 HOURS)

The Solitary Reaper by Wordsworth – Stopping by Woods on a Snowy Evening by Robert Frost The ballad of Father Gilligan by W.B.Yeats– Village School Master by Oliver Goldsmith

MODULE 2: SPEAKING (9 HOURS)

Expressing Likes and Dislikes- Hopes- Wishes- Regrets and Concerns -Talking about Past Events-Asking for and giving opinions - Agreeing and disagreeing with opinions – Role play- group discussion

MODULE 3: SHORT STORIES (9 HOURS)

Snapshot of a Dog by James Thurber –My Lost Dollar by Stephen Leacock– Lalajee by Jim Corbett

MODULE 4: SHORT STORIES (9 HOURS)

The Post Master by Tagore - The Gift of the Magi by O.Henry- The Model Millionaire by Oscar Wilde- The Tiger in the Tunnel by Ruskin Bond

MODULE 5: WRITING (9 HOURS)

Paragraph writing- Summarizing- Hints developing- note making- Story Narration- Skits

TEXT BOOKS

1. Xavier A.G -Ed.(1988). *Anthology of popular Essays and Poems*. Macmillan publishers Ltd.
2. Kumara Pillai- G. (1977). *A Book of Modern Short Stories*. Macmillan India Ld.

REFERENCE BOOKS

1. Rizvi,Ashraf. M. (2005). *Effective Technical Communication*. Tata McGraw-Hill: New Delhi.
2. McCarth- Michael and O'Dell. Felicity(2004). *English Vocabulary in Use*. CUP: Cambridge.
3. Comfort- Jeremy. et.al. (2002). *Speaking Effectively*. CUP: Cambridge.

21EN2002	PROFESSIONAL ENGLISH	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the students to

1. comprehend the basic linguistic skills
2. enhance the reading comprehension of the learner
3. understand general and literary texts

Course Outcomes:

The students will be able to:

1. Communicate flawlessly
2. Make presentation professionally
3. Effectively use body language
4. Acquire interview skills
5. Excel in academic writing
6. Gain mastery in Technical writing

MODULE I: INTRODUCTION TO COMMUNICATION (9 HOURS)

Communication Process - Types of communication - Barriers of communication – Common Errors in English - Exercises

MODULE 2: NON- VERBAL COMMUNICATION (9 HOURS)

Non-verbal cues and their role in effective communication – Proxemics – Kinesics – Interpersonal Communication - Oral Presentation

MODULE 3: INTERVIEW SKILLS (9 HOURS)

Role of English in Interviews – Types of Interview -Interview Techniques – Question Types – Mock Interview

MODULE 4: BUSINESS WRITING (9 HOURS)

Business Letters- Circulars - Sales Letters- Follow Up Letters- Enquiry Letter- Quotation Letter

MODULE 5: GENERAL WRITING (9 HOURS)

Sales Advertisement - Drafting of Reports- Agenda of A Meeting -Writing of minutes

TEXT BOOKS:

1. Soundararaj, Francis. (2007). *Speaking and Writing for Effective Business Communication*. Macmillan: New Delhi.

REFERENCE BOOKS:

1. Pillai.R.S.N.&Bagvathi.(2004). *Commercial Correspondence and Office Management* 11th edition- S.chand & company Ltd-.
2. Raman, Meenakshi and Sharma,Sangeeta.(2004).*Technical Communication: Principles and Practice*. OUP: New Delhi.
3. Pal, Rajendra & Korlahalli- J.S. (2005). *Essentials of Business Communication*. New Delhi: Sultan Chand & Sons: New Delhi.
4. Mohan, Krishna & Banerji, Meera. (2009). *Developing Communication Skills*. Macmillan: New Delhi.

21EN2003	GENERAL ENGLISH			
	L	T	P	C
	3	0	0	3

Course Objectives:

Enable the students to

1. appreciate prose texts and acquire vocabulary skills
2. read and comprehend literary pieces
3. appreciate poetry

Course Outcomes:

The students will be able to

1. gain understanding in vocabulary and word usage
2. acquire the skills of reading and comprehending literary pieces
3. develop interest in reading and enjoying poetry
4. analyze and interpret fictions
5. learn to recognize and distinguish between one act plays and major dramas
6. write creative literary pieces

MODULE 1: PROSE (9 HOURS)

Introduction to Prose Writing-On Forgetting by Robert Lynd-A Bachelor's Complaint of the Behaviour of Married People by Charles Lamb- Principles of Good Writing by L.A.Hill- Albert Einstein at School by Patrick Pringle-Vocabulary Exercises-Word usage.

MODULE 2: POETRY (9 HOURS)

Introduction to English Poetry- Sonnet-On His Blindness by John Milton- Features of Romantic Poetry-The Solitary Reaper by William Wordsworth- La Belle Dame Sans Merci by John Keats-Matilda by Hillaire Belloc

MODULE 3: READING (9 HOURS)

Hassan's Attendance Problem, 'APPRO J.R.D', The Story of Two Doctors, 'A' for Honesty, A Journey through the Desert

MODULE 4: DRAMA (9 HOURS)

Introduction to One Act Plays- Elements of One Act Plays-Stepmother by A. Bennett-The Proposal by Anton Chekhov-Remember Caesar by Gordon Daviot-Distant Relative by W. W. Jacobs

MODULE 5: NOVEL (9 HOURS)

Introduction to Indian Writers- Features of Novel- Revolution 2020 by Chetan Bhagat- Friendship between Gopal and Raghav- Triangular Love- Education System- Corruption-Politics

TEXT BOOKS:

1. Da Costa- Stephen (Ed). (2012).*Footprints: A Collection of Essays*. Evergreen Publications: New Delhi.
2. Moorthy, Sudha. (2004). *How I Taught My Grandmother to Read and Other Stories*. Penguin pub: New

Delhi.

REFERENCE BOOKS:

1. Bhagat- Chetan(2011). *Revoluion 2020- Love- Corruption- Ambition*.Rupa& Company: New Delhi.
2. Xavier- A.G. (Ed) (2011). *An Anthology of Popular Essays and Poems*. Macmillan: Chennai.
3. Antony- E.C. (1991). *A Taste of Good Prose*. Blackie: Chennai.
4. Vasudev, Parvathi. (1989).*Spring Blossoms. An Anthology of Prose*. Anu Chithra: Chennai

21EN2004	CREATIVE ENGLISH	L	T	P	C
		3	0	0	3

Course Objectives:

Enable the students to

1. enhance cognitive skills
2. acquire vocabulary skills and correct language usage
3. comprehend literary texts

Course Outcomes:

The students will be able to:

1. develop cognitive skills
2. gain proper usage of language skills
3. acquire the skill of comprehending literary texts
4. appreciate and interpret literary masterpieces
5. write creatively and professionally
6. interact in a flawless manner

MODULE 1: CORRECT LANGUAGE USAGE (9 HOURS)

Vocabulary-Contextual Usage of Words- Homophones- One Word Substitution- Figurative Language (Metaphor, Simile, Personification)- Idioms and Phrases

MODULE 2: READING COMPREHENSION (9 HOURS)

On Saying Please by A.G.Gardiner- Of Studies by Francis Bacon-Beauty and the Beast by R. K. Narayan- My Struggle for an Education by Booker T Washington-Comprehension exercises

MODULE 3: PROSE AND RHETORIC (9 HOURS)

Features of Rhetoric-Figures of Speech and Language Style- Mark Antony's Speech from Shakespeare's Julius Caesar- Quality of Mercy, Portia's Speech from The Merchant of Venice- Beatitudes from the Holy Bible

MODULE 4: CREATIVE AND PROFESSIONAL WRITING (9 HOURS)

Paragraph Writing- Techniques of Creative Writing and Story Writing- Formal and Informal Letter Writing- Format and Parts of Formal Letters- Letter to the Editor

MODULE 5: SPEAKING SKILLS (9 HOURS)

Situational Dialogues- Questioning and Answering-Body Language-Group Discussion- Characteristics- Interview- Interview Skills- Mock Interview

TEXT BOOKS:

1. Rizvi,. Ashraf M.(2008). *Effective Technical Communication*. Tata McGraw Hill- New Delhi- .
2. Mohan, Krishna.& Raman, Meenakshi. (2009). *Effective English Communication*. Tata Mc-Graw Hill- New Delhi.

REFERENCE BOOKS:

1. Da Costa, Stephen (Ed). (2012).*Footprints: A Collection of Essays*. Evergreen Publications: New Delhi.
2. Mohan,Krishna & Banerji, Meera. (2012).*Developing Communication Skills*. Macmillan: New Delhi.

21EN2005	COMMUNICATION SKILLS LAB	L	T	P	C
		0	0	2	2

Course Objectives:

Enable the students to

1. Train the students to gain proficiency in communication
2. impart reading and listening skills
3. enable them to write short messages and formal letters

Course Outcome:

The learners will be able to

1. Develop communication skills to the satisfactory level
2. Improve their reading and listening comprehension
3. Comprehend information and present them in written form
4. Gain proficiency in speaking

LIST OF EXPERIMENTS:

1. Self-introduction
2. Reading Comprehension – 1
3. Listening Comprehension – 1
4. Paragraph Writing
5. Creative Writing
6. Reading Comprehension – 2
7. Listening Comprehension – 2
8. Expressing oneself in everyday situation
9. Precise Writing
10. Letter Writing

21EN2006	PROFESSIONAL ENGLISH PRACTICE	L	T	P	C
		0	0	2	2

Course Objectives:

Enable the students to

1. obtain proficiency in the presentation skills
2. prepare winning resume
3. present longer unit of discourse

Course Outcomes:

The students will be able to

1. develop presentation skills at the prelims level
2. acquire skills to write reports- business letters and e-mails
3. prepare winning resume
4. gain proficiency in speaking
5. Present longer unit of discourse
6. Interact effectively

LIST OF EXPERIMENTS:

1. Job Application
2. Resume
3. Mock Interview
4. Report Writing
5. Oral and visual presentation
6. Business Letters
7. Email Writing
8. Circular
9. Memo
10. Listening to great speeches

21EN3001	BRITISH LITERATURE I	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. examine British Literature from the Age of Chaucer to Neo-classical Age.
2. explain the origin and development of genres, movements, and historical contexts in British Literature.

- analyze the genres in relation to the social and historical context of British Literature.

Course Outcomes:

The students will be able to:

- develop a working knowledge of historical and cultural context from the age of Chaucer to Neo-classical Age.
- Describe distinct literary characteristics of different movements and trends of this periods.
- identify the features of major genres and forms of prose, poetry, fiction and drama.
- recognize, relate and compare the traits of the periods in British Literature.
- analyse the works critically through interpretation of the literary texts.
- explore the social and historical background responsible for the growth of literature in Britain.

MODULE 1: POETRY I (12 HOURS)

Geoffrey Chaucer – Prologue to Canterbury Tales – 1 – 200; John Dryden – Mac Flecknoe

MODULE 2: POETRY II (12 HOURS)

John Milton – Paradise Lost Book – I; Alexander Pope – The Rape of the Lock; John Donne – The Canonization

MODULE 3: PROSE (12 HOURS)

Addison – Sir Roger at Church; Steele – Of the Club; Bacon – Of Truth, Of Friendship

MODULE 4: DRAMA (12 HOURS)

Oliver Goldsmith – She Stoops to Conquer; Sheridan – The Rivals; Marlowe – Dr. Faustus

MODULE 5: FICTION (12 HOURS)

Daniel Defoe – Robinson Crusoe; Jonathan Swift – Gulliver's Travels

TEXT BOOKS:

- Goldsmith, Oliver. (2021). *She Stoops to Conquer*. Peacock Books..
- Richard Brinsley Sheriden. (2015). *The Rivals*.. Bloomsbury.
- Marlowe, Christopher (1997). *Dr. Faustus*.. Oxford.

REFERENCE BOOKS:

- Gulliver's Travels - Jonathan Swift (A Critical Evaluation by Dr. S Sen). Dr. S Sen (Author), Dr. G S Mansukhani (Author), Jonathan Swift (2021). Unique Publishers India Private Limited.
- Defoe, Daniel(2017) *Robinson Crusoe*. Fingerprint Publishing.
- Swift, Jonathan. (2003). *Gulliver's Travels*. Penguin Classics.

21EN3002	SHAKESPEARE	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

- get exposed to the world of Shakespeare and his works
- understand the Elizabethan stage and drama techniques
- explore the literary devices inherent in the literature

Course Outcome:

The students will be able to

- comprehend the literary merits of Shakespeare as a dramatist
- appreciate the aesthetics of Shakespearean tragedy and comedy
- explore the key themes of Shakespearean Drama
- Identify the elements of Shakespearean style of writing
- Learn and practice the theatrical techniques
- understand different literary devices in literature

MODULE 1: ELIZABETHAN AGE (12 HOURS)

Criticism on Shakespeare – Modern Relevance of Shakespeare – Language of Shakespeare- Postcolonial reading of selected plays of Shakespeare

MODULE 2: COMEDY (12 HOURS)

A Midsummer Night's Dream–Plot Construction- Settings-Characterization- Theme Analysis, The Tempest-Plot Construction- Settings-Characterization- Theme Analysis

MODULE 3: ROMANTIC PLAYS (12 HOURS)

Merchant of Venice- Plot Construction- Settings- Characterization- Theme Analysis, Antony and Cleopatra - Plot Construction- Settings- Characterization- Theme Analysis

MODULE 4: HISTORICAL PLAYS (12 HOURS)

Henry IV- Plot Construction- Settings-Characterization- Theme Analysis, Richard II - Plot Construction- Settings-Characterization-Theme Analysis

MODULE 5: TRAGEDY (12 HOURS)

King Lear- Plot Construction- Settings- Characterization- Theme Analysis, Julius Caesar- Plot Construction- Settings- Characterization- Theme Analysis

TEXT BOOKS:

1. Shakespeare, William. (1911). *The Complete Works of Shakespeare*. Henry Frowd: UK,.
2. Andrew Langley. (2000). *Shakespeare and the Elizabethan Age*. Running Press Books Publishers: USA,.

REFERENCE BOOKS:

1. Michael Lee- (ed). (2007). *Shakespearean Criticism: Criticism of William Shakespeare's Plays and Poetry*- Gale/Cengage Learning: USA.
2. John Calvin Metcalf. (1949). *Know Your Shakespeare*. Heath: Dublin,
3. Lynn Bennion- B. William Hazlitt. (1946). *Shakespearean Criticism*. John Hopkins University: Maryland.

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence an hour of tutorial is allowed

21EN3003	LANGUAGE AND LINGUISTICS	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. define language and its role in communicative production
2. impart the process of L1 and L2 acquisition
3. teach the complications of translation and the process of translation

Course Outcomes:

The students will be able to

1. understand the significance of language in human expression
2. correlate various applications of scientific study of language
3. analyse the process of language acquisition
4. gain the ability to use different methods of language teaching
5. find out the different ways of analyzing L2 teaching and learning process
6. equip themselves to be language trainers

MODULE 1: INTRODUCTION TO LANGUAGE (12 HOURS)

Definitions of 'language' – Language behavior and Language system – Language and speech - Semiotic point of view of language

MODULE 2: LANGUAGE ACQUISITION (12 HOURS)

Mentalist approach to language – Piaget and Chomsky on L₁ Acquisition – Language production – Sentence planning and production – L₂ Acquisition – Indian scenario for L₂ learning – Language and Pedagogy: Role of language in education

MODULE 3: LINGUISTICS AS SCIENCE (12 HOURS)

Scope of Applied Linguistics: Microlinguistics and Macrolinguistics – Domain of Applied Linguistics – Interactive nature of Applied Linguistics – Process of Applied Linguistics – Linguistic Structure and System

MODULE 4: LANGUAGE AND EDUCATION (12 HOURS)

Teaching Methods- Branches of L₂ Teaching – Interaction between learning and learners – Approaches to Language Teaching – Audio-lingual approach – Communicative Language

teaching method

MODULE 5: LANGUAGE AND SOCIETY (12 HOURS)

Basic Concepts in Socio- Linguistics - speech community, speech situation, speech event, speech act-Language Variety-Dialects, accents, registers, styles- Bilingualism/ multilingualism-Diglossia-Code switching/ code mixing -Pidgins and creoles

TEXT BOOKS:

1. John Lyons. *Language and Linguistics: An Introduction*. Cambridge: CUP, 2010.

REFERENCE BOOKS

1. Krishnaswamy Verma, Nagarajan.S.K.(2010). *Modern Applied Linguistics: An Introduction*. Chennai: Macmillan.
2. Norbert Schmitt- ed- (2002). *An Introduction to Applied Linguistics*. London: Arnold.
3. Geoffrey Finch. (2005). *Key Concepts in Language and Linguistics*. New York: Palgrave Macmillan
4. Susan Hunston and David Oakey. (2009) *Introducing Applied Linguistics*. New Delhi: Manohar Publishers.

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

21EN3004	INDIAN WRITING IN ENGLISH	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. familiarize with different genres of Indian literature
2. empathize with Indian men and women authors
3. analyze the social- political and economic situations existing in India

Course Outcomes:

The Students will be able to

1. gain an understanding of poetry- prose- drama- short stories and fiction
2. acquire abilities to write reviews- commentary and critical appreciation of Indian writings
3. analyse the sentiments- emotions and characteristics of writings of Indian authors
4. comprehend the social- political and economical conditions of India in chronological sequence
5. learn to compose poetry- write research articles and make oral presentations
6. appreciate the value of nature and its resources and comprehend the its influence upon men

MODULE 1: POETRY (12 HOURS)

Nissim Ezekiel- Night of the scorpion and Enterprise; Sarojini Naidu- The palanquin bearers and The soul's prayer; Kamala Das- My grandmother's house and The sunshine cat - Rabindranath Tagore- Gitanjali (first 10 songs)

MODULE 2: PROSE (12 HOURS)

Nirad.C.Choudhry: A passage to England(chapter 1&2) - Jawaharlal Nehru: The Discovery of India(chapter(1-5) - Sri Aurobindo:The Renaissance in India - Dr.A.P.J Abdul Kalam:The power of Prayer

MODULE 3: DRAMA (12 HOURS)

Girish Karnad: Nagamandala - Rabindranath Tagore: Chandalika

MODULE 4: SHORT STORIES (12 HOURS)

Bharathi Mukherjee: A wife's story & Jasmine story (both from Middleman and other stories) -

MODULE 5: FICTION (12 HOURS)

Anita Desai: Cry the peacock- Arundhati Roy: The God of small things - Salman Rushdie: The Midnight's children - Amitav Ghosh: The Shadow lines

TEXT BOOKS:

1. V.K Gokak. ed. (2010). *The Golden treasury of Indo-Anglian poetry*. New Delhi: Sahitya Academy.
2. M.K Naik. (1985). *Dimensions of Indian English literature*: New Delhi: Sterling publisher.

REFERENCE BOOKS:

1. Ray, Mohit.K. (2005). *VS Naipaul: Critical Essays*. New Delhi: Atlantic publishers.
2. Iyengar- K.R.S. (1962). *Indian Writing in English*. Bombay: Asia Publishing House.

3. 3.Das.A. (2011). *Anita Desai- A Critical study*. New Delhi: Omega publications.

21EN3005	ENGLISH STRUCTURE AND PHONETICS	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. know the basics of language structure
2. understand the nuances of phonetics
3. gain mastery in stress - intonation and effective articulation

Course Outcomes:

The students will be able to

1. gain knowledge on the basics of language structure
2. apprehend the nuances of phonetics
3. enhance their reading and speaking skills in an effective manner
4. acquire skill in correct pronunciation
5. apply the method of using appropriate vocabulary
6. acquire skills in grammar and usage to become effective trainers

MODULE 1: INTRODUCTION TO PHONETICS (12 HOURS)

Organs of Speech – Sound Mechanism – Vowels – Consonants

MODULE 2: PHONOLOGY (12 HOURS)

Phonological structure – Word – Syllable - stress – Intonation – Transcription

MODULE 3: MORPHOLOGY (12 HOURS)

Classification of Morphemes - Derivational Morphemes – Grammatical Morphemes – Inflectional Morphology

MODULE 4: SYNTAX (12 HOURS)

Parts of Speech – Form classes – Sentence structure – Phrase structure - English grammar - TG Grammar- IC Analysis

MODULE 5: SEMANTICS (12 HOURS)

Denotation and Connotation – Sentence Meaning – Discourse Meaning

TEXT BOOKS:

1. Roach, Peter. (2005). *English Phonetics And Phonology*. Cambridge: CUP.
2. Valin, Van- Robert D. (2001). *An Introduction to Syntax*. Cambridge: CUP.

REFERENCE BOOKS:

1. Fromkin, Victoria. Rodman, Robert. & Hyams, Nina. (2006). *An Introduction to Language*. 8th ed. Harcourt Brace College Publishers: New York.
2. Yule George. (2006). *Study of Language*. Cambridge University Press: U.K,
3. Crystal, David. (2003). *English as a Global Language*. CUP: Cambridge.
4. Lyons, John. (2003). *Language and Linguistics: An Introduction*. CUP: Cambridge.

21EN3006	AMERICAN LITERATURE	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. understand the significance of American culture revealed through its literature
2. examine the socio-cultural scenario of nineteenth century America
3. critically analyze the American philosophy

Course Outcomes:

The students will be able to

1. Comprehend the uniqueness of American literature at an advanced level
2. Analyze the concept of American mind and its important facets
3. Empathize with American philosophy so as to create literary pieces
4. familiarise with socio economic and cultural background of America

5. Appreciate mutually beneficial relationship between India and the U.S through the literary medium
6. Create poems and science fiction articles in American literary trends

MODULE 1: POETRY (12 HOURS)

Emily Dickinson - A bird came down the walk; Maya Angelou –Still I Rise; Robert Frost - After apple picking

MODULE 2: FICTION (12 HOURS)

Tony Morrison- Sula; John Steinbeck - Grapes of Wrath

MODULE 3: NOVELS (12 HOURS)

Harriet Beecher Stowe- Uncle Tom's cabin; Isaac Asimov- The caves of steel; Albee -The American Dream

MODULE 4: DRAMA (12 HOURS)

Eugene O'Neill- A Long Day Journey into Night; Tennessee Williams- Glass Menagerie

MODULE 5: PROSE (12 HOURS)

Thoreau: Where I lived and What I lived for; Emerson- Self Reliance; Martin Luther King- I have a dream

TEXT BOOKS:

1. Toni Morrison. (2004). *Sula*. Vintage: New York,
2. John Steinbeck. (2000). *Grapes of Wrath*. Penguin: New York,

REFERENCE BOOKS:

1. Isaac Asimov. (1991). *The caves of steel*. Bantam Spectra books: New York,
2. Harriet Beecher Stowe. (2008). *Uncle Tom's Cabin*. Signet Classics.
3. Edward Albee. (1997). *The American Dream*. Plume Books: New York,
4. Eugene O'Neill. (2002). *A Long Day Journey into Night*. Yale Univ. Press: New York,

21EN3007	BRITISH LITERATURE II	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. understand the socio-cultural and literary background of the English literary tradition
2. appreciate the aesthetic sense through literary works.
3. appreciate the artistry of early British writers

Course Outcomes:

The students will be able to:

1. appreciate literary themes of British literature
2. comprehend the styles and techniques of British literature
3. interpret the cultural ethos from the Romantic to Modern period
4. exhibit an appropriate level of expertise in literary history- literary theory- and rhetoric.
5. demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
6. acquire knowledge of the major texts and traditions of literature written in English in their social and historical context

MODULE 1: POETRY (12 HOURS)

William Wordsworth – Tintern Abbey; S.T. Coleridge – Dejection: An Ode; Alfred Tennyson – Ulysses

MODULE 2: POETRY (12 HOURS)

Keats – Ode On a Grecian Urn; P.B. Shelley – Ozymandias; Byron – When we two Parted

MODULE 3: PROSE (12 HOURS)

Charles Lamb – The Old and New Schoolmaster; Mathew Arnold – Sweetness and Light (Culture and Anarchy); William Hazlitt – On Good Nature

MODULE 4: DRAMA (12 HOURS)

Oscar Wilde - The Importance of Being Earnest; Bernard Shaw – Pygmalion

MODULE 5: FICTION (12 HOURS)

Charles Dickens – David Copperfield; George Eliot – Silas Marner; Virginia Woolf – Mrs. Dalloway

TEXT BOOKS:

1. Lamb, Charles. (1907). *The Essays of Elia*. New York: Houghton.
2. Dickens, Charles. (2008) *David Copperfield*- New York : Macmillan.
3. Woolf, Virginia. (2018). *Mrs. Dalloway*, Fingerprint Classics. India.

REFERENCE BOOKS:

1. Ward & Trent, et al. The Cambridge History of English and American Literature. New York: G.P. Putnam's Sons- 1907–21; New York: Bartleby.com, 2000
2. Patridge, Edward B. (1958). *The Broken Compass: A Study of the major comedies of Ben Jonson*. London: Chatto & Windus,.
3. Dunn, Richard J. A Routledge (2004). *Literary Sourcebook on Dickens' David Copperfield*. New York: Routledge,

21EN3008	NEW LITERATURES IN ENGLISH	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. review the contemporary writers and their works spanning through commonwealth countries
2. identify different cultural ideologies
3. have an awareness of nature and its preservation

Course Outcomes:

The students will be able to

1. acquire knowledge about different cultures and their influence on literature
2. explore New Literatures through comparative perspectives
3. understand the significance of identity and dominance of landscape in new literatures
4. acquire the skill to interpret different genre of literature
5. analyze the contemporary writers and their literary perspectives
6. develop an interest to create their own literary pieces

MODULE 1: POETRY (12 HOURS)

Australia - Judith Wright - At Cooloolo; New Zealand - James Baxter-The Ikons; Canada - Al Purdy - Lament for the Dorsets; Africa - Kofi Awoonor -Song of War -The Weaver Bird; West Indies - James Berry - 'It's Me Man'

MODULE 2: PROSE (12 HOURS)

Africa – Achebe-Colonialist Criticism; West Indies - V.S. Naipaul-India: A Wounded Civilization Chapter 1

MODULE 3: DRAMA (12 HOURS)

Australia - Louis Nowra : Radiance - J.P Clarke : Song of a goat

MODULE 4: FICTION (12 HOURS)

Africa- Coetzee – Disgrace; Canada - Margaret Laurence-The Stone Angel; Australia-Peter Carey-Oscar and Lucinda

MODULE 5: CRITICISM (12 HOURS)

Canada - Margaret Atwood- Survival: A thematic guide to Canadian Literature - Chapter 1- Theory of victimization

TEXT BOOKS:

1. Nowra, Louis. (1993). *Radiance*. Currency Press: NSW.
2. Clarke, J.P, (1993). *Song of a goat*. University Press: California.
3. Coetzee, J.M, (2016). *Disgrace*. Penguin: USA.
4. Laurence, Margaret, (2016). *The Stone Angel*. Head of Zeus: USA,
5. Carey, Peter. (2010). *Oscar and Lucinda*. Faber &Faber: Australia,

REFERENCE BOOKS:

1. Geoffrey Dutton. (1976). *The Literature of Australia*. Penguin Books: Australia,.
2. W. J. Keith. (1985). *Canadian Literature in English*. Longman: London,.
3. William Walsh. (1973). *Commonwealth Literature*. Oxford University Press, Oxford.
4. Bruce King. (1980). *West Indian Literature*. Macmillan: London.

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

21EN3009	LITERARY THEORY AND CRITICISM	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. analyze the various currents and schools of literary criticism
2. understand the aesthetic impulse in shaping different forms of literature
3. explore various critical theories of literature.

Course Outcomes:

The students will be able to

1. imbibe various critical outlooks
2. apply critical theories to any piece of literature
3. analyse the text with critical perspectives
4. appreciate the literary works at varied levels of comprehension
5. interpret the Text intensively and distinguish its salient features
6. explore the text from literary point of view

MODULE 1: NEW CRITICISM (12 HOURS)

I.A. Richards - The Four Kinds of Meaning; F.R. Leavis- The Great Tradition; T.S. Eliot-Tradition and Individual Talents

MODULE 2: DECONSTRUCTION (12 HOURS)

M H Abrams -The Deconstructive Angel - Orientation of Critical Theories; Jacques Derrida- Structure, Sign and Play and Discourse of Human Sciences

MODULE 3: FEMINISTIC CRITICISM (12 HOURS)

Gayatri Chakravorty Spivak - Feminism and Critical theory

MODULE 4: PSYCHOLOGICAL CRITICISM (12 HOURS)

C.G. Jung- Psychology and Literature; Frye- The Archetypes of Literature

MODULE 5: TYPES OF DETECTIVE FICTION (12 HOURS)

Tzvetan Todorov - The Typology of Detective Fiction

TEXT BOOK:

1. David Lodge. (1972). *20th Century Literary Criticism: A Reader*. Orient Longman, London,

REFERENCE BOOKS:

1. Richards .I.A., (1923). *The meaning of Meaning: A Study of the influence of Language upon Thought and of the Science of Symbolism*’ Kegan Paul, London,
2. Abrams M.H, ed. (1991). *Doing Things with Texts: Essays in Criticism and Critical Theory*. Michael Fischer:London.

21EN3010	GENDER STUDIES IN LITERATURE	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. critically analyse the themes of Gender Studies
2. understand the various patriarchal ideologies, practise, normative structures
3. identify the cause and effect of gender studies in society

Course outcome:

The students will be able to

1. acquire knowledge about gender studies
2. examine gender bias in contemporary society.
3. Communicate the gender construction, reconstruction and deconstruction of gender
4. Gain gender sensitivity and apply it in their interactions
5. Identify the ways in which gender and sexuality play out across a range of cultures
6. Discuss the ways in which systems of power, privilege, and oppression shape human experiences

MODULE 1: PROSE (12 HOURS)

What is gender- Types of Gender- Gender roles.

MODULE 2: POETRY (12 HOURS)

An Introduction - Kamala Das-Sylvia's Death - Anne Sexton- The Applicant; Sylvia Plath- Mother; Gwendolyn Brooks- Woman to man

MODULE 3: AUTOBIOGRAPHY (12 HOURS)

C.K.Janu -Mother Forest - The Unfinished Story of CK Janu; Laxmi - Me Hijra, Me Laxmi.

MODULE 4: NOVEL (12 HOURS)

Chimamanda Ngozi Adichie- Half of a Yellow Sun.; Sivakami: The Grip of Change and Author's Notes; Tumbadi Ramaiah- Manegara.

MODULE 5: DRAMA (12 HOURS)

Mahesh Dattani-Tara; Henry Ibsen- Doll's House

TEXT BOOKS:

1. Oakley, A.(1985). *Sex Gender and Society*. London: Temple Smith publication,
2. C. K, Janu.(2004). *Mother Forest: The Unfinished Story of C.K. Janu*. Kali for Women,
3. Tripathi, Laxmi Narayan.(2015). *Me Hijra, Me Laxmi*. New Delhi, India : Oxford University Press,
4. Adichie, Chimamanda Ngozi (2006). *Half of a Yellow Sun*. UK: 4th Estate Publication.
5. Sivakami, P (2006). *The Grip of Change*. Chennai: Orient Longman Pvt Ltd publication.
6. Ramaiah, Tumbadi (2015). *Manegara*. India: Sampada Publication.

REFERENCE BOOKS:

1. Granny, Anne(2003). *Gender studies terms and debates* Francis Wendy Waring Palgrave. Bilkent University: Macmillan.
2. Aneja, Anu. (2019). *Women's and Gender studies in India*. London and New York: Routledge.
3. Goldberg, David Theo. (2005). *A Companion to Gender Studies Blackwell Companion in cultural studies* USA: Blackwell Publishing.
4. Dattani, Mahesh (2013). *Tara*. Delhi: Ravi Dayal Publication.
5. Ibsen, Henry. (1879). *Doll's House*. Denmark: Martin Adamson and David Widger.

21EN3011	WORLD LITERATURE IN TRANSLATION	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. understand Ancient Epic Poetry translated from Greek literature
2. learn translation theories related to various genres of literature
3. identify the poetic figures employed in the poems of Gibran and Yevtushenko

Course Outcomes:

The students will be able to

1. identify the epic features in various pieces of translations
2. explore the translation theories related to various genres of literature
3. acquire knowledge about the dramatic structure and language of classical drama
4. identify and interpret poetic devices employed in the poems
5. critically analyze the themes and imbibe moral values from the fictions
6. gain the skill of comprehending prose writing

MODULE 1: ANCIENT POETRY (12 HOURS)

Introduction to Ancient Greek Literature- Greek Poetry- Epic Poetry- Introduction to Homer: Iliad- Book I Trojan War- Chryseis and Bryseis-Wrath of Apollo-Rage of Achilles- Plea of Thetis to Zeus

MODULE 2: TRANSLATION THEORIES (12 HOURS)

Introduction to Translation theories by Susan Bassnett - Central Issues-Language and Culture- Types of Translation-Problems of Equivalence-Loss and Gain-Untranslatability-Specific Problems of Literary Translation- Translation of Poetry, Prose and Dramatic Texts

MODULE 3: DRAMA (12 HOURS)

Introduction to Classical Indian Drama- Kalidasa- Shakuntala- The Hunt- Love Making-Curse- Departure of Sakuntala- Rejection by Dushyant- Chariot in the Sky- Reunion

MODULE 4: MODERN POETRY (12 HOURS)

Introduction to Khalil Gibran's poetry- Khalil Gibran: Broken Wings- Silent Sorrow- Tempest-Sacrifice- Rescuer- Introduction to Yevgeni Yevtushenko's poems- Yevgeni Yevtushenko: Babiya

MODULE 5: NOVEL AND SHORT STORY (12 HOURS)

Elements of Fiction and Short story-Victor Hugo-Les Miserables- Book I to III- Book- IV-VI - Book VII-IX; Leo Tolstoy- What Men Live By

TEXT BOOKS:

1. W.Arthur Rhyder. (2007). *Translations of Shakuntala and other works*, Dodo Press: USA.
2. Susan Bassnett. (1999). *Translation Theory and Practice*, Routledge: New York.

REFERENCE BOOKS:

1. Andrew Lang, Walter Leaf, Ernest Myers, trans. (2004). *The Iliad of Homer*. Kessinger Publishing: New Delhi.
2. Kahlil Gibran (2008). *Broken Wings*. Mahaveer Publications: New Delhi.
3. Yevgeni Yevtushenko, Robin Milner-Gulland, Peter Levi, (2008) trans. *Selected Poems*, Penguin Books: India.

21EN3012	CHRISTIAN LITERATURE	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. understand Biblical literature
2. analyze the varied themes of Christian poetry
3. critically analyze Christian fiction

Course Outcomes:

The Students will be able to

1. interpret Biblical literature in today's context
2. analyze the varied themes of Christian poetry
3. identify and examine the Christian undertones present in allegorical works
4. master the skills of critically analyzing Christian fiction
5. relate the moral and Christian principles in their day to day situations
6. gain awareness of the Christian qualities of faith- hope and love through drama

MODULE 1: POETRY (12 HOURS)

Bible: Book of Job - Francis Thompson: Hound of Heaven- Hopkins: Wreck of the Deutschland

MODULE 2: ALLEGORY (12 HOURS)

John Bunyan- Pilgrims Progress; Hannah Humard- Hinds feet on high places

MODULE 3: FICTION (12 HOURS)

C.S.Lewis - Screwtape Letters; Tommy Tenney: One night with the king

MODULE 4: PROSE (12 HOURS)

Dietrich Bonehoffer: Cost of discipleship- chapters 1- 2 and 32 -

MODULE 5: DRAMA (12 HOURS)

T.S.Eliot- Murder in the Cathedral; Friedrich Dürrenmatt: An Angel Comes to Babylon

TEXT BOOKS:

1. Bunyan, John (2002). *Pilgrims Progress*. Macmillan: New Delhi.
2. Hannah Humard (2012). *Hinds feet on high places*. Popular Classics: New York..
3. C.S.Lewis (2002). *Screwtape Letters*. Homan: New York.
4. Tommy Tenney (2004). *One night with the king*. Bethany House- Minnesota.
5. Bonehoffer (1996). *Cost of discipleship*. Touchstone: New York.
6. T.S.Eliot(1964). *Murder in the cathedral*: Harcourt. Florida.

REFERENCE BOOKS:

1. Tremper Longman III & Raymond B (2006). *Dillard- An Introduction to the Old Testament*- Zondervan: New York.
2. Bible: Kings James version. Zondervan: New York.

3. C. Bullock, Hassel (2008). *An Introduction to Old Testament Poetical books*. Moody Publishers: New York.

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

21EN3013	POST-COLONIAL LITERATURE	L	T	P	C
		3	1	0	4

Course Objectives:

Enables the students to:

1. Understand the meaning and function of post-colonial literature
2. Read and explore the historical, political and cultural patterns of post-colonial literatures
3. Interpret and analyse the works based on post-colonial and subaltern theories

Course Outcomes:

Students will be able to:

1. assess a wide range of literatures, theories, approaches and specialist terminologies to widen the research skills on postcolonial debates and perspectives.
2. communicate the complexity of the marginalized
3. develop a detailed knowledge and understanding of theoretical concepts deployed by the term Postcolonial, postcolonialism and post coloniality.
4. Compare and contrast ideas, representations, and strategies of political and cultural resistance
5. Evaluate how race, class, gender, history, and identity are presented in the literary texts.
6. Trace the trajectory from colonial subordination to assertions of agency.

MODULE 1: Poetry (12 HOURS)

Rudyard Kipling: If- Nissim Ezekiel: Farewell Party to Miss Pushpa T- A.D Hope: Australia

MODULE 2: Prose (12 HOURS)

Chinua Achebe: The Novelist as a Teacher – Nehru: Discovery of India

MODULE 3: Drama (12 HOURS)

Wolf Soyinka – The Lion and the Jewel; Henrik Ibsen – A Doll's House

MODULE 4: Subaltern Studies (12 HOURS)

Fiction -Bama – Karukku; Prose -Gayathri Chakravathy Spivak - Can the Subaltern Speak?

Poetry- Maya Angelou - Still I Rise

MODULE 5: Fiction (12 HOURS)

V.S Naipaul - A House for Mr. Biswas; Amy Tan - The Kitchen God's Wife

Nadine Gordimer - Six Feet of the Country; Bharati Mukherjee- The Middleman and Other Stories

TEXT BOOKS:

1. Richards, Shitley Chew and David, ed (2013). *A Concise Companion to Postcolonial Literature*. West Sussex: Blackwell.
2. Patke, Rajeev. S (2010). *Postcolonial Poetry in English*. Oxford University Press.

REFERENCE BOOKS

1. Mullaney, Julie (2010). *Postcolonial Literatures in Context*. City: Continuum International Publishing Group.
2. Nayar, Pramod.K (2008). *Postcolonial Literature*. Delhi: Pearson.
3. Bassi, Annalisa Oboe and Shaul, ed (2007). *Experiences of Freedom in Postcolonial Literatures and Cultures*. New York: Routledge.
4. C.L, Innes (2007). *The Cambridge Introduction to Postcolonial Literatures in English*. City: Cambridge University Press.

21EN3014	CANADIAN LITERATURE	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. study the extremely diverse field of Canadian literature.

2. examine writings that define Canadian identity and features
3. discuss issues that are at the heart of Canadian writers

Course Outcomes:

The students will be able to

1. interpret the Canadian spirit and the tradition of the Canadian society
2. gain understanding of the contributions of Canadian writing to literature and literary thought around the world.
3. Infer the philosophical principles of Canadian literature
4. analyze the socio cultural aspects of Canadian society
5. compare the Canadian perspectives with other literary aspects
6. create poetic imagination parallel to native Canadian literature

MODULE 1: Gender Issues (9 HOURS)

Carol Shield- Unless; Margaret Atwood-Edible Woman.

MODULE 2: Post-Modernism (9 HOURS)

Michael Ondaatje- In the Skin of a Lion; Timothy Findley- Famous Last Words

MODULE 3: Poetic Imagination (9 HOURS)

Leonard Cohen- Bird on the wire; Al Purdy- The last picture in the world

MODULE 4: Science Fiction (9HOURS)

Nalo Hopkinson- Brown Girl in the Ring; Robert J. Sawyer's Golden Fleece

MODULE 5: Regionalism (9 HOURS)

Al Purdy- The Country North of Belleville; Margaret Laurence- A Bird in the House

TEXT BOOKS:

1. Margaret Atwood (1969). *Edible Woman*. Toronto: McClelland & Stewart.
2. Michael Ondaatje (1987). *In the Skin of a Lion*. Toronto: McClelland & Stewart.
3. Timothy Findley (1996). *Famous Last Words*. Penguin Putnam Trade.

REFERENCE BOOKS

1. Leonard Cohen (1996). *Beautiful Losers*. McClelland & Stewart: Toronto.
2. Stephen Collis (2012). *Mine*. Vancouver: New Star Books.
3. Nalo Hopkinson (1998). *Brown Girl in the Ring*. Grand Central Publishing.
4. Margaret Laurence (1963). *A Bird in the House*. University of Chicago Press: Chicago.

21EN3015	BUSINESS ENGLISH COMMUNICATION	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. obtain proficiency in business English
2. write short and long business correspondence and reports
3. teach the techniques of effective business letter

Course Outcomes:

The students will be able to

1. communicate effectively in professional situations
2. have the ability to write short and long business letters and report
3. gain proficiency in presenting any business idea or information in oral form
4. know the business letter format and style
5. design advertisement for product promotion
6. prepare winning resume and job application

MODULE 1: INTRODUCTION TO BUSINESS BASICS (12 HOURS)

Importance of Communication-Significance of LSRW in Communication- Business Vocabulary- Situational speeches

MODULE 2: CONTEXTUAL COMMUNICATION (12 HOURS)

Types of Communication- Dyadic Communication- Telephonic Conversation- Interpersonal Communication- Barriers of Communication

MODULE 3: ORAL COMMUNICATION (12 HOURS)

Body Language- Presentation Skills- Organizing Skills: Meetings- Seminars- Conferences- Interviews: Types of Interviews- Facing Interview Panel- Group Discussion

MODULE 4: WRITTEN COMMUNICATION (12 HOURS)

Writing Memo- Agenda- Minutes- Trans-coding- Use of Visual Aids: Charts- Tables- Graphs- Pictures and Diagrams

MODULE 5: BUSINESS WRITING (12 HOURS)

Business Letters: Enquiry Letter- Quotation Letter- Sales Letter- Customer Complaint Letter and Collection Letter- Business Reports- Proposals- Advertisement: Product and Job- Writing Winning Resume

TEXT BOOK:

1. Taylor- Shirley (2005). *Communication for Business: A Practical Approach*. London: Pearson Education.

REFERENCE BOOKS:

1. Rizvi, Ashraf. M. (2005). *Effective Technical Communication*. New Delhi: Tata McGraw-Hill-.
2. Guffey. Mary Ellen (2000). *Business Communication: Process and Product*. London: South-Western College Publishing.
3. Lesikar- Raymond V. and Flatley- Marie E (2005). *Basic Business Communication*. New Delhi: Tata Mc Graw – Hill - 2005.

21EN3016	RESEARCH METHODOLOGY	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. teach the research methods in literature field
2. impart fundamental aspects of conducting research in literature and language studies
3. teach the documentation technique

Course Outcomes:

The students will be able to

1. master the methodology of research
2. apply the theories and mechanics in the research work
3. acquire the skill to document the thesis appropriately
4. implement different approaches that suits the purpose of research
5. frame right hypotheses for their research
6. initiate and research on his/her own

MODULE 1: RESEARCH DEFINITION (12 HOURS)

Description-Characteristics of composition-Four kinds of Discourse- Expository Discourse- Argumentative Discourse- Persuasive Discourse- Descriptive Discourse

MODULE 2: FUNDAMENTALS OF RESEARCH (12 HOURS)

Definition and Description of Research– Types of Literary Research

MODULE 3: RESEARCH METHODS (12 HOURS)

Research Design – Meaning of hypothesis and research problem

MODULE 4: PLANNING THE THESIS (12 HOURS)

Format of the Thesis- Research and Writing- Plagiarism- mechanics of writing (Spelling – Punctuation – Use of Italics, Names, Numbers –Use of Titles of Works in Research Paper – Quotation – Capitalization

MODULE 5: DATA COLLECTION (12 HOURS)

Library research – Reference works – Web sources – Compiling Working Bibliography – Review of Literature -Referencing and Bibliography

TEXT BOOKS:

1. Christopher Hart (Editor) (2020). *Researching Discourse: A Student Guide* 1st Edition, Kindle Edition, Routledge.
2. “MLA Handbook for Writers of Research Papers”, 9th edition. East-West Press, New Delhi, 2010. (Indian Edition)

REFERENCE BOOKS:

1. Anderson, J. et al (1994). *Thesis and Assignment Writing*. John Wiley & Sons: NewDelhi,
2. Syed Mohammed H Q (2010). *The Craft of Language and Literary Research*. Atlantic: New Delhi.

21EN3017	PROFESSIONAL TRAINING	L	T	P	C
		0	0	0	6

Course Objective:

Enable the students to

1. get a practical experience in the field of their interest
2. help student choose their career through practical experience
3. enhance the placement opportunity to students

Course Outcomes:

Students will be able to

1. enhance the subject knowledge through experiential learning
2. integrate theory with practice
3. explore career alternatives prior to graduation
4. develop interpersonal and other critical skills in their career
5. acquire employment contacts leading directly to a job
6. appreciate work and time management

Description

Students will have an internship for a period of 45 days (240 Hours of Work Experience) in publishing house, video houses, schools, soft skills and personality training centres and BPO Centres with the objective to expose them to day-to-day

functioning of the industry. The interns will be exposed to the area of specialization. The faculty of the department will closely monitor the progress of the interns with the guides in the industry. A report and a viva voce will complete the process of evaluation.

Project reviews will be conducted during the internship on regular intervals which would consist of:

- Weekly Report
- Presentation
- Final Report
- Submission of the final Report and Presentation
- Viva

ELECTIVE- I

21EN3018	VISUAL STUDIES	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. understand the socio-cultural history within which works of art develop and change
2. appreciate the aesthetic sense through art works.
3. read and interpret visual politics.

Course Outcomes:

The students will be able to:

1. acquire knowledge of the major works of non-verbal tradition in their socio- cultural and historical context
2. explore the new ways of reading non-verbal social and cultural history
3. appreciate literary themes of non-verbal literature
4. understand the styles and techniques of non-verbal literature
5. have better understanding of different genre in visual
6. exhibit an appropriate level of expertise in non-verbal social and cultural history

MODULE 1: RENAISSANCE (12 HOURS)

Mannerism, Baroque: Masaccio, Leonardo da Vinci, Titian, Caravaggio

Alberti: *On Painting*

MODULE 2: 18TH AND 19TH CENTURY (12 HOURS)

Reynolds, Kauffman, Constable, Turner Reynolds, *Discourses* (Selections)

MODULE 3: IMPRESSIONISM AND POST-IMPRESSIONISM (12 HOURS)

Manet, Monet, Degas, Cezanne, Mary Cassatt, Van Gogh

Roger Fry

MODULE 4: INDIA IN THE 19TH AND 20TH CENTURY (12 HOURS)

Raja Ravi Verma, Rabindranath Tagore, Amrita Sher-gil, MF Hussain, Atul Dodia

E B Havell, Christopher Pinney

MODULE 5: VIRTUAL ARTS (12 HOURS)

Techno-aesthetic, Kinetic art, Frank Popper Virtual reality, Augmented reality, Cybernetic art.

TEXT BOOKS:

1. Hauser, Arnold. (2006). *The Social History of Art: Renaissance, Mannerism, Baroque*. Routledge.
2. Alberti, Leon. (1991). *On Painting*. Penguin Classics.
3. Reynolds, Joshua. (1906). *A Selection from the Discourses*. Blackie & Son Ltd.
4. Hodge, Susie. (2017). *The Short Story of Art: A Pocket Guide to Key Movements, Works, Themes, Techniques*. Laurence King Publishing.

REFERENCE BOOKS:

1. Burke, Kenneth. (2006). *Language as Symbolic Action*. California: University of California Press. 1966., and *Essays Toward a Symbolic of Motives*. USA: Parlor Press.
2. Sydney Joseph Freedberg, et al., (2013). *The Pelican History of Art book series*. UK: Penguin Books.
3. Partha Mitter, (2013). *Much Maligned Monsters: History of European Reactions to Indian Art*. UK: Oxford University Press.
4. Popper, Frank. (1968). *Origins and Development of Kinetic Art*, New York Graphic Society/Studio Vista.
5. Guha. Thakurta, Tapati (2004). *Monuments, Objects, Histories: Art in Colonial and Post-Colonial India*. NY: Columbia University Press.

21EN3019	CREATIVE WRITING	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. understand the principles of creative writing and the distinction between
2. the literary genres
3. explain the differences in writing for various literary and social media
4. hone the creative and critical faculties

Course Outcomes:

The students will be able to:

1. Distinguish between the literary genres
2. Write for various literary and social media
3. Critically appreciate various forms of literature
4. Make innovative use of their creative and critical faculties
5. Get placed in various creative fields
6. practice various forms of creative writing

MODULE 1: FUNDAMENTALS OF CREATIVE WRITING (12 HOURS)

Meaning and Significance of Creative Writing - Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms - Research for Creative Writing

MODULE 2: ELEMENTS OF CREATIVE WRITING (12 HOURS)

Elements of Style, Literary Devices and Figurative Language - Grammar and the Structure of Language - Proof Reading and Editing

MODULE 3: TRADITIONAL FORMS OF CREATIVE WRITING (12 HOURS)

Fiction, short story, novella and novel - Non-fiction - Poetry - Drama

MODULE 4: SELF-NARRATIVE WRITING (12 HOURS)

Fable - Biography, Memoire and Autobiography - Travelogues, Diaries, Self-Narrative Writing

MODULE 5: NEW TRENDS IN CREATIVE WRITING

Web Content Writing, Journalistic Writing and Blog Writing - Script Writing - Copywriting

TEXT BOOKS:

1. Bell, Julia and Magrs, Paul (2016). *The Creative Writing Course-Book*. Macmillan,
2. Turabian, Kate L (2013). *A Manual for Writers*, University of Chicago press.
3. Earnshaw, Steven (Ed) (2007). *The Handbook of Creative Writing*, Edinburgh University press.
4. Strunk, William and White, E. B (1999). *The Elements of Style*. London: Longman.

REFERENCE:

1. Mezo, Richard E. (1999). *Fire in the Blood: A Handbook of Figurative Language*. USA: Universal Publishers.
2. Bell, James Scott. (2014). *How to Write Dazzling Dialogue?*, Publisher: Lightning Source Inc.
3. Berg, Carly (2015). *Writing Flash Fiction: How to Write Very Short Stories and Get Them Published. Then Re-Publish Them All Together as a Book*. Houston: Magic Lante Press.
4. King, Stephen. (2012). *On Writing: A Memoir of the Craft*. US: Hodder.
5. Clark, Roy Peter (2008). *Writing Tools*.US: Brown and Company.

ELECTIVE- II

21EN3020	SPORTS AND JOURNALISM STUDIES	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. have an overview of the process of communication and the evolution in the field of mass communication
2. report news from various mediums
3. impart strategies and techniques to draft articles for media

Course Outcomes:

The students will be able to

1. Provide an insight to the basis of journalism
2. design and write news articles in a precise manner
3. understand the role played by media personnel
4. report and draft sports based news and its reach to a broader audience
5. demonstrate ability to write spot and feature stories related to sports
6. Identify and recognize of how a sports newsroom functions across various print, broadcast and the digital formats

MODULE 1: INTRODUCTION TO JOURNALISM (12 HOURS)

History and evolution - Definition, meaning and scope - Functions of journalism - Kinds of journalism - Principles of journalism - Roles and responsibilities of journalists - Ethics of journalism

MODULE 2: STRUCTURE OF A NEWS STORY (12 HOURS)

5Ws and 1H, Inverted pyramid, hour glass and chronology - Lead, body and conclusion - Background and quotes - Writing lead, types of leads

MODULE 3: TYPES OF REPORTING (12 HOURS)

General assignments, basics of covering accidents, deaths, natural disasters, crime, court, sports, business, budget, politics, elections, speech, seminars and entertainment - Investigative journalism and reporting - Reporting science and environment

MODULE 4: INTRODUCTION TO SPORTS JOURNALISM (12 HOURS)

History of sports and its media coverage in the modern era - Concept of sports journalism - Sports as a part of culture, international and indigenous games

MODULE 5: FUNCTIONING OF A SPORTS NEWSROOM (12 HOURS)

Amateur and professional sports - Basic understanding of the different kinds of popular sporting activities in India and around the world

TEXT BOOKS:

1. Seema Hasan. (2010). *Journalism. Mass Communication: Principles and Concepts*. CBS:New Delhi.
2. Ahuja, B.N and S.S Chhabra. (2008). *Principles and Techniques of Journalism*. Delhi: Surjeet.
3. Shrivastava, K.M. (2009). *News Reporting and Editing*. Delhi: Sterling, 2009.
4. Lorenz, Alfred Lawrence and John Vivian (2006). *News: Reporting and Writing*. Delhi: Pearson.

REFERENCE BOOKS:

1. Schaffer, James R., et al. (2019). *Sports Journalism: An Introduction to Reporting and Writing*. United States: Rowman & Littlefield Publishers.
2. Andrews, Phil. (2013). *Sports Journalism: A Practical Introduction*. United Kingdom: SAGE Publications.

21EN3021	TRANSLATION STUDIES	L	T	P	C
		3	1	0	4

Course Objectives:

Enable the students to

1. Explore the importance of translation theories
2. Understand the areas of applied translation studies
3. Critically reflect on different translation theories

Course Outcome:

Students will be able to

1. study the elements of translation, theories and practice
2. get exposed to translation techniques and problems
3. prepare the students for Competitive Exams
4. analyze the perspectives of the scholars on the theories of translation
5. apply the ways and means of solving problems of translation
6. explore possible ways of rendering from one language into the other

MODULE 1: DEFINITION AND THEORIES (12 HOURS)

Definitions and Theories of Translation

MODULE 2: HISTORY OF TRANSLATION (12 HOURS)

History of Translation in West and in India - Bible Translation - Translating Other Religious Books - Future of Translation

MODULE 3: TECHNIQUES AND PROBLEMS (12 HOURS)

Techniques and Problems in Translation - Role of a Translator - Kinds of Translation

MODULE 4: TECHNOLOGY AND TRANSLATION (12 HOURS)

Technology and Translation - Issues in Interpreting Studies - Issues in Audiovisual Translation

MODULE 5: TRANSLATION TODAY (12 HOURS)

Translation Today - Dubbing and Subtitling in Films - Machine Translation

TEXT BOOKS:

1. Bassnett, Susan (1991). *Translation Studies*. 1980. Revised edition 1991. London: Routledge.
2. Munday, Jeremy (ed). (2009). *The Routledge Companion to Translation Studies*. Revised Edition. The Routledge Publications. London and New York.

REFERENCE BOOKS:

1. Lefevere, Andre (1992). *Translation History Culture: A Sourcebook*. London: Routledge.
2. Das, B. Kumar. (2013). *A Handbook of translation Studies*. Atlantic Publisher and Distributors.
3. Kuhiwczak, Piotr and Littau, Karin (2007). *A Companion to Translation Studies*. Multilingual Matters Ltd: Toronto.

21EN3022	ENGLISH FOR RESEARCH PAPER WRITING	L	T	P	C
		2	0	0	2

Course Objectives

Enable the students to

1. understand how to improve the writing skills and level of readability

2. learn what to write in each section
3. understand the skills needed to frame a title

Course Outcomes:

The students will be able to

1. Use appropriate vocabulary for research writing
2. Use correct format for the research paper
3. Apply the correct punctuation, tone and register
4. Write grammatically correct sentences with coherence and cohesion
5. Use appropriate style of writing required for research writing
6. Apply the mechanics of writing abstract and synopsis

MODULE I: (6 HOURS)

Components of a Research Paper-Planning and Preparation-Word Order-Breaking up long sentences-Structuring Paragraphs and Sentences-Being Concise and Removing- Redundancy-Avoiding Ambiguity -Vagueness

MODULE II: (6 HOURS)

Clarifying Who Did What-Highlighting Your Findings-Hedging and 4 Criticizing- Paraphrasing and Plagiarism-Sections of a Paper-Abstracts-Introduction.

MODULE III: (6 HOURS)

Review of the Literature-Methods- Results- Discussion-Conclusions-The Final Check.

MODULE IV: (6 HOURS)

Key skills for writing a Title, Key skills for writing an Introduction, skills for writing a Review of the Literature.

MODULE V: (6 HOURS)

Skills for writing the Methods, Skills for writing the Results, skills for writing the Discussion, skills for writing the Conclusions.

MODULE VI:

Useful phrases for writing final draft-quality of the writing- submission

TEXT BOOK:

1. Adrian Wallwork (2011) *English for Writing Research Papers*, Springer New York Dordrecht Heidelberg London.

REFERENCE BOOKS:

1. Goldbort R (2006) Writing for Science, Yale University Press (available on Google Books)
2. Day R (2006) How to Write and Publish a Scientific Paper, Cambridge University Press
3. Highman N (1998), Handbook of Writing for the Mathematical Sciences, SIAM. Highman's book.

ENGLISH

LIST OF NEW COURSES (2020)

S. No.	Course Code	Course Name	Credits L:T:P:C
1	19EN3001	Asian Literature	3:0:0:3
2	19EN3002	Women's Writing	3:0:0:3
3	20EN2001	Comprehension and Communication Skills in English	1:0:2:2

19EN3001	ASIAN LITERATURE	L T P C 3 0 0 3
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Course Objectives:

1. To familiarize with Contemporary Asian authors and their writings in English
2. To examine major social, historical and political aspects of Asian countries
3. To explore Asian identities through a study of different genres of Asian writings in English

Course Outcomes:

The students will be able to

1. Appreciate the literary contributions of Asian writers in English
2. Explore the political and historical events connected with plot and theme of writings
3. Critically examine the socio-psychical aspects of men from different parts of Asia
4. Compare and contrast the literary works of varied Asian culture
5. Analyse the narrative style employed by writers of various genres
6. Comprehend the distinct identities and features of Asian Countries

Module 1 -Prose

Shashi Tharoor- India: From Midnight to the Millennium; Arundhati Roy- The Doctor and the Saint

Module 2 -Poetry

Galil Gibron - Broken Wings; The Playground of Life.

Module 3 - Novel

Khaled Hosseini –The Kite Runner; Mo Yan & Howard Goldblatt -Red Sorghum: A Novel of China.

Module 4 -Short Stories

Akutagawa Ryunosuke- The Great Earthquake; Genji Keita –Mr.English; Abe Akira-Peaches; Shibata Motoyuki-Cambridge Circus; Ohba Minako- The Smile of a Mountain Witch; Sawanishi Yuten- Filling up with Sugar

Module 5 -Drama

Cha Pomsok-Burning Mountain; Yi Manhui-Please turn of the Light

Module 6 -Criticism

Lisbeth Littrup, - Associative and Disassociative: The 'Self' in Chinese Classical and Modern Literature; Identity in Modern Japanese Literature; Rebecca Stuhr-Khaled Hossaini: A Writer's Life; Today's issues in Khaled Hossaini's Work

Text Books

1. Arunthadhi Roy, The Doctor and the Saint, Paperback, 2019.
2. Shashi Tharoor, India-From Midnight to the Millennium, Paperback, 2012.
3. Richard Nicols, Modern Korean Drama: An Anthology, Columbian University Press, 2011.
4. Khaled Hosseini, The Kite Runner, Bloomsbury Publishing, 01-Mar-2017.
5. Mo Yan, Howard Goldblatt. Red Sorghum: A Novel of China, Paperback, 2012.
6. Jay Rubin, Ed., The Penguin Book of Japanese Short Stories, Penguin Classics, 2019.
7. Lisbeth Littrup, Identity in Asian Literature, Routledge, 2013

Reference Books

1. Kang-i Sun Chang, Stephen Owen, "The Cambridge History of Chinese Literature", Volume I Cambridge University Press, 2010.
2. Charles Laughlin. "Chinese Literature: Essays, Articles, Reviews", JSTOR .Vol. 35, Globe Publication. Pvt. Ltd., 2013.
3. Sari Kawana, "The Uses of Literature in Modern Japan: Histories and Cultures of the Book", Bloomsbury Publishing, 2018.
4. Nile Green, "Afghanistan in Ink: Literature Between Diaspora and Nation", Columbia University Press, 2013.
5. Geetha Ganapathy-Doré, "The Postcolonial Indian Novel in English", Cambridge Scholars Publishing, 2011.
6. Paul-Gordon Chandler, "In Search of a Prophet: A Spiritual Journey with Kahlil Gibran", Rowman & Littlefield, 01-Sep-2017 –
7. Joyce Moses, "Middle Eastern Literatures and Their Times", Thomson Gale, 2004
8. Royall Tyler, "Japanese No Drama", Penguin UK, 29-Oct-1992

19EN3002	WOMEN'S WRITING	L T P C 3 0 0 3
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Course Objectives

1. To acquaint with international perceptions on women and gender
2. To comprehend women's issues at social, political, familial and psychical aspects
3. To explore the writing style of women authors

Course Outcome:

The students will be able to

1. recognize women in terms of history, literature, experiences, movements and theories
2. acquire analytical skill to think critically of women's issues
3. understand gender inequalities from international perspective
4. interpret the works of the women writers to explore their themes
5. identify the social concern in the works of essay writers
6. explore the feminine problems at national and international levels

Module - 1 Poetry

Elizabeth Barrett Browning - How Do I Love Thee? Meena Kandasamy- Ekalaivan, Sylvia Plath- Lazarus; Maya Angelou - Phenomenal Woman; Kamala Das- Introduction.

Module -2 Prose

Virginia Woolf- A Room of One's Own (Chapter 1&2); Arundhati Roy- The Algebra of Infinite Justice (Chapter 4&5)

Module -3 Drama

Mahasweta Devi - Mother of 1084; Caryl Churchill - Top Girls

Module 4 Fiction

Margaret Atwood- The Blind Assassin; Meena Kandasamy- The Gypsy Goddess

Module -5 Theories

Mary Wollstonecraft- A Vindication of the Rights of Women ; Coloniality of Gender and Power: From Post coloniality to De coloniality

Module- 6 Criticism

Lynette Felber: A manifesto for Feminine Modernism: Dorothy Richardson's Pilgrimage - Elaine Showalter -Toward a Feminist Poetics.

Reference Books

1. Elaine Showalter.ed, The New Feminist Criticism. Pantheon Books, New York, 2000.

2. Khatri, C.L. British Authors and Texts, Critical Responses. New Delhi: Sarup & Sons, 2005
3. Plath, Sylvia. The Collected Poems. USA: Paw Prints. 2008
4. Angelou, Maya. Phenomenal Woman. India: Random House, 2000
5. Das, Kamala, The Old Playhouse and Other Poems. India: Orient Longman Pvt. Ltd. 2004
6. Kandasamy, Meena. The Gypsy Goddess: Atlantic Books, 2014
7. Woolf, Virginia. A Room of One's Own. London: Broadview Press, 2001
8. Roy, Arundhati. The Algebra of Infinite Justice. India: Penguin Ltd. 2002
9. Devi, Mahasweta : Mother of 1084, India: Seagull Books, 1997
10. Churchill, Caryl: Top Girls. London: A&C Black, 2013
11. Atwood, Margaret: The Blind Assassin. UK: Hatchet, 2009
12. Wollstonecraft, Mary : The Vindication of the Rights of Women. UK. Pearson Longman, 2002
13. Lisa Jane Disch, M. E. Hawkesworth, The Oxford Handbook of Feminist Theory, Oxford University Press, 2016
14. Lisa Rado, Rereading Modernism: New Directions in Feminist Criticism, Routledge, 2012

20EN2001 COMPREHENSION AND COMMUNICATION SKILLS IN ENGLISH

Credits: 1:0:2:1

Theory: 1 hour; Lab: 2 hours

Course Objectives:

To impart knowledge on

1. Comprehension of spoken and written deliberations
2. Presentation in academic and professional situations
3. Employability skills needed for job interviews and placement

Course Outcomes:

The students will demonstrate ability to

1. develop reading and comprehension skills
2. listen attentively to lectures and formal speeches
3. write appropriately in academic and work places
4. speak efficiently in formal and informal situations
5. utilize team spirit and leadership qualities
6. employ skills to face interviews and competitive exams

MODULE 1

Reading Comprehension: War Minus Shooting- The Sporting Spirit; George Orwell. A Dilemma- A Layman looks at Science Raymond-B. Fosdick; You and Your English – Spoken English and Broken English- G.B. Shaw

MODULE 2

Vocabulary Skills: Antonym, Synonym, Homophones, Homonyms, Often confused words.

Exercises to help the Students in the Enrichment of Vocabulary based on TOEFL and other Competitive Examinations

MODULE 3

Functional Grammar: Articles, Prepositions, Verb, Subject verb Agreement, Transformation, Synthesis, Direct and Indirect Narration

MODULE 4

Written Skills: Paragraph writing, Precise writing, Report writing and Proposal writing, The style

MODULE 5

Employability Skills. Preparation of Curriculum Vitae and Job applications

MODULE 6

Research Writing: Synopsis Writing; Interviews: Kinds, Importance and Process

Practical sessions focusing on the following will be done during the lab hours

1. Listening Comprehension: Listening to Short Talks Lectures, Speeches (Scientific, Commercial and General in Nature).
2. Oral Communication: Phonetics, Stress and Intonation, Conversation practice.
3. Conversation: Rate of speech, Clarity of Voice, Speaking and Listening.
4. Reading skills: Reading Dialogues, Rapid Reading, Intensive Reading, Improving Reading Skills.
5. Mock Interviews: Testing Initiative, Team Spirit, Leadership, Intellectual Ability. Group Discussion.

Reference Books

1. Balasubramanian T. A Text book of Phonetics for Indian Students, Orient Longman , New Delhi, 2016.
2. Jean Naterop, B. and Rod Revell. 2004. Telephoning in English Cambridge University Press: Cambridge, 2009.
3. Krishna Mohan and Meera Banerjee. Developing Communication Skills, Macmillan Publishers India Ltd. New Delhi, 2009.
4. Krishnaswamy N and Sriraman, T. Current English for Colleges, Macmillan: India Ltd. Madras, 2014.
5. Madhukar R.K. Business Communication, Vikas Publishing House PVT. LTD, Noida, UP, 2017.
6. Narayanaswamy V R. Strengthen Your Writing, Orient Longman, New Delhi, 2005.
7. Orwell, George, The Collected Essays, Journalism, and Letters of George Orwell, Volume 1. Brace & World, Harcourt, 1968.
8. Sharma R C and Krishna Mohan. Business Correspondence, Tata Mc Graw Hill Publishing Company, New Delhi, 2002.
9. Transcript of Recorded Speeches: A Dilemma- A Layman Looks at Science, Raymond-B. Fosdick (1945); You and Your English – Spoken English and broken English- G.B. Shaw (1927).

DEPT. OF ENGLISH

LIST OF NEW COURSES

S. No.	Course Code	Name of the Course	Credits
1	18EN2002	Modern Poetry	3:1:0
2	18EN2003	Drama of Romantic and Victorian Age	3:1:0
3	18EN2004	Selected Fiction of Modern Age	3:1:0
4	18EN2005	Shakespearean Comedies	3:1:0
5	18EN2006	Selected Indian English Writers	3:1:0
6	18EN2007	American, Commonwealth and Canadian Literature	3:1:0
7	18EN2008	Art of Thesis Writing Lab	0:0:2
8	18EN2009	Biblical Literature	3:0:0
9	19EN1001	English	2:0:1
10	19LN1001	German Language	2:0:0
11	19LN1002	Chinese Language	2:0:0

18EN2002 MODERN POETRY

Credits: 3:1:0

Course objectives:

1. To identify the unique styles of the poets whom they will study
2. To understand broader issues and theoretical questions associated with poetry as an art form in the modern poetry.
3. To analyze the inter-relationships of form, content, and style in the 20th century

Course Outcomes:

The students will be able to

1. Appreciate the art of writing poetry
2. Understand the different cultural and socio political factors responsible for the creation of such works of art
3. Examine poetry from a variety of contexts and approaches
4. Scan lines for meter and rhythm, and the use of figures such as metaphor, metonymy, personification, allusion.
5. Identify and appreciate techniques of sound and structure
6. Explore and discuss figures of logic like irony, parody, allegory and perspective.

Module I - Background of Modern Age

Stream of Consciousness- Dadaism- Imagism- Surrealism- Expressionism- World War I & II- War Poets- Avante Garde - Cubism-Realism

Module II – Walt Whitman, Frost and T. S. Eliot

Out of the Cradle Endlessly Rocking - Walt Whitman -Home Burial- Robert Frost - The Love song Alfred J. Prufrock – T.S. Eliot

Module III – Hopkins and Yeats

Gerald Manley Hopkins – God’s Grandeur - Pied Beauty - W. B. Yeats – Easter 1916 - Second Coming

Module IV – Owen, Hardy and Kipling

Wilfred Owen – Anthem for Doomed Youth - Strange Meeting - Thomas Hardy - The Man He Killed - Rudyard Kipling - Gunga Din

Module V – Stevens, Pound, William Carlos William and Duffy

Wallace Stevens - Of Modern Poetry - Ezra Pound - A Pact - An Immortality - William Carlos William - This is Just to Say - Carol Ann Duffy - Havisham

Reference Books:

1. Carter, Ronald, and John McRae. The Routledge History of Literature in English: Britain and Ireland. 2nd new edition ed., Taylor & Francis Ltd, 2001.

2. Nelson, Cary, editor. *Anthology of Modern and Contemporary American Poetry*. Vol. 1, Oxford University Press, 2014.
3. Hamilton, Ian, and Jeremy Noel-Tod. *The Oxford Companion to Modern Poetry*. Oxford University Press, 2014.
4. Untermeyer, Louis. *Modern British Poetry*. 2007
5. Ramazani, Jahan, et al. *The Norton Anthology of Modern and Contemporary Poetry*. 3rd ed., W.W. Norton, 2003.

18EN2003 DRAMA OF ROMANTIC AND VICTORIAN AGE

Credits: 3:1:0

Course Objectives

1. To introduce the history of Romantic and Victorian Ages through drama
2. To bring out the differences between the theme and vision of both the Ages
3. To enable the students learn about various playwrights of Britain, America and Germany

Course Outcomes

The student will be able to

1. comprehend the social and literary background of the playwrights
2. analyse the social, historical and political themes of Romantic and Victorian plays
3. examine the characteristics of British, German and American dramas
4. identify the narrative styles of various types of plays
5. critically interpret the plot, themes and characters of the plays
6. comprehend and enact various scenes of the plays

Module –I - Introduction to Romantic and Victorian ages

The growth and development of Romantic and Victorian dramas

Module-II- John Keats

John Keats - *Otho the Great*

Module III- Friedrich Schiller

Friedrich Schiller - *Mary Stuart*

Module IV- W.T. William Thomas Moncrieff

W.T. William Thomas Moncrieff - *Tom and Jerry*

Module V- Isaac Pocock :

Isaac Pocock - *The Robber's Wife*

Reference Books :

1. Dabundo, Laura. *Encyclopedia of Romanticism (Routledge Revivals): Culture in Britain, 1780s-1830s*. Routledge:2009
2. Dyos, Harold James, Michael Wolff. *The Victorian City: Images and Realities, Volume 1*. Psychology Press: 1999 -
3. Keats, John. *Otho the Great*. South Carolina: Create Space, 2015
4. Schiller, Friedrich. *Mary Stuart*. Newyork: John A. London: Gray & Green Printers, 1975
5. Moncrieff, William Thomas. *Tom and Jerry*. London:Paperback,2014
6. Pocock, Isaac. *The Robber's Wife*. London: Samuel French , 1910

18EN2004 SELECTED FICTION OF MODERN AGE

Credits: 3:1:0

Course Objectives:

1. To understand the socio-cultural and literary background of Modern Age.
2. To appreciate the aesthetic sense of the writers through literary works.
3. To gain understanding of the masterpieces in fiction.

Course Outcomes:

The students will be able to

1. trace the socio-political milieu that birthed the novels.
2. analyze the styles and technique adopted by the Modern novelists.
3. exhibit an understanding of the plot construction and characterization.
4. demonstrate their skills in interpretation and evaluation of these fictions.
5. compare and contrast the descriptive and narrative skills of these writers.
6. examine the cultural values that are found in these works.

Module I – Modern Age and the growth of novel

Modern Age – Social and Political Background – Growth of novel - Major Novelists and works of contemporary writers

Module II - Travelogues

Rudyard Kipling - Kim

Module III – Stream of Consciousness

James Joyce – A Portrait of the Artist as a young man

Module IV – Science Fiction

Aldous Huxley – Brave New World

Module V – Moral Fiction

Graham Greene – The Power and the Glory

Text Books:

1. Kipling, Rudyard. *Kim (Classic, 20th-Century, Penguin)*. Penguin Classics, 1987
2. Joyce, James. *A Portrait of the Artist as a Young Man*. Oxford Paperbacks, 2008
3. Huxley, Aldous *Brave New World*. London: Vintage, 1998
4. Greene, Graham. *The Power and the Glory*. Penguin Classics, 2003

Reference Books:

1. Hudson W. H. An Outline History of English Literature. Maples Press, Noida, 2011
2. Edward Albert. History of English Literature, Oxford University Press, New Delhi, 2009
3. Rees R.J. English Literature: An Introduction for Foreign Readers. Macmillan Publishers India Ltd., 2009

18EN2005 SHAKESPEAREAN COMEDIES

Credits: 3:1:0

Course Objectives:

1. To expose the students to the world of Shakespeare and his works
2. To introduce the Elizabethan stage and dramatic technique
3. To impart literary and moral values through Shakespearean comedies

Course Outcomes:

The students will be able to

1. appreciate the literary merits of Shakespeare as a dramatist
2. acquire an understanding of Elizabethan theatres
3. trace the influence of Plautus and Terence in Shakespearean comedies
4. analyze the dramatic structure and characteristics of Shakespearean comedies
5. critically analyze the themes and characterization in Shakespearean comedies
6. examine and appreciate the rich literary aspects of these masterpieces

Module I – Introduction

Introduction to Elizabethan Drama – Elizabethan Theatres – English comedies and French influence – Shakespearean comedies.

Module II - A Midsummer Night's Dream

William Shakespeare - A Midsummer Night's Dream

Module III - As You Like It

William Shakespeare - As You Like It

Module IV - Thematic study

Thematic study – Structure, Plot and character analysis of A Midsummer Night's Dream

Module V - Thematic study

Thematic study –Structure, Plot and character analysis of As You Like It

Reference Books:

1. Albert, Edward. History of English Literature. Oxford: OUP, 1997.
2. Shakespeare, William. A Midsummer Night's Dream. Cambridge: CUP, 2010.
3. Shakespeare, William. As You Like It. Cambridge: CUP, 2010.

18EN2006 SELECTED INDIAN ENGLISH WRITERS

Credits: 3:1:0

Course Objectives:

1. To provide an insight into the different genres of Indian Writing in English and
2. To acquaint the students with diverse aspects of Indian perspective
3. To make students familiarize with the literature written in English in India.

Course Outcomes:

The Student will be able to

1. create literary sensibility and emotional response to the literary texts
2. analyse and appreciate literary texts
3. employ artistic, creative language in their writing
4. apply innovative use of language in their writings
5. identify values and develop human concern through exposure to literary texts
6. exhibit literary and linguistic competence

Module I - POETRY

(Detailed) Rabindranath Tagore: Gitanjali – 1,11,27,35, A.K. Ramanujan: A River, Henry Louis Vivian Derozio: The Harp of India, Toru Dutt: Our Casuarina Tree, (Non-detailed) Nissim Ezekiel: Poet, Lover, Bird Watcher, Sarojini Naidu: Indian Dancers, Kamala Das: An Introduction.

Module II - DRAMA

(Detailed) Vijay Tendulkar: Kanyadaan, (Non-detailed) Girish Karnad: Nagamandala

Module III - ESSAY

(Detailed) Balarama Gupta, C.N. Srinath: Emerald Treasury of Indian Humorous Essays in English 1-4 Essays (Non-Detailed) Jawaharlal Nehru: The Discovery of India

Module IV - FICTION

(Detailed) Rohinton Mistry: A Fine Balance, (Non-detailed) Arundhati Roy: God of Small Things Suketu Mehta: Maximum City, Chetan Bhagat: Half Girl Friend.

Module V - PROSE

Statements: Anthology of Indian Prose in English by Adil Jusswalla, Eunice De Souza 1-4 Essays

Reference Books

1. Narasimhaiah C D. ed. "An Anthology of Commonwealth Poetry", Macmillan, 1990.
2. Iyenger, K R S. "Indian Writing in English", Sterling Publisher. New Delhi, 1984.
3. Narasimhaiah, C D. ed. "Makers of Indian English Literature", Pencraft International. Delhi, 2000.
4. Dwivedi, A.N. ed. "Indian Poetry in English", Arnold Heinemann. New Delhi, 1980.
5. Balarama, Gupta, C.N.Srinath, "Emerald Treasury of Indian Humorous Essays in English", Emerald Publishers, New Delhi, 2007.

6. Duttani, Mahesh, "Collected Plays", Penguin Books, New Delhi, 2000.

18EN2007 AMERICAN, COMMONWEALTH AND CANADIAN LITERATURE

Credits: 3:1:0

Course Objectives:

1. To learn about the socio-cultural and literary background of the American, Commonwealth and Canadian literary tradition
2. To acquire the skills to appreciate the aesthetic sense through literary works.
3. To learn to appreciate the artistry of key American, Commonwealth and Canadian writers

Course Outcomes:

The students will be able to:

1. appreciate literary themes of American, Commonwealth and Canadian literature
2. understand the styles and techniques of American, Commonwealth and Canadian literature
3. know different genres of American, Commonwealth and Canadian literature
4. exhibit an appropriate level of expertise in literary history- literary theory- and rhetoric.
5. demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
6. Examine major texts and traditions of American, Commonwealth and Canadian literature in their social- cultural and historical context

Module I: Major Literary movements

Historical background of American, Commonwealth and Canadian literature- Major Literary Movements- Dark Romanticism-Transcendentalism-Realism- Beat Generation-Modernism-The Lost Generation-Stridentism- Confessional Poetry - Confederation Poets- Montreal Group- The Song Fishermen- Southern Ontario Gothic- Quebec Movement

Module II: Poetry

Frost : Mending Wall - Emily Dickinson - Because I could not Stop for Death - Tagore – Gitanjali- Where the mind - Wole Soyinka- Telephone Conversation

Module III: Short Stories

O Henry: The Ransom of the Red Chief - Edgar Allan Poe: The Purloined Letter - R. K. Narayan: An Astrologer's Day

Module IV : Drama

Vijay Tendulkar : Silence, The Court is in Session - Eugene O' Neil : The Hairy Ape

Module V: Novel

Harper Lee : To Kill a Mocking Bird - Chinua Achebe- Things Fall Apart

Reference Books:

1. Gopal Mallik. Vijay Tendulkar's Silence! The Court is in Session Paperback, 2013
2. Harper Lee, Cornerstone. To Kill A Mockingbird, Digital Enhanced Edition, 2014
3. O'Neill Eugene. The Hairy Ape; Anna Christie; The First Man, , Hardpress Publishing, 2013
4. Paul, S. K. The Complete Poems of Rabindranath Tagore's Gitanjali: Texts & Critical Evaluation., Sarup & Sons, 2006
5. Ganguli, Swati. Rabindranath Tagore & the Nation., Punaschat Publisher, 2012 Lall, Ramji. Gitanjali- Critical Study. Surjeet Publications, 2nd edition, 2012.
6. Tagore, Rabindranath. Gitanjali, Embassy book, 2011
7. Hart, James David. The Oxford Companion to American Literature. New York: Oxford UP, 1983.
8. Ross, Donald. Companion to American Literature: Historical and Cultural Background. New York: Peter Lang, 2000.
9. Bradley, Sculley, Richmond C. Beatty, and E H. Long. The American Tradition in Literature. New York: Norton, 1997.

18EN2008 ART OF THESIS WRITING LAB

Credits: 0:0:2

Course Objectives:

1. To learn the art of thesis writing
2. To understand different aspects of thesis writing
3. To acquire skills required for writing a thesis

Course Outcomes:

The students will be able to

1. Make an attempt in thesis writing
2. have a clear understanding of different types of thesis writing
3. use appropriate language for writing the thesis
4. use appropriate tones, punctuation and words
5. know the different components of thesis
6. examine documentation according to the standard format

Practical sessions focusing on the following will be done during the lab hours

1. Project framework
2. Types of research
3. Use of Punctuations
4. Discourse Types
5. Coherence and cohesion
6. Use of Primary and Secondary Sources
7. Tone and language use
8. Paraphrasing
9. Literature Review
10. Citing References

Lab Manual will be prepared and implemented after the approval of the Head of the department

Reference Books:

1. Joyner, L. Randy , Rouse A. William and Glatthm . Writing the Winning Thesis or Dissertation: A Step-by-Step Guide (Volume 3). Corwin, 2012.
2. MLA Handbook for Writers of Research Papers 7th Edition. Affiliated East-west Press Pvt. Ltd.- New Delhi, 2008.

18EN2009 BIBLICAL LITERATURE

Credits: 3:0:0

Course Objectives:

1. To comprehend the literary value of the Bible
2. To acquire the knowledge about the poetry and stories of the Bible
3. To appreciate the moral values embedded in the parables

Course Outcomes:

The students will be able to

1. show their understanding of the literary value of the Bible
2. appreciate the narrative skill of the writer
3. interpret the literary and historic aspects of the stories of the Bible
4. analyze the wisdom literature and poetry of the Bible
5. critique the relevance of the parables in the 21st century
6. demonstrate the skills of epistolary writing

Module I – Introduction to Bible as Literature

Narratives-Short story- Wisdom Literature-Poetry-Parables- Epistolary Writing-Influence of the Bible on English Language and Literature

Module II – Narratives

Creation Narrative (Gen 1.1-31)-Offering of Isaac (Gen.22.1-19) - Ten Plagues (Ex.7-12)-Crossing the Red Sea(Ex.14)-Crossing the Jordan(Josh.3.1-17)

Module III- Short story

Book of Ruth-Book of Esther- Book of Jonah

Module IV- Wisdom Literature and Poetry

Book of Proverbs Chapter 10-Book of Ecclesiastes Chapter 1- Psalms 1, 22, 23- Magnificat Gospel of Luke 1.46-55

Module V-Parables and Epistolary Writing

Parable of the Sower (Matt.13.1-8, 18-23) - Parable of the Ten Virgins (Matt.25.1-13)- Parable of the Talents (Matt.25. 14-30)-Parable of the Prodigal Son(Luke15.1-7, 11-32)- Apostle Paul's First Epistle to Corinthians 1.1-31

Text Books:

1. The Holy Bible, King James Version. Massachusetts: Hendrickson Publishers, 2012.

Reference Books :

1. Jones, Kenneth E. Let's Study the Bible. New York: Pyramid Books, 1971
2. Keach, Benjamin. Exposition of the Parables. Hyderabad: Authentic Books, 2002
3. Matthew Henry's Commentary on the Whole Bible, Massachusetts: Hendrickson, 2011
4. Trawick, Buckner B. The Bible as Literature. The New Testament. New York: Barnes & Noble Books, 1968

19EN1001 ENGLISH

Credits: 2:0:1

Course Objectives:

- To train the students to obtain proficiency in grammar skills
- To prepare the students to write effectively and appropriately
- To train them to have better professional skills and be successful communicators in all formal contexts.

Course Outcomes:

The students will be able to

- use appropriate general and technical vocabulary
- comprehend the academic texts and review them
- write grammatically and technically correct English
- present oneself professionally in various contexts
- participate in group activities and contribute effectively
- write for different purposes

Module I: BASICS OF ENGLISH WORDS: (7 hours) Word formation – Borrowed root words – Prefixes and suffixes – derivatives – One-word substitution - abbreviations – punctuations – articles – prepositions – reading and comprehension activities

Module II: COHERENCE AND COHESION: (7 hours) Sentence structures- phrases and clauses – coherence and cohesion – essay – techniques for writing precisely – subject – verb agreement – noun-pronoun agreement – misplaced modifiers – redundancies – clichés.

Module III: PROFESSIONAL SKILLS: (8 hours) Group discussion - group dynamics - importance of body language in speaking – gestures and body movements – tone and voice – interview techniques – Resume writing skill

Module IV: PRESENTATION SKILLS: (7 hours) Individual mini-presentation – group presentations – Impromptu presentation – presenting oneself in different contexts – public speaking

Module V: SPEAKING SKILLS: (8 hours) Planning and organising events – conversation and dialogues – everyday professional speaking situations

Module VI: WRITING PRACTICES: (8 hours) Principles of writing short and long pieces – messages – paragraph – letters – precis writing

Text Book:

1. Raman, Meenakshi and Sharma, Sangeeta. Technical Communication: Principles and Practice. 3rd edn. OUP: Oxford, 2017
2. Business English Practice, CUP: Cambridge, 2018

Reference Books:

1. Swan, Michael. Practical English Usage. OUP: Oxford, 1995
2. Wood, F.T. Remedial English Grammar. Macmillan: Chennai, 2007
3. Zinsser, William. On Writing Well. Harper Resource Book: London, 2001
4. Hamp-Lyon, Liz and Heasley, Ben. Study Writing. CUP: Cambridge, 2006
5. Kumar, Sanjay and Lata, Pushpa. OUP: Chennai, 2011
6. CIEFL, Hyderabad. Exercises in Spoken English, Parts I – III. OUP: New Delhi, 2010
7. Rizvi, Ashraf M. Effective Technical Communication. Tata McGraw Hill: New Delhi, 2018

List of experiments (minimum 8 and maximum of 10 experiments as per language proficiency level of students)

1. Reading and Listening comprehension exercises
2. Video resume and short profile presentation
3. Oral Presentation
4. Turn taking and Group Dynamics
5. Present a topic using Prezi / PPT
6. Create a list of works relating to one's domain
7. Listen to varieties of English
8. Autobiography and Role Play
9. Analyze a documentary critically
10. Read and critically analyze different kinds of texts
11. Business Writing
12. Analyse a case on cross cultural communication

19LN1001	GERMAN LANGUAGE	L	T	P	C
		2	0	0	2

Credits: 2:0:0

Course Objectives:

1. To introduce German language and culture
2. To make the students understand German as second European foreign language
3. To impart basic German language at A1 level

Course Outcomes:

Students will be able to

1. Appreciate German culture and way of life
2. Use German grammar in their expression correctly
3. Participate in simple conversation
4. Describe commonly used things and activities
5. Discuss certain information in formal contexts
6. Write grammatically correct sentences and letters in German

Module I - German Culture

Associations with German - Name and origin – Geography – Climate – Culture and Habits – German social system

Module II - Grammar

Verbs in present tense – Personal pronouns – Du/Sie forms in context – Working with dictionary – appropriate use of words and short expression

Module III - Conversations

Describing personal way of living – Possessive article – short conversations – introducing oneself – introducing others

Module IV – Day-to-day activities

Describing routes – names of products and food items – Asking and answering – German family structure – festivals and functions

Module V - Discussions

Local prepositions (Akkusativ) – Discuss impressions – Taste – Verbs:essen, trinken, mögen+Negation and gern, oft, viel, wenig

Module VI – Basic Writing skills

Writing messages – Personal letters – simple formal letters – Translation from German to English – Use of punctuation

Text Books

1. Funk, Hermann. Studio D A 1. Cornelsen Verlag, 2010
2. Buscha, Anne and Szita, Szilvia. Begegnungen A1+: Lehrerhandbuch. Schubert Verlag E. K.2007

19LN1002	CHINESE LANGUAGE	L	T	P	C
		2	0	0	2

Course Objectives:

1. To introduce Chinese language and culture
2. To make the students understand Chinese as foreign language
3. To impart basic Chinese language at beginner's level

Course Outcomes:**Students will be able to**

7. Appreciate Chinese culture and way of life
8. Use Chinese grammar in their expression correctly
9. Participate in simple conversation in Chinese
10. Describe commonly used things and activities in China
11. Discuss certain information in formal contexts
12. Write grammatically correct sentences and letters in Chinese

Module I: Greetings

Basic Vocabulary—how to say hi, ask names, nationalities, greetings - Sentence Patterns

Authentic (daily-used) expressions Vs. Textbook expressions of greetings

Activity--“I live in the global village” Cultural Note--Chinese Names (formation + history)

Module II: Numbers

Warm-up activity—how to count 1-10 in Chinese (with hand-gesture expressions)

Basic expressions in asking time - Basic expressions in asking price - Activity—counting game (clap your hand without speaking up the number when it comes to number 7)

Cultural note— (1) semantic meaning of numbers in Chinese culture - (2) bargaining cultures in China

Module III: Transportation

Basic vocabulary—means of transportation; directions; taxi language - Sentence patterns—asking ways; communicating with taxi drivers (drive slowly, drive fast, turn left/right, stop, etc.) Activity— role play -

Cultural note—road names in China, road designing ideas in China,

Module IV: Food

Basic vocabulary—fruit and vegetables; meats - Sentence patterns—buying food, asking price, ordering food, making reservations - Activity— role play - Cultural Note—Chinese people consider “Food is the first happiness”; eight types of Chinese - food; and Taoism

Module V: Family

Warm-up activity—introducing the formation of Chinese character - Basic vocabulary—family members, measure word for people, professions - Sentence patterns—introduce family members, family album - Cultural note—different family concept; one- different addressing in Chinese family

Module VI: Writing Practices

Short expression in Chinese – formal letter – dialogue – vocabulary for different everyday purposes – Email - Messages

Text Books:

Workbook will be prepared and circulated by the subject expert

ENGLISH

LIST OF COURSES

S. No.	Course Code	Course Name	Credits L:T:P:C
1	17EN2025	Drama I	3:1:0:4
2	17EN2026	Fiction of Romantic and Victorian Age	3:1:0:4
3	17EN2027	Origin of English Language	3:1:0:4
4	17EN2028	Language and Linguistics	3:1:0:4
5	17EN2029	Poetry of Romantic and Victorian Age	3:1:0:4
6	17EN2030	Shakespearean Tragedies	3:0:0:3
7	17EN2031	History of English Literature	3:1:0
8	17EN2032	Language of Literature	3:1:0
9	17EN2033	Business English Communication	3:1:0
10	17EN2034	Media and Communication	3:0:0
11	17EN2035	Selected Women Writing	3:0:0
12	17EN2036	Drama II	3:1:0
13	17EN2037	English for NET / SET / TET	0:0:2
14	17EN2038	Lab Modules for Language Trainer	0:0:2
15	18EN1001	English	2:0:0:2
16	18EN1002	English Language Lab	0:0:2:1
17	18EN2001	Communication Skills and Personality Development	1:0:1:2
18	18EN3001	English for Research Paper Writing	2:0:0:0
19	18EN3002	Personality Development and Value Education	2:0:0:0

17EN2025	DRAMA I	L	T	P	C
		3	1	0	4

Course Objective:

1. To familiarize the students about the origin and development of British drama
2. To introduce the dramatic structure and the technique adopted in the plays
3. To impart literary and moral values through the plays

Course Outcome:

The student will be able to

1. appreciate the plays by associating these with the age and cultural background
2. identify the transit from miracle plays to social plays
3. trace the differences between tragedy and comedy
4. analyze the dramatic structure and the characteristics of the plays
5. critically analyze the themes and characterization in the plays
6. examine the rich literary and moral aspects of these plays

Unit I - Introduction

Evolution of British Drama- Liturgical Plays -Miracle, Mystery and Morality plays – Interludes – Tragedy – Comedy – Tragi-Comedy – University Wits – Shakespeare – Comedy of Humours – Restoration Comedy – Heroic Drama – Anti-Sentimental Comedy- Comedy of Manners.

Unit II – Writing of Marlowe

Christopher Marlowe – Doctor Faustus

Unit III - Goldsmith

Oliver Goldsmith – She Stoops to Conquer

Unit IV – Oscar Wilde

Oscar Wilde – Importance of Being Earnest

Unit V - Shaw

George Bernard Shaw – Arms and the Man

Reference Books:

1. Albert, Edward. History of English Literature. OUP, 1997
2. Marlowe, Christopher. Doctor Faustus. Oxford. 1997
3. Goldsmith, Oliver. She Stoops to Conquer. Peacock Books. 2001
4. Wilde, Oscar. Importance of Being Earnest. Penguin Classics. 2016
5. Shaw, George Bernard. Arms and the Man. Orient Blackswan. 2011

17EN2026	FICTION OF ROMANTIC AND VICTORIAN AGE	L	T	P	C
		3	1	0	4

Course Objective:

1. To understand the socio-cultural and literary background of Romantic and Victorian Age
2. To appreciate the aesthetic sense of the writers through the literary works.
3. To gain understanding of the masterpieces in fiction

Course Outcome:

The student will be able to:

1. trace the socio-political milieu that birthed the novels
2. analyse the styles and technique adopted by the Romantic and Victorian novelists
3. exhibit an understanding of the plot construction and characterization .
4. demonstrate their skills in interpretation and evaluation of these fictions
5. compare and contrast the descriptive and narrative skills of these writers
6. examine the cultural values that are found in these works

Unit I - Introduction

Romantic Age – Social and Political Background – Major Novelists and works – Victorian Age- Social, Political, Scientific innovations and Victorian Compromise – Major novelists and works.

Unit II - Shelley

Mary Shelley – Frankenstein

Unit III – Jane Austen

Jane Austen - Emma

Unit IV - Bronte

Emile Bronte – Wuthering Heights

Unit V - Hardy

Thomas Hardy - Far from the Madding Crowd

Reference Books:

1. Albert, Edward. History of English Literature. OUP, 1997
2. Shelley, Mary. Frankenstein. Collins Classics. 2017
3. Austen, Jane. Emma. Collins Classics. 2017
4. Bronte, Emile. Wuthering Heights. 2017
4. Hardy, Thomas. Far from the Madding Crowd. Collins Classics. 2010

17EN2027	ORIGIN OF ENGLISH LANGUAGE	L	T	P	C
		3	1	0	4

Course Objective:

- To inform the students of the origin of English language
- To teach them about the development of language
- To impart the language change and language formation

Course Outcome:**The students will be able to**

- understand the origin of English language
- gain knowledge of the parental language of English
- understand the features of old English
- know about the development of middle English
- assess the changes that initiated birth of modern English
- critically examine the language changes and development of modern English

Unit I - Origin of Language: Nature of language – human languages and animal communication systems – flux in language – language families – Indo-European family – Germanic group – the descent of English – broad characteristics.

Unit II - Old English: Periods in the history of English language – Old English – Celtic, Latin and Scandinavian influences – effect on grammar and syntax – Norman conquest – French influence – growth of national feeling – adoption of English

Unit III - Middle English: Middle English – decay of inflection – loss of grammatical gender – French Influence on the vocabulary – dialectal diversity – the rise of standard English – contribution of major writers to the English language – Chaucer, Spenser, Shakespeare, Milton – the impact of Bible Translations on the English language.

Unit IV - Modern English: Modern English – Renaissance and after – general characteristics of English – changes in pronunciation and grammar – attempts to reform English – Spelling through the ages – problems and prospects of spelling reform – Development of Dictionaries – Dr. Johnson's dictionary – slang and standard speech – English dialects – evolution of English as a global language.

Unit V - Language Changes: Word formation and growth of vocabulary – makers of English – Semantics – changes of meaning – widening, restriction, amelioration, radiation, concatenation, synaesthesia, metonymy, synecdoche, faded metaphors, euphemism, divergence of meaning – some present-day trends in the English language – slang and jargon – varieties of dialects – various 'Englishes' – influence of the colonies.

Text Books

1. Wood F.T. An Outline History of the English Language. Macmillan, 2008.
2. Baugh A.C. A History of the English Language. Chennai: Allied Published, 1978.

Reference Books

1. A Concise History of English Literature and Language, Primus Books, Delhi 2013
2. Barber C.L. The Story of Language. Penguin, 1982.
3. Crystal, David. English as a Global Language. London: Cambridge University Press, 1997
4. Mugglestone. Oxford History of English, Indian Edition: Oxford University Press, 2009.
5. Gelderen, Elly van. A History of the English Language. John Benjamins Publishing Company.2006

17EN2028	LANGUAGE AND LINGUISTICS	L	T	P	C
		3	1	0	4

Course Objective:

1. To make the students understand linguistics and its branches
2. To impart the knowledge of traditional and structural grammar
3. To teach the process of language acquisition and regional variation

Course Outcome:

The student will be able to

1. identify the different branches of linguistics
2. apply various approaches in the scientific study of language
3. analyze the core aspects of language usage from morphology to semantics

4. trace the process of language acquisition
5. examine the different regional dialects and the varieties of English language
6. reflect on sociolinguistics, style and register

Unit I – Introduction to Linguistics

Linguistics – branches of linguistics – approaches to the study of language – diachronic and synchronic – prescriptive and descriptive – traditional and modern – key concepts – langue & parole – competence and performance – grammaticality and acceptability – traditional and structural grammars.

Unit II – Morphological studies

Morphology – morphemes – classification – allomorphs – Syntax – word classes – form class – function class – formal features – IC analysis – PS Grammar – TG Grammar - Semantics

Unit III – Language and the Mind

Language and the brain- Neuro-linguistics. First Language Acquisition –Basic requirements – Acquisition schedule - Acquisition process -Second Language acquisition/ learning - Acquisition barriers, -Affective factors – Methods – The Grammar translation method – the audiolingual method - Communicative approaches – Focus on the learner, Transfer – Interlanguage, Motivation, Input and output, communicative competence.

Unit IV – Language and Dialects

Language and regional variation- Dialectology – regional dialects – national varieties – British – American – General Indian – Australian – spoken and written – RP and BBC English - isoglosses and dialect boundaries – bilingualism and diglossia- pidgins and creoles

Unit V - Sociolinguistics

Sociolinguistics- social dialects-education and occupation- social markers- speech style and style shifting –Register and jargon- slang- social barriers –vernacular language – its sounds and grammar.

Reading Books:

1. Yule, George. *The Study of Language*. CUP, 2006.
2. Verma, S. K., and N. Krishnaswamy. *Modern Linguistics: An Introduction*. OUP, 1989.
3. Lyons, John. *Language and Linguistics: An Introduction*. CUP, 1981.
4. Crystal, David. *Linguistics*.

17EN2029	POETRY OF ROMANTIC AND VICTORIAN AGE	L	T	P	C
		3	1	0	4

Objectives:

1. To create an awareness of the rich poetic language of Romantic and Victorian poets
2. To acquaint them with the characteristics of Romantic poetry
3. To train the learners to understand the nature of Victorian poetry and its manifold themes

Outcome:

The student will be able to

1. identify the characteristics of Romantic and Victorian Poetry
2. critically analyze the subjectivity and lyrical beauty of Romantic poetry
3. examine the predominance of imagination and emotion in Romantic poetry
4. reflect upon the manifold themes of Victorian poetry
5. trace and examine the nuances of Victorian poetry
6. ascertain the spiritual values found in Victorian poetry

Unit I - Introduction

Romantic Age – Romantic Revival – Romantic Poets – Victorian Age- Scientific temper – Victorian poets – evolution of poetic forms.

Unit II – Wordsworth and Coleridge

William Wordsworth – Tintern Abbey - Samuel Taylor Coleridge – Kublakhan

Unit III – Shelley and Keats

Percy Bysshe Shelley – Ozymandias

John Keats – Eve of St. Agnes

Unit IV – Arnold and Browning

Mathew Arnold – Dover Beach

Robert Browning – My Last Duchess

Unit V – Rossetti and Hopkins

D. G. Rossetti – The Blessed Damozel

G. M. Hopkins – The Windhover

Reference Books:

1. Albert, Edward. History of English Literature. OUP, 1997.
2. Palgrave, Francis Turner. Golden Treasury. Collins, 2004.

17EN2030	SHAKESPEAREAN TRAGEDIES	L	T	P	C
		3	0	0	3

Course Objective:

1. To expose the students to the world of Shakespeare and his works
2. To introduce the Elizabethan stage and dramatic technique
3. To impart literary and moral values through Shakespearean tragedies

Course Outcome:

The student will be able to

1. appreciate the literary merits of Shakespeare as a dramatist
2. acquire an understanding of Elizabethan theatres
3. trace the Senecan influence in Shakespearean tragedies
4. analyze the dramatic structure and characteristics of Shakespearean tragedies
5. critically analyze the themes and characterization in Shakespearean tragedies
6. examine and appreciate the rich literary aspects of these masterpieces

Unit I – Shakespearean Tragedies

Introduction to Elizabethan Drama – Elizabethan Theatres – English Tragedies and Senecan influence – Shakespearean Tragedy.

Unit II – Hamlet

William Shakespeare - Hamlet

Unit III - Macbeth

William Shakespeare - Macbeth

Unit IV – Thematic and Character analysis

Thematic study – Characterisation – Hamlet, Claudius, Gertrude, Ophelia and Laertes

Unit V – Tragic Heroes

Thematic study – Characterisation – Macbeth, Duncan, Lady Macbeth, Banquo, Macduff.

Reference Books:

1. Albert, Edward. History of English Literature. OUP, 1997.
2. Shakespeare, William. Hamlet, Cambridge. 2000.
3. Shakespeare, William. Macbeth. Cambridge. 2012.

17EN2031 HISTORY OF ENGLISH LITERATURE**Credits 3:1:0****Course Objective:**

- To help learners aware of the literary history of the texts from Old English period to the Inter war Years

- To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events
- To educate students in both the artistry and utility of the English language through the study of literature

Course Outcome:

Students will be able to

- understand the intellectual history of England
- analyse literary products within particular socio-historical contexts
- view critically the literary and cultural texts
- develop intellectual flexibility, creativity, and cultural literacy
- understand representative literary and cultural texts
- understand the way these ideas, values, and themes inform and impact a culture

Unit I: Old English period to Spenser

Beowulf-Chaucer, Langland, Gower, Sir Thomas Malory ; Early Drama --Liturgical drama, Mystery, Miracle, Morality, Interlude

Unit II: Age of Elizabeth and Age of Milton

Spenser, Donne- Metaphysical poets, Cavalier poets; University wits, Marlowe, Shakespeare, Jonson, Milton ; Bacon, Ascham, Sidney, Lyly

Unit III: Age of Dryden and Pope and Age of Transition

Neo Classicism- Dryden, Pope; Bunyan , Addison, Steele, Swift, Johnson ; Restoration comedy- Congreve, Wycherley- Restoration tragedy- Pre –Romantics Gray, Blake, Goldsmith
Richardson, Fielding

Unit IV: The Return to Nature and The Victorian age

Wordsworth, Coleridge, Byron, Shelley, Keats ; Tennyson, Arnold, Browning, Arnold
Lamb, Carlyle, Ruskin, Macaulay ; Anti –sentimental comedy - Oscar Wilde, Jane Austen, Dickens, Walter Scott

Unit V: The Birth of Modern age and The Inter war Years

T. S. Eliot, Yeats, Shaw, Sterne, Smollet ; Hardy, Wells, Lawrence, Orwell, Virginia Woolf, Conrad; Maugham, Greene, Golding

Reference Books:

1. Hudson W. H. *An Outline History of English Literature*. Maples Press, Noida, 2011
2. Edward Albert. *History of English Literature*, Oxford University Press, New Delhi, 2009

17EN2032 LANGUAGE OF LITERATURE

Credits: 3:1:0

Course Objective:

- To teach critical and informed response to texts in a range of forms, styles and contexts
- To impart effective, creative, accurate and appropriate communication
- To facilitate firm foundation for further study of language and Literature

Course Outcome:

The students will be able to:

- appreciate how different texts are shaped by their language and style
- analyze and compare written and spoken texts in close detail
- write clearly, accurately, creatively and persuasively
- use appropriate styles and registers for different contexts and audiences
- analyse a variety of complex texts in a variety of forms and styles
- understand how language and literature may contribute to personal development

Unit I

Poetical Types: The Lyric and its structure – Ode and types – Sonnet and Variety – Elegy and its Features – Epic and its Conventions – The Ballad and kinds – The Satire and its Meanings

Unit II

Stanza Forms: The Heroic Couplet – The Terza Rima – The Chaucerian Stanza – The Ottava Rima – The Spenserian Stanza

Unit III

Dramatic Types: Tragedy & Comedy – Tragi-Comedy – Farce & Melodrama – The Masque – The One Act Play – The Dramatic Monologue

Unit IV

Dramatic Devices: Dramatic Irony – Soliloquy and Aside – Expectation and Surprise – Stage Directions – Play within a Play

Unit V

Prose: The Essay – The Novel – The Short Story – Biography and Autobiography – Criticism - Style

Text Book:

1. B. Prasad, A background to the Study of English Literature, Trinity: Revised edition 2016

Reference Books:

1. Abrams M.H. A Glossary of Literary Terms, 7th Ed. USA: Earl Mcpeek, 1999.
2. Turco, Lewis. The book of Literary Terms, UPNE, 1999.

17EN2033 BUSINESS ENGLISH COMMUNICATION

Credits: 3:1:0

Course Objective:

- To enable the students to acquire effective business communication skills
- To help improve non verbal cues for interpersonal communication
- To impart business and technical writing skills

Course Outcome:

The students will be able to:

- Demonstrate effective communication skills
- Manifest interpersonal skills during interviews
- Analyze and draft technical and business reports
- Show mastery in business and technical writing
- Interpret and communicate flawlessly in day to day situations
- Handle work place communication effectively

Unit I: Role of Language in Effective Communication

Basics of Communication - Communication Process - Types of communication - Barriers of communication - Common Errors in English - Exercises

Unit II: Non verbal Communication

Non-verbal cues and their role in effective communication - Interpersonal Communication - Telephonic Conversation - Oral Presentation

Unit III: Interview Skills

Resume Writing - Role of English in Interviews - Types of Interview - Interview Techniques - Interview Question Types - Mock Interview

Unit IV: Business Writing Skills

Internal Communication - Circulars - Memo - e-correspondence - External Communication - Standard Business Letters - Enquiry - Complaint - Quotation Letters - Sales Letters - Follow up Letters

Unit V: Technical Writing Skills

Agenda and Minutes of Meeting - Summarizing annual report of companies - Writing reports on fieldwork and visits to industries - Business report writing - Proposal writing - Power point presentations

Text Book:

1. Soundararaj, Francis. *Speaking and Writing for Effective Business Communication*. Macmillan: New Delhi, 2007.

Reference Books:

1. Raman, Meenakshi and Sharma, Sangeeta. *Technical Communication: Principles and Practice*. OUP: New Delhi, 2004.
2. Pal, Rajendra & Korlahalli, J.S, *Essentials of Business Communication*. New Delhi: Sultan Chand & Sons: New Delhi, 2005.
3. Mohan, Krishna & Banerji, Meera. *Developing Communication Skills*. Macmillan: New Delhi, 2009.

17EN2034 MEDIA AND COMMUNICATION**Credits: 3:0:0****Course Objective:**

- To offer students an overall view of media and its various streams.
- To facilitate enough training to become media professional and journalists
- To explain scope of media use and understanding.

Course Outcome:

The students will be able to:

- Apply knowledge of human communication and language processes
- Understand the characteristics of contemporary mass media
- Critically analyze and discuss media message content
- Write a variety of mass media products, including news stories and press releases
- Conceptualize, design, and produce one or more works in media
- Create and design emerging media products, including blogs, digital audio, etc.,

Unit I: Communication

Meaning and need for communication- types of communication- verbal and non verbal communication- influence of technology in communication- functions of mass media- different types of media

Unit II: Journalism

The role of the press- News and news value- The making of a newspaper- The Print Media- Different types(Editorials, Feature articles, Letters to the editor, News reporting, specialized reporting) Analyzing newspaper articles

Unit III: Magazines and Periodicals

Nature of Periodical articles- feature writing and article writing- Types of articles included in magazines- writing for magazines- proofreading and freelancing

Unit IV: Electronic and Digital media

Types of Radio & Television Programme- Radio skills- Broadcast writing- Television skills- Understanding the pre-production process- Interviews- Reviews- Scripting for TV programmes- Preparing a film schedule- Editing a TV documentary- Anchoring

Digital media: E-books, E-magazines, E-mail- Blog- Planning and writing a Blog- Web page designing- Technical writing

Unit V: Advertising

Introduction to advertising – Elements and Techniques- difference between advertising and public relations- Advertisements in different media – process of advertising – advertising skills and careers

Text Books:

1. Kumar, Kaval J. *Mass Communication in India*. Jaico Publishing House, 1989.
2. Hasan, Seema. *Mass Communication Principles and Concepts*. CBS Publishers, 2016.

- Richardson, Brian. *The Process of Writing News: From Information to Story*. Pearson Education.
- Stovell, James Glen. *Writing for the Media, Sixth Edition*. Pearson Education, 2006
- Feldman, Tony. *An Introduction to Digital Media*. Sujeeth Publications, 1989.
- Electronic Media & the Internet Y K D'souza

17EN2035 SELECTED WOMEN WRITING

Credits: 3:0:0

Course Objective:

- To introduce women writers of different countries
- To familiarize with common themes of women writers
- To identify feminine issues handled by women writers

Course Outcome:

The students will be able to

- Know about the movements that inspired women to write
- Interpret the works of the women writers to explore their themes
- Critically analyze women's contributions in various genres
- Identify the social concern in the works of essay writers
- Examine the diasporic issues of women settled abroad
- Explore the feminine problems at national and international levels

Unit I – Origin of Feminism

Origin of feminist movements in India and other Western countries - Simone De Beauvoir- *The Second Sex*; Woolf, Virginia. *A Room of One own*

Unit II – British Women Writers

Jane Austin-*Pride and Prejudice* Helen Dunmore- *Out of the blue*; *the man on the roof*; *Giraffes in Hull*; *Jacob's Drum* -Agatha Christie- *The Adventure of the Christmas Pudding*, or *The Theft of the Royal Ruby*

Unit III – American Women Writers

Alice Walker-*Colour Purple*; Emily Dickinson-*A Bird came down the Walk*; *Narrow Fellow in the Grass*; *I taste a liquor never brewed*; *I felt a Funeral in my Brain* - Suzan-Lori-Parks-*Top dogs/Underdog*

Unit IV – Indian Women Writers

Meena Kandasamy -*The Gypsy Goddess* - Arundhati Roy –*The Greater Common Good*(Prose); Arundhati Subramaniam –*Madras*; *Where I Live*; *To The Welsh Critic who doesn't find me Identifiably Indian*; *Prayer*

Unit V – Diasporic Writers

Chitra Bannerjee Divakaruni-*Indigo*; *Tiger Mask Ritual*; *Cutting the Sun* - Joseph E Harris- *Dynamics of African Diaspora* ; Anjana Appachana - *Incantations*; Sharmaji; *Her Mother*

Reference Books:

- Antje Schrupp -*A Brief History of Feminism* MIT Press, 25-Aug-2017.
- Beauvoir , Simone De - *The Second Sex*; Random House, 05-Jun-2014.
- Virginia Woolf. *A Room of One own*. Musaicum Books, 06-Dec-2017
- Austin, Jane. *Pride and Prejudice*. Create Space Independent Publishing Platform, 27-Feb-2018
- Dunmore ,Helen *Out of the Blue: Poems 1975-2001* Paperback – 31- December-2001
- Christie ,Agatha - *The Adventure of the Christmas Pudding*, HarperCollins Publishers Limited, 22-Mar-2018
- Kandasamy ,Meena *The Gypsy Goddess* Harper Collins, 30-Jun-2014
- Walker ,Alice -*Colour Purple* .Hachette UK, 29-Dec-2011
- Parks ,Suzan-Lori -*Top dogs/Underdog* Dramatists Play Service Inc, 2002
- Roy,Arundhati –*The Greater Common Good*. www.outlookindia.com -24-May-1999

11. Subramaniam, Arundhati. Where I Live. Paper back, 26- Feb- 2009
12. Harris ,Joseph E, Alusine Jalloh, Stephen E. Maizlish – The African Diaspora, Texas A&M University Press, 06 –Jan-2000
13. Appachana , Anjana – Incantations and Other Short Stories- Rutgers University Press 1-Apr-1992

17EN2036 DRAMA II

Credits 3:1:0

Course Objective:

- To introduce the drama from Victorian Age to Twentieth century
- To create an awareness of the kinds of drama around the world
- To impart them the skills of analyzing the themes of the play

Course Outcome:

The students will be able to

- demonstrate an understanding of Shavian dramatic wit
- identify the varied themes of Ibsen's play
- interpret the undertones present in Chekhov's play
- examine the impact of social changes in drama worldwide
- analyse the absurdities of human relationship
- critique the harsh realism in the society

Unit I – Irish Drama: G. B. Shaw- Pygmalion

Unit II – Norwegian Drama: Henrik Ibsen- A Doll's House

Unit III – Russian Drama: Anton Chekhov- Cherry Orchard

Unit IV – British Drama: T.S. Eliot- The Cocktail Party

Unit V – American Drama: Arthur Miller – The Crucible

Reference Books:

1. Shaw, George Bernard. Pygmalion, Pocket Books: New York, 2005
2. Ibsen, Henrik. A Doll's House, OUP: New Delhi, 1997
3. Chekhov, Anton. The Cherry Orchard - A Comedy in Four Acts, Trans. by Julius West, U of Adelaide: Australia, 2014
4. Eliot, T.S. Cocktail Party, Faber & Faber: London, 2013
5. Miller, Arthur. The Crucible: A Play in Four Acts, Penguin: UK, 2011

17EN2037 ENGLISH FOR NET / SET / TET

Credits: 0:0:2

Course Objective:

- To introduce the curriculum and test pattern of various exams for teaching jobs
- To provide practice so as to prepare the candidates to qualify for college teaching
- To facilitate preparing for school teaching qualification

Course Outcome:

The students will be able to

- Know the test pattern of national level and state levels for teaching positions
- Understand the eligibility requirement for college teaching
- Prepare for the national level test independently
- Know the development of English literature during different periods
- Understand the world literature
- Understand the growth of English language teaching

Lab session will focus on the following areas of language and literature:

1. American Literature Overview
2. British Literature Overview
3. Indian Writing in English – Growth and development
4. Commonwealth Literature and its impact
5. World Literature
6. English Language Teaching – Growth and Development
7. Language Teaching Methods and Approaches
8. English phonetics
9. English in professional fields
10. English for Specific Purposes

17EN2038 LAB MODULES FOR LANGUAGE TRAINERS

Credits: 0:0:2

Course Objective:

- To impart skills required to become effective trainer
- To make the learner understand the importance of non verbal communication
- To use correct English and speak confidently

Course Outcome:

The students will be able to

- Demonstrate the essential skills of a language trainer
- Use appropriate body language and communicate with correct voice modulation
- Understand the expectation of the audience
- Present the content in an effective way which will impress the audience
- Use appropriate vocabulary and speak near native English
- Achieve the objective of being a successful trainer in English

Lab session will focus on the topics:

1. Oral Presentation skills
2. Body language and tone in oral communication
3. Preparing effective PPTs
4. Training in attitude and aptitude
5. General knowledge and language skills
6. Awareness of various accents and style
7. Difference between American and British accent
8. Practice on accent
9. Activity on error-free English
10. Persuasive skills

18EN1001	ENGLISH	L	T	P	C
		2	0	0	2

Course Objective:

1. To train the students to obtain proficiency in grammar skills
2. To prepare the students to write effectively and appropriately
3. To train them to have better professional skills and be successful communicators in all formal contexts.

Course Outcome:

The student will be able to

1. acquire basic skills in word formation and usage
2. gain an understanding of writing relevantly and coherently
3. acquire skills to present oneself professionally in various formal situations

4. make oral presentations confidently
5. participate in group activities and contribute effectively
6. write for different purposes

Module 1: Basics of English Words

7 Lectures

Word formation – Borrowed root words – Prefixes and Suffixes – Derivatives – Synonyms and Antonyms - Abbreviations– Punctuation- Articles – Prepositions – Comprehension Activities – Contextual Usage

Module 2: Coherence and Cohesion

7 Lectures

Sentence structures – Phrases and Clauses– Coherence and Cohesion – Essay - Techniques for writing precisely - Subject – Verb agreement - Noun-pronoun agreement - Misplaced modifiers– Redundancies - Clichés

Module 3: Professional Skills

8 Lectures

Group Discussion – Group dynamics – Importance of Body language in speaking – Gestures and body movements – Tone and voice – Interview techniques – Resume writing skill

Module 4: Presentation skills

7 Lectures

Individual mini presentation – Group presentations – Impromptu presentation –Presenting oneself in different contexts – Public speaking

Module 5: Speaking skills

8 Lectures

Planning and organizing events – Conversations and Dialogues – Everyday professional speaking situations

Module 6: Writing Practice

8 Lectures

Principles of writing short and long pieces – Messages – Paragraph - Letters – Précis writing

Text Book:

1. Rizvi, Ashraf M., Effective Technical Communication, McGraw Hill Education: Chennai, 2018

Reference Books:

1. Swan, Michael. Practical English Usage. OUP: Oxford, 1995
2. Wood, F.T. Remedial English Grammar. Macmillan: Chennai, 2007
3. Zinsser, William. On Writing Well. Harper Resource Book: London, 2001
4. Hamp-Lyon, Liz and Heasley, Ben. Study Writing. CUP: Cambridge, 2006
5. Kumar, Sanjay and Lata, Pushpa. OUP: Chennai, 2011
6. CIEFL, Hyderabad. Exercises in Spoken English, Parts I – III. OUP: New Delhi, 2010

18EN1002	ENGLISH LANGUAGE LAB	L	T	P	C
		0	0	2	1

Course Objective:

1. To train the students to gain confidence in speaking and writing
2. To prepare the students to reach the B2 level of language proficiency
3. To train them to face the workplace communication situation confidently

Course Outcome:

The student will be able to

1. acquire comprehension abilities in reading and listening
2. gain the ability to write short pieces effectively
3. acquire speaking skills in conversation and mini presentation
4. gain the ability to write long pieces appropriately
5. gain confidence to make long oral presentations
6. understand different formal situations and respond accordingly

Practical sessions focusing on the following will be done during the lab hours

1. Comprehension activities
2. Pronunciation practice
3. Short messages and Emails

4. Conversation and mini presentation
5. Group Discussion
6. Letter writing
7. Reports and Proposals
8. Interview skills
9. Oral presentation – Long turn
10. Formal speaking situations

Lab Manual:

BEC Vantage (B2 level) Practice Book, Cambridge University Press: Cambridge, 2018

18EN2001	COMMUNICATION SKILLS AND PERSONALITY DEVELOPMENT	L	T	P	C
		1	0	2	2

Course Objective:

1. To train the students to obtain proficiency in communication skills
2. To prepare the students to reach the B1 level of language proficiency
3. To train them to speak and write independently in various contexts

Course Outcome:

The student will be able to

1. acquire basic skills in grammar
2. gain an understanding of the process of communication
3. acquire comprehension skills in reading and listening
4. present ideas independently
5. organize events and make plans systematically
6. participate in decision making process and share different view points

Structural and functional grammar – Meaning and Process of Communication – Verbal and Nonverbal communication – Comprehension activities for reading general articles – reading technical articles– reading and summarizing – précis writing - abstracting - Note taking –Individual mini presentation – Group presentations – impromptu presentation – Presenting about oneself – Public speaking - Group discussion – Organizing seminars – Coordinating conferences – Planning activities and implementing the plans - Field diary and lab record – Indexing – footnote and bibliography

Practical sessions focusing on the following will be done during the lab hours

1. Listening Comprehension activities
2. Reading comprehension activities
3. Short Messages and Note making
4. Workplace Correspondence
5. Writing activities
6. Mini oral presentation
7. Group presentation

Text Books:

1. Rizvi, Ashraf M., Effective Technical Communication, McGraw Hill Education: Chennai, 2018
2. BEC Preliminary (B1 level) Practice Book, Cambridge University Press: Cambridge, 2018

Reference Books:

1. Raman, Meenakshi & Sangeeta Sharma. Technical Communication: Principles and Practice. OUP: New Delhi- 2017.
2. Viswamohan, Aysha. English for Technical Communication. McGraw Hill: New Delhi, 2013
3. Kumar, Sanjay and Lata, Pushp. Communication Skills. OUP: New Delhi, 2017
4. Mohan, Krishna & Banerji- Meera. Developing Communication Skills. Macmillan: New Delhi- 2009

18EN3001	ENGLISH FOR RESEARCH PAPER WRITING	L	T	P	C
		2	0	0	0

Course Objective

1. To Understand that how to improve your writing skills and level of readability
2. To Learn about what to write in each section
3. To Understand the skills needed when writing a Title

Course Outcome:

The Student will be able to

1. Use appropriate vocabulary necessary for research writing
2. Use correct format of the research paper
3. Apply the correct punctuation, tone and register
4. Write grammatically correct sentences with coherence and cohesion
5. Use appropriate style of writing required for research writing
6. Apply the mechanics of writing

Module 1: Planning and Preparation-Word Order-Breaking up long sentences-Structuring Paragraphs and Sentences-Being Concise and Removing- Redundancy-Avoiding Ambiguity -Vagueness

Module 2: Clarifying Who Did What-Highlighting Your Findings-Hedging and 4 Criticizing-Paraphrasing and Plagiarism-Sections of a Paper-Abstracts-Introduction.

Module 3: Review of the Literature-Methods- Results- Discussion-Conclusions-The Final Check.

Module 4: Key skills for writing a Title, Key skills for writing an Introduction, skills for writing a Review of the Literature.

Module 5: Skills for writing the Methods, Skills for writing the Results, skills for writing the Discussion, skills for writing the Conclusions.

Module 6: Useful phrases for writing final draft-quality of the writing- submission

Reference Books:

1. Goldbort R (2006) Writing for Science, Yale University Press (available on Google Books)
2. Day R (2006) How to Write and Publish a Scientific Paper, Cambridge University Press
3. Highman N (1998), Handbook of Writing for the Mathematical Sciences, SIAM. Highman's book.

18EN3002	PERSONALITY DEVELOPMENT AND VALUE EDUCATION	L	T	P	C
		2	0	0	0

Course Objectives

1. To understand human values and self- development
2. To enable students to imbibe values
3. To make them understand the importance of character

Course outcomes:

The student will be able to

1. Gain knowledge on self-development
2. Learn the importance of Human values
3. Develop their overall personality
4. Learn workplace ethics and basic etiquette
5. Develop social, work-life skills, personal and emotional well being
6. Learn self-reliance and independence

Module 1: Values and self-development-Social values and individual attitudes- Work ethics-Indian vision of humanism-Moral and non-moral valuation- Standards and principles - Value judgments.

Module 2: Importance of cultivation of value- Sense of duty-Devotion- Confidence-Concentration-Truthfulness-Cleanliness- Honesty-Humanity-Power of faith-National Unity- Patriotism-Love for nature-Discipline.

Module 3: Personality and behaviour Development- Attitude -Positive thinking- Integrity and discipline- Punctuality-Love and Kindness- Avoid fault thinking- Free from anger.

Module 4: Dignity of labour- Universal brotherhood and religious tolerance-true friendship-happiness Vs suffering and love for truth-Aware of self-destructive habits-Association of Cooperation-Doing best for saving nature.

Module 5: Character and Competence-the Holy books Vs Blind faith-Self-management and good health- Science of reincarnation.

Module 6: Equality-Nonviolence- Humility-Role of Women- Uniqueness of religious messages- Mind your mind-Self-control- Honesty-Studying effectively.

Reference Book:

1. Chakroborty, S.K. “Values and Ethics for organizations Theory and practice”, Oxford University Press, New Delhi

LIST OF COURSES

S. No.	Course Code	Name of the Course	Credits
1	16LN2009	Hindi I	3:0:0
2	16LN2010	Hindi II	3:0:0
3	16EN3004	Ecocritical Studies	3:1:0
4	17EN1001	Communication Skills in English	3:0:0
5	17EN1002	English Language lab	0:0:2
6	17EN2001	English for Communication	3:0:0
7	17EN2002	Professional English	3:0:0
8	17EN2003	General English	3:0:0
9	17EN2004	Creative English	3:0:0
10	17EN2005	Communication Skills lab	0:0:2
11	17EN2006	Soft Skills – I	2:0:0
12	17EN2007	Soft Skills – II	2:0:0
13	17EN2008	English Language and Communication I	3:0:0
14	17EN2009	English Language and Communication II	3:0:0
15	17EN2010	Life And Literature	3:0:0
16	17EN2011	Shakespeare	3:0:0
17	17EN2012	Professional English Practice	0:0:2
18	17EN2013	English Lab	0:0:2
19	17EN2014	Communicative English	3:0:0
20	17EN2015	Professional English I	3:0:0
21	17EN2016	Professional English II	3:0:0
22	17EN2017	Literature and Moral Values	3:1:0
23	17EN2018	Social History of England	3:1:0
24	17EN2019	Appreciation of English Literature	3:1:0
25	17EN2020	Basics of Phonetics	3:1:0
26	17EN2021	Literary forms and uses	3:1:0
27	17EN2022	Modern Indo-Chinese Literature	3:1:0
28	17EN2023	Language Lab for Literature Students	0:0:2
29	17EN2024	Academic English Lab	0:0:2
30	17LN2001	French -I	3:0:0
31	17LN2002	French- II	3:0:0
32	17LN2003	German- I	3:0:0
33	17LN2004	German -II	3:0:0
34	17LN2005	jkpo; - 1	3:0:0
35	17LN2006	jkpo; - 2	3:0:0
36	17LN2007	Basic French	3:0:0
37	17LN2008	Japanese Language I	3:0:0
38	17LN2009	Japanese Language II	3:0:0
39	17EN3001	British Literature	3:1:0
40	17EN3002	Shakespeare	3:1:0
41	17EN3003	Modern Applied Linguistics	3:1:0
42	17EN3004	Christian Literature	3:1:0
43	17EN3005	Indian Writing in English	3:1:0
44	17EN3006	English Structure and Phonetics	3:1:0
45	17EN3007	American Literature	3:1:0
46	17EN3008	Literary Theory and Criticism	3:1:0
47	17EN3009	English for Specific Purposes	3:1:0
48	17EN3010	Teaching English as Second Language	3:1:0
49	17EN3011	New Literatures in English	3:1:0
50	17EN3012	Indian Literature	3:0:0

51	17EN3013	Canadian Literature	3:0:0
52	17EN3014	Research Methodology	3:0:0
53	17EN3015	English Poetry for Aesthetics	3:0:0
54	17EN3016	Business English	3:0:0
55	17EN3017	Modern Stylistics	3:0:0
56	17EN3018	Teaching Methods- Approaches and Techniques	3:0:0
57	17EN3019	Soft Skills	3:0:0
58	17EN3020	Comparative Literature	3:0:0
59	17EN3021	Task Based Language Teaching	
60	17EN3022	Feminism	3:0:0
61	17EN3023	World Literature in Translation	3:0:0
62	17EN3024	Technical English	3:0:0
63	17EN3025	Essentials of Scholarly Writing	3:0:0
64	17EN3026	Computer Aided Language Lab	3:0:0
65	17EN3027	Specialization: Language and Literature studies	0:0:2
66	17EN3028	Language Proficiency Lab	0:0:2
67	17EN3029	Lectureship Preparation Lab	0:0:2
68	17EN3030	English for Medical Practice	0:0:2
69	17EN3031	Executive English Lab	3:0:0
70	17EN3032	Contemporary Indian Fiction	0:0:2
71	17EN3033	Ecocritical Studies	3:0:0

हिन्दी - I पाठ्यक्रम 16LN2009 Hindi - I

Credits: 3:0:0

हिषय का लक्ष्य

- सामान्य हिंदी को समझने की क्षमता
- सामान्य गीत और उचित से चिरोरों हिषयों पर बातचित करने की क्षमता
- हिंदी के हनबिध हलखने की क्षमता
- हिंदी पढ़ने की, सिंधेप प्रस्तुत करने में और

जानकार की हनकलने की क्षमता हिषय का पररणाम

- ज्ञान और एक उचित स्तर पर हिंदी व्याकरण की समझ
- हिषयों की एक क्कस पर हिंदी में िण क्कतम हनबिध हलखने की क्षमता
- सिंधी व्याकरण और तित की का उपयोग करके हिंदी को अंग्रेजी से अनुिाद करने की क्षमता

हिषय का हििरण

(क) प्रथम भाग

1. कितानी

सयानी बुआ - मँनू भिंडारी; कतणव्यापरयिता, हनस्िथ णभा, पररितण शीलता, अनुशासन, प्रेम । एक मुटूठी छाँँ - मनीष कुलश्रे - प्रेम, करुणा, त्याग धैर्य, मानिीय सिंधष, कमरहनणा, पररश्रम, ईमानदारी, सजनता, सिहभमान, मानिता के दाश ण ।

2. हनबिध

युिाँ से - सिममी हििकानिंद; राणीय एकता, मातृभाषा के प्रहत प्रेम, हकषा का मित्पूण आिािनि, प्ररण । शहन - सबसे सुन्दर
ग्रि - गुणाकर मुट्टे; अिंध्रधुधाहनमूलन, हिज्जान का पररिय, प्ररण, ग्रिों का की शहि - मित्मा का पररिय । अहिसािंधीहििारधारा का अनुकरण । गाँधी;

3. एकांकी

युिा क्कहित के शोले - मधुकांत; पयणिण सरक्षण, दजिप्रथा का हिरोध, पररिारहनयोजन, स्तरीभूण-

ित्या हरिरोध ।

4. रेखाहित्र

सोनं - मदिी मिं ; प्रेम, करुणं, सम्िधनशीलतं, पशुओं के प्रहत प्रेम, अपनंपा ।

5. जीिनीपरक अंश

मिं हिंभूतया - रेनू सरन ; रंम, समाजसेंिं, एकात्मतं ।

6. यात्रा विणय

यात्रा जापान की - ममता का हलया ; हिंदी सस्कृत तथा सभ्यता का पररिय, हिंस्रतर पर हिंदी का मिति ।

(ख) दूसरा भाग

1. दोहा

कबीर के दोहा - कबीर ; भक्तिभातिना, गुरुमहिमा, जीन की साथ फता, िाणी की शीतलता, सदहू िार ।

2. पद

रैदासबानी - रैदास ; भक्तिभातिना, समपणाभाति, अलौकिक प्रेम ।

3. कहिता

हिं तौड़ती पत्थर - सूर्यकांत हत्राठी ; श्रमप्रहता, कम के प्रहत हनता, दहू ता । मा, बस यति िरदान िाहिए - बालकहि बैरागी ;

राष्ट्रप्रेम, भूमप्रेम, हनसिाथणभातिना, त्यागभातिना, गह्तशीलता । िधुधाए धरती का नमक िैं - अनाहमका ; पाररिारक समिंध, पररिार सिसकार में सियोग, त्याग, भारतीय सस्कृत हत की मिति परपरा, सनिशीलता ।

(ग) तीसरा भाग

1. व्याकरण

व्यक्यभेद; सिंधि; हिशेषण; क्यका के काल; म्िारिरे;

के िल ज्ञानिधन िितु । सद ब

सजेराि जाधि, (2013) हिंदी - युकिभारती. मारार राज्य माध्यमक ि उच्च माध्यमक हसक्षण मिंडळ, पुणे, प्रकाशन ।

हिंदी - II पाठ्यक्रम

16LN2010 Hindi - II

Credit: 3:0:0

हिषय का लक्ष

- सामान्य हिंदी को समझने की क्षमता
- सामान्य गीत और उहित से िररोज हिषयों पर बातित करने की क्षमता
- हिंदी के हनबिध हलखने की क्षमता
- हिंदी पड़ने की, सिंधिप प्रस्तुत करने में और

जानकारी हनकलने की क्षमता हिषय का पररणाम

- ज्ञान और एक उहित स्तर पर हिंदी व्याकरण की समझ
- हिषयों की एक क्स पर हिंदी में िण कात्मक हनबिध हलखने की क्षमता
- सिी व्याकरण और ितण की का उपयोग करके हिंदी को अिंजनी से अनुिाद करने की क्षमता

हिषय का िरिण

(क) प्रथम भाग

1. कानि

बारश की रात - हमहलेश्वर ; नगरीय समाज की मानहसकता पर प्रकाश, पश्चाताप, असरुधा के प्रहत जागरूकता ।

2. हनबिध

योग्यता और विसाय का िुनाि - माधिराि सप्रे ; शारीरक श्रम का मिति, विसाय का सिी िुनाि, योग्य बूढ़हमतता की आिश्यकता । रसायन और िमार पयाणिरण - एन. एल.

रामनाथन ; हिज्जान से सिंधिधत पयाणिरण पर रसायनों का घातक प्रभाति,

रसायनों से लाभ तथा िाहन के प्रहत सजगता । ज्ञानसाधना - प्रभाकर माििे ; प्रहतकूल पररहस्यतयों में ज्ञानसाधना करने की इच्छा।

3. सिंस्मरण

एक कुत्ता और एक मैना - विजारीप्रसाद दह्लू विविदेदी; पशु - पक्षी प्रेम, मानिता, अपनापा ।

4. विंग्य

मृत्युबोध के कुछ और क्षण - रीननाथ त्यागी ; सास्तहिकता का बोध । खोयी हुई स्थि की खोज - लमीकांति झा; मानिीय प्रिर्तपर विंग्य ।

5. लोककथा

हिसनी की भविष्यिाणी - मनमोनि मदारया; लोकतन्त्र का मिति ।

(ख) दूसरा भाग

1. दोिा

नीहतिनि - रीीम ; सद्ह विार, भविभानिा, िाणी पर सियम ।

2. पद

तुङ्कडोजी के इ पद - राक्षसिंत तुङ्कडोजी; हनफा, ज्ञान की मित्ता उद्योगशीलता ।

3. कहिता

एक िक्ष की ित्या - किरि नायाणा; प्रकृत प्रेम, प्रकृत के प्रेत तादात्म्य भाँति, सिंदिनशीलता । बुनाई का गीत - के दारनाथ हसिं; सक्रयता, गहशीलता उपयोगता, जाग्रत, प्रेरणा । बहुत याद आताँ - ज्योथी व्यास; गाँकि के प्रेत आतमयता, भूहम - प्रेम, गरमसौन्दर्य, प्रकृत प्रेम ।

(ग) तीसरा भाग

1. लेखन

हन्विध लेखन; पत्रलेखन; हिज्जापन; सारंश लेखन;

गढ़ूय आकलन । **सद ब**

सजेराँ जिाधि, (2013) हिंदी - युकिभारती. मारार राज्य माध्यमक ि उच्च माध्यमक हसक्षण मंडळ, पुणे, प्रकाशन ।

16EN3004 ECOCRITICAL STUDIES

Credits: 3:1:0

Course Objectives:

Enable the students to

- discuss the origin and development of ecocriticism.
- debate literary works on Nature Writing.
- identify ecofeministic aspects prevailing in the society.

Course Outcomes:

The students will be able to

- gain understanding about the importance of ecocriticism.
- acquire the skill to critically analyse literary pieces on Nature Writing.
- identify and examine the aspects of ecofeminism in the society.
- critique poetry and drama in an ecological perspective.
- examine fictional works by highlighting the relationship between Man- culture and environment.
- interpret a range of literary genres by applying the principles of ecocriticism.

Unit I - Introduction: Introduction to Ecocriticism: Ecocriticism and Environmental Literature- Nature Writing- Essay: Where I lived and what I lived for by Henry David Thoreau

Unit II - Ecofeminism: Ecofeminism in Society- Essay: Taking Empirical Data Seriously: An Ecofeminist Philosophical Perspective by Karen J Warren

Unit III - Ecopoetry: Poetic Features- Difference between Nature Poetry and Ecopoetry- Poems: Out of the cradle endlessly rocking by Walt Whitman, A Bird Came Down the Walk by Emily Dickinson, Daybreak in Alabama by Langston Hughes

Unit IV - Ecodrama: Ecodrama: Features- Drama: The Waterfall (Mukhtadhara) by Rabindranath Tagore

Unit V - Ecofiction: Themes – Fiction: Hungry Tide by Amitav Ghosh- Ecoliterature for Children- The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry

Reference Books:

1. The Norton Anthology of Modern and Contemporary Poetry. Norton: New York, 2003
2. Ghosh, Amitav. Hungry Tide. HarperCollins: United States, 2011.
3. Tagore- Rabindranath. The Waterfall (Mukhtadhara). Rupa: New Delhi, 2002.
4. Thoreau- Henry David. Walden- Princeton University Press: United States, 2004.
5. Cherry- Lynne. The Great Kapok Tree: A Tale of the Amazon Rain Forest. Houghton Mifflin Harcourt: United States, 2000.
6. Clark- Timothy. The Cambridge Introduction to Literature and the Environment. CUP: Cambridge UK, 2011.
7. Glotfelty, Cheryl and Harold Fromm- Eds. The Ecocriticism Reader: Landmarks in Literary Ecology. GUP: Georgia, 1996
8. Mies, Maria and Shiva, Vandana. Ecofeminism. Rawat Publications: New Delhi, 2010.
9. Sumathy- U. Ecocriticism in Practice- Sarup Publishers: New Delhi, 2009.

10. Warren- Karen J. "Taking Empirical Data Seriously: An Ecofeminist Philosophical Perspective" Rawat Publications: New Delhi, 2014

17EN1001 COMMUNICATION SKILLS IN ENGLISH

Credits: 3:0:0

Course Objectives:

Enable the students to

- train the students in the usage of English Language
- develop reading skills through various reading strategies
- enable the students to read and comprehend literary works

Course Outcomes:

The students will be able to:

- learn the correct usage of English Language
- develop the reading skills of prediction- skimming and scanning
- acquire the ability to read and comprehend literary works
- gain proficiency in speaking and interacting effectively
- learn to write error free sentences
- be proficient in short and long business correspondence

Unit I - Language use Overview: Technical and General vocabulary for everyday use - Error analysis - Listening and Critical observation

Unit II - Reading Comprehension: Abdul Kalam- Abraham Lincoln - Le Tourneau- Helen Keller - Biographies

Unit II - Formal Communication: Interpersonal and intercultural Communication: General and Workplace situations – Conversation practice – Formal and Informal Communication - Flow of communication

Unit III - Writing Skills: Technical Essay and Paragraph Writing - Formal Letters – Business letters - Resume writing - Interview Skills – Group Discussion - Academic and general writing

Unit V - Oral Communication skills: Body Language - Presentation Skills – Mini presentation – Power point presentation – English usage

Text Book:

1. English Division. Comprehension and Communication Skills in English. Tata McGraw Hill: New Delhi, 2017

Reference Books:

1. Raman- Meenakshi & Sangeeta Sharma. Technical Communication: Principles and Practice. OUP: New Delhi- 2013.
2. Rizvi- Ashraf M. Effective Technical Communication. Tata McGraw Hill: New Delhi, 2013
3. Boom, Corrie Ten- The Hiding Place. Hodder & Stoughton: NY, 2012
4. Kalam- Abdul. Wings of Fire. Sangam Books: New Delhi, 1999
5. White- Ronald- C. A Lincoln: A Biography- Random House: NY, 2010
6. R.G. Le Tourneau and R. G. G. LeTourneau. Mover of Men and Mountain. Moody Publishers: NY, 2010
7. Davidson, Margaret. Helen Keller. Scholastic : New Delhi, 1969

17EN1002 ENGLISH LANGUAGE LAB

Credits: 0:0:2

Course Objectives:

Enable the students to

- obtain proficiency in the basics of professional communication
- impart reading and listening skills
- train them to speak independently and interact effectively

Course Outcomes:

The students will be able to

- Use appropriate professional language

- Comprehend information and thereby improve reading and listening skills
- Understand business news and correspondence
- Speak confidently and appropriately
- Gain confidence to make presentations
- Write business messages- letters and reports

17EN2001 ENGLISH FOR COMMUNICATION

Credits 3:0:0

Course Objectives:

Enable the students to

- impart communicative skills through prose- poetry and fiction
- enhance reading habits
- impart training in public speaking

Course Outcome:

The students will be able to

- Communicate their ideas clearly and effectively
- Read different kinds of texts
- Make brief speeches
- Develop the ideas and write them in an organized way
- Develop the art of interaction and conversational skills
- Become confident in creative and professional writing

Unit I - Poetry: The Solitary Reaper by Wordsworth – Stopping by Woods on a Snowy Evening by Robert Frost
The ballad of Father Gilligan by W.B.Yeats– Village School Master by Oliver Goldsmith

Unit II - Speaking: Expressing Likes and Dislikes- Hopes- Wishes- Regrets and Concerns -Talking about Past Events-Asking for and giving opinions - Agreeing and disagreeing with opinions – Role play- group discussion

Unit III - Short Stories: Snapshot of a Dog by James Thurber –My Lost Dollar by Stephen Leacock– Lalajee by Jim Corbett

Unit IV - Short Stories: The Post Master by Tagore - The Gift of the Magi by O.Henry- The Model Millionaire by Oscar Wilde- The Tiger in the Tunnel by Ruskin Bond

Unit V - Writing: Paragraph writing- Summarizing- Hints developing- note making- Story Narration- Skits

Text Books

1. Xavier A.G -Ed.An Anthology of popular Essays and Poems- Macmillan publishers Ltd. 1988
2. Kumara Pillai- G. -A Book of Modern Short Stories- Macmillan India Ld. 1977

Reference Books

1. Rizvi- Ashraf M. Effective Technical Communication. Tata McGraw-Hill: New Delhi- 2005.
2. McCarthy- Michael and O'Dell- Felicity. English Vocabulary in Use. CUP: Cambridge-2004.
3. Comfort- Jeremy. et.al. Speaking Effectively. CUP: Cambridge- 2002.

17EN2002 PROFESSIONAL ENGLISH

Credits 3:0:0

Course Objectives:

Enable the students to

- impart the basic linguistic skills
- enhance the reading skills of the learner
- enable the learner to comprehend general and literary texts

Course Outcomes:

The students will be able to:

- Acquire the basic linguistic skills
- Develop the skills of reading
- Comprehend general and literary texts
- Interpret technical content

- Gain mastery in academic and technical writing
- Communicate flawlessly in day to day situations

Unit I - Introduction to Communication: Communication Process - Types of communication - Barriers of communication – Common Errors in English - Exercises

Unit II - Non verbal communication: Non-verbal cues and their role in effective communication – Proxemics – Kinesics – Interpersonal Communication - Oral Presentation –

Unit III - Interview skills: Role of English in Interviews – Types of Interview -Interview Techniques – Question Types – Mock Interview

Unit IV - Business Writing: Business Letters- Circulars - Sales Letters- Follow Up Letters- Enquiry Letter- Quotation Letter – Sales Advertisement - Drafting of Reports-

Unit V - General writing: Secretarial Correspondence - Insurance Correspondence - Import trade correspondence – Export trade correspondence - Writing of minutes – Speech of the Chairman

Text Books:

1. Soundararaj- Francis. Speaking and Writing for Effective Business Communication. Macmillan: New Delhi- 2007.

Reference Books:

1. Pillai- R.S.N.&Bagvathi- Commercial Correspondence and Office Management 11th edition- S.chand & company Ltd-2004
2. Raman- Meenakshi and Sharma- Sangeeta. Technical Communication: Principles and Practice. OUP: New Delhi- 2004
3. Pal- Rajendra & Korlahalli- J.S. Essentials of Business Communication. New Delhi: Sultan Chand & Sons: New Delhi- 2005
4. Mohan- Krishna & Banerji- Meera. Developing Communication Skills. Macmillan: New Delhi- 2009

17EN2003 GENERAL ENGLISH

Credits 3:0:0

Course Objectives:

Enable the students to

- enable the learners appreciate prose texts and acquire vocabulary skills
- train them to read and comprehend literary pieces
- teach them to appreciate poetry

Course Outcomes:

The students will be able to

- gain understanding in vocabulary and word usage
- acquire the skills of reading and comprehending literary pieces
- develop interest in reading and enjoying poetry
- analyze and interpret fictions
- learn to recognize and distinguish between one act plays and major dramas
- critically review famous movies

Unit I - Prose: Introduction to Prose Writing-On Forgetting by Robert Lynd-A Bachelor's Complaint of the Behaviour of Married People by Charles Lamb- Principles of Good Writing by L.A.Hill- Albert Einstein at School by Patrick Pringle-Vocabulary Exercises-Word usage.

Unit II - Poetry: Introduction to English Poetry- Sonnet-On His Blindness by John Milton- Features of Romantic Poetry-The Solitary Reaper by William Wordsworth- La Belle Dame Sans Merci by John Keats-Matilda by Hillaire Belloc

Unit III - Novel: Introduction to Indian Writers- Features of Novel- Revolution 2020 by Chetan Bhagat- Friendship between Gopal and Raghav- Triangular Love- Education System- Corruption-Politics

Unit IV - Drama: Introduction to One Act Plays- Elements of One Act Plays-Stepmother by A. Bennett-The Proposal by Anton Chekhov-Remember Caesar by Gordon Daviot-Distant Relative by W. W. Jacobs

Unit V - Critical Appreciation: Sound of Music-Movie-Theme- Characterization- Musical Features-Historical and Literary Features-Cinderella-Theme- Dramatization-Musical Quality-Literary Features-Critical Reviews

Text Book:

1. Da Costa- Stephen (Ed). Footprints: A Collection of Essays. Evergreen Publications: New Delhi- 2012.

Reference Books:

1. Bhagat- Chetan. Revolution 2020- Love- Corruption- Ambition. Rupa & Company: New Delhi - 2011
2. Xavier- A.G. (Ed) An Anthology of Popular Essays and Poems. Macmillan: Chennai- 2011.
3. Antony- E.C. A Taste of Good Prose. Blackie: Chennai- 1991
4. Vasudev- Parvathi. Spring Blossoms. An Anthology of Prose. Anu Chithra: Chennai- 1989

17EN2004 CREATIVE ENGLISH**Credits 3:0:0****Course Objectives:**

Enable the students to

- enhance cognitive skills
- impart vocabulary skills and correct language usage
- enable the learners to comprehend literary texts

Course Outcomes:

The students will be able to:

- develop cognitive skills
- gain vocabulary skills and proper language usage
- acquire the skills of skimming- scanning and comprehending literary texts
- appreciate and interpret literary masterpieces
- develop the art of creative and professional writing
- master the skills to speak- interact and respond in a flawless manner. The students would be competent in writing and speaking

Unit I - Correct Language Usage: Vocabulary-Contextual Usage of Words- Homophones- One Word Substitution- Figurative Language (Metaphor, Simile, Personification)- Idioms and Phrases**Unit II - Reading Comprehension:** On Saying Please by A.G.Gardiner- Of Studies by Francis Bacon-Beauty and the Beast by R. K. Narayan- My Struggle for an Education by Booker T Washington-Comprehension exercises**Unit III - Prose and Rhetoric:** Features of Rhetoric-Figures of Speech and Language Style- Mark Antony's Speech from Shakespeare's Julius Caesar- Quality of Mercy, Portia's Speech from The Merchant of Venice- Beatitudes from the Holy Bible**Unit IV - Creative and Professional Writing:** Elements of Paragraph Writing- Paragraph Writing- Techniques of Creative Writing and Story Writing- Creative Writing-Activities-Story Writing-Activities- Informal Letter Writing- Format and Parts of Formal Letters- Formal Letter Writing- Letter to the Editor**Unit V - Speaking Skills:** Situational Dialogues- Questioning and Answering-Body Language-Group Discussion- Characteristics- Interview- Interview Skills- Mock Interview- Techniques of Effective Anchoring- Anchoring- Activities**Text Books:**

1. Rizvi- Ashraf M- "Effective Technical Communication"- Tata McGraw Hill- New Delhi- 2008.
2. Mohan- Krishna.- Raman- Meenakshi. Effective English Communication. Tata Mc-Graw Hill- New Delhi- 2009.

Reference Books:

1. Da Costa- Stephen (Ed). Footprints: A Collection of Essays. Evergreen Publications: New Delhi- 2012
2. Mohan- Krishna & Banerji- Meera. Developing Communication Skills. Macmillan: New Delhi- 2012

17EN2005 COMMUNICATION SKILLS LAB**Credits: 0:0:2****Course Objectives:**

Enable the students to

- train the students to gain proficiency in communication
- impart reading and listening skills
- enable them to learn media vocabulary

Course Outcome:

The students will be able to

- Develop four skills of communication
- Acquire skills to comprehend information and present them in written form
- gain mastery in media vocabulary and usage
- Demonstrate effective writing skills
- Acquire the skills of compering
- Interact effectively in day to day communication

Description:

The faculty conducting the laboratory would prepare the list of 12 experiments and get the approval of HoD and Director and notify them at the beginning of each semester.

17EN2006 SOFT SKILLS - I

Credits: 2:0:0

Course Objectives:

Enable the students to

- enumerate the significance of soft skills in one's career
- understand the aspects of soft skills for personal and professional life
- enhance the holistic development of the personality of the students

Course Outcomes:

The students will be able to

- Learn the concept and its significance in the job market
- acquire the necessary skills for Global Employments
- understand the effective use of body language
- acquire the skills for effective presentation
- master the techniques of workplace etiquette
- use effective interpersonal communication

Unit I - Soft skills significance: Introduction to soft skills- Importance of soft skills- Industry's expectations- Universal hiring rule

Unit II - Self realization: Who am I? Self- motivation- Attitude- Strategies for change- Thinking skills- Keys to success-

Unit III - Self Improvement: Planning and Prioritizing- Self-discipline and tips to improve- Self-esteem- Self-excellence

Unit IV - Personality Development: Making the right choice- Begin to grow- Right principles- Burn the bridges- Emotional skills

Unit V - Self Assessment: Self-presentation- Individual assessment on Soft skills

Text Books:

1. Frederick H. Wentz Soft Skills Training: A Workbook to Develop Skills for Employment- Create Space Independent Publishing Platform; Large edition- 2012
2. T. Kalyana Chakravarthi- T. Latha Chakravarthi Soft Skills for Managers- Wiley- 2011

Reference Books:

1. Barun K. Mitra Personality Development and Soft Skills: Oxford, 2011
2. M.S.Rao- Soft skills- I.K. International publishing House pvt.ltd- Bangalore 2011

17EN2007 SOFT SKILLS - II

Credits: 2:0:0

Course Objectives:

Enable the students to

- To enhance the leadership and management skills
- To understand the aspects of soft skills for personal and professional life
- To enhance the holistic development of the personality of the students

Course Outcomes:

The students will be able to

- Learn the concept and its significance in the job market
- acquire the necessary skills for Global Employments
- understand the effective use of body language
- acquire the skills for effective presentation
- master the techniques of workplace etiquette
- use effective interpersonal communication

Unit I - Introduction to workplace communication- Oral communication types

Unit II - Principles of communication- Barriers to communication- Non-verbal communication and etiquettes-

Unit III - Social media communication and etiquettes- Coping with workplace realities- Interpersonal skills- Effective team player-

Unit IV - Leadership skills and team management- Problem Solving and decision making skills- Cognitive skills

Unit V - Lateral thinking skills- Presentation skills- Group discussion- Interview skills- Mock interview.

Text Book:

1. Frederick H. Wentz Soft Skills Training: A Workbook to Develop Skills for Employment- CreateSpace Independent Publishing Platform; Large edition, 2012

Reference Books

1. M.S.Rao- Soft skills- I.K. International publishing House pvt.ltd: Bangalore, 2011
2. Geetu Bharwaney- Increase your emotional Intelligence- Jaico publishing house: Delhi, 2009
3. R.C.Bhatia- Personality Development- Ane books private ltd: Delhi, 2013

17EN2008 ENGLISH LANGUAGE AND COMMUNICATION I

Credits: 3:0:0

Course Objectives:

Enable the students to

- understand and demonstrate writing and speaking process grammatically correct and contextually relevant
- trace the importance of specifying the audience and purpose and to select appropriate choices of communication
- be introduced to various process of formal and informal communication

Course Outcomes:

The students will be able to

- understand and demonstrate writing and speaking process grammatically correct and contextually relevant
- write clearly and with relevance
- learn to use appropriate modes of communication in private and public meetings
- participate effectively in group discussion
- examine the formats, concepts- grammatical structures and vocabulary while reading and writing
- be introduced to various process of formal and informal communication

Unit I - Basic language skills: Sentence formation- sentence structure-types of sentences-transformation of sentences-rectifying grammatical errors-verb agreement-tenses

Unit II - Vocabulary building: Derivatives- suffix –prefix- compound words-confused words-synonyms and antonyms

Unit III - Writing Skills: Letter format - Formal and informal letters-business letters

Unit IV - Communication: Key elements of communication-Functions of communication- Communication network in an organization- Barriers of communication- Inter cultural communication

Unit V - Speaking Skill: Situational dialogues- Making effective telephonic conversation- Group Discussion

Text Book:

1. Konar- Nira. Communication Skills for Professionals.PHI Learning Private Limited: New Delhi-2009

Reference Books:

1. Guffey- Mary Ellen. Business Communication: Process and Product. III Edn.:London: SouthWestern College Publishing- 2000.

2. Business Communication: Harvard Business Essentials. Boston: Harvard Business School Press- 2003.
3. Rizvi- Ashraf M. Effective Technical Communication. New Delhi: Tata McGraw-Hill- 2005.

17EN2009 ENGLISH LANGUAGE AND COMMUNICATION II

Credits: 3:0:0

Course Objectives:

Enable the students to

- write clear- concise and grammatical English in an appropriate style
- communicate effectively and appropriately in real-life situations.
- understand and use spoken English for practical communication in formal and informal situations.

Course Outcomes:

The students will be able to

- Write clear- concise and grammatical English in an appropriate style
- communicate effectively and appropriately in real-life situations.
- acquire grammatical skills to ensure accuracy of business communication.
- understand and use spoken English for practical communication in formal and informal situations.
- develop reading and listening comprehension skills -
- Apply writing techniques to enhance job oriented skills

Unit I - Grammatical Skills: Parts of speech- phrases and clauses- linkers- punctuation- correction of errors in sentences- idioms and phrases.

Unit II - Listening skills: Listening comprehension- note taking- audio-visual receptive skill development-

Unit III - Reading Skill: - Reading skill strategies- intensive skimming and scanning- Intensive reading exercises.

Unit IV - Oral Communication: Conversational English- introducing- requesting- questioning- inviting- parting- greeting- congratulating- thanking- apologizing- advising- suggesting- asking to repeat- complaining- agreeing- expressing preference- directions- presentation- debate- group discussion and role play

Unit V - Written Communication: Writing Resume- reports- essays- circulars and minutes of meetings- summarizing messages through electronic mail.

Text Book:

1. Syamala- V. Effective English Communication for you. Chennai: Emerald Publishers, 2002

Reference Books:

1. Jain- Neera. Effective Business Communication. New Delhi: Tata McGraw Hill Education Private Limited, 2012
2. Ferrer- Jemi and Whalley Elizabeth. Mosaic II A Listening / Speaking Skills Book. Singapore: McGraw-Hill International Editions, 1990.
3. Krishnaswamy- N and T. Sri Raman. Creative English for Communication. Madras: Macmillan India Ltd. 1991.
4. Leech- Geoffrey. An A-Z of English Grammar and Usages. Britain: Edward Arnold, 1989.

17EN2010 LIFE AND LITERATURE

Credit: 3:0:0

Course Objective:

Enable the students to

- enable the learners understand the value of life through notable literary works
- appreciate the aesthetic sense through literary works
- develop communication skills through literature

Course Outcome:

The students will be able to

- Understand the value of life
- improve their reading habits and ability to appreciate
- acquire appreciative writing skills
- learn the values of life and appreciate the worth of living

- comprehend and interpret literary texts
- write creatively

Unit I - Selected Prose: The Postmaster by Rabindranath Tagore- Snapshot of a Dog by J G Thurber- On the Rule of the Road by A.G. Gardiner

Unit II - Selected Poetry: The Village Schoolmaster by Oliver Goldsmith- Incident of the French Camp by Robert Browning- Stopping by Woods on a Snowy Evening by Robert Frost- The Ballad of Father Gilligan by W.B. Yeats

Unit III - Selected Short Stories: The Model Millionaire by Oscar Wilde- The Ant and the Grasshopper by W. Somerset Maugham- The Doll's House by Katherine Mansfield

Unit IV – Biographies: Childhood – Education –Accomplishment – Achievement – Awards – contribution to society - lessons for life and living from Sir Albert Einstein and Steve Jobs

Unit V - Fiction and Creative Writing: The Old Man and the Sea by Ernest Hemmingway - The Scarlet Pimpernel by Baroness Emma Orczy- Practice in Creative Writing- Review Writing

Text Books:

1. Xavier. ed. An Anthology of Popular Essays and Poems. Macmillan: New Delhi, 2009
2. Kumara Pillai. ed. A Book of Modern Short Stories. Macmillan: New Delhi, 2009

Reference Books:

1. Colleen and Darius Krishnaraj. ed. Convergence – A Book of Short Stories. Macmillan: New Delhi, 2009
2. Ernest Hemmingway. The Old Man and the Sea. Arrow: Warwickshire, 1994
3. Baroness Emma Orczy. The Scarlet Pimpernel. Hutchinson: London, 1905

17EN2011 SHAKESPEARE

Credits: 3:0:0

Course Objective:

Enable the students to

- expose the students to the world of Shakespeare and his works
- introduce the Elizabethan stage and drama technique
- impart literary values from Shakespeare writing and create an interest in writing literary pieces

Course Outcome:

The students will be able to

- comprehend the literary merits of Shakespeare as a dramatist
- learn the difference between Shakespearean tragedy and comedy
- understand the Shakespearean style of writing
- learn the theatric techniques
- understand different literary devices in literature
- learn the art of writing his/her own literary pieces

Unit I - Tragic Comedy: Introduction to Tragic comedy- The Merchant of Venice- Character study – Theme and setting - Themes

Unit II - Tragedy: Shakespearean Tragedy- Julius Caesar- Major characters and psychological aspects - Hamlet- Major characters in Hamlet and their tragic flaws

Unit III - Comedy: Features of comedy- As You Like It- Effective expressive narrative usages- Significance of having clowns – Features of comedy

Unit IV - Great Speeches: Portia's Speech on Quality of Mercy- appreciation of language use - Mark Antony's Speech- Comparison between Mark Antony and Brutus in language use

Unit V - Great Soliloquy: Hamlet's Soliloquy- Hamlet weakness of procrastination – Consequence of tragic flaw - Seven Ages of Man in As You Like It – Modern relevance of the clown's speech

Text Book:

1. Shakespeare, William. The Complete Works of Shakespeare, OUP: Oxford, 1999

Reference Books:

1. Langley, Andrew. Shakespeare and the Elizabethan Age, Running Press Books Publishers: London, 2000.

2. Lee- Michael (ed). Shakespearean Criticism: Criticism of William Shakespeare's Plays and Poetry- Gale/Cengage Learning: London, 2007.
3. Metcalf- John Calvin. Know Your Shakespeare, Heath: 194 Bennion- Lynn. B. William Hazlitt's Shakespearean Criticism. John Hopkins University: New York, 1946.

17EN2012 PROFESSIONAL ENGLISH PRACTICE

Credits: 0:0:2

Course Objective:

Enable the students to

- train the students to obtain proficiency in the presentation skills
- enable the learners to prepare winning resume
- teach the learners to present longer unit of discourse

Course Outcome:

The students will be able to

- develop presentation skills at the prelims level
- acquire skills to write reports- business letters and
- prepare winning resume
- gain proficiency in speaking
- Present longer unit of discourse
- Interact effectively

10 approved experiments will be notified at the beginning of the semester

17EN2013 ENGLISH LAB

Credits: 0:0:2

Course Objective:

Enable the students to

- train the students to gain proficiency in communication
- enable them to learn media vocabulary
- teach them the art of compering

Course Outcome:

The students will be able to:

- Develop four skills of communication
- Acquire skills to comprehend information and present them in written form
- gain mastery in media vocabulary and usage
- Demonstrate effective writing skills
- Acquire the skills of compering
- Interact effectively in day to day communication

10 approved experiments will be notified at the beginning of the semester

17EN2014 COMMUNICATIVE ENGLISH

Credit: 3:0:0

Course Objective:

Enable the students to

- impart basic grammar skills with special thrust on framing sentences for day to day conversation.
- train the students in language use and help improve their vocabulary and write appropriately.
- train the students in oral presentation and writing skills

Course Outcome:

The students will be able to:

- Use grammar skills appropriately
- Write short messages for various purposes

- Use appropriate punctuation and cohesive devices
- Speak relevantly in different contexts
- Make presentations and short speeches
- Use non-verbal cues appropriate to speaking contexts

Unit I - Introduction to grammar skills: Tense forms- Articles-Voice- Infinitives- Gerunds—Modal auxiliaries- Understanding vocabulary- Word power.

Unit II - Basics of Writing: Direct and indirect speech Homophones- Note-Making- Paragraph writing- Personal letter writing- Summarizing- Punctuations- Discourse markers.

Unit III - Writing skill: Descriptive writing- Abbreviations- Word formations- Cohesive devices- One- word substitution- Writing - short speeches.

Unit IV - Mini Presentation: Instructions- Warning- Group discussions- writing Recommendations- Memo writing- Understanding biography

Unit V - Formal Writing: Essay writing- Writing official letters- If clauses- Presentational skills- Body language- Role-play

Text Book

1. Rizvi, Ashraf M. Effective Technical Communication. New Delhi: Tata McGraw-Hill. 2005.

Reference Books

1. Dhanavel, S.P, English and Communication Skills for Students of Science and Engineering. Orient BlackSwan, Bangalore, 2011
2. Mohan, Krishna and Raman, Meenakshi. Effective English Communication. New Delhi: Tata McGraw-Hill, 2001
3. Radhakrishnan, Pillai G.*et.al.* Spoken English for You-Level I. Chennai: Emerald Publishers, 2000.

17EN2015 PROFESSIONAL ENGLISH - I

Credits: 3:0:0

Course Objective:

Enable the students to

- impart the basic linguistic and reading skills necessary for comprehending and interpreting general- literary and technical content.
- enable the learners to communicate orally without flaw in day to day situations.
- impart writing skills related to professional situations

Course Outcome:

The students will be able to

- develop the skills of reading and comprehension by mastering the basic linguistic skills
- acquire an understanding of the methods of reading and interpretation
- demonstrate their skills in oral and written communication.
- practice writing of formal and informal letters
- communicate fluently in professional context
- acquire proficiency in business vocabulary

Unit I - Reading comprehension: Reading skills - methods of reading- prediction technique in comprehension- reading different types of texts

Unit II - Oral communication: Pronunciation practice- oral presentation exercise- telephonic conversation- introducing oneself and others

Unit III - Grammar skills: Basic grammar skills - tense forms – concord- sentence structure- impersonal passive

Unit IV - Writing skill: Vocabulary skills- Format of different writing - paragraph writing - resume writing

Unit V - Business writing: Introduction to Letter writing – letter format - Formal and informal letters- report writing.

Text Book:

1. Rizvi, Ashraf M. “Effective Technical Communication”. Tata McGraw Hill: New Delhi, 2008

Reference Books:

1. Mohan, Krishna and Raman, Meenakshi. Effective English Communication. Tata McGraw Hill: New Delhi, 2009.
2. Dhanavel, S.P. English and Communications Skills for Students of Science and Engineering. Orient BlackSwan: Chennai, 2011.
3. Viswamohan, Aysha. English for Technical Communication. Tata McGraw-Hill: New Delhi, 2010.

17EN2016 PROFESSIONAL ENGLISH - II

Credits: 3:1:0

Course Objective:

Enable the students to

- impart basic professional communication skills
- impart business writing skills
- train them in interpersonal communication and team work

Course Outcome:

The students will be able to

- learn verbal and non verbal skills
- acquire workplace communication skills
- demonstrate interview skills
- interact effectively in group discussion
- improve writing sales letters
- discuss business scenario with confidence

Unit I - Basics of communication: Verbal and Non-verbal Communication- Types and Barriers of communication- Internal Communication- External Communication

Unit II - Oral communication skills: Speaking Strategies- Interview Techniques- Types of Interview- Characteristics of interview – Interview questions - Group Discussion

Unit III - Workplace communication: Problem Solving and Decision Making Strategies- Team Building- Interpersonal Communication

Unit IV - Writing for specific purpose: Writing for specific purposes- Email Messages- Circular- Memo- Minutes

Unit V - Business correspondence: Business Correspondence: Enquiry letter- Quotation letter- Purchase letter and Sales letter- Sales advertisement

Text Book:

1. Soundararaj, Francis. Speaking and Writing for Effective Business Communication. Macmillan: New Delhi, 2007

Reference Books:

1. Mohan, Krishna & Banerji, Meera. Developing Communication Skills. Macmillan: New Delhi, 2005
2. Pal, Rajendra & Korlahalli- J.S. Essentials of Business Communication. New Delhi: Sultan Chand & Sons: New Delhi, 2005
3. Vishwamohan, Aysha. English for Technical Communication. New Delhi: Tata McGrawHill, 2010
4. Carol M. Lehman and Debbie D. DuFrene. BCOM. 4th Edn. New Delhi: Cengage, 2012

17EN2017 LITERATURE AND MORAL VALUES

Credit: 3:1:0

Course Objective:

Enable the students to

- understand the value of life through notable literary works
- appreciate the aesthetic sense through literary works
- develop communication skills through literature

Course Outcome:

The students will be able to

- appreciate the value of life

- improve their reading habits and ability to appreciate
- use appreciative writing skills
- practice the values of life and appreciate the worth of living
- comprehend and interpret literary texts
- write creatively

Unit I - Poetry: The Ballad of Father Gilligan by W.B. Yeats- Incident of the French Camp by Robert Browning- Stopping by Woods on a Snowy Evening by Robert Frost

Unit II - Short Stories: The Cherry Tree by Ruskin Bond- The Ant and the Grasshopper by W. Somerset Maugham- The Doll's House by Katherine Mansfield

Unit III – Selected Prose The Postmaster by Rabindranath Tagore- Snapshot of a Dog by J G Thurber- On the Rule of the Road by A.G. Gardiner

Unit IV – Biographies: Childhood – Education –Accomplishment – Achievement – Awards – contribution to society - lessons for life and living from Sir Albert Einstein and Steve Jobs

Unit V - Fiction and Creative Writing: Pygmalion by Bernard Shaw - The Scarlet Pimpernel by Baroness Emma Orczy

Text Books:

1. Xavier. ed. An Anthology of Popular Essays and Poems. Macmillan: New Delhi, 2009
2. Kumara Pillai. ed. A Book of Modern Short Stories. Macmillan: New Delhi, 2009

Reference Books:

1. Colleen and Darius Krishnaraj. ed. Convergence – A Book of Short Stories. Macmillan: New Delhi, 2009
2. Shaw, Bernard. Pygmalion. Macmillan: New Delhi, 2001.
3. Baroness Emma Orczy. The Scarlet Pimpernel. Hutchinson: London, 1905

17EN2018 SOCIAL HISTORY OF ENGLAND

Credits: 3:1:0

Course objectives:

Enable the students to

- understand the social life of the English people during Chaucerian Age
- learn about major events during the Middle Ages, Tudor's England and Reformation
- have an idea of Elizabethan Age, Puritan age, Restoration and Defoe to Johnson

Course Outcome

The students will be able to

- gain an understanding of the Age of Chaucer
- become aware of the unique features of Middle Ages
- comprehend the significance of different ages
- recognize the sobriety of the Puritan Age and the libertines of Restoration Period
- appreciate the social conditions during the time of Defoe to Johnson

Unit I – Chaucer Time: Chaucer's England: Black Death-Social Rising of 1351-Houses of Rich and Poor-Monasteries- Monks, Friars and Clerks

Unit II – Middle Period: Middle Age: Wars of Roses-Medieval Love and Marriage-Manor House Life- Nunneries-Grammar Schools-Caxton and Printing Press-Miracle Plays

Unit III – Different Social conditions: Tudors' England: Anti-clerical Revolution-Dissolution of Monasteries-Protestant Religion- Elizabethan Towns- Architecture-Justices of Peace-Elizabethan Theatre

Unit IV – Restoration age: Puritan and Restoration Period: Libertines and Puritans-Cromwellian Revolution-Civil War-Restoration England-Restoration Theatre- George Fox-Game Law

Unit V – Defoe to Johnson Period: Period from Defoe to Johnson- Queen Anne-Latin and Greek-Marriage Bargains-Benevolence of Soul-Methodism-Slave Trade and Cotton-Art, Life and Trade

Text Books:

1. Trevelyan, G. M. English Social History. A Survey of Six Centuries, Chaucer to Queen Victoria. Longmans Green: London, 1944.

2. Ashok, Padmaja. Social History of England. Orient BlackSwan, 2011
3. Xavier, A.G. An Introduction to Social History of England. Macmillan: Chennai, 2012

17EN2019 APPRECIATION OF ENGLISH LITERATURE

Credits: 3:1:0

Course Objective:

Enable the students to

- enable the learners to gain an overview of British Literature
- appreciate the aesthetic sense and its literary richness
- enhance their innovative ability and to develop their creative writing

Course Outcome:

The students will be able to

- Gain an understanding of values of literature
- improve their reading habits and ability to appreciate
- acquire an overview of British Literature and Shakespeare
- analyze the richness and the techniques
- comprehend and compare the literary works with others
- develop their creative writing skill

UNIT I - Milton – On his Blindness ; Andrew Marvell – To His Coy Mistress; Donne – Valediction Forbidding Mourning

UNIT II - Wordsworth – The Solitary Reaper ; Keats – Ode to a Nightingale ; Shelley - Ode to the West Wind

UNIT III - Jane Austen – Pride and Prejudice ; Charles Dickens - David Copperfield

UNIT IV - Stephen Leacock's With The Photographer, H.H Munro's The Open Window

UNIT V - Shakespeare – Twelfth Night

Text Books:

1. Francis Turner Palgrave. Golden Treasury. 2004 . Collins Clear Type press, London & Glasgow,
2. Behind the Beyond and other contributions to Human knowledge, Illustrated edition, 2009. Dodo Press.

17EN2020 BASICS OF PHONETICS

Credits: 3:1:0

Course Objectives:

- To enable the students to know the basics of language structure
- To understand the nuances of phonetics and pronounce correctly
- To gain mastery in stress - intonation and effective articulation

Course Outcomes:

The students will be able to

- Know the basics of language structure
- Understand the nuances of phonetics
- gain mastery in stress - intonation and effective articulation
- acquire skill in correct pronunciation
- apply the method of using appropriate vocabulary
- effectively use grammar skills in different contexts

UNIT I - Introduction to Phonetics: Introduction – Speech sounds in minimal pairs- Distinctive sounds in English and Native Language.

UNIT II – Basic Sounds: Classification of English Sounds – Vowels - Diphthongs – Consonants - Classification of vowels and Consonants.

UNIT III – Stress Patterns: Stress – Word Stress — Strong and Weak Forms.

UNIT IV – Intonation: Accent and intonation – Rising Tone – Falling Tone – Falling Rising Tone – Rising Falling Tone.

UNIT V – Pronunciation Practice: Transcription – Pronunciation exercises – Word level – short expressions - Sentences

Text Book:

1. Jones Daniel, The Pronunciation of English 17th edn. 2006, Cambridge University Press: London, 2016

Reference Books:

1. Balasubramaniam, An Introduction to English Pronunciation, Macmillan: Chennai, 2014
2. J.D.O'Connor. Better English Pronunciation 7th edn, Cambridge University Press: London, 2016

17EN2021 LITERARY FORMS AND USES

Credits: 3:1:0

Course Objectives:

Enable the students to

- know the most significant literary forms
- learn the various literary devices and their features
- know about various literary forms and theories to the literary works

Course Outcomes:

The students will be able to

- apply the literary forms in reading literature
- have comparative views of literary devices
- use the skills to interpret literature effectively
- apply the various concepts of forms and analyze instances of the variety of literary forms
- apply the devices in terms of style- figurative language and convention
- show proficiency in literary research and in the synthesis of research.

UNIT I - Song : Lyric – Ode – Sonnet

UNIT II – Ballad: Elegy – ballad - Epic - Narrative Poetry

UNIT III – Tragedy: Tragedy – Spanish tragedy – Greek – Tragedy

UNIT IV – Criticism: Satire - Exaggeration - Juxtaposition - Parody - Diminution

UNIT V – Fiction: Novel - Historical Novel - Detective Novel - Stream of Consciousness Novel – Feministic Novel

Text Book:

1. R. J. Rees. An Introduction to English Literature. Macmillan India Press: Madras, 2001

17EN2022 MODERN INDO-CHINESE LITERATURE

Credits: 3:1:0

Course Objectives:

Enable the students to

- Learn about the different aspects of Indo and Chinese languages.
- understand the cross cultural perspectives prevalent in literature
- gain an understanding of the nuances of Indo and Chinese literature

Course Outcomes:

The students will be able to

- have a thorough knowledge of both the Indian and Chinese literature
- compare and analyze different genres of two literature
- evaluate the richness of literary values of two different languages
- analyze the cross cultural perspectives
- appreciate the richness and beauty of similarities of two different cultures

Unit I - Mu Dan -Song of Wisdom ; Yan Lian -To a Nine Year old Girl Killed in a Massacre ; Sarojini Naidu - The Queen's Rival ; Jayanta Mahapatra - Indian Summer

Unit II - Liang Shiqiu – On Time, Snow ; A.S.Wadia - The English Home

Unit III - Wang Zhenhe – An Oxcart for a Dowry ; Xi Xi - A Woman like Me ; Rabindranath Tagore – The Home Coming

Unit IV - Bhabani Bhattacharya – He Who Rides the Tiger

Unit V - Girish Karnad - Tuglaq

Reference Books

1. E. E. Speight. Indian Masters of English - An Anthology Of English Prose By Indian Writers. Paperback , Mar 2007.
2. Joseph S. M. Lau (Ed), The Columbia Anthology of Modern Chinese Literature. Paperback, 1996.
3. An Anthology of Indian Poetry, Orient Longman

17EN2023 LANGUAGE LAB FOR LITERATURE STUDENTS

Credits: 0:0:2

Course Objectives:

Enable the students to

- acquire the skills to use appropriate vocabulary
- know the uses of grammar
- get trained in word usage and sentence structure

Course Outcomes:

The students will be able to

- improve vocabulary skills and word usage
- master the grammar skills
- effectively use the oral presentation and interaction
- use effective listening and writing skills
- learn the skills of transcoding
- gain report writing and creative writing skills

Reference:

1. Lab Manual prepared by the Department of English

17EN2024 ACADEMIC ENGLISH LAB

Credits: 0:0:2

Course Objectives:

Enable the students to

- learn the mechanics of writing a paper
- gain an understanding of language and style of academic writing
- get trained in developing a paper and submit a mini project.

Course Outcomes:

The Students will be able to

- use all the mechanics of writing
- show the ability and the skill to write an academic paper
- apply the mechanics of report writing
- do the process of developing official writing
- write analytically and become successful writers in their academics and careers
- become effective in speech and efficient in speaking

Reference:

1. Lab Manual prepared by the Department of English

17LN2001 FRENCH I

Credits: 3:0:0

Course Objectives:

Enable the students to

- make the learners understand the French culture
- impart specific grammar skills
- impart French vocabulary

Course Outcomes:

Students will be able to

- Become familiar with the basics of the language
- Acquire a basic knowledge of French culture and its nuances
- Use familiar everyday expressions and phrases aimed at the satisfaction of needs of a concrete type
- Introduce himself/herself and others and can ask and answer questions about personal details
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- Learn the various strategies to overcome the basic difficulties in LSRW

Unit I - Self introduction, European countries and nationalities, days and months, numbers 1 to 30 - Personal pronouns (difference tu/vous (you)), verbs to be, to have, to be called (s'appeler), to live

Unit II - Schengen Agreement, European Union - (exercice A propos, Schengen Agreement map, European Union map) - IOF countries , numbers 1 to 100 - Pronoun "on", verb to speak - International Organisation of la Francophonie (IOF), French Academy, different French accents - (IOF map, France map)

Unit III - Physical description (hair, eyes, height, weight, appearance), clothes, accessorizes, design, description adjectives, colours - Verbs (to be, to have), to wear, to measure, to weight - Units of measurement (meters, kilograms), French clothes - (short movie "Stricteaternum", Didier Fontan)

Unit IV - Family - Possessive adjectives, voice/voilà (here's), question words - Family in France - (family tree, Vocabulaire Progressif du Français avec 250 exercices-niveau intermédiaire)

Unit V - Timetable, leisure, sports - Ask and indicate the time, frequency adverbs, reflexive verbs - French timetable leisure in France - (sound track no 22 A propos)

Text Books :

A propos A1, Livre de l'élève, 2010

(Vocabulaire progressif du français avec 250 exercices)

17LN2002 FRENCH II

Credits: 3:0:0

Course Objectives:

Enable the students to

- initiate the students into learning French language
- make the students understand French culture
- enable the students to learn French vocabulary in advanced level

Course Outcomes:

Students will be able to

- Use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type
- Understand the French culture and its nuances
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- Learn the basic expressions of French and handle them confidently.
- Learn the various strategies to overcome the basic difficulties in LSRW
- Become familiar with the strategies of handling language contexts.

Unit I - Food -Verbs (to eat, to drink)- reference verbs, near future-Meals in France, Euros (European currency)- (recipe on Marmiton.fr) - Directions-Verbs to go, to take, make a comparison

Unit II - Differences between city and countryside, means of transport (Parisian subway), French punctuality, flat-sharing-(newspapers announcements for sharing a flat)

Unit III - Associations-Pronouns (pronoms complements directs/indirects), speak about society problems-Associations in France, French motto-(short movie)

Unit IV - School, studies, work-Give his/her opinion School system in France, right to strike, LEtudiant.fr, Campusfrance-(screen view website LEtudiant.fr) Travels-UNIT V

Unit V - Present perfect (passé composé), express satisfaction/dissatisfaction-Holidays/tourism in France, sightseeing in Paris city (postcard)

Text Books :

A propos A1, Livre de l'élève, 2010

(Vocabulaire progressif du français avec 250 exercices)

17LN2003 GERMAN I

Credits: 3:0:0

Course Objectives:

Enable the students to

- introduce basic German language skills
- make the students understand German culture
- impart specific grammar skills

Course Outcomes:

Students will be able to

- Comprehend the basics of German language
- Understand the German culture and its nuances
- Use the basic expressions and phrases needed
- Use systematic phonetics and basic writing components
- Learn the strategies to overcome the basic difficulties of LSRW skills
- Interact in a simple way and manage the language situations

Unit I - Associations with German - Name and origin – Geography – Climate – Variations of German

Unit II - Affirmative sentences - Verbs in present tense – Personal pronouns – Du/Sie forms in context

Unit III - Working with dictionary - How to study vocabulary – Describing personal way of living

Unit IV - Possessive article - Testing – What is important when taking test – Autoevaluation – local prepositions – Introduction to Dativ

Unit V - Describing ways - Local prepositions (Akkusativ) – Discuss impressions – Taste – Verbs:essen,trinken, mögen+Negation and gern, oft, viel, wenig

Text Books:

1. Funk, Hermann. Studio D A 1. Cornelsen Verlag, 2010
2. Buscha, Anne and Szita, Szilvia. Begegnungen A1+: Lehrerhandbuch. Schubert Verlag E. K.2007

17LN2004 GERMAN II

Credits: 3:0:0

Course Objectives:

Enable the students to

- introduce basic German language skills in an advanced level
- make the students understand German culture
- impart specific grammar skills

Course Outcomes:

Students will be able to

- Comprehend the basics of German language
- Understand the German culture and its nuances
- Use the basic expressions and phrases and grammar needed

- Use systematic phonetics and basic writing components
- Learn the strategies to overcome the basic difficulties of LSRW skills
- Interact in a simple way and manage the language situations

Unit I - Grammar table – Take notes – Apply means of speech – Lifestyles - Asking questions in class and at work

Unit II - Nouns – Articles and negation – Figures 20 to 100 - Everyday objects

Unit III - Self evaluation – Recognize and discuss differences – Time and separable verbs

Unit IV - Comprehension of time - Traffic in General – Training your ‘eye’ - Understanding and planning – Recognize differences

Unit V - Verbs:essen, trinken, mögen+Negation and gern, oft, viel, wenig – Find information in the internet – Perfekt - Critics

Text Books:

1. Funk, Hermann. Studio D A 1. Cornelsen Verlag, 2010
2. Buscha, Anne and Szita, Szilvia. Begegnungen A1+: Lehrerhandbuch. Schubert Verlag E. K.2007

17LN2005 jkpo - 1

jkpg;G: 3:0:0

Nehf;q;fs:

- r%f khw;wr rpe;jidfis cssLf;fpa jw;fhy ,yffpaq;fis mwpKfk; nra;jy;.
- GJf;ftpij rpWfij Mfpa ,yf;fpaq;fspd; eak ghuhLLy;
- jkpo;f; fhg;gpaq;fs;py; moFk; mwpTz;Tk; CL;Lk; gFjpfisg gbj;Jg Ghpe;J nfhs;;Sjy;

gad;fs:

- khzt;fs r%f khw;wr;rpe;jidfis mwpe;Jnfhs;th;.
- khzt;fs Gjpdjijf; fw;gjd; %yk; rKjhar rpf;fy;fis cz;he;J mtw;wpw;Fj jh;T fhz;gh;
- ehLf;fis r%fg gad;ghL;bw;F Vw;g cUthf;Fk; j;wd; ngWth;
- jkpo;f; fhg;gpaq;fs;py; moFk; mwpTz;Tk; CL;Lk; gFjpfisg gbj;Jg Ghpe;J nfhs;;th
- gz;ila ,yf;fpag gjpTfs;py; cs;s goe;jkpoupd; MSikfisAk;> mīLahsq;fisAk mwpe;Jnfhs;th;.
- Gjpdk topj jw;fhy rpf;fy;fisAk; mjw;fhd jh;TfisAk cUthf;Fk; j;pwd ngWth;

\$W 1:

jw;fhyj; jkpo - rpWfij> cWg;gpay; - vOj;J - mīr> Njk;ghtz; -

\$W 2:

Fotpf;s tijg;gLyk; (Kjy; 50 ghLy;fs;) > nra;As;ay; - ntz;gh>

\$W 3:

jkpo ,yf;fpa tuyhW - Njhw;wKk tsh;r;rpAk; > fpwpj;jth; - jkpo njhz;L> rq;f E}yfs

\$W 4:

vL;Lj;njhif > gj;Jg;ghL;L> jw;fhyj;jkpo - ftpij>

\$W 5:

,yf;fzk; - vOj;jpyf;fzk; >,yf;fzk; - nrhy -nghUs > jw;fhyj; jkpo - Gjpdk ghLE}y;fs:

1. ,uh. jzLhAjk; - jkpo rpWfijapd; Kd;Ndhbfs
2. jkpo ,yf;fpa tuyhW - K. tujhrdhh
3. Lhf;Lh;. jkpoz;zy; - Gjpa Nehf;fy; jkpo ,yf;fpa tuyhW
4. ty;ypf;fz;zd; - GJf;ftijapd; Njhw;wKk tsh;r;rpAk;
5. ,uh. jzLhAjk; - ehty; ,yf;fpak

kjpg;G: 3:0:0

Fwf;Nfhsfs:

- ftpij> rpWfij ,yffpa tbtq;fspDjNL giLgghsu;fs ntspg;gLj;ipa r%f tpoKpag gjpTfis vLj;jpakGjy
- Nkk;ghLiLa r%fj; ij midj;Jj jsj;jpYk; Vw;gLj; Mw;Wg;gLj;jy;
- mwptpay; jkpohffj;jpd; mtrpa;j;ijAk> mjdhhy rkfhhy r%f mikg;gpd; midj;Jj jug;G kf;fSk; EfUk; gad;ghL;ilAk; vLj;jpak;Gjy;.

gad;fs:

- khzt;fs r%f khw;wr;rpejidfis mwpe;Jnfhs;th;.
- khzt;fs Gjpdjijf; fw;gjd; %yk; rKjhar rpf;fy;fis czhe;J mtw;wpw;Fj jh;T fhz;gh;
- ehLfq;fis r%fg gad;ghL;bw;F Vw;g cUthf;Fk; jpw; ngWth;
- jkpo;f; fhg;gpaq;fs;py; moFk; mwpTzh;Tk; CL;Lk; gFjpfisg gb;Jg Ghpe;J nfhs;th;
- gz;ilA ,yf;fpag gjpTfspy; cs;s goe;jkpoupd; MSikfisAk;> mihLahsq;fisAk mwpe;Jnfhs;th;.
- Gjpdk topj jw;fhy rpf;fy;fisAk; mjw;fhd jh;TfisAk cUthf;Fk; jpw; ngWth

\$W 1:

jhAkhdtu; - j;UtUL;gh - nja;tkzpkhiy - ~xUikALd epdJ jpUkyub|>

\$W 2:

ghujpahu; ftpijfs - ;ghuj ehL - ghUf;Fs;Ns - Rje;jpu jhfk; - vd;W jz;Akpe;j> ghQ;rhyp rgjk - rigapy; jpnusgj ePj; NfLLy - fz;zd ghL;L - fz;zd; vd; t;isahL;Lg gpsis>

\$W 3:

ghujpjhrd; ftpijfs - Gj;jfrhiy - khdpL rf;jp - jkpo tsHr;rp - ftpkz; cLy; eyk; Ngzy - ehkf;fy; ftpQH - J}HthUk; cw;rtk; >

\$W 4:

mZt;ypUe;J Mfhak;t;u - gh;yt;dk; - kio - tuyhw;W mwptpay; - vzfs;pd; vOj;J tbt;K - NuhNgh> KuL;L Kj;iyfs>

\$W 5:

rpWfij ,yffpak - rpWfijj njhFg;G - jkpo;r; rpWfijf; fsQ;rpak - tpfLd; gpuRuk;

ghLE}y;

1. mZt;ypUe;J Mfhak; t;u - jkpo;ehL mwptpay; ,af;fk;> rad;]; gg;spNf\>];> nrd;id> nrgLk;gh> 1993.
2. jkpo;r; rpWfijf; fsQ;rpak; - tpfLd; gpuRuk; - 477 mZ;zh rh;iy> nrd;id.
3. nfhq;FNjH thof;if (njhFj; 2) - uh[khHj;jhzLd;> A;idLLL iuLLH];> nrd;id - 86
4. GjF;ftpj;apd; Njhw;wKk tsHr;rpAk;> ty;ypf;fz;zd;> mfuk;> jQ;rht;H.

17LN2007 BASIC FRENCH**Credit 3:0:0****Course Objectives:**

Enable the students to

- teach vocabulary
- impart specific grammar skills
- familiarize the learners with the French culture

Course Outcomes:

The students will be able to

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type
- acquire the ability to introduce himself/herself and others and can ask and answer questions about personal details

- acquire the ability to interact in a simple way provided the other person talks slowly and clearly and is prepared to help.” (CEFR)
- understand and speak basic French words
- understand the French words commonly used in hotel industry
- acquire skills on French language

Unit I - Présent du verbe être et avoir et des verbes réguliers : verbes en ‘er’, ‘ir’-Articles définis et indéfinis
Articles contractés

Unit II - Articles partitifs - Pluriel en ‘s’ - Adjectifs qualificatifs – (accordance)-Interrogation avec Est-ce-que? -
Négation - Le comparatif

Unit III - Salutations et Présentations - (i) Comment saluer, (ii) Comment interroger, (iii) Comment s’excuser

Unit IV - Professions et Nationalités - Les jours de la semaine - Les mois de l’année

Unit V - Nombres - Quelle heure est-il? - Équipements de boulangerie - Liste des équipements de cuisine hôtel

Text Book:

1. Dany Max und Jean-Robert Laloy, Le Français de l’hôtellerie et du Tourisme

Reference Books:

1. Philippe Dominoque, Jacky Girardet, (2001) Le Nouveau Sans Frontières, W.R.Goyal Publishers New Delhi.
2. S.Bhattacharya, (2005) French for Hotel Management and Tourism Industry, Frank Bros & Co. Publishers, New Delhi.
3. A propos A1, Livre de l’élève, 2010 (Vocabulaire progressif du français avec 250 exercices)

17LN2008 JAPANESE LANGUAGE I

Credits : 3:0:0

Course objectives:

Enable the students to

- learn basic Japanese language.
- understand Japanese culture.
- develop basic conversational skill.

Course outcomes:

The students will be able to

- effectively use the systematic phonetics
- write the native script namely HIRAGANA .
- use a few basic kanjis (pictorial representation) for everyday life
- understand general expressions for everyday use.
- have a better idea of Japanese society
- have knowledge about Japanese culture.

UNIT I - Introduction to Japanese language. Hiragana Chart 1 - vowels and consonants and related vocabulary -
Self introduction - Grammar – usage of particles wa, no, mo and ka and exercises

Numbers (1-100) - Kanji – introduction and basic kanjis – naka, ue, shita, kawa and yama

Greetings, seasons, days of the week - Conversation – audio - Japan – Land and culture .Ojigi the art of bowing.

UNIT II - Hiragana Chart 1 (contd.) and related vocabulary -Grammar – usage of kore, sore, are, kono, sono, ano, koko and kochira, arimasu and imasu. Particles – ni (location) and ga - Kanji – numbers (1-10, 100, 1000, 10,000 and yen) - Seven elements of nature-Kanji, days of the week and months of the year - Family relationships and colours - Conversation – audio

UNIT III - Hiragana Charts 2&3, double consonants, vowel elongation and related vocabulary - Time

Grammar - particle ni (time) - Time expressions (today, tomorrow, yesterday, day before, day after)

UNIT IV - Kanji – person, man, woman, child, tree and book - Directions – north, south, east and west - Food habits of Japanese people – Conversation - audio

UNIT V - Grammar - directions, associated vocabulary (mae, ushiro, ue, shita, tonari, soba, etc.) - Kanji – hidari, miy, kuchi - Conversation – audio - Japanese sports and martial arts

Text books

1. First lessons in Japanese “Nyumon Nihongo” : publisher- ALC, 2016
2. Japanese for dummies : Publisher: John Wiley & sons, 2015
3. Kana workbook – publisher: AOTS Japan, 2017

17LN2009 JAPANESE LANGUAGE II**Credits : 3:0:0****Course objective**

Enable the students to

- Learn the secondary level of Japanese language.
- acquire knowledge and skills in understanding vocabulary and basic grammar.
- understand Japanese Art and Culture.

Course outcome

The students will be able to

- know the Japanese script Katakana used for borrowed words.
- use basic grammar to form simple sentences.
- use general expressions for everyday use. ex greetings ,self introduction, asking time, asking the way etc.
- practice basic conversational skills for day today life situations.
- translate simple sentences from Japanese to English.
- Know the Japanese art and culture. For ex Origami, ikebana, bonsai etc. and festivals of Japanese people & living style including food habits.

UNIT I - Introduction to Verbs; Ikimasu,okimasu,nemasu,tabemasu - Grammar – usage of particles de, o, to, ga(but) and exercises**Unit II** - Common daily expressions and profession - Katakana script and related vocabulary - Festivals in Japan - Conversation – audio**UNIT III** - Grammar :Verbs –Past tense, negative - ~mashita, ~masen deshita - i-ending and na-ending adjectives – introduction - Food and transport (vocabulary) - Japanese food, transport and Japanese tea ceremony - Japanese art & culture: Ikebana, bonsai, origami etc - Conversation – audio**UNIT IV** - Grammar - ~masen ka, mashou - Adjectives (present/past – affirmative and negative). Kanji – 4 directions - Parts of the body - Religious beliefs, Japanese housing and living style. Conversation – audio**UNIT V** - Grammar – introduction to **te** form - Stationery, fruits and vegetables - Counters – general, people, floor and pairs - Conversation – audio**Text books:**

1. First lessons in Japanese “Nyumon Nihongo” Publisher-ALC, 2016
2. Japanese for dummies: : Publisher: John Wiley & sons, 2015
3. Kana work book: Publisher: AOTS Japan, 2017

17EN3001 BRITISH LITERATURE**Credits: 3:1:0****Course Objectives:**

Enable the students to

- understand the socio-cultural and literary background of the English literary tradition
- appreciate the aesthetic sense through literary works.
- appreciate the artistry of key early British writers

Course Outcomes:

The students will be able to:

- appreciate literary themes of British literature
- understand the styles and techniques of British literature
- have better understanding of different genre of British literature
- exhibit an appropriate level of expertise in literary history- literary theory- and rhetoric.
- demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.

- acquire knowledge of the major texts and traditions of literature written in English in their social- cultural and historical context

Unit I - Drama: Ben Jonson- Everyman in His Humour – Character study – thematic study – critical appreciation

Unit II - Prose: Joseph Addison- A Country Sunday with Sir Roger de Coverley - Charles Lamb- Dream Children- A Reverie

Unit III - Poetry: John Keats- Ode to a Nightingale - Tennyson- Home they brought her Warrior Dead - William Wordsworth- Solitary Reaper - George Herbert- Aaron

Unit IV - Fiction: Charlotte Bronte- Jane Eyre – Themes and characters – social aspects in the novel – Modern relevance – critical appreciation

Unit V - Novel: Charles Dickens- David Copperfield – critical appreciation – character study – thematic study

Text Books:

1. Everyman in his Humour. Create Space Independent Publishing Platform, 2014.
2. Charlotte Bronte. Jane Eyre, Harper Collins, 2013
3. Addison and Steele. Sir Roger de Coverley and Spectator's Club. Cassell, 1905.
4. Charles Lamb, The Essays of Elia New York: Houghton- Mifflin, 1907.
5. Charles Dickens, David Copperfield- New York :Macmillan, 2008

Reference Books:

1. Gardner- Helen (Ed). The Metaphysical Poets. Penguin. 1972.
2. Ward & Trent, et al. The Cambridge History of English and American Literature. New York: G.P. Putnam's Sons- 1907–21; New York: Bartleby.com, 2000
3. Patridge, Edward B. The Broken Compass: A Study of the major comedies of Ben Jonson. London: Chatto& Windus, 1958.
4. Dunn, Richard J. A Routledge Literary Sourcebook on Dickens' David Copperfield. New York: Routledge, 2004.

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

17EN3002 SHAKESPEARE

Credit: 3:1:0

Course Objectives:

Enable the students to

- expose the students to the world of Shakespeare and his works
- introduce the Elizabethan stage and drama technique
- explore the literary devices inherent in the literature

Course Outcomes:

The students will be able to

- comprehend the literary merits of Shakespeare as a dramatist
- learn the difference between Shakespearean tragedy and comedy
- understand the Shakespearean style of writing
- learn the theatric techniques
- understand different literary devices in literature
- learn the art of writing his/her own literary pieces

Unit I - Elizabethan Age: Criticism on Shakespeare – Modern Relevance of Shakespeare – Language of Shakespeare- Postcolonial reading of selected plays of Shakespeare

Unit II - Romantic Comedy: A Midsummer Night's Dream–Plot Construction- Settings-Characterization- Theme Analysis, Tempest- Plot Construction- Settings-Characterization- Theme Analysis

Unit III - Romantic Plays: Merchant of Venice- Plot Construction- Settings- Characterization- Theme Analysis, Antony and Cleopatra - Plot Construction- Settings- Characterization- Theme Analysis

Unit IV - Historical Plays: Henry IV- Plot Construction- Settings-Characterization- Theme Analysis, Richard II - Plot Construction- Settings-Characterization- Theme Analysis

Unit V - Tragic Plays: King Lear- Plot Construction- Settings- Characterization- Theme Analysis, Julius Ceasar- Plot Construction- Settings- Characterization- Theme Analysis

Text Books:

1. Shakespeare, William. The Complete Works of Shakespeare. Henry Frowd:UK, 1911.
2. Andrew Langley. Shakespeare and the Elizabethan Age. Running Press Books Publishers: USA, 2000.

Reference Books:

1. Michael Lee- (ed). Shakespearean Criticism: Criticism of William Shakespeare's Plays and Poetry- Gale/Cengage Learning- USA- 2007.
2. John Calvin Metcalf- Know Your Shakespeare- Heath- Dublin- 1949.
3. Lynn Bennion- B. William Hazlitt's Shakespearean Criticism- John Hopkins University- Maryland, 1946.

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

17EN3003 MODERN APPLIED LINGUISTICS

Credits: 3:1:0

Course Objectives:

Enable the students to

- define language and its role in communicative production
- impart the process of L₁ and L₂ acquisition
- teach the complications of translation and the process of translation

Course Outcomes:

The students will be able to

- understand the significance of language in human expression
- learn various applications of scientific study of language
- understand the process of language acquisition
- gain the ability to use different methods of language teaching
- find out the different ways of analyzing L₂ teaching and learning process
- know the problems in translation

Unit I - Introduction to Language: Definitions of 'language' – Language behavior and Language system – Language and speech - Semiotic point of view of language – Language families

Unit II - Linguistics as Science: Scope of Applied Linguistics: Microlinguistics and Macrolinguistics – Domain of Applied Linguistics – Interactive nature of Applied Linguistics – Process of Applied Linguistics – Linguistic Structure and System

Unit III - Language Acquisition: Mentalist approach to language – Piaget and Chomsky on L₁ Acquisition – Language production – Sentence planning and production – L₂ Acquisition – Indian scenario for L₂ learning – Language and Pedagogy: Role of language in education

Unit IV - Teaching Methods: Branches of L₂ Teaching – Interaction between learning and learners – Approaches to Language Teaching – Audio-lingual approach – Communicative Language teaching method

Unit V - Language and Translation: Language Transfer: Translation and its complication – Process of Transcreation – Role of bilingual dictionary – Language and Machine: difference and application

Reference Books

1. John Lyons. Language and Linguistics: An Introduction. Cambridge: CUP, 2010.
2. N. Krishnaswamy Verma. S.K- Nagarajan- M.- Modern Applied Linguistics: An Introduction. Chennai: Macmillan, 2010.
3. Norbert Schmitt- ed- An Introduction to Applied Linguistics. London: Arnold, 2002.
4. Geoffrey Finch. Key Concepts in Language and Linguistics. New York: Palgrave Macmillan, 2005.
5. Susan Hunston and David Oakey. Introducing Applied Linguistics. New Delhi: Manohar Publishers, 2009

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

17EN3004 CHRISTIAN LITERATURE

Credits: 3:1:0

Course Objectives:

Enable the students to

- make the students understand and interpret Biblical literature
- train them to analyze the varied themes of Christian poetry
- impart them the skills of reading and critically analyzing Christian fiction

Course Outcomes:

The Students will be able to

- understand and interpret Biblical literature
- analyze the varied themes of Christian poetry
- identify and examine the Christian undertones present in allegorical works
- master the skills of critically analyzing Christian fiction
- relate the moral and Christian principles in their day to day situations
- gain awareness of the Christian qualities of faith- hope and love through drama

Unit I - Poetry: Bible: Book of Job - Francis Thompson: Hound of Heaven- Hopkins: Wreck of the Deutschland

Unit II - Allegory: John Bunyan: Pilgrims Progress - Hannah Humard: Hinds feet on high places

Unit III - Fiction: C.S.Lewis : Screwtape Letters – Tommy Tenney: One night with the king

Unit IV - Prose: Dietrich Bonehoffer: Cost of discipleship- chapters 1- 2 and 32

Unit V - Drama: T.S.Eliot: Murder in the Cathedral - Friedrich Dürrenmatt: An Angel Comes to Babylon

Text Books;

1. Bunyan, John. Pilgrims Progress. Macmillan: New Delhi, 2002
2. Hannah Humard. Hinds feet on high places. Popular Classics: New York, 2012.
3. C.S.Lewis. Screwtape Letters. Houghton: New York, 2002
4. Tommy Tenney. One night with the king. Bethany House- Minnesota, 2004
5. Bonehoffer. Cost of discipleship- Touchstone- New York, 1996.
6. T.S.Eliot. Murder in the cathedral- Harcourt. Florida, 1964.
7. Friedrich Dürrenmatt. An Angel Comes to Babylon. Grove Press: London, 1962.

Reference Books:

1. Tremper Longman III & Raymond B. Dillard- An Introduction to the Old Testament- Zondervan: New York, 2006
2. Bible: Kings James version. Zondervan: New York, 2004
3. C. Bullock, Hassel. An Introduction to Old Testament Poetical books. Moody Publishers: New York, 2008

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

17EN3005 INDIAN WRITING IN ENGLISH

Credits 3:1:0

Course Objectives:

Enable the students to

- introduce the learners to different genres of Indian literature
- enable the students to empathize with Indian men and women authors
- create awareness about social- political and economical situations existing in India

Course Outcomes:

The Students will be able to

- gain an understanding of poetry- prose- drama- short stories and fiction
- acquire abilities to write reviews- commentary and critical appreciation of Indian writings
- empathize with Indian authors' sentiments- emotions and characteristics of their writings
- comprehend the social- political and economical conditions of India in chronological sequence

- learn to compose poetry- write research articles and make oral presentations
- appreciate the value of nature and its resources and comprehend the its influence upon men

Unit I - Poetry: Nissim Ezekiel: Night of the scorpion and Enterprise - Sarojini Naidu: The palanquin bearers and The soul's prayer - Kamala Das: My grandmother's house and The sunshine cat - Rabindranath Tagore: Gitanjali (first 15 songs)

Unit II - Prose: Nirad.C.Choudhry: A passage to England (chapter 1&2) - Jawaharlal Nehru: The Discovery of India (chapter 1-5) - Sri Aurobindo: The Renaissance in India - Dr.A.P.J Abdul Kalam: The power of Prayer

Unit III - Drama: Girish Karnad: Nagamandala - Rabindranath Tagore: Chandalika - Vijay Tendulkar: Kamala

Unit IV - Short Stories: Bharathi Mukherjee: A wife's story & Jasmine story (both from Middleman and other stories) - Shashi Deshpande: The Legacy and other stories

Unit V - Fiction: Anita Desai: Cry the peacock, the beloved country - V.S Naipaul: A house for Mr. Biswas - Arundhati Roy: The God of small things - Salman Rushdie: The Midnight's children - Amitav Ghosh: The Shadow lines

Reference Books:

1. V.K Gokak. ed. The Golden treasury by Indo-anglian poetry. New Delhi: Sahitya Academy- 2010
2. M.K Naik -Dimensions of Indian English literature: New Delhi: Sterling publisher Pvt.ltd. 1985
3. Das- A. Anita Desai- A Critical study. New Delhi: Omega publications- 2011
4. Ray- Mohit. K. VS Naipaul: Critical Essays. New Delhi: Atlantic publishers- 2005
5. Iyengar- K.R.S. Indian Writing in English. Bombay: Asia Publishing House-1962

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

17EN3006 ENGLISH STRUCTURE AND PHONETICS

Credits : 3:1:0

Course Objectives:

Enable the students to

- enable the students to know the basics of language structure
- understand the nuances of phonetics and pronounce correctly
- gain mastery in stress - intonation and effective articulation

Course Outcomes:

The students will be able to

- Know the basics of language structure
- Understand the nuances of phonetics
- gain mastery in stress - intonation and effective articulation
- acquire skill in correct pronunciation
- apply the method of using appropriate vocabulary
- acquire skills in grammar and usage

Unit I - Introduction to Phonetics: Organs of Speech – Sound Mechanism – Vowels – Consonants

Unit II - Phonology: Phonological structure – Word – Syllable - stress – Intonation – Transcription

Unit III - Morphology: Classification of Morphemes - Derivational Morphemes – Grammatical Morphemes – Inflectional Morphology

Unit IV - Syntax: Parts of Speech – Form classes – Sentence structure – Phrase structure - English grammar - TG Grammar- IC Analysis

Unit V - Semantics: Denotation and Connotation – Sentence Meaning – Discourse Meaning

Text Books:

1. Roach, Peter. English Phonetics And Phonology . Cambridge: CUP, 2005.
2. Valin, Van- Robert D. An Introduction to Syntax. Cambridge: CUP, 2001 .

Reference Books:

1. Fromkin, Victoria. Rodman, Robert. & Hyams, Nina. An Introduction to Language. 8th ed. Harcourt Brace College Publishers: New York, 2006
2. Yule George. Study of Language. Cambridge University Press: U.K, 2006
3. Crystal, David. English as a Global Language. CUP: Cambridge, 2003
4. Lyons, John. Language and Linguistics: An Introduction. CUP: Cambridge, 2003

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

17EN3007 AMERICAN LITERATURE

Credits: 3:1:0

Course Objectives:

Enable the students to

- enlighten the students of the significance of American culture revealed through the literature
- introduce the socio-cultural scene of nineteenth century America
- critically analyze the American philosophy

Course Outcomes:

The students will be able to

- Comprehend the uniqueness of American literature at an advanced level
- Analyze the concept of American mind and its important facets
- Empathize with American philosophy so as to create literary pieces
- Become familiar with socio economic and cultural background of America
- Appreciate mutually beneficial relationship between India and the U.S.- through the literary medium
- Create poems and science fiction articles in American literary trends

Unit I - Poetry: Emily Dickinson - A bird came down the walk- Amir Baraka: An agony as now Frost - After apple picking

Unit II - Fiction: Tony Morrison: Sula- John Steinbeck - Grapes of Wrath

Unit III - Novels: Harriet Beecher Stowe: Uncle Tom's cabin- Isaac Asimov: The caves of steel - Albee :The American Dream

Unit IV - Drama: Eugene O'Neill: A Long Day Journey into Night- Tennessee Williams: Glass Menagerie

Unit V - Prose: Thoreau: Where I lived and What I lived for- Emerson: Self Reliance -Martin Luther King: I have a dream

Text Books:

1. Toni Morrison. Sula. Vintage: New York, 2004
2. John Steinbeck. Grapes of Wrath. Penguin: New York, 2000
3. Uncle Tom's Cabin. Harriet Beecher Stowe. Signet Classics. 2008.
4. Edward Albee. The American Dream. Plume Books: New York, 1997.
5. Eugene O'Neill. A Long Day Journey into Night. Yale Univ. Press: New York, 2002.

Reference Books:

1. American Literature An Anthology (1880-1965) Vol. I & II. New Delhi, 2003
2. Isaac Asimov. The caves of steel. A Bantam Spectra books: New York, 1991

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

17EN3008 LITERARY THEORY AND CRITICISM

Credits: 3:1:0

Course Objectives:

Enable the students to

- introduce one of the most enabling forms of literary study
- articulate the broader ways in which literary theory applies to their different cultures
- apply various theories to works of literature and aspects of contemporary culture

Course Outcomes:

The students will be able to

- gain the ability to analyze literary writings based on the ever evolving traditions of criticism
- understand comparative perspective of the Eastern and Western critical traditions
- acquire the skill to interpret literature effectively
- apply concepts from literary theory and criticism in the analysis and interpretation of texts- explaining their interpretations
- analyze instances of the variety of literary forms closely in terms of style- figurative language and convention
- acquired proficiency in literary research and in the synthesis of research.

Unit I - Mikhail Bakhtin: "Carnival and Carnavalesque." - Raymond Williams: "The Romantic Artist." (Chapter 2, Culture and Society 1780-1950.)

Unit II - Stanley Fish: "How to Recognize a Poem When You See One." - Roland Barthes: "From Work to Text."

Unit III - Edward Said: Orientalism (Selections: "Introduction" and Chapter I: "Knowing the Orient")

Ngugi wa Thiong'o: Decolonizing the Mind

Unit IV - Margaret Atwood: "The Curse of Eve - Or, What I Learned in School" - Jacques Lacan: Of Structure as an Inmixing of an Otherness Prerequisite to any Subject Whatever

Unit V - Gayatri Chakravarty Spivak: Can the Subaltern Speak? – Subaltern technique in novels – marginalization

Text Books:

1. Atwood, Margaret. "The Curse of Eve, Or, What I Learned in School." Women on Women. Ann B. Shteir. (Ed.). The Gerstein Lecture Series 1975-6. York University, 1978.
2. Barthes, Roland. "From Work to Text." Modern Literary Theory: a Reader. Ed. Philip Rice and Patricia Waugh. London: Edward Arnold, 1989.
3. Fish, Stanley Eugene. "How to Recognize a Poem When you See One." Is There a Text in This Class?: The Authority of Interpretive Communities. Cambridge: Harvard University Press, 1980.
4. Showalter, Elaine. "Toward a Feminist Poetics." The New Feminist Criticism: Essays on Women, Literature and Theory. Ed. Elaine Showalter. London: Virago, 1986.

Reference Books:

1. A Dictionary of Modern Critical Terms. Ed. Roger Fowler. London: Routledge & Kegan Paul, 1987.
2. Hirschkop Ken, David Shepherd. eds. Bakhtin and Cultural Theory. Manchester University Press, 2002.

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

17EN3009 ENGLISH FOR SPECIFIC PURPOSES

Credits: 3:1:0

Course Objectives:

Enable the students to

- teach the significant role of ESP in modern times
- introduce various branches of ESP
- provide pedagogic training in ESP Course in selecting and teaching specific course material

Course Outcomes:

The students will be able to

- Comprehend the significance of teaching and learning ESP
- understand the evolution of different branches in ESP.
- learn to play various roles of ESP teacher
- specialize in assessing and evaluating the performance of learner
- evolve strategies to overcome difficulties in LSRW skills
- acquire the ability to frame syllabus for ESP course for the students and professionals

Unit I - Introduction to ESP: The history of the evolution of ESP, classification of ESP, the theory of ESP, the role of ESP teacher

Unit II - Language Issues in ESP: Need Analysis and Evaluation -Needs Analysis-Evaluation-Collecting Data for Need Analysis and Evaluation Purposes

Unit III - Introduction to English Academic Purposes: Register Analysis – Discourse Analysis – Genre Analysis – Hedging / Vague language – Appropriacy; Academic Reading: Strategies and skills – Teaching / learning vocabulary;

Unit IV - Academic Writing and Speaking: Summarizing, paraphrasing and synthesizing- Documenting Research papers ; Speaking for academic purposes : Lectures – Seminars – Oral Presentations – Speech difficulties

Unit V - Course Design: Parameters of Course design-Balancing the parameters-Case studies-Developing a course-design.

Text Books:

1. Tony Dudley, Evans and Maggie Jo St.John, Development in English for Specific Purposes . Cambridge University Press: Cambridge, 1998
2. Tom Hutchinson and Alan Waters, English for Specific Purposes - Cambridge University Press: Cambridge, 1997.

Reference Books:

1. R.R.Jordon . English for Academic Purposes. Cambridge University Press: Cambridge, 1997
2. Helen Basturkmen, Lawrence. Ideas and Options in English for Specific Purposes. Eribaum Associates: NY, 2005

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

17EN3010 TEACHING ENGLISH AS SECOND LANGUAGE

Credits : 3:1:0

Course Objectives:

Enable the students to

- impart the background to ESL context and develop proficiency
- inform about multicultural classroom and language proficiency levels
- make the learners to understand the methods of developing skills

Course Outcomes:

The students will be able to

- understand the basics of teaching English as a Second Language.
- design an effective strategy for ESL classroom in accordance with individual learning style
- gain the ability to design strategies for teaching different levels of students
- understand the methods of improving different skills
- apply various factors that influence the ESL classroom
- acquire the knowledge of human factors that influence learning

Unit I - Introduction to ESL: ESL, A Definition – Theoretical support for ESL - Overview of Trends in Second Language theory

Unit II - Multicultural classroom: Cultural diversity in ESL classroom – Development of L₂ proficiency – Listening and speaking proficiency

Unit III - ESL and different levels: English as a second language across grade levels – Primary level – Elementary level – secondary level – Tertiary level

Unit IV - Classroom Interaction: Second language instruction in ESL classroom –Teacher talk – Learner behaviour - Teacher and student interaction in L₂ classroom

Unit V - Skill Development : Developing Listening skills – Developing Speaking skills - Human factor in ESL - Teacher, Parent and Administrator factors

Reference Books:

1. Carrasquillo, L. Angela, Teaching English as a Second Language: A Resource guide. New York: Routledge, 2013.

2. Craig Chaudron, Second Language Classrooms: Research on Teaching and Learning. Cambridge: Cambridge University Press, 2004
3. Scaringi, Carlo Papini. Second Language Acquisition. New Delhi: Ammol Publications, 2007
4. Varghese, C. Paul, Teaching English as Second Language. New Delhi: Sterling Publishers, 1989.
5. Bot, Kees de., Lowie, Wander and Verspoor, Marjolijn. Second Language Acquisition: An Advanced Resource Book., New York: Routledge, 2005.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

17EN3011 NEW LITERATURES IN ENGLISH

Credits: 3:1:0

Course Objectives:

Enable the students to

- introduce contemporary and complex writers and their works spanning the commonwealth countries
- identify different cultural ideologies
- instill an awareness of nature and its preservation

Course Outcomes:

The students will be able to

- acquire knowledge about different cultures and their influence on literature
- develop comparative perspectives
- understand the significance of identity and dominance of landscape in new literatures
- acquire the skill to interpret different genre of literature
- analyze the contemporary writers and their literary perspectives
- develop an interest to create their own literary pieces

Unit I - Poetry: Australia - Judith Wright : At Cooloolool - New Zealand - James Baxter : The Ikons - Canada - Al Purdy : Lament for the Dorsets- Africa - Kofi Awoonor : Song of War: The Weaver Bird - West Indies - James Berry: 'It's Me Man'

Unit II - Prose: Africa - Achebe : Colonialist Criticism - West Indies - V.S. Naipaul-India: A Wounded Civilization Chapter 1

Unit III - Drama: Australia - Louis Nowra : Radiance - J.P Clarke : Song of a goat

Unit IV - Fiction: Africa-Koetzee : Disgrace - Canada - Margaret Laurence : The Stone Angel - Australia-Peter Carey : Oscar and Lucinda

Unit V - Criticism: Canada - Margaret Atwood: Survival: A thematic guide to Canadian Literature - Chapter 1- Theory of victimization

Text Books:

1. Nowra, Louis, Radiance, Currency Press: NSW. 1993
2. Clarke, J.P., Song of a goat, University Press: California, 1993
3. Coetzee, J.M, Disgrace, Penguin: USA, 2016
4. Laurence, Margaret, The Stone Angel, Head of Zeus: USA, 2016
5. Carey, Peter, Oscar and Lucinda, Faber & Faber: Australia, 2010.

Reference Books:

1. Geoffrey Dutton. The Literature of Australia. Penguin Books: Australia, 1976.
2. W. J. Keith. Canadian Literature in English. Longman: London, 1985.
3. William Walsh. Commonwealth Literature. Oxford University Press, Oxford, 1973.
4. Bruce King: West Indian Literature- Macmillan: London- 1980.
5. Eustace Palmer: An Introduction to the African Novel- Heinemann: London, 1972.
6. C. D. Narasimhaiah & Emenyounu : African Literature Comes of Age- A Dhvanaloka Publication: Mysore, 1988.

Note: For better understanding of this subject- additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

17EN3012 INDIAN LITERATURE

Credits 4:0:0

Course Objectives:

Enable the students to

- introduce the learners to the different genres of Indian literature
- create awareness about social- political and economical situations existing in India
- explore the conditions of men and women in the context of nature and environment

Course Outcomes:

The students will be able to

- gain an understanding of different genres of Indian literature
- gain an understanding of drama- short stories and fiction of Indian writing in English
- Understand the poetic elements in Indian poetry
- Acquire the skills of analyzing the social- political and economical situations existing in India
- Learn the prevailing conditions of men and women in relation to the environment
- Demonstrate the skills of examining Indian drama in the cultural context

Unit I - Poetry: Nissim Ezekiel: Night of the scorpion and Enterprise - Sarojini Naidu: The palanquin bearers and The soul's prayer - Kamala Das: My grandmother's house and The sunshine cat - Rabindranath Tagore: Gitanjali (first 15 songs)

Unit II - Prose: Nirad.C.Choudhry: A passage to England (chapter 1&2) - Jawaharlal Nehru: The Discovery of India (chapter 1-5) - Sri Aurobindo: The Renaissance in India - Dr.A.P.J Abdul Kalam: The power of Prayer

Unit III - Drama: Girish Karnad: Nagamandala - Rabindranath Tagore: Chandalika - Vijay Tendulkar: Kamala

Unit IV - Short Stories: Bharathi Mukherjee: A wife's story & Jasmine story (both from Middleman and other stories) - Shashi Deshpande: The Legacy and other stories

Unit V - Fiction: Anita Desai: Cry the peacock, the beloved country - V.S Naipaul: A house for Mr.Biswas - Arundhati Roy: The God of small things - Salman Rushdie: The Midnight's children - Amitav Ghosh: The Shadow lines

Reference Books:

1. V.K Gokak. ed. The Golden treasury by Indo-anglian poetry. New Delhi: Sahitya Academy, 2010
2. M.K Naik. Dimensions of Indian English literature. New Delhi: Sterling publisher Pvt.ltd.1985
3. Das, A. Anita Desai. A Critical study. New Delhi: Omega publications, 2011
4. Ray, Mohit. K. VS Naipaul: Critical Essays. New Delhi: Atlantic publisher, 2005
5. Iyengar, K.R.S. Indian Writing in English. Bombay: Asia Publishing House, 1962

17EN3013 CANADIAN LITERATURE

Credits: 3:0:0

Course Objectives:

Enable the students to

- study the extremely diverse field of Canadian literature.
- examine writings that define Canadian identity and features
- discuss issues that are at the heart of Canadian writers

Course Outcomes:

The students will be able to

- learn about Canadian authors of repute and their writing
- gain understanding of the contributions of Canadian writing to literature and literary thought around the world.
- understand the significance of Canadian literature
- analyze the socio cultural aspects of Canadian society
- compare the Canadian perspectives with other literary aspects
- create poetic imagination parallel to native Canadian literature

Unit I - Gender Issues: Carol Shield's Unless. Margaret Atwood's Edible Woman.

Unit II - Post-Modernism: Michael Ondaatje's *In the Skin of a Lion* – Timothy Findley's *Famous Last Words*
Unit III - Poetic Imagination: Leonard Cohen's *Bird on the wire* – Al Purdy: *The last picture in the world*
Unit IV - Science Fiction: Nalo Hopkinson's *Brown Girl in the Ring* – Robert J. Sawyer's *Golden Fleece*
Unit V - Regionalism: Al Purdy's *The Country North of Belleville* – Margaret Laurence's *A Bird in the House*

Text Books:

1. Margaret Atwood. *Edible Woman*. Toronto: McClelland & Stewart. 1969
2. Michael Ondaatje. *In the Skin of a Lion*. Toronto: McClelland & Stewart. 1987
3. Timothy Findley. *Famous Last Words*. Penguin Putnam Trade. 1996
4. Leonard Cohen. *Beautiful Losers*. McClelland & Stewart: Toronto. 1966
5. Stephen Collis. *Mine*. Vancouver: New Star Books. 2002.
6. Nalo Hopkinson. *Brown Girl in the Ring*. Grand Central Publishing. 1998.
7. Margaret Laurence *A Bird in the House*. University of Chicago Press: Chicago. 1963

17EN3014 RESEARCH METHODOLOGY

Credits: 3:0:0

Course Objectives:

Enable the students to

- teach the research methods in literature field
- impart fundamental aspects of conducting research in literature and language studies
- teach the documentation technique

Course Outcomes:

The students will be able to

- master the methodology of research
- learn to apply the theories and mechanics in the research work
- acquire the skill to document the thesis appropriately
- use different approaches that suits the purpose
- frame right hypotheses for their research
- start doing research on his/her own

Unit I - Research Definition: Description-Characteristics of composition-Four kinds of Discourse- Expository Discourse- Argumentative Discourse- Persuasive Discourse- Descriptive Discourse

Unit II - Fundamentals of Research: Definition and Description of Research– Types of Literary Research

Unit III - Research Methods: Research Design – Meaning of hypothesis and research problem

Unit IV - Planning the Thesis: Format of the Thesis- Research and Writing- Plagiarism- mechanics of writing (Spelling – Punctuation – Use of Italics, Names, Numbers – Use of Titles of Works in Research Paper – Quotation – Capitalization

Unit V - Data Collection: Library research – Reference works – Web sources – Compiling Working Bibliography – Review of Literature -Referencing and Bibliography

Text Books:

1. “MLA Handbook for Writers of Research Papers”, 7th edn. East-West Press, New Delhi,2010. (Indian Edition)

Reference Books:

1. Anderson, J. et al. “Thesis and Assignment Writing”, John Wiley & Sons Inc, NewDelhi,1994.
2. Syed Mohammed H Q, “The Craft of Language and Literary Research”, Atlantic, New Delhi, 2010

17EN3015 ENGLISH POETRY FOR AESTHETICS

Credits: 3:0:0

Course Objectives:

Enable the students to

- create an awareness of the poetic language of Chaucer and Shakespeare
- train the learners to appreciate and understand the poetry of Romantic and Victorian Age

- acquaint them with the manifold themes of American and Canadian poetry

Course Outcomes:

The students will be able to

- identify and understand the language of Chaucer and Shakespeare
- critically analyze Romantic and Victorian poetry
- examine the varied themes of American and Canadian poetry
- reflect upon the cultural values of Indian English poetry
- trace and examine the nuances of Australian and New Zealand poetry
- appreciate the unique culture and rich poetic quality of African poetry

Unit I - Classical and British Poetry: Introduction to Classical Poetry- Introduction to Chaucer and his Age- Chaucer-Prologue to Canterbury Tales-Shakespeare- Sonnet XVIII- British Poetry-Coleridge- Kubla Khan-Keats- Ode on a Grecian Urn-Robert Browning- Rabbi Ben Ezra

Unit II - American And Indian English Poetry: Introduction to American Poetry- Emily Dickinson-Because I Could Not Stop for Death- E. E. Cummings- The Cambridge Ladies- Indian English Poetry- Toru Dutt- Our Casuarina Tree- Rudyard Kipling- The Glory of the Garden

Unit III - Canadian Poetry: Introduction to Canadian Poetry- Charles Sangster-The Thousand Islands- Wilfred Campbell- The Winter Lakes- Poetic Style of Canadian Poetry- Poetic Elements

Unit IV - Australian and New Zealand Poetry: Introduction to Australian and New Zealand Poetry- A. D. Hope- Australia- Judith Wright-The Harp and the King- New Zealand Poetry- Jessie Mackay- The Noosing of the Sun God-Allen Curnow-House and the Land- William Pember Reeves- A Colonist in his Garden

Unit V - African Poetry: Introduction to African Poetry- Bernard B. Daddie- I Thank You God- Wole Soyinka- Telephone Conversation- Gabriel Okara- The Mystic Drum- Poetic Language and Style of African Poetry

Text Books:

1. Peeradina- Ed.Contemporary Indian Poetry in English Macmillan- London. 2001
2. William J.F ischer- Ed. American Literature An Anthology (1880-1965) VOL 1&2 New Delhi-2002.
3. Margaret J.O.Donnel. Ed. Anthology of Common Wealth verse.Blackie-London-2003
4. Chaucer Geoffrey..Prologue to Canterbury Tales. Oxford Univ. Press- New Delhi.1997.
5. C.D.Narasimaiah. An Anthology of Commonwealth Poetry. Macmillan-Chennai- 2008.

Reference Books:

1. M.H.Abrams- A Glossary of Literary Terms. Macmillan India- New Delhi. 1991
2. Norton Anthology of English Literature. Revised Volume. 1- New York- Norton- 2003

17EN3016 BUSINESS ENGLISH

Credit: 3:0:0

Course Objectives:

Enable the students to

- train the students to obtain proficiency in business English
- enable the learners to write short and long business correspondence and reports
- teach the techniques of effective business letter

Course Outcomes:

The students will be able to

- use business English effectively
- have the ability to write short and long business letters and report
- gain proficiency in presenting any business idea or information in oral form
- know the business letter format and style
- design advertisement for product promotion
- prepare winning resume and job application

Unit I - Introduction to Business Basics: Significance of LSRW in Communication- Editing the Text- Business Vocabulary- Situational speeches

Unit II - Contextual communication: Types of Communication- Dyadic Communication- Telephonic Conversation- Interpersonal Communication- Barriers of Communication

Unit III - Oral Communication: Body Language- Presentation Skills- Organizing Skills: Meetings- Seminars- Conferences- Interviews: Types of Interviews- Facing Interview Panel- Group Discussion

Unit IV - Written Communication: Writing Memo- Agenda- Minutes- Trans-coding- Use of Visual Aids: Charts- Tables- Graphs- Pictures and Diagrams

Unit V - Business Writing: Business Letters: Enquiry Letter- Quotation Letter- Sales Letter- Customer Complaint Letter and Collection Letter- Business Reports- Proposals- Advertisement: Product and Job- Writing Winning Resume

Text Book :

1. Taylor- Shirley. Communication for Business: A Practical Approach. London: Pearson Education- 2005

Reference Books:

1. Rizvi- Ashraf M. Effective Technical Communication. New Delhi: Tata McGraw-Hill- 2005.
2. Guffey- Mary Ellen. Business Communication: Process and Product. III Edn.:London: South-Western College Publishing- 2000.
3. Business Communication: Harvard Business Essentials. Boston: Harvard Business School Press- 2003.
4. Lesikar- Raymond V. and Flatley- Marie E. Basic Business Communication. New Delhi: Tata Mc Graw – Hill - 2005.

17EN3017 MODERN STYLISTICS

Credits: 3:0:0

Course Objectives:

Enable the learners to

- impart the methodology for making a stylistic analysis of thought presentation
- teach the significance of cognitive stylistics in thinking process
- train in stylistic analysis of different literary genre

Course Outcomes:

The students will be able to

- understand the function of style in literature
- explore view points and creativity in language use
- analyze literature texts independently to bring forth the thought presentation
- make a stylistic study of mental representation of human ideas
- become aware of all stylistic features which will enable better analysis of literature
- experiment analyzing various literary genre stylistically

Unit I - Introduction to Stylistics: Stylistics as a branch of Linguistics – Stylistics and Style - Definitions of Stylistics – Tools of Stylistics – Language and Literature Grammar and style

Unit II - Applications of Stylistics: Style and point of view – Dialogue and discourse – Narrative stylistics – Stylistics and verbal humour Developments in stylistics – Sentence styles – Style and transitivity

Unit III - Fictional style: Approaches to point of view – Dialogue in drama – Styles of metaphor – Developments in cognitive stylistics - Sociolinguistic model of narrative – Style- register and dialect – Exploring point of view in narrative fiction

Unit IV - Stylistic features: Exploring metaphors in different kinds of texts Stylistic features – Cohesion – Spatio-Temporal reference

Unit V - Literary Stylistics: Speech and Thought presentation – Literary stylistic analysis – Stylistic analysis of poetry- short story and drama

Reference Books:

1. Simpson- Paul: Stylistics: A Resource book for students. London :Rutledge- 2004
2. Misra- Partha Sarathi. An Introduction to Stylistics: Theory and Practice- Orient BlackSwan- Hyderabad- 2009
3. Verdonk- Peter: Stylistics. Oxford: OUP- 2002
4. Lyons- John. Language and Linguistics: An Introduction. Cambridge: CUP- 2003

5. Krishnaswamy- N.- Verma- S.K. & Nagarajan- M. Modern Applied Linguistics: An Introduction. Chennai :Macmillan- 2002
6. Schmitt- Norbert. ed. An Introduction to Applied Linguistics. London : Arnold- 2002
7. Finch- Geoffrey. Key Concepts in Language and Linguistics. New York Plgrave: Macmillan- 2005
8. Leech- Geoffrey N and Short- Michael H. Style in Fiction: A Linguistic Introduction to English Fictional Prose. London: Longman- 1984

17EN3018 TEACHING METHODS - APPROACHES AND TECHNIQUES

Credit: 3:0:0

Course Objectives:

Enable the students to

- know the major trends in language teaching
- have a comprehensive picture of all methods
- be familiar with all kinds of classroom techniques and practice

Course Outcomes:

The students will be able to

- understand the trends in teaching language
- master the different methods of teaching language
- apply techniques to manage classroom
- apply appropriate methods in accordance with the learners requirement
- design relevant tasks
- be familiar with all the latest trends in instruction methods

Unit I - Introduction to Methods: Nature of Approaches and Methods in Language Teaching – The Oral approach- Situational language teaching

Unit II - Approaches: Alternative approaches and methods – Total physical response - the silent way and other Approaches

Unit III - Modern Approaches: Current communicative approaches - communicative language teaching – Natural approach – Classroom strategies

Unit IV - Tasks and Assessment: Cooperative language learning – Grading- sequencing and integrating tasks – Grading input – Learner factors in grading

Unit V - Post-modern methods: Content-based instruction – Post-methods era – New approaches to language teaching – Innovative methods

Reference Books:

1. J.C. Richards- and Rodgers S. Theodore. Approaches and Methods in Language Teaching- CUP- Cambridge- 2001.
2. Nunan- David. Task Based language Teaching. Cambridge university press.UK- 2004
3. Penny Ur- A Course in Language Teaching- Cambridge University Press- UK- 1991
4. Diane Larsen-Freeman- Techniques and principles in language teaching- 2nd. Edn-Oxford: OUP- 2000.

17EN3019 SOFT SKILLS

Credits: 3:0:0

Course Objectives:

Enable the students to

- give a clear idea of What is soft skill
- enumerate the significance of soft skills in one's career
- understand the aspects of soft skills for personal and professional life

Course Outcomes:

The students will be able to

- Learn the concept and its significance in the job market
- acquire the necessary skills for Global Employments
- understand the effective use of body language

- acquire the skills for effective presentation
- master the techniques of workplace etiquette
- use effective interpersonal communication

Unit I - Personality Development: Definition- Importance of Soft Skills- Important Soft Skills- Language and Personality-Interpersonal skills- Intra-personal skills

Unit II - Public Speaking Content preparation- Gathering and Evaluating information-Speech planning process-Speaking on Different Occasions- Visual aids-Audience Analysis- Practice and Delivery- Body language on the stage

Unit III - Leadership: Planning and Organizing- Creative Thinking- Problem Solving- Prioritizing Task- Time Management- Team Work and Empathy - Workplace Communication

Unit IV - Training: Resume Preparation- FAQs of Interview- Mock interview- Employer expectancy- Organizing Workshops/Seminars/Conferences

Unit V - Presentation Skills: Imparting Life Long Skills-Presentation - Short speech practice- Compeering- Extempore Presentation- Preparing Visual presentations- - Coping with the Company Culture

Reference Books:

1. Butterfield, Jeff., Soft Skills for Everyone, Delhi: Cengage Learning Publishers, 2011.
2. Harharan S. Et al., Soft Skills, Chennai: MJP Publishers, 2010.
3. Mohan, Krishna & Meera Banerji, Developing Communication Skills, New Delhi: Macmillan India Ltd. 2006
4. Osborn, Michael, Suzanne. Public Speaking, New Delhi: biztantra, 2004
5. Dinesh, Mathur, V.S.M. Mastering Interviews and Group Discussions, New Delhi: CBS Publishers, 2012.

17EN3020 COMPARATIVE LITERATURE

Credits: 3:0:0

Course Objectives:

Enable the students to

- impart the significance and the need of comparative literature
- teach the theory and practice of comparative literature
- impart the different schools of comparative literature

Course Outcomes:

The students will be able to

- Comprehend the needs of comparative literature in modern context
- understand the comparative theories related to specific schools
- become familiar with the literatures of different genres
- gain the knowledge of comparative methods
- comprehend the values of criticism and assess the literature through comparison
- learn to apply comparative criticism in learning literatures from across the globe

Unit I - Origin: History of comparative literature - Nature and Concept: The concept and Nature of Comparative Literature

Unit II - Growth & Development: The Development of Comparative Literature in the West and in India- Different theories

Unit III - Schools: Different Schools of Comparative Literature- their Characteristics-

Unit IV - Methods: Methodology of Comparative Literature: With reference to thematic influence and reception – Genre specific methodologies

Unit V - Methods: Methodology of Comparative Literature: With reference to movement and genre

Text Books:

1. Harry- Levin: Ground for Comparison- Cambridge: Massachusesetts- 1972.
2. Amiya Dev and Sisirkumar Das (Ed.): Comparative Literature; Theory and Practice- New Delhi: Applied Publishers- 2010

3. Chandra Mohan (Ed.): Aspects of Comparative Literature: Current Approaches- New Delhi: India Publisher & Distributors- 2005

Reference Books:

1. Newton- P. Stalknecht and Horst Frenz- (eds.): Comparative Literature: Method Perspective- Illinois: University of Southern Illinois Press- 1971
2. Ulrich Weisstein: Comparative Literature and Literature Theory: Survey and Introduction. Indiana: Indiana University Press- 1973
3. Praver S. S: Comparative Literary Studies: An Introduction-London: Duckworth 1973
4. Henry Gifford: Comparative Literature-London : Routledge- Kegan Paul- 1969

17EN3021 TASK BASED LANGUAGE TEACHING

Credits: 3:0:0

Course Objectives:

Enable the students to

- train the learners to evaluate and use a wide range of appropriate teaching methods
- impart strategies and techniques to make appropriate assessment
- make the learners to understand the significance of self-directed teacher

Course Outcomes:

The students will be able to

- design tasks appropriate to communicative language teaching method
- understand the roles played by learner and teacher
- design a systematic framework for task based language teaching
- test and design appropriate teaching methods
- frame relevant assessment tools
- understand the significance of self-directed teacher

Unit I - Task and its significance: Define 'Task' – Task types - Communicative language teaching – Experiential learning method – ELM in TBLT context

Unit II - Framework and language teaching: Role of the learner – Framework for task-based language teaching – Seven principles of TBLT – task components

Unit III - Teacher – Learner interaction: Teacher and learner roles – Classroom interaction – Learner difficulties and Teacher guidance - Form in TBLT – Assessing TBLT -

Unit IV - Assessment: Key concepts in assessment – Purposes of assessment – Tasks and teacher development

Unit V - Skill Development: Self-directed teacher – Workshop – Evaluating sources – Activities for four macroskills - Listening skill – Reading skill – Writing skill – Speaking skill

Reference Books:

1. Nunan- David. Task Based language Teaching. Cambridge University Press.UK- 2004
2. Ur- Penny. A Course in language Teaching. UK : Cambridge University Press- 2006.
3. Littlewood- William. Communicative Language Teaching. Cambridge University Press, UK- 2004.
4. Warschauer - Mark- Richard Geyman Kern. Network-Based Language Teaching: Concepts and Practice. Cambridge university press.UK.2000
5. Spratt -Mary. English for the teacher – A language development course. Cambridge university press.UK. 2002

17EN3022 FEMINISM

Credits: 3:0:0

Course Objectives:

Enable the students to

- introduce the history of feminism and feminist movements
- familiarize Indian and international perspectives on women and gender

- enable the students explore the types of feminism and feminist literature

Course Outcomes:

The students will be able to

- comprehend the evolution- history and movements of feminism
- gain understanding of feminist issues dealt in India- UK- USA society and in literature
- explore the types of feminism and feminist literature
- comprehend and apply the oriental and occidental feminists theories
- be sensitized of gender related issues existing in east and west.
- social sense is instilled by developing reading habits

Unit I - Introduction to Feminism: The emergence of feminists movements: Origin of European Feminism- Indian Feminism

Unit II - American View: American feminism; Contemporary feminist issues in India : Work and Family- Sexuality and Health-Domestic Violence –Child abuse;

Unit III - Language and Feminism: Feminist movements to transform: Spirituality—language

Unit IV - Feminism types: Types of feminism: Psycho analytic feminism-Eco-feminism- French Feminism

Unit V - Modern view of feminism: Post structural Feminism-Feminist writers (India- UK- USA): Fiction – Poetry

Reference Books:

1. Showalter- Elaine.ed .The New Feminist Criticism.- New York: Pantheon Books- 2000
2. Monteith- Moira- ed.Women's Writing: A Challenge to Theory. Sussex: Brighton Harvester Press- 1986.
3. Warren- Karen.J.ed. Ecofeminism: Women- Culture- Nature. Bloomington: Indiana University Press-- 1997
4. Butler- Judith. Gender Trouble: Feminism and the Subversion of Identity. London Routledge- 1990
5. Oliver- Kelly. French Feminism. London : Rowman & Littlefield- 2000
6. Nancy Chodorow. Feminism and Psychoanalytic Theory. Connecticut : Yale University Press- 1989

17EN3023 WORLD LITERATURE IN TRANSLATION

Credit: 3:0:0

Course Objectives:

Enable the students to

- equip the students to understand Ancient Epic Poetry translated from Greek literature
- teach the translation theories related to various genres of literature
- make them identify the poetic figures employed in the poems of Gibran and Yevtushenko

Course Outcomes:

The students will be able to

- understand and identify epic features
- learn the translation theories related to various genres of literature
- acquire knowledge about the dramatic structure and language of classical drama
- identify and interpret poetic devices employed in the poems
- critically analyze the themes and imbibe moral values from the fictions
- gain the skill of comprehending prose writing

Unit I - Ancient Poetry: Introduction to Ancient Greek Literature- Greek Poetry- Epic Poetry- Introduction to Homer's Iliad- Book I Trojan War- Chryseis and Bryseis-Wrath of Apollo-Rage of Achilles- Plea of Thetis to Zeus

Unit II - Translation Theories: Introduction to Translation theories by Susan Bassnett - Central Issues-Language and Culture- Types of Translation-Problems of Equivalence-Loss and Gain-Untranslatability-Specific Problems of Literary Translation- Translation of Poetry, Prose and Dramatic Texts

Unit III - Drama: Introduction to Classical Indian Drama- Kalidasa's Shakuntala- Background- The Hunt- Love Making-Curse- Departure of Sakuntala- Rejection by Dushyant- Chariot in the Sky- Reunion

Unit IV - Poetry: Introduction to Kahlil Gibran's poetry- Broken Wings- Silent Sorrow- Tempest-Sacrifice- Rescuer- Introduction to Yevgeni Yevtushenko's poems- Babiyar- Background

Unit V - Fiction and Short story: Elements of Fiction and Short story-Victor Hugo's Les Miserables- Book I to III - Book- IV-VI - Book VII-IX- Leo Tolstoy's – Candle- What Men Live By

Reference Books:

1. W.Arthur Rhyder, Translations of Shakuntala and other works, Dodo Press: USA,2007
2. Susan Bassnett, Translation Theory and Practice, Routledge: New York, 1999.
3. Andrew Lang, Walter Leaf, Ernest Myers, trans. The Iliad of Homer, Kessinger Publishing: New Delhi, 2004.
4. Kahlil Gibran, Broken Wings, Mahaveer Publications: New Delhi, 2008.
5. Yevgeni Yevtushenko, Robin Milner-Gulland, Peter Levi, trans. Selected Poems, Penguin Books: India, 2008.

17EN3024 TECHNICAL ENGLISH

Credits: 3:0:0

Course Objectives:

Enable the students to

- impart the basics of effective communication
- teach English proficiency
- impart formal communication skills

Course Outcomes:

The Students will be able to

- gain mastery in basic communicative skills
- acquire business writing skills
- use presentation skills effectively
- utilize the effectiveness of body language
- understand the differences between formal and informal communication
- use the technology for effective communication

Unit I - Significance of Communication: LSRW in Communication – Remedial Grammar: Sentence Types – Tenses– Interpersonal Communication - Situational Speeches – Body Language

Unit II - Organizational Communication: Definition-Types of Communication in Organization – Barriers – Telephonic Conversation - Oral Presentation – PowerPoint Presentation

Unit III - Interviews: Types of Interviews – Facing Interview - Group Discussion - Memo, Agenda, Minutes

Unit IV - Business Communication

Messages and Email Messages – Transcoding - Use of Visual Aids: Charts, Tables, Graphs, Pictures and Diagrams

Unit V - Letter Writing: Formal Letters - Enquiry Letter, Quotation Letter, Sales Letter, Customer Complaint Letter - Business Reports --Writing Winning Resume

Reference Books:

1. Pal, Rajendra & Korlahalli, J.S. Essentials of Business Communication. New Delhi: Sultan Chand & Sons: New Delhi, 2005.
2. Mohan, Krishna & Banerji, Meera. Developing Communication Skills. Macmillan: New Delhi, 2009.
3. Rizvi, Ashraf M.. Effective Technical Communication. Tata McGraw-Hill: New Delhi, 2005.

17EN3025 ESSENTIALS OF SCHOLARLY WRITING

Credits: 3:0:0

Course Objectives:

Enable the students to

- teach the mechanics of writing a research paper
- impart the language and style of research writing

- provide training in developing a research paper and submit a mini project.

Course Outcomes:

The Students will be able to

- learn all the mechanics of writing a research paper
- gain the ability and the skill to write a research paper
- understand the importance of plagiarism free research paper
- learn the process of developing their research paper
- write analytically and become successful writers in their academic and post-academic careers
- effectively use the technology for research

Unit I - Research Components: Definition-Components of research - Vocabulary of research - Research topics - stages of writing process

Unit II - Developing Research Proposal: Academic integrity - plagiarism - Library sources and Evaluating sources - Summarizing- comparative summary - Paraphrasing and quotations

Unit III - Documenting Strategies: Literature review - Time management in research writing - Recognizing logical fallacies -Writing in the sciences and data presentation - Developing arguments, - Explanatory Synthesis - Argumentative Synthesis - Thesis statements

Unit IV - Research Paper Outlining: Abstracts and Introductions - writing critically - Writing structured essays – Conclusions - Following a citation style – bibliography - Annotated Bibliography - references in APA style - Revising and editing and proof reading – Updating - Peer Reviews

Unit V - Presentation: Oral Presentation with slides and handouts – Preparing a mini project report or a research paper.

Reference Books:

1. Heather Silyn- Roberts. Writing for Science and Engineering: Papers, Presentations and Reports. Oxford: Butterworth Heinemann, 2002
2. Swales & Feak. Academic Writing for Graduate Students: Essential Tasks and Skills. 2nd ed., Michigan: University of Michigan Press, 2004
3. Behrens, L. Rosen, L and Beedles, B. A Sequence for Academic Writing. 2nd edn, New York: Longman, 2005.
4. Diana Hacker. Research and Documentation in the Electronic Age. 5th edn. New York: St. Martin's 2010.

17EN3026 COMPUTER AIDED LANGUAGE TEACHING LAB

Credit: 0:0:2

Course Objectives:

Enable the students to

- train the students to obtain proficiency in the use of multimedia computer
- prepare the students to use computers in oral presentations
- train them to use the computer for creating animation

Course Outcomes:

The students will be able to

- use computer effectively for teaching purposes
- use computer effectively in their formal presentations
- design animation for teaching language skills
- design poster and brochure using Microsoft publisher and prepare ppts
- prepare online tests for grammar lessons
- become independent in using language software

Note:

There should be a minimum of 10 exercises with three activities under each exercise. Altogether the The students will be able to do 30 activities apart from 30 listening activities.

17EN3027 SPECIALIZATION: LANGUAGE AND LITERATURE STUDIES

Credits 0:0:2

Course Objectives:

Enable the students to

- teach the techniques of interpreting literary texts
- present the methods to do research in language studies
- impart the techniques to analyze literature

Course Outcomes:

The students will be able to

- acquire the skills to analyze the literary texts
- gain ability to understand the language concepts
- specialize either in language or literature studies
- explore language use in various context
- have the ability to apply various methods to make linguistic analysis of texts
- evaluate various genres in literature

This paper is a practical paper wherein any one of the literary or linguistic theoretical aspects is applied for coming up with a new finding. Students have to choose a topic according to their area of interest from any genre or ELT related areas for their study. The findings have to be documented and presented. The same theory and methodology may be applied for the final project work also.

17EN3028 LANGUAGE PROFICIENCY LAB

Credits: 0:0:2

Course Objectives:

Enable the students to

- improve vocabulary skills and word usage
- provide training in pronunciation
- train the students in oral presentation and interaction

Course Outcomes:

The learners will

- improve vocabulary skills and word usage
- acquire pronunciation skills
- be trained in oral presentation and interaction
- be familiar in effective listening and public speaking
- learn the skills of summarizing and paraphrasing
- gain report writing and creative writing skills

There should be a minimum of 10 exercises with three activities under each exercise. Altogether the students will be able to do 30 activities apart from 30 listening activities.

17EN3029 LECTURESHIP PREPARATION LAB

Credits: 0:0:2

Course Objectives:

Enable the students to

- understand different phases of development in British Literature
- expose the students to the nuances of American literature
- enable the students to identify literary forms

Course Outcomes:

The students will be able to

- understand different phases of development in British
- gain ability to understand various types of literature
- be able to identify literary forms

- understand the impact of social happenings on literature
- learn different literary theories
- gain confidence to sit for NET / SLET examination

Note:

This lab is based on the Paper I & II of NET / SLET exam question paper.

17EN3030 ENGLISH FOR MEDICAL PRACTICE

Credits 3:0:0

Course Objectives:

Enable the students to

- impart the methodology of designing course for medical students
- teach the significant role of ESP in modern times
- acquire English usage in a variety of medical situations

Course Outcomes:

The students will be able to

- Understand the need and significance of a specific course for medical students
- Gain a thorough knowledge of course content for medical students
- Use language appropriate to medical situations
- Specialize in training and evaluating the performance of learner
- Write medical reports and use appropriate vocabulary
- Design a course content and syllabus for medical students

Unit I - Theory of ESP: The Origins of ESP - The Development of ESP - Language Descriptions - Theories of Learning - Needs Analysis

Unit II - Approaches to Course Design: EAP – EST - Application – Role of ESP Teacher - Curriculum Designing - Materials Evaluation - Materials Design – Methodology – Evaluation

Unit III - EMP: English for Nursing and Medicine – Grammar Focus – Writing Skills – Reading Skills – Specific Curriculum

Unit IV - Lexical Needs: Lexical approach in EMP - Investigating needs - Investigating specialist discourse - Designing the course and materials - Responding to difficulties and constraints

Unit V - Teaching Medical English: Methods and approaches to teaching medical English - Medical English terminology– Report writing and presentations

Reference Books:

1. Hutchinson- T. and Alan Waters- (1989)- *English for Specific Purposes*- A Learning-centred approach- CUP
2. Allum- Virginia-(2012)- *English for Medical Purposes: Doctors*- CUP
3. Lewis- M. (1993)- *The Lexical Approach*- Language Teaching Publications.
4. Baskurtkmen - Helen- (2010) *Developing Courses in English for Specific Purposes*- Palgrave Macmillan. London.
5. Glendinning E & Holmstorm A.S- (2005) *English in Medicine: A course in Communication skills* (Cambridge Professional English)- CUP.

17EN3031 EXECUTIVE ENGLISH LAB

Credits: 0:0:2

Course Objective:

Enable the students to

- train the students to obtain proficiency in all the four skills of English
- prepare the students to reach the B2 level of language proficiency
- train them to speak independently

Course Outcome:

The students will be able to

- develop LSRW skills to the satisfactory level

- gain proficiency at the Vantage level
- acquire skills to write reports- business letters and resume
- speak independently
- Be able to present longer unit of discourse
- interact effectively

10 approved experiments will be notified at the beginning of the semester

17EN3032 CONTEMPORARY INDIAN FICTION

Credits 3:0:0

Course Objectives:

Enable the students to

- comprehend the writings of recent contemporary writers.
- analyze and appreciate the novels
- evaluate the writer and the Literary work

Course Outcomes:

The students will be able to

- Comprehend the writings of recent contemporary writers
- Understand the different writing styles
- Analyze the novels critically
- Appreciate the techniques used by the writers
- Interpret the novel creatively
- Apply the critical theories

Unit I - Novels of Vikram Seth: Author -- Themes – writing style – A Suitable Boy (1993) –An Equal Music (1999)

Unit II - Novels of Rohinton Mistry: Author -- Themes – writing style – A Fine Balance (1995)—Family Matters (2002)

Unit III - Novels of Jhumpa Lahiri: Author -- Themes – writing style – The Namesake (2003) — The Lowland (2013)

Unit IV - Novels of Amitav Ghosh: Author -- Themes – writing style – River of Smoke (2011) -- Food of Fire (2015)

Unit V - Novels of Aravind Adiga: Author -- Themes – writing style – Last Man in Tower (2011) – Selection Day (2016)

Reference Books:

1. Seth, Vikram. "An Equal Music". Phoenix House: New York, 1999.
2. Mistry, Rohinton. "Family Matters". McClelland & Stewart: New Delhi, 2001.
3. Lahiri, Jhumpa. "The Lowland". Alfred A. Knopf and Random House: New Delhi, 2013.
4. Ghosh, Amitav. "Food of Fire". Penguin Group: New Delhi, 2015.
5. Adiga, Aravind. "Selection Day". HarperCollins India: New Delhi, 2016.

17EN3033 ECOCRITICAL STUDIES

Credits: 3:1:0

Course Objectives:

Enable the students to

- discuss the origin and development of ecocriticism.
- discuss literary works on Nature Writing.
- identify ecofeministic aspects prevailing in the society.

Course Outcomes:

The students will be able to

- gain understanding about the importance of ecocriticism.
- acquire the skill to critically analyse literary pieces on Nature Writing.

- identify and examine the aspects of eco-feminism in the society.
- critique poetry and drama in an ecological perspective.
- examine fictional works by highlighting the relationship between Man- culture and environment.
- interpret a range of literary genres by applying the principles of ecocriticism.

Unit I - Introduction: Introduction to Ecocriticism: Ecocriticism and Environmental Literature- Nature Writing- Essay: Where I lived and what I lived for by Henry David Thoreau

Unit II - Ecofeminism: Ecofeminism in Society- Essay: Taking Empirical Data Seriously: An Ecofeminist Philosophical Perspective by Karen J Warren

Unit III - Ecopoetry: Poetic Features- Difference between Nature Poetry and Ecopoetry- Poems: Out of the cradle endlessly rocking by Walt Whitman, A Bird Came Down the Walk by Emily Dickinson, Daybreak in Alabama by Langston Hughes

Unit IV - Ecodrama: Ecodrama: Features- Drama: The Waterfall (Mukhtadhara) by Rabindranath Tagore

Unit- V: Ecofiction: Themes – Fiction: Hungry Tide by Amitav Ghosh- Ecoliterature for Children- The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry

Reference Books:

1. The Norton Anthology of Modern and Contemporary Poetry. Norton: New York, 2003
2. Ghosh, Amitav. Hungry Tide. HarperCollins: United States, 2011.
3. Tagore- Rabindranath. The Waterfall (Mukhtadhara). Rupa: New Delhi, 2002.
4. Thoreau- Henry David. Walden- Princeton University Press: United States, 2004.
5. I. Cherry- Lynne. The Great Kapok Tree: A Tale of the Amazon Rain Forest. Houghton
6. Mifflin Harcourt: United States, 2000.
7. Clark- Timothy. The Cambridge Introduction to Literature and the Environment. CUP: Cambridge UK, 2011.
8. Glotfelty, Cheryl and Harold Fromm- Eds. The Ecocriticism Reader: Landmarks in Literary Ecology. GUP: Georgia, 1996
9. Mies, Maria and Shiva, Vandana. Ecofeminism. Rawat Publications: New Delhi, 2010.
10. Sumathy- U. Ecocriticism in Practice- Sarup Publishers: New Delhi, 2009.
11. Warren- Karen J. "Taking Empirical Data Seriously: An Ecofeminist Philosophical Perspective" Rawat Publications: New Delhi, 2014

LIST OF COURSES

S. No.	Course Code	Name of the Course	Credits
1	16EN1001	Comprehension Skills in English	3:0:0
2	16EN1002	Practical Language Skills	0:0:2
3	16EN1003	Comprehension and Communication Skills in English	3:0:1
4	16EN2001	English for Communication	3:0:0
5	16EN2002	Professional English	3:0:0
6	16EN2003	General English	3:0:0
7	16EN2004	Creative English	3:0:0
8	16EN2005	Communication Skills lab	0:0:2
9	16EN2006	Soft Skills - I	2:0:0
10	16EN2007	Soft Skills - II	2:0:0
11	16LN2001	French I	3:0:0
12	16LN2002	French II	3:0:0
13	16LN2003	German I	3:0:0
14	16LN2004	German II	3:0:0
15	16LN2005	ĩkpo - 1	3:0:0
16	16LN2006	ĩkpo - 2	3:0:0
17	16LN2007	French Language I	3:0:0
18	16LN2008	French Language II	3:0:0
19	16EN3001	English for Medical Practice	3:0:0
20	16EN3002	Canadian Literature	3:0:0
21	16EN3003	Indian Writing in English	3:1:0

16EN1001 COMPREHENSION SKILLS IN ENGLISH

Credits: 3:0:0

Course Objectives:

- To impart reading skills through various reading strategies
- To enable the students to read and comprehend literary works
- To train the students to speak flawless English and interact independently in everyday situations
- To impart the skills of creative and professional writing

Course Outcomes:

Students will be able to:

- Develop the reading skills of prediction, skimming and scanning
- Read and comprehend literary works
- Gain proficiency in speaking and interacting effectively in everyday situations
- Master the professional and creative writing skills

Tense, Concord, Impersonal Passive, Conditionals, Preposition, Direct and Indirect Speech, Homophones, One word substitution - Techniques of Comprehension: Prediction, Skimming, Scanning, Reading Comprehension: General & Textual, Paraphrasing: Short story & Poem (Textual) - Postmaster-Tagore, The Gift of the Magi-O'Henry, Gateman's gift- R. K. Narayan, Summarising - Body Language, Interview, Presentation Skills, Group Discussion - Creative Writing: Short& Long, Professional Writing: Formal Letter Writing, Resume Writing Skills

Reference Books:

1. Raman, Meenakshi & Sangeeta Sharma. Fundamentals of Technical Communication. OUP: New Delhi, 2015.
2. Kumara Pillai, G. A Book of Modern Short Stories. Macmillan: Chennai, 2008.
3. Rizvi, Ashraf M. Effective Technical Communication, Tata McGraw Hill, New Delhi, 2008
4. Farhathullah, T. M. Communication Skills for Technical Students. Orient Blackswan : Kolkata, 2008.

16EN1002 PRACTICAL LANGUAGE SKILLS**Credits: 0:0:2****Course Objectives:**

- To obtain proficiency in the basics of professional communication
- To impart reading and listening skills
- To train them to speak independently and interact effectively
- To enable them to write short and long business correspondence

Course Outcomes

Students will be able to:

- Use appropriate professional language
- Comprehend information and thereby improve reading and listening skills
- Speak confidently and appropriately
- Write business messages, letters and reports

Description:

The faculty conducting the laboratory would prepare the list of 12 experiments and get the approval of HoD and Director and notify them at the beginning of each semester.

16EN1003 COMPREHENSION AND COMMUNICATION SKILLS IN ENGLISH**Credits: 3:0:1****Course Objectives:**

- To develop reading and listening skills through reading various texts and listening to audio tapes
- To help them speak without flaw, interact independently in everyday situations and acquire workplace communication
- To impart the skills of academic and general writing
- To develop LSRW skills

Course Outcomes:

The students would have:

- Acquired skills to read various texts and improve listening comprehension
- Gained confidence to speak appropriately and use correct pronunciation
- Learned to write appropriately in different contexts
- Gained proficiency in Listening, Speaking, Reading and Writing

Reading Comprehension: Corrie Ten Boom, Abdul Kalam, Abraham Lincoln, Le Tourneau, Helen Keller
– Listening and Critical observation – Listening to audio tapes - Interpersonal and intercultural
Communication: General and Workplace situations – Formal Letters – Resume writing - Interview Skills
– Group Discussion - Body Language – Presentation Skills – Mini presentation – Power point

presentation – English usage – American & British Accent and Pronunciation difference - Report writing
– Academic and general writing

Lab activities: 5 listening activities, 5 Reading activities, 5 Speaking activities, 5 writing activities and 10 LSRW-integrated activities

References:

1. Raman, Meenakshi & Sangeeta Sharma. Technical Communication: Principles and Practice. OUP: New Delhi, 2013.
2. Rizvi, Ashraf M. Effective Technical Communication, Tata McGraw Hill, New Delhi, 2013
3. Dhanavel, S.P. English and Communication Skills. Orient Blackswan : Kolkata, 2010
4. Viswamohan, Aysha. English and Technical Communication for Engineering Studies. Tata McGraw Hill, New Delhi, 2013
5. Boom, Corrie Ten, The Hiding Place. Hodder & Stoughton, NY, 2012
6. Kalam, Abdul. Wings of Fire. Sangam Books: New Delhi, 1999
7. White, Ronal, C. A Lincoln: A Biography, Random House, NY, 2010
8. R.G. Le Tourneau and R. G. G. LeTourneau. Mover of Men and Mountain. Moody Publishers, NY, 2010
9. Davidson, Margaret. Helen Keller. Scholastic, 1969

16EN2001 ENGLISH FOR COMMUNICATION

Credits 3:0:0

Course objectives:

- To impart communicative skills through prose, poetry and fiction
- To enhance reading habits
- To impart training in public speaking
- To teach different forms of writing

Course Outcome:

Students will be able to:

- Communicate their ideas clearly and effectively
- Read different kinds of texts
- Make brief speeches
- Develop the ideas and write them in an organized way

The Solitary Reaper by Wordsworth – Stopping by Woods on a Snowy Evening by Robert Frost –The ballad of Father Gilligan by W.B.Yeats– Village School Master by Oliver Goldsmith Expressing Likes and Dislikes, Hopes, Wishes, Regrets and Concerns -Talking about Past Events-Asking for and giving opinions - Agreeing and disagreeing with opinions – Role play- group discussion - Snapshot of a Dog by James Thurber –My Lost Dollar by Stephen Leacock– Lalajee by Jim Corbett - The Post Master by Tagore - The Gift of the Magi by O.Henry- The Model Millionaire by Oscar Wilde- The Tiger in the Tunnel by Ruskin Bond - Paragraph writing, summarizing, Hints developing, note making, Story Narration, Skits

Reference Books

1. Xavier A.G ,Ed.An Anthology of popular Essays and Poems, Macmillan publishers Ltd. 1988
2. Kumara Pillai, G. ,A Book of Modern Short Stories, Macmillan India Ltd. 1977
3. Rizvi, Ashraf M. Effective Technical Communication. Tata McGraw-Hill: New Delhi, 2005.
4. McCarth, Michael and O'Dell, Felicity. English Vocabulary in Use. CUP:

- Cambridge, 2004.
5. Comfort, Jeremy. et.al. Speaking Effectively. CUP: Cambridge, 2002.

16EN2002 PROFESSIONAL ENGLISH

Credits 3:0:0

Course Objective:

- To enable students to acquire communication skills
- To help overcome interpersonal communication barriers,
- To improve the learners' speaking ability, participation in interviews and group discussions
- To guide drafting business letters and reports

Course outcome:

Students will be able to:

- Gain confidence in written and spoken communication
- Develop interpersonal communication skills
- Speaking confidently in various business contexts
- Write business letters and reports

Communication Process - Types of communication - Barriers of communication – Common Errors in English - Exercises - Non-verbal cues and their role in effective communication – Proxemics – Kinesics – Interpersonal Communication - Oral Presentation - Role of English in Interviews – Types of Interview - Interview Techniques – Question Types – Mock Interview
Business Letters- Circulars - Sales Letters- Follow Up Letters- Enquiry Letter- Quotation Letter – Sales Advertisement - Drafting of Reports-Secretarial Correspondence - Insurance Correspondence - Import trade correspondence – Export trade correspondence - Writing of minutes – Speech of the Chairman

References

1. Soundararaj, Francis. Speaking and Writing for Effective Business Communication. Macmillan: New Delhi, 2007.
2. Pillai, R.S.N.&Bagvathi, Commercial Correspondence and Office Management 11th edition, S.chand & company Ltd, 2004
3. Raman, Meenakshi and Sharma, Sangeeta. Technical Communication: Principles and Practice. OUP: New Delhi, 2004
4. Pal, Rajendra & Korlahalli, J.S. Essentials of Business Communication. New Delhi: Sultan Chand & Sons: New Delhi, 2005
5. Mohan, Krishna & Banerji, Meera. Developing Communication Skills. Macmillan: New Delhi, 2009

16EN2003 GENERAL ENGLISH

Credits 3:0:0

Course Objective

- To enable the learners to reflect and improve on their appreciation of literature
- To teach the usage of language and familiarize the students with instances of communication
- To enable them to recognize and draw parallels from life experiences

Course Outcome

Students will be able to

- Develop effective critical ability by reading literature
- Use language appropriately in everyday context

- Recognize and draw parallels from life experiences

Forgetting by Robert Lynd – A Bachelor’s complaint of the behavior of married people by Charles Lamb – Principles of good Writing by L.A.Hill – Albert Einstein at School by Patrick Pringle - Poetry: On his Blindness by John Milton - The solitary Reaper by William Wordsworth – La Belle Dame Sans Merci by John Keats – Matilda by Hillare Belloc - Revolution 2020 - The Stepmother by A. Bennett – Proposal by Anton Chekhov - Remember Caesar by G. Daviot – Distant Relative by W. W. Jacobs - Critical Appreciation: Sound of Music, Cinderella – Critical reviews

References

1. Da Costa, Stephen (Ed). Footprints: A Collection of Essays. Evergreen Publications: New Delhi, 2012.
2. Bhagat, Chetan. Revolution 2020- Love, Corruption, Ambition. Rupa & Company: New Delhi, 2011
3. Xavier, A.G. (Ed) An Anthology of Popular Essays and Poems. Macmillan: Chennai, 2011.
4. Antony, E.C. A Taste of Good Prose. Blackie: Chennai, 1991
5. Vasudev, Parvathi. Spring Blossoms. An Anthology of Prose. Anu Chithra: Chennai, 1989

16EN2004 CREATIVE ENGLISH

Credits 3:0:0

Course Objectives:

- To impart communicative skills through prose, poetry, fiction and movies
- To enable the learners to reflect and improve on their communicative behavior and performance
- To acquaint and familiarize the students with the instances of communication

Course Outcome:

Students will be able to

- Become competent in writing and speaking
- Gain proficiency in their communicative behaviour
- Use language appropriately in various communicative contexts

Vocabulary – Contextual usage of words – Homophones – one word substitution – Figurative Language (Metaphor, Simile, Personification) – Idioms and phrases - On saying Please by A.G.Gardiner – Of Studies by Francis Bacon – Beauty and the Beast by R.K. Narayan – My struggle for an education by Booker T Washington - Mark Antony’s speech from Shakespeare’s Julius Caesar – Quality of Mercy from Shakespeare’s The Merchant of Venice – Beatitudes from The Holy Bible - Paragraph writing – Creative writing - Story writing – Informal letter writing – Formal letter writing - Letter to the editor - Situational Dialogues – Questioning and Answering – Body Language – Group Discussion – Interview skills and mock interview - Anchoring

References

1. Da Costa, Stephen (Ed). Footprints: A Collection of Essays. Evergreen Publications: New Delhi, 2012.
2. Rizvi, Ashraf M, “Effective Technical Communication”, Tata McGraw Hill, New Delhi, 2008.
3. Mohan, Krishna., Raman, Meenakshi. Effective English Communication. Tata McGraw Hill, New Delhi, 2009.
4. Mohan, Krishna & Banerji, Meera. Developing Communication Skills. Macmillan: New Delhi, 2012

16EN2005 COMMUNICATION SKILLS LAB

Credits: 0:0:2

Course Objectives:

- To Train the students to gain proficiency in communication
- To impart reading and listening skills
- To enable them to communicate orally
- To enable them to write short messages and formal letters

Course Outcome:

The learners will be able to

- Develop communication skills to the satisfactory level
- Improve their reading and listening comprehension
- Comprehend information and present them in written form
- Gain proficiency in speaking

Description:

The faculty conducting the laboratory would prepare the list of 12 experiments and get the approval of HoD and Director and notify them at the beginning of each semester.

16EN2006 SOFT SKILLS - I

Credits: 2:0:0

Course Objectives:

- To train the students to develop their competencies and capabilities
- To create confident individuals with mastery in essential soft skills
- To help the students to enhance their productivity and performance at workplace
- To enhance the employability skills of the students for all type of industries at Global level

Course Outcome:

Students will

- Be competent and capable professionals to face the industry
- Become assertive individuals with essential soft skills
- Have enhanced productivity and performance level at work place
- Will have learned the necessary employability skills at Global level

Course Description:

Introduction to soft skills, Importance of soft skills, Industry's expectations, Universal hiring rule, Who am I? Self- motivation, Attitude, Strategies for change, Thinking skills, Keys to success, Planning and Prioritizing, Self-discipline and tips to improve, Self-esteem, Self-excellence, Making the right choice, Begin to grow, Right principles, Burn the bridges, Emotional skills, Self-presentation, Individual assessment on Soft skills

Reference Books:

1. Frederick H. Wentz Soft Skills Training: A Workbook to Develop Skills for Employment, Create Space Independent Publishing Platform; Large edition, 2012
2. T. Kalyana Chakravarthi, T. Latha Chakravarthi Soft Skills for Managers, Wiley, 2011
3. Barun K. Mitra Personality Development and Soft Skills, Oxford, 2011
4. M.S.Rao, Soft skills, I.K. International publishing House pvt.ltd, Bangalore 2011

16EN2007 SOFT SKILLS - II

Credits: 2:0:0

Course Objectives:

- To enable the students to develop skills in workplace communication
- To impart non verbal communication and etiquettes
- To enhance the leadership and management skills
- To train the students to face the interview confidently

Course Outcome:

Students will

- Have a clear understanding of workplace communication
- Become efficient in expressing themselves in different communication situations
- Have enhanced performance level in professional contexts
- Will have acquired the necessary skills to succeed in placement interviews

Course Description:

Introduction to workplace communication, Oral communication types, Principles of communication, Barriers to communication, Non-verbal communication and etiquettes, Social media communication and etiquettes, Coping with workplace realities, Interpersonal skills, Effective team player, Leadership skills and team management, Problem Solving and decision making skills, Cognitive skills, Lateral thinking skills, Presentation skills, Group discussion, Interview skills, Mock interview.

Reference Books:

1. Frederick H. Wentz Soft Skills Training: A Workbook to Develop Skills for Employment, CreateSpace Independent Publishing Platform; Large edition, 2012
2. M.S.Rao, Soft skills, I.K. International publishing House pvt.ltd, Bangalore 2011
3. Geetu Bharwaney, Increase your emotional Intelligence, Jaico publishing house, Delhi 2009
4. R.C.Bhatia, Personality Development, Ane books private ltd, Delhi, 2013

16LN2001 FRENCH I

Credits: 3:0:0

Course Objectives:

- To make the learners understand the French culture
- To impart specific grammar skills
- To impart French vocabulary

Course Outcome:

Students will be able to

- Use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type
- Introduce himself/herself and others and can ask and answer questions about personal details
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Self introduction, European countries and nationalities, days and months, numbers 1 to 30 - Personal pronouns (difference tu/vous (you)), verbs to be, to have, to be called (s'appeler), to live - Schengen Agreement, European Union - (exercise A propos, Schengen Agreement map, European Union map) - IOF countries , numbers 1 to 100 - Pronoun "on", verb to speak - International Organisation of la Francophonie (IOF), French Academy, different French accents - (IOF map, France map) - Physical description (hair, eyes, height, weight, appearance), clothes, accessories, design, description adjectives, colours - Verbs (to be, to have), to wear, to measure, to weight - Units of measurement (meters, kilograms), French clothes - (short movie "Stricteaternum", Didier Fontan) - Family - Possessive adjectives, voice/voilà (here's), question words - Family in France - (family tree, Vocabulaire Progressif du Français avec 250 exercices-niveau intermédiaire) - Timetable, leisure, sports - Ask and indicate the time, frequency adverbs, reflexive verbs - French timetable leisure in France - (sound track no 22 A propos)

References

A propos A1, Livre de l'élève, 2010
(Vocabulaire progressif du français avec 250 exercices)

16LN2002 FRENCH II

Credits: 3:0:0

Course Objectives:

- To initiate the students into learning French language
- To make the students understand French culture

Course Outcome:

Students will be able to

- Use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type
- Understand the French culture

Food -Verbs (to eat, to drink)- reference verbs, near future-Meals in France, Euros (European currency)- (recipe on Marmiton.fr) - Directions-Verbs to go, to take, make a comparison - Differences between city and countryside, means of transport (Parisian subway), French punctuality, flat-sharing-(newspapers announcements for sharing a flat) - Associations-Pronouns (pronoms complements directs/indirects), speak about society problems-Associations in France, French motto-(short movie) - School, studies, work-Give his/her opinion School system in France, right to strike, LEtudiant.fr, Campusfrance-(screen view website LEtudiant.fr) Travels-Present perfect (passé composé), express satisfaction/dissatisfaction-Holidays/tourism in France, sightseeing in Paris city (postcard)

References

A propos A1, Livre de l'élève, 2010
(Vocabulaire progressif du français avec 250 exercices)

16LN2003 GERMAN I

Credits: 3:0:0

Course Objectives:

- To introduce basic German language skills
- To make the students understand German culture

Course Outcome:

Students will be able to

- Use systematic phonetics and basic writing components
- Adapt to German cultural contexts

Associations with German - Name and origin – Geography – Climate – Variations of German – Affirmative sentences - Verbs in present tense – Personal pronouns – Du/Sie forms in context – Working with dictionary - How to study vocabulary – Describing personal way of living – Possessive article - Tenses – What is important when taking test – Autoevaluation – local prepositions – Introduction to Dativ – Describing ways - Local prepositions (Akkusativ) – Discuss impressions – Taste – Verbs:essen, trinken, mögen+Negation and gern, oft, viel, wenig

References

1. Funk, Hermann. Studio D A 1. Cornelsen Verlag, 2010
2. Buscha, Anne and Szita, Szilvia. Begegnungen A1+: Lehrerhandbuch. Schubert Verlag E. K.2007

16LN2004 GERMAN II

Credits: 3:0:0

Course Objectives:

- To introduce German language
- To understand German as second European foreign language and its cultural background

Course Outcome:

Students will be able to

- Use basic writing components in German language
- Gained intercultural training

Grammar table – Take notes – Apply means of speech – Lifestyles - Asking questions in class and at work – Nouns – Articles and negation – Figures 20 to 100 - Everyday objects - Self evaluation – Recognize and discuss differences – Time and separable verbs – Comprehension of time - Traffic in General – Training your ‘eye’ - Understanding and planning – Recognize differences - Verbs:essen, trinken, mögen+Negation and gern, oft, viel, wenig – Find information in the internet – Perfekt - Critics

References

1. Funk, Hermann. Studio D A 1. Cornelsen Verlag, 2010
2. Buscha, Anne and Szita, Szilvia. Begegnungen A1+: Lehrerhandbuch. Schubert Verlag E. K.2007

16LN2005 j kpo -I

kjgG: 3:0:0

Nehf;fq;fs

1. r%f khw;wr rpe;jidfis cs;sLf;fpa jw;fhy ,yf;fpaq;fis mwpKfk nra;jy;
2. GJf;ftpij rpW-fij Mfpa ,yf;fpaq;fspd eak ghuhLLy;
3. jkpo fhg;gpaq;fsfy moFk mwpTzh;Tk; CL;Lk gFjpfisg gbj;Jg Ghpe;J nfhs;;Sjy
4. Gjpd; top jw;fhy rpf;fy;fisAk; mjw;fhd jPh;TfisAk; Muha;e;jwpjy;

gad;fs;

1. khzth;fs r%f khw;wr;rpe;jidfis mwpe;Jnfhs;th;
2. khzth;fs Gjpdj;ijf fw;gjd %yk rKjhar rpf;fy;fis czh;e;J mtw;wpw;Fj jPh;T fhz;gh;
3. ehLf;fis r%f;g gad;ghL;bw;F Vw;g cUthf;Fk jpwd ngWth;

jw;fhyj jkpo - rpW-fij> cWg;gpay; - vOj;J - mir> Njk;ghtz; - Fotpfs tij;gLyk (Kjy 50 ghLy;fs;) > nra;Aspay - ntz;gh> jkpo ,yf;fpa tuyhW - Njhw;wKk tsh;r;rpAk > fpwpj;jth - jkpo njhz;L> rq;f E;y;fs - vL;Lj;njhif > gj;Jg;ghL;L> jw;fhyj;jkpo - ftpij> ,yf;fzk - vOj;jpyf;fzk > ,yf;fzk - nrhy -nghUs > jw;fhyj jkpo - Gjpdk

ghLEy;fs;

1. ,uh. jz;LhAjk - jkpo rpW-fijapd Kd;Ndhbfs
2. jkpo ,yf;fpa tuyhW - K. tujhrdh;
3. Lhf;Lh; jkpoz;zy - Gjpa Nehf;fpy; jkpo ,yf;fpa tuyhW
4. ty;ypf;fz;zd - GJf;ftpijapd Njhw;wKk tsh;r;rpAk
5. ,uh. jz;LhAjk - ehty ,yf;fpak
- 6.

16LN2006 jkpo-II

kjgG: 3:0:0

Fwfp;Nfhs;:

ftpij> rpW-fij ,yf;fpa tbtq;fspD}NL giLg;ghsu;fs; ntspg;gLj;jpa r%f tpOkpag; gjpTfis vLj;jpak;gp> Nkk;ghLiLa r%fj;ij midj;Jj; jsj;jpYk Vw;gLj;j Mw;Wg;gLj;jy -tuyhW giLf;Fk; tpjj;jpy; tho;f;if tuyhw;W epfo;Tfis Kd;itj;jy;.

jhAkhdtu> jUtUL;gh> nja;tkzpkhiy> xUikALd e;dJ jpUkyub> ghujpahu; ftpijfs; ghuj ehL> ghUf;Fs;Ns> Rje;jpu jhfk; > vd;W jzpAkpe;j> ghQ;rhyp rgjk> rigapy; jpnusgj> ej> NfLLy> fz;zd ghLL> fz;zd vd; tpisahl;Lg; gps;is> ghujpjhrd ftpijfs; > Gj;jfrhiy> khdl rf;jp> jkpo tsHr;η - ftpkz> cLy; eyk Ngzy> ehkf;fy; ftpQH> J}HthUk; cw;rtk; > mZttypUe;J Mfhak;tiu> ghiytdk > kio> tuyhw;W mwpTpay; > vz;fspd vOj;J tbt> NuhNgh> KuL;L Kjiyfs - rpW-fij ,yf;fpak> rpW-fijj njhFg;G> jkpo rpWfijf fsQ;rpak> tpfLd gpuRuk;.

ghLEy;

1. mZttypUe;J Mfhak tiu - jkpo;ehL mwptpay; ,af;fk> rad;] gg;spNf\nd;]> nrd;id> nrgLk;gh> 1993.
2. jkpo;r; rpW-fijf fsQ;rpak - tpfLd gpuRuk; - 477 mz;zh rhiy> nrd;id.
3. nfhq;FNjH tho;f;if (njhFj 2) - uh[khHj;jhz;Ld> AīdLLL īuLLH]> nrd;id - 86

4. GJf;ftp ījapd Njhw;wKk tsHr;rpAk;> ty;ypf;fz;zd;> mfuk;> jQ;rht+H.

16LN 2007 – French Language I

Credits: 3:0:0

Course Objectives

- To make the learners to understand the basics in French
- To impart specific grammar skills
- To impart French vocabulary

Course Outcome

Students will

- Gain an understanding of French language
- Use appropriate basic French grammar
- Use French vocabulary in their expressions

Course Description

Definite and indefinite articles, Circonflex, Acute, grave, cedilla accents, Conjugation of verbs, ER verbs Affirmative negative & interrogative forms, IR verbs affirmative, negative & interrogative forms, RE verbs affirmative, negative & interrogative forms, Possessif adjective, Demonstrative, adjective - Past tense, Future tense, Passe Recent, Future proche, Imparfait, Conditionnel, Present participle, Gerondif, Subjonctif, Present progress if, Imperatif, Direct speech and indirect speech

Reference books

A propos A1, Livre de l'élève, 2010
(Vocabulaire progressif du français avec 250 exercices)

16LN 2008 – French Language II

Credits: 3:0:0

Course Objectives

- To make the learners to understand French culture
- To impart specific French expressions
- To train the learns to communicate in French

Course Outcome

Students will

- Have an understanding of socio-cultural aspects of France
- Use French expression in different contexts
- Use short dialogues and write simple letters independently

Course Description

Teach Alphabets and their pronunciation, French Vowels, French Accents: Grave, Aigu, Cedilla, Circonflex, Two letter & 3 lettered words, The months of the year, The days of the year, Seasons, Direction, Colours masculine & feminine, Countries & nationalities in French, Francophone countries, Breakfast, lunch, tea & dinner in French, Festivals & important dates in France, Famous monuments, museums, parks, National rivers and, boundaries (ie) neighbouring countries and map of France countries, The family tree & relations, Number 1-100 & upto 10,000, To tell the time, Human body parts, Foods,

The clothes of men & women, Vegetables, Fruits, Trees, Animals, Birds & insects, Fishes, How to ask questions, How to answer questions, Conversation, In the restaurant, In the house, In the hotel, In the college, In the house

Reference books

A propos A1, Livre de l'élève, 2010
(Vocabulaire progressif du français avec 250 exercices)

16EN3001 ENGLISH FOR MEDICAL PRACTICE

Credits 3:0:0

Course Objectives:

- To impart the methodology of designing course for medical students
- To acquire English usage in a variety of medical situations
- To impart lexical items and medical report writing skills

Course Outcome:

Students will be able to

- Gain a thorough knowledge of course content for medical students
- Use language appropriate to medical situations
- Write medical reports and use appropriate vocabulary

Theory - The Origins of ESP - The Development of ESP - Language Descriptions - Theories of Learning - Needs Analysis - Approaches to Course Design – EAP – EST - Application – Role of ESP Teacher - Curriculum Designing - Materials Evaluation - Materials Design – Methodology - Evaluation - English for Nursing and Medicine – Grammar Focus – Writing Skills – Reading Skills – Specific Curriculum - Lexical approach in EMP - Investigating needs - Investigating specialist discourse - Designing the course and materials - Responding to difficulties and constraints - Methods and approaches to teaching medical English - Medical English terminology– Report writing and presentations

References

1. Hutchinson, T. and Alan Waters, (1989), *English for Specific Purposes*, A Learning-centred approach, CUP
2. Allum, Virginia,(2012), *English for Medical Purposes: Doctors*, CUP
3. Lewis, M. (1993), *The Lexical Approach*, Language Teaching Publications.
4. Baskurturkmen , Helen, (2010) *Developing Courses in English for Specific Purposes*, Palgrave Macmillan. London.
5. Glendinning E & Holmstorm A.S, (2005) *English in Medicine: A course in Communication skills* (Cambridge Professional English), CUP.

16EN3002 CANADIAN LITERATURE

Credits: 3:0:0

Course Objectives:

- To study the extremely diverse field of Canadian literature.
- To examine writings that define Canadian identity and features
- To discuss issues that are at the heart of Canadian writers

Course Outcome:

Students will be able to

- Gain an understanding of Canadian authors of repute and their writing

- Have a clear picture of Canadian society
- Reproduce significance of Canadian literature in their oral and written communication

Gender issues: Carol Shield's Unless- Margaret Atwood's Edible Woman. - Post-modernism: Michael Ondaatje's In the Skin of a Lion – Yann Martel's Life of Pie -Poetic imagination: Alice Munroe's Run Away – Leonard Cohen's The Moon- Dough Bentley's Somersault and Sonnet 31- Science Fiction: Nalo Hopkinson's Brown Girl in the Ring – Robert J. Sawyer's Golden Fleece -Aboriginal studies: Tomson Highway's The Rez Sisters -Thomas King's Medicine Driver

References:

1. Carol Shield. Unless. Harper Collins, Toronto,2006
2. Margaret Atwood. Edible Woman. Toronto: McClelland & Stewart. 1969
3. Michael Ondaatje. In the Skin of a Lion. Toronto: McClelland & Stewart. 1987
4. Timothy Findley. Famous Last Words. Penguin Putnam Trade. 1996
5. Nalo Hopkinson. Brown Girl in the Ring. Grand Central Publishing. 1998.
6. Robert J. Sawyer. Golden Fleece. Grand Central Publishing.1999
7. Doug Bentley, A Canadian's Poems. 2001. Penguin Putnam Trade
8. Canada: Essays on Canadian Literature and Culture ,Dolphin, 2002
9. English Canadian Drama: Essays In Criticism, Creative Publisher, 2002

16EN3003 INDIAN WRITING IN ENGLISH

Credits 3:1:0

Course Objectives:

- To introduce the learners to the different genres of Indian literature
- To teach selected texts from each genre
- To enable the learners to have a clear idea of Indian writing in English

Course Outcome:

Learners will be able to

- gain an understanding of poetry and prose
- have the knowledge of the genre of drama and short stories and fiction
- have a clear understanding of Indian writing in English

Poetry - Sarojini Naidu: The soul's prayer - Kamala Das: My grandmother's house – Meena Alexander: River and Bridge- Rabindranath Tagore: Gitanjali (first 15 songs) -Balram Gupta & Srinath: Emerald treasure of Indian Humorous Essays(1-4) Prose - Jawaharlal Nehru:The Discovery of India(Quest) - Mahesh Dattani: Tara-Vijay Tendulkar: The Threshold – Short stories – Anjana Appachana: Incantations and other stories- Anita Nair: The Puffin Book of Myths and Legends - Fiction - Anita Desai: Cry the Peacock, Vijay Adiga: The White Tiger, Amitav Ghosh-The Hungry Tides

Reference Books:

1. V.K Gokak. ed. The Golden treasury by Indo-Anglian poetry. New Delhi: Sahitya Academy, 2010
2. M.K Naik -Dimensions of Indian English literature: New Delhi: Sterling publisher Pvt.ltd.1985
3. Das, A. Anita Desai- A Critical study. New Delhi: Omega publications, 2011
4. Iyengar, K.R.S. Indian Writing in English. Bombay: Asia Publishing House,1962
5. Raghuram ,Parvati, Ajaya Kumar Sahoo, Brij Maharaj. Tracing an Indian Diaspora: Contexts, Memories, Representations. India: SAGE Publications,2000

6. Das ,Bijay Kumar. Form and Meaning in Mahesh Dattani's Plays.Indai: Atlantic Publishers & Dist, 2008.
7. Tandon , Neeru.Perspectives and Challenges in Indian-English Drama
8. Dhawan, R.K. The Novels of Amitav Ghosh. New Delhi: Prestige Books, 1999
9. N. Kalamani. The Fusing Horizons: Critical Essays in Indian Writing in English. India: sarup&Sons,(2004)

LIST OF SUBJECTS

Sub. Code	Subject Name	Credits
15EN3001	British Literature	3:1:0
15EN3002	Shakespeare	3:1:0
15EN3003	Modern Applied Linguistics	3:1:0
15EN3004	Christian Literature	3:1:0
15EN3005	Indian Writing in English	3:1:0
15EN3006	English Structure and Phonetics	3:1:0
15EN3007	American Literature	3:1:0
15EN3008	Literary Theory and Criticism	3:1:0
15EN3009	English for Specific Purposes	3:1:0
15EN3010	Teaching English as Second Language	3:1:0
15EN3011	New Literatures in English	3:1:0
15EN3012	Indian Diasporic Literature	3:0:0
15EN3013	Canadian Literature	3:0:0
15EN3014	Research Methodology	3:0:0
15EN3015	English Poetry for Aesthetics	3:0:0
15EN3016	Business English	3:0:0
15EN3017	Modern Stylistics	3:0:0
15EN3018	Teaching Methods, Approaches and Techniques	3:0:0
15EN3019	Soft Skills	3:0:0
15EN3020	Comparative Literature	3:0:0
15EN3021	Women's Writing	3:0:0
15EN3022	Task Based Language Teaching	3:0:0
15EN3023	Feminism	3:0:0
15EN3024	World Literature in Translation	3:0:0
15EN3025	Technical English	3:0:0
15EN3026	Essentials of Scholarly Writing	3:0:0
15EN3027	Computer Aided Language Teaching Lab	0:0:2
15EN3028	Language and Literature Studies Lab	0:0:2
15EN3029	Language Proficiency Lab	0:0:2
15EN3030	Lectureship Preparation Lab	0:0:2

15EN3001 BRITISH LITERATURE

Credits: 3:1:0

Objectives:

- To provide foundation to the study of English Literature
- To understand the socio-cultural and literary background of the English literary tradition
- To appreciate the aesthetic sense through literary works.

Outcome:

Students will

- appreciate literary themes of British literature
- understand the styles and techniques of British literature
- have better understanding of different genre of British literature

Drama: Ben Jonson- Everyman in His Humour, Prose: Joseph Addison- A Country Sunday with Sir Roger de Coverley, Charles Lamb- Dream Children-A Reverie, Poetry: George Herbert-Aaron, William Wordsworth- Solitary Reaper, John Keats- Ode to a Nightingale, Tennyson- Home they brought her Warrior Dead Novel: Charlotte Bronte- Jane Eyre. Charles Dickens- David Copperfield

Reference Books:

1. Everyman in his Humour. Create Space Independent Publishing Platform, 2014.
2. Charlotte Bronte. Jane Eyre, Harper Collins, 2013
3. Addison and Steele. Sir Roger de Coverley and Spectator's Club. Cassell, 1905.
4. Charles Lamb, The Essays of Elia New York: Houghton, Mifflin, 1907.
5. Charles Dickens- David Copperfield, New York :Macmillan, 2008
6. Gardner, Helen (Ed). The Metaphysical Poets. Penguin. 1972.
7. Ward & Trent, et al. The Cambridge History of English and American Literature. New York: G.P. Putnam's Sons, 1907–21; New York: Bartleby.com, 2000
8. Patridge, Edward B. The Broken Compass: A Study of the major comedies of Ben Jonson. London: Chatto& Windus, 1958.
9. Dunn, Richard J. A Routledge Literary Sourcebook on Dickens' David Copperfield. New York: Routledge, 2004.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

15EN3002 SHAKESPEARE

Credit: 3:1:0

Objectives:

- To expose the students to the world of Shakespeare and his works
- To introduce the Elizabethan stage and drama technique
- To impart literary values from Shakespeare writing

Outcome:

Students will

- comprehend the literary merits of Shakespeare as a dramatist
- learn the difference between Shakespearean tragedy and comedy
- understand the Shakespearean style of writing

Elizabethan Age - Criticism on Shakespeare – Modern Relevance of Shakespeare – Language of Shakespeare- Postcolonial reading of selected plays of Shakespeare- Romantic Comedy: A Midsummer Night's Dream–Tempest–Merchant of Venice- Tragedy: King Lear - Henry IV- Richard II - Antony and Cleopatra - Julius Ceasar

Reference Books:

1. William Shakespeare, The Complete Works of Shakespeare, Henry Frowde, UK, 1911.
2. Andrew Langley, Shakespeare and the Elizabethan Age, Running Press Books Publishers, USA, 2000.
3. Michael Lee, (ed). Shakespearean Criticism: Criticism of William Shakespeare's Plays and Poetry, Gale/Cengage Learning, USA, 2007.
4. John Calvin Metcalf, Know Your Shakespeare, Heath, Dublin, 1949.
5. Lynn Bennion, B. William Hazlitt's Shakespearean Criticism, John Hopkins University, Maryland, 1946.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

15EN3003 MODERN APPLIED LINGUISTICS

Credits: 3:1:0

Objectives:

- To define language and its role in communicative production
- To explain the multi-dimensional approaches to the scientific study of language
- To impart the applications in L₁ and L₂ acquisition

Outcome:

Students will

- understand the significance of language in human expression
- learn various applications of scientific study of language
- understand the process of language acquisition

Introduction to language: Definitions of 'language' – Language behavior and Language system – Language and speech - Semiotic point of view of language – Language families - Linguistics as Science – Scope of Applied Linguistics: Microlinguistics and Macrolinguistics – Domain of Applied Linguistics – Interactive nature of Applied Linguistics – Process of Applied Linguistics – Linguistic Structure and System – Language Acquisition: Mentalist approach to language – Piaget and Chomsky on L₁ Acquisition – Language production – Sentence planning and production – L₂ Acquisition – Indian scenario for L₂ learning – Language and Pedagogy: Role of language in education – Branches of L₂ Teaching – Interaction between learning and learners – Approaches to Language Teaching – Audio-lingual approach – Communicative Language teaching method – Language Transfer: Translation and its complication – Process of Transcreation – Role of bilingual dictionary – Language and Machine: difference and application

Reference Books:

1. John Lyons, Language and Linguistics: An Introduction. Cambridge:CUP, 2010.
2. N. Krishnaswamy Verma, S.K, Nagarajan, M., Modern Applied Linguistics: An Introduction, Chennai: Macmillan, 2010.
3. Norbert Schmitt, ed, An Introduction to Applied Linguistics, London: Arnold, 2002.
4. Geoffrey Finch, Key Concepts in Language and Linguistics, New York: Plgrave Macmillan, 2005.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

15EN3004 CHRISTIAN LITERATURE

Credits: 3:1:0

Objectives:

- To make the students learn life oriented skills
- To introduce different aspects of Biblical literature, its language and culture.
- To expose the moral and ethical principles of life

Outcome:

Student will

- learn the different cultures and expressions of life
- learn how to analyze the features of Christian literature
- understand the Biblical language

Poetry - Bible: Book of Job - Francis Thompson: Hound of Heaven- Hopkins: Wreck of the Deutschland– Allegory - John Bunyan: Pilgrims Progress, Hannah Humard: Hinds feet on high places – Fiction - C.S.Lewis : Screwtape Letters – Tommy Tenney: One night with the king - Prose –Dietrich Bonehoffer: Cost of discipleship, chapters1,2 and 32 - Drama- T.S.Eliot: Murder in the Cathedral - Friedrich Dürrenmatt: An Angel Comes to Babylon

Reference Books:

1. John Bunyan: Pilgrims Progress. Macmillan, New Delhi, 2002
2. Hannah Humard: Hinds feet on high places, Popular Classics. New York, 2012.
3. C.S.Lewis: Screwtape Letters, Holean, New York, 2002
4. Tommy Tenney: One night with the king. Bethany House, Minnesota, 2004
5. Bonehoffer: Cost of discipleship, Touchstone, New York, 1996.
6. T.S.Eliot: Murder in the cathedral, Harcourt. Florida, 1964.
7. Friedrich Dürrenmatt: An Angel Comes to Babylon. Grove Press, London 1962.
8. Tremper Longman III & Raymond B. Dillard, An Introduction to the Old Testament, Zondervan. New York. 2006
9. Bible: Kings James version, Zodovern. Zodovert 2004
10. C. Bullock, Hassel. An Introduction to Old Testament Poetical books. Moody Publishers, 2008

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

14EN3005 INDIAN WRITING IN ENGLISH

Credits 3:1:0

Objectives:

- To introduce the learners to the different genres of Indian literature
- To teach selected texts from each genre
- To enable the learners to have a clear idea of Indian writing in English

Outcome:

Learners will

- gain an understanding of poetry and prose
- understand the genre of drama and short stories and fiction
- acquire clear understanding of Indian writing in English

Poetry - Nissim Ezekiel: Night of the Scorpion, Enterprise - Sarojini Naidu: The Palanquin Bearers, The Soul's Prayer - Kamala Das: My Grandmother's House, The Sunshine Cat - Rabindranath Tagore: Gitanjali (first 15 songs) - Prose - Nirad. C. Choudhry: A Passage to England (chapter 1&2) - Jawaharlal Nehru: The Discovery of India (chapter(1-5) - Sri Aurobindo: The Renaissance in India - Dr.A.P.J Abdul Kalam: The Power of Prayer – Drama - Girish Karnad: Nagamandala - Rabindranath Tagore: Chandalika - Vijay Tendulkar: Kamala – Short stories - Bharathi Mukherjee: A Wife's story & Jasmine story (both from Middleman and other stories) - Shashi Deshpande: The Legacy and other stories – Fiction - Anita Desai: Cry the Peacock, The Beloved Country - V.S Naipaul: A House for Mr.Biswas - Arundhati Roy: The God of Small Things - Salman Rushdie: The Midnight's Children - Amitav Ghosh: The Shadow Lines

Reference Books:

1. V.K Gokak. ed. The Golden treasury by Indo-anglian poetry. New Delhi: Sahitya Academy, 2010
2. M.K Naik -Dimensions of Indian English literature:New Delhi:Sterling publisher Pvt.ltd.1985
3. Das, A. Anita Desai- A Critical study. New Delhi: Omega publications, 2011
4. Ray, Mohit. K. VS Naipaul: Critical Essays. New Delhi: Atlantic publishers, 2005
5. Iyengar, K.R.S. Indian Writing in English. Bombay: Asia Publishing House,1962

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

15EN3006 ENGLISH STRUCTURE AND PHONETICS

Credits : 3:1:0

Objectives:

- To enable the students to know the basics of Language structure
- To enable them to understand the nuances of phonetics
- To teach English semantics

Outcome:

Students will

- learn the technical aspects of speech and sounds
- acquire skill in correct pronunciation
- understand the method of using appropriate vocabulary

Introduction to Phonetics: Organs of Speech – Sound Mechanism – Vowels – Consonants
Phonology: Phonological structure – Word – Syllable - stress – Intonation – Transcription
Morphology: Classification of Morphemes - Derivational Morphemes – Grammatical Morphemes – Inflectional Morphology
Syntax: Parts of Speech – Form classes – Sentence structure – Phrase structure - English grammar - TG Grammar- IC Analysis – Semantics: Denotation and Connotation – Sentence Meaning – Discourse Meaning

Reference Books:

1. Roach, Peter. English Phonetics And Phonology . Cambridge: CUP, 2005.
2. Valin, Van, Robert D. An Introduction to Syntax. Cambridge: CUP, 2001 .
3. Fromkin, Victoria, Rodman, Robert. & Hyams, Nina. An Introduction to Language. 8th ed. Harcourt Brace College Publishers: New York, 2006
4. Yule George. Study of Language. Cambridge University Press, U.K, 2006
5. Crystal, David. English as a Global Language. CUP: Cambridge, 2003
6. Lyons, John. Language and Linguistics: An Introduction. CUP: Cambridge, 2003
7. Yadugiri, M.A. Making Sense of English: A Textbook of Sounds, Words and Grammar.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

15 EN3007 AMERICAN LITERATURE

Credits: 3:1:0

Objectives:

- To introduce American Science Fiction through the most representative texts
- To enlighten the students of the significance of American culture revealed through the literature
- To introduce the socio-cultural scene of nineteenth century America

Outcome:

Students will

- explore the uniqueness of American literature at an advanced level
- analyze the American mind of its important facets
- appreciate mutually beneficial relationship between India and the U.S., through the literary medium

Poetry - Emily Dickinson: A bird came down the walk, Amir Baraka: An agony as now Frost - After apple picking - Fiction - Tony Morrison: Sula, John Steinbeck: Grapes of Wrath - Harriet Beecher Stowe: Uncle Tom's cabin- Isaac Asimov: The Caves of Steel - Albee: The American Dream -Drama- Eugene O'Neill: A Long Day Journey into Night- Tennessee Williams: Glass Menagerie - Prose -Thoreau: Where I lived and What I lived for- Emerson: Self Reliance - Martin Luther King: I have a Dream

Reference Books:

1. Toni Morrison. Sula. Vintage, New York, 2004
2. John Steinbeck. Grapes of Wrath. Penguin. New York, 2000
3. Uncle Tom's Cabin. Harriet Beecher Stowe. Signet Classics. 2008.
4. Edward Albee. The American Dream. Plume Books, New York 1997.
5. Eugene O'Neill. A Long Day Journey into Night. Yale Univ. Press, New York 2002.
6. American Literature An Anthology (1880-1965) Vol. I & II. New Delhi 2003
7. Isaac Asimov. The caves of steel. A Bantam Spectra books, New York, 1991

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

15EN3008 LITERARY THEORY AND CRITICISM

Credits: 3:1:0

Objectives:

- To introduce one of the most enabling forms of literary study
- To expose to the complexities of literary theory
- To learn the critical approach to literature

Outcome:

Students will

- gain the ability to analyze literary writings based on the ever evolving traditions of criticism
- understand comparative perspective of the Eastern and Western critical traditions
- acquire the skill to interpret literature effectively

Mikhail Bakhtin: "Carnival and Carnavalesque." - Raymond Williams: "The Romantic Artist." (Chapter 2, Culture and Society 1780-1950.) - Stanley Fish: "How to Recognize a Poem When You See One." - Roland Barthes: "From Work to Text." - Edward Said: Orientalism (Selections: "Introduction" and Chapter I: "Knowing the Orient") - Elaine Showalter: "Towards a Feminist Poetics." - Ngugi wa Thiong'o: Decolonizing the Mind - Margaret Atwood: "The Curse of Eve - Or, What I Learned in School." - Gayatri Chakravarty Spivak: Can the Subaltern Speak? - Jacques Lacan : Of Structure as an Inmixing of an Otherness Prerequisite to any Subject Whatever

Reference Books:

1. Atwood, Margaret. "The Curse of Eve - Or, What I Learned in School." Women on Women. Ann B. Shteir. (Ed.). The Gerstein Lecture Series 1975-6. York University, 1978.
2. Barthes, Roland. "From Work to Text." Modern Literary Theory: a Reader. Ed. Philip Rice and Patricia Waugh. London: Edward Arnold, 1989.
3. Fish, Stanley Eugene. "How to Recognize a Poem When you See One." Is There a Text in This Class?: The Authority of Interpretive Communities. Cambridge: Harvard University Press, 1980.
4. Showalter, Elaine. "Toward a Feminist Poetics." The New Feminist Criticism: Essays on Women, Literature and Theory. Ed. Elaine Showalter. London: Virago, 1986.
5. A Dictionary of Modern Critical Terms. Ed. Roger Fowler. London: Routledge & Kegan Paul, 1987.
6. Hirschkop Ken, David Shepherd. eds. Bakhtin and Cultural Theory. Manchester University Press, 2002.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

15EN3009 ENGLISH FOR SPECIFIC PURPOSES

Credits: 3:1:0

Objectives:

- To teach the specific functions of English language
- To provide pedagogic training in ESP Course
- To teach the significant role of ESP in modern times

Outcome:

Students will

- understand the need of learner and teach English accordingly
- acquire the ability to frame syllabus for curriculum
- specialize in evaluating the performance of learner

Introduction to ESP: the history of the evolution of ESP, classification of ESP, the theory of ESP, the role of ESP teacher - Language issues in ESP- - Needs Analysis and Evaluation - Collecting Data for Needs Analysis and Evaluation Purposes - Introduction to English Academic Purposes: Register Analysis – Discourse Analysis – Genre Analysis – Hedging / Vague language – Appropriacy - Academic Reading: Strategies and skills – Teaching / learning vocabulary; Academic writing: Summarizing, paraphrasing and synthesizing- Documenting Research papers - Speaking for academic purposes: Lectures – Seminars – Oral Presentations – Speech difficulties - Course Design Parameters of Course design-Balancing the parameters- Case studies-Developing a course-design.

Reference Books:

1. Tony Dudley-Evans and Maggie Jo St.John , Development in English for Specific Purposes . Cambridge University Press: Cambridge, 1998
2. Tom Hutchinson and Alan Waters, English for Specific Purposes , Cambridge University Press: Cambridge, 1997.
3. R.R.Jordon , English for Academic Purposes, Cambridge University Press: Cambridge, 1997
4. Helen Basturkmen, Lawrence, ideas and Options in English for Specific Purposes, Eribaum Associates:2005

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

15EN3010 TEACHING ENGLISH AS SECOND LANGUAGE

Credits : 3:1:0

Objectives:

- To impart the background to ESL context
- To make the learners get familiarized with learning style of ESL
- To train the learners to design an effective classroom technique

Outcome:

Students will

- acquire a clear understanding of teaching English as a Second Language.
- design an effective strategy for ESL classroom
- gain the ability to design strategies for teaching different levels of students

ESL, A Definition – Overview of Trends in Second Language theory - Cultural diversity in ESL classroom – Development of L₂ proficiency – English as a second language across grade levels - Second language instruction in ESL classroom –Teacher talk – Learner behaviour - Teacher and student interaction in L₂ classroom - Developing Listening skills – Developing Speaking skills - Human factor in ESL - Teacher, Parent and Administrator factors

Reference Books:

1. Carrasquillo, L. Angela, Teaching English as a Second Language: A Resource guide. New York: Routledge, 2013.
2. Craig Chaudron, Second Language Classrooms: Research on Teaching and Learning. Cambridge: Cambridge University Press, 2004
3. Scaringi, Carlo Papini. Second Language Acquisition. New Delhi: Ammol Publications, 2007
4. Varghese, C. Paul, Teaching English as Second Language. New Delhi :Sterling Publishers, 1989.
5. Bot, Kees de., Lowie, Wander and Verspoor, Marjolijn. Second Language Acquisition: An Advanced Resource Book., New York: Routledge, 2005.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

14EN3011 NEW LITERATURES IN ENGLISH

Credits: 3:1:0

Objectives:

- To introduce contemporary and complex writers and their works spanning the commonwealth countries
- To introduce postcolonial perceptions of a wide range of people whose second language is English
- To introduce different genre from different countries

Outcome:

Students will

- develop comparative perspectives
- understand the significance of identity and dominance of landscape in new literatures
- acquire the skill to interpret different genre of literature

Poetry - Australia - Judith Wright : At Cooloola - New Zealand - James Baxter : The Ikons - Canada - Al Purdy : Lament for the Dorsets Africa - Kofi Awoonor : Song of War: The Weaver Bird - West Indies - Grace Nichols - Caribbean - James Berry, a) 'It's Me Man' - Prose - Africa - Achebe : Colonialist Criticism - West Indies - V.S. Naipaul-India: A Wounded Civilization - Drama - Australia - Louis Nowra : Radiance - J.P Clarke : Song of a goat - Fiction - Africa-Koetzee : Disgrace - Canada - Margaret Laurence : The Stone Angel - Australia-Peter Carey : Oscar and Lucinda – Criticism - Margaret Atwood: Survival

Reference Books:

1. Geoffrey Dutton, The Literature of Australia. Australia: Penguin Books, 1976.
2. W. J. Keith, Canadian Literature in English. London: Longman, 1985.
3. William Walsh: Commonwealth Literature, Oxford University Press, 1973.
4. Bruce King: West Indian Literature, Macmillan, London, 1980.
5. Eustace Palmer: An Introduction to the African Novel, Heinemann, London, 1972.
6. C. D. Narasimhaiah & Emenyounu : African Literature Comes of Age, A Dhvanaloka Publication, Mysore, 1988.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

15EN3012 INDIAN DIASPORIC LITERATURE

Credits: 3:0:0

Objectives:

- To impart major historical and political changes highlighted in the Indian Diaspora
- To present the major contemporary authors of the Indian Diaspora in Europe
- To teach about the changing socioeconomic, and cultural contexts of migration.

Outcome:

Students will

- distinguish between Diasporic, Immigrant and expatriate literatures
- identify the uniqueness and also the commonness in the writings of Diaspora writers
- explore the experiences associated with Diasporic displacement

The emergence Diasporic, Immigrant and expatriate literatures- different genres of writings by (Diaspora) NRI writers – Fiction writers – V. S. Naipaul, Salman Rushdie, Rohinton Mistry, Amitav Ghosh, Kiran Desai, and Jhumpa Lahiri-Anjana Appachana- Fictions related to the experience of relocation , acculturation and marginalisation due to displacement-indigenous sentiments – conflicting images of India and America - ethnicity and Diasporic Identity ; The poets Chitra Banerjee Divakaruni-Meena Alexander- fracture between one cultural tradition and another. Drama- Uma Parameswaran- the experiences of Indo-Canadians

Reference Books:

1. Rushdie, Salman. *Midnight's Children*. India: Random house, 2010.
2. Mistry, Rohinton *A Fine Balance*. London: Faber & Faber, 2008.
3. Ghosh , Amitav, *The Glass Palace*.India: Penguin group, 2008
4. Lahiri,,Jhumpa. *Unaccustomed Earth*. India: Random house, 2008
5. Appachana ,Anjana. *Incantations and Other stories*. India : Penguin books,2006
6. Divakaruni , Chitra Banerjee . *Leaving Yuba City: Poems*, Newyork:Knopf Doubleday Publishing Group,2009
7. Alexander, Meena. *Quickly Changing River*. Illinois : Northwestern University Press, 2008
8. Parameswaran ,Uma. *Sons must and other Plays*. New Delhi: Prestige , 1998
9. Rushdie ,Salman *Imaginary Homelands: Essays and Criticism*, New York: Viking Penguin, 1991
10. Rustomji-Kerns ,Roshni, ed. *Living in America: Poetry and Fiction by South Asian American Writers*. Boulder : West view Press, 1995
11. Kin , Elaine H , Lilia V. Villanueva .ed. *Making Waves: An Anthology of Writings by and About Asian American Women Edited by Asian Women United of California*. SanFrancisco: Beacon Press, 1989
12. Raghuram, Parvati , Ajaya Kumar Sahoo, Brij Maharaj, Dave Sangha. *Tracing an Indian Diaspora: Contexts, Memories, Representations* , India: SAGE Publications, 2008
13. Daiya,Krishna, *Post-independence Women Short Story Writers in Indian English*, New Delhi: Sarup&Sons,2006.
14. Jain, Jaspir *Writers of Indian Diaspora: Theory &Practise*, New Delhi : Rawat Publications, 2003
15. Ralph J. Crane, Radhika Mohanram ed. *Shifting Continents/Colliding Cultures: Diaspora Writing of the Indian Subcontinent*, Rodopi 2000.

15EN3013 CANADIAN LITERATURE

Credits: 3:0:0

Objectives:

- To study the extremely diverse field of Canadian literature.
- To examine writings that define Canadian identity and features
- To discuss issues that are at the heart of Canadian writers

Outcome:

Students will

- learn about Canadian authors of repute and their writing
- gain understanding of the contributions of Canadian writing to literature and literary thought around the world.
- understand the significance of Canadian literature

Gender issues - Carol Shield's *Unless*. Margaret Atwood's *Edible Woman*.

Post-modernism: Michael Ondaatje's *In the Skin of a Lion* – Timothy Findley's *Famous Last Words*

Poetic imagination: Leonard Cohen's *Beautiful Losers* – Stephen Collis' *Mine*

Science Fiction: Nalo Hopkinson's *Brown Girl in the Ring* – Robert J. Sawyer's *Golden Fleece*

Regionalism: Al Purdy's *The Country North of Belleville* – Margaret Laurence's *A Bird in the House*

Reference Books:

1. Margaret Atwood. *Edible Woman*. Toronto: McClelland & Stewart. 1969
2. Michael Ondaatje. *In the Skin of a Lion*. Toronto: McClelland & Stewart. 1987
3. Timothy Findley. *Famous Last Words*. Penguin Putnam Trade. 1996
4. Leonard Cohen. *Beautiful Losers*. McClelland & Stewart: Toronto. 1966
5. Stephen Collis. *Mine*. Vancouver: New Star Books. 2002.
6. Nalo Hopkinson. *Brown Girl in the Ring*. Grand Central Publishing. 1998.
7. Margaret Laurence *A Bird in the House*. Chicago: University of Chicago Press. 1963

15EN3014 RESEARCH METHODOLOGY

Credits: 3:0:0

Objectives:

- To teach the research methods in literature field
- To impart fundamental aspects of conducting research in literature and language studies
- To teach the documentation technique

Outcome:

Students will

- master the methodology of research
- learn to apply the theories and mechanics in the research work
- acquire the skill to document the thesis appropriately

Definition and Description-Characteristics of composition-Four kinds of Discourse- Expository Discourse- Argumentative Discourse- Persuasive Discourse- Descriptive Discourse - Fundamentals of Research- Definition and Description of Research– Types of Literary Research –Research Methods – Research Design – Meaning of hypothesis and research problem- - Planning the Thesis-Format of the Thesis- Research and Writing- Plagiarism- mechanics of writing(Spelling – Punctuation – Use of Italics, Names, Numbers – Use of Titles of Works in Research Paper – Quotation – Capitalization) - Data Collection - Library research – Reference works – Web sources – Compiling Working Bibliography – Review of Literature -Referencing and Bibliography

Text Book:

1. “MLA Handbook for Writers of Research Papers”, 7th edn. East-West Press, New Delhi,2010. (Indian Edition)

Reference Books:

1. Anderson, J. et al. “Thesis and Assignment Writing”, John Wiley & Sons Inc, NewDelhi,1994.
2. Syed Mohammed H Q, “The Craft of Language and Literary Research”, Atlantic, New Delhi, 2010

15EN3015 ENGLISH POETRY FOR AESTHETICS

Credits: 3:0:0

Objectives:

- To appreciate and realize the aesthetics of different poems
- To introduce the different varieties of poems and poets of different culture and era.
- To expose the different poetic aspects through variations in poetry.

Outcome:

Students will

- learn how to appreciate the different poems
- learn different cultures and expressions of life
- learn how to critically analyze the poems and learn the literary aspects

Classic poetry – Chaucer- Prologue to Canterbury tales - Shakespeare : Sonnet XVIII, - British Poetry - Coleridge : Kubla Khan - Keats : Ode on a Grecian Urn- Robert Browning : Rabbi Ben Ezra–American Poetry- Emily Dickinson: Because I could not stop for Death e.e.Cummings : The Cambridge Ladies - Indian English Poetry -Toru Dutt : Our Casuarina Tree – Rudyard Kipling: The glory of the garden – Canadian Poetry - Charles Sangster : The Thousand Islands - Wilfred Campbell: The winter Lakes -Australian Poetry-A.D.Hope: Australia -Judith Wright: The Harp and the king- New Zealand Poetry -Jessie Mackay: The Noosing of the Sun God - Allen Curnow : House and Land -William Pember Reeves: A Colonist in His Garden- African Poetry – Bernard B.Daddie: I Thank You God -Gabriel Okara : The Mystic

Text Books:

1. Peeradina, Ed.Contemporary Indian Poetry in English Macmillan, London. 2001
2. William J.F ischer, Ed. American Literature An Anthology (1880-1965) VOL 1&2 New Delhi,2002.
3. Margaret J.O.Donnel. Ed. Anthology of Commonwealth verse.Blackie,London,2003
4. Chaucer Geoffrey..Prologue to Canterbury Tales. Oxford Univ. Press, New Delhi.1997.
5. C.D.Narasimaiah. An Anthology of Commonwealth Poetry. Macmillan,Chennai, 2008.

Reference Books:

1. M.H.Abrams, A Glossary of Literary Terms. Macmillan India, New Delhi. 1991
2. Norton Anthology of English Literature. Revised Volume. 1, New York, Norton, 2003

15EN3016 BUSINESS ENGLISH

Credit: 3:0:0

Objectives:

- To train the students to obtain proficiency in business English
- To enable the learners to write short and long business correspondence and reports
- To equip them to speak independently and interact effectively

Outcome:

Students will

- develop four skills of communication
- acquire skills to listen and comprehend information
- gain proficiency in presenting any idea or information in oral or written form

Significance of LSRW in Communication, Tense, Concord, Conditionals, Editing the Text, Business Vocabulary, Types of Communication, Dyadic Communication, Telephonic Conversation, Interpersonal Communication, Barriers of Communication, Body Language, Presentation Skills, Organizing Skills: Meetings, Seminars, Conferences, Interviews: Types of Interviews, Facing Interview Panel, Group Discussion, Writing Memo, Agenda, Minutes, Trans-coding, Use of Visual Aids: Charts, Tables, Graphs, Pictures and Diagrams, Business Letters: Enquiry Letter, Quotation Letter, Sales Letter, Customer Complaint Letter and Collection Letter, Business Reports, Proposals, Advertisement: Product and Job, Writing Winning Resume

Text Book :

1. Taylor, Shirley. Communication for Business: A Practical Approach. London: Pearson Education, 2005

Reference Books:

1. Rizvi, Ashraf M. Effective Technical Communication. New Delhi: Tata McGraw-Hill, 2005.
2. Guffey, Mary Ellen. Business Communication: Process and Product. III Edn.:London: South-Western College Publishing, 2000.
3. Business Communication: Harvard Business Essentials. Boston: Harvard Business School Press, 2003.
4. Lesikar, Raymond V. and Flatley, Marie E. Basic Business Communication. New Delhi: Tata Mc Graw – Hill , 2005.

15EN3017 MODERN STYLISTICS

Credits: 3:0:0

Objectives:

- To enable the learners to understand the linguistics application in literature
- To teach the different points of view in literature
- To impart the methodology for making a stylistic analysis of thought presentation

Outcome:

Students will

- understand the function of style in literature
- explore creativity in language use
- analyze literature texts independently

Stylistics as a branch of Linguistics – Stylistics and Style - Definitions of Stylistics – Tools of Stylistics – Language and Literature Grammar and style – Style and point of view – Dialogue and discourse – Narrative stylistics – Stylistics and verbal humour Developments in stylistics – Sentence styles – Style and transitivity – Approaches to point of view – Dialogue in drama – Styles of metaphor – Developments in cognitive stylistics - Sociolinguistic model of narrative – Style, register and dialect – Exploring point of view in narrative fiction – Exploring metaphors in different kinds of texts Stylistic features – Cohesion – Spatio-Temporal reference – Speech and Thought presentation – Literary stylistic analysis – Stylistic analysis of poetry, short story and drama

Text Books

1. Simpson, Paul: Stylistics: A Resource book for students. London :Rutledge, 2004
2. Misra, Partha Sarathi. An Introduction to Stylistics: Theory and Practice, Orient BlackSwan, Hyderabad, 2009

Reference Books

1. Verdonk, Peter: Stylistics. Oxford: OUP, 2002
2. Lyons, John. Language and Linguistics: An Introduction. Cambridge: CUP, 2003
3. Krishnaswamy, N., Verma, S.K. & Nagarajan, M. Modern Applied Linguistics: An Introduction. Chennai :Macmillan, 2002
4. Schmitt, Norbert. ed. An Introduction to Applied Linguistics. London : Arnold, 2002
5. Finch, Geoffrey. Key Concepts in Language and Linguistics. New York Plgrave: Macmillan, 2005
6. Leech, Geoffrey N and Short, Michael H. Style in Fiction: A Linguistic Introduction to English Fictional Prose. London: Longman, 1984

12EN3018 TEACHINGMETHODS, APPROACHES AND TECHNIQUES

Credit: 3:0:0

Objectives:

- To know the major trends in language teaching
- To have a comprehensive picture of all methods
- To be familiar with all kinds of classroom techniques and practice

Outcome:

Students will

- learn the trends involved in teaching language
- master the art of teaching language
- apply techniques to manage classroom

Nature of Approaches and Methods in Language Teaching – The Oral approach, Situational language Teaching – Alternative approaches and methods – Total physical response - the silent way and other Approaches – Current communicative approaches – communicative language teaching – Natural approach – Cooperative language learning – Grading, sequencing and integrating tasks – Grading input – Learner factors in grading - Content-based instruction – Post-methods era -

Text Books

1. J.C. Richards, and Rodgers S. Theodore. Approaches and Methods in Language Teaching, CUP, Cambridge, 2001.
2. Nunan, David. Task Based language Teaching. Cambridge university press.UK, 2004

Reference Books

1. Penny Ur, A Course in Language Teaching, Cambridge University Press, UK, 1991
2. Diane Larsen-Freeman, Techniques and principles in language teaching, 2nd. Edn,Oxford: OUP, 2000.

15EN3019 SOFT SKILLS

Credits: 3:0:0

Objectives:

- To understand the aspects of soft skills for personal and professional life
- To learn new ideas and equip oneself
- To enhance the wholistic development of the personality of the students

Outcome:

Students will

- acquire the necessary skills for Global Employments
- understand the effective use of body language
- acquire the skills for effective presentation

Personality Development:Definition- Importance of Soft Skills- Important Soft Skills- Language and Personality-Interpersonal skills- Intra-personal skills Public Speaking:Content preparation- Gathering and Evaluating information-Speech planning process- Visual aids- Audience Analysis- Practice and Delivery – Body language on the stage - Leadership:Planning and Organizing- Creative Thinking- Problem Solving- Prioritizing Task- Time Management- Team Work and Empathy Training - Resume Preparation- FAQs of Interview- Mock interview- Employer expectancy- Organizing Workshops/Seminars/Conferences- Imparting Life Long Skills-Presentation - Short speech practice- Speaking on Different Occasions- Compeering- Extempore Presentation- Preparing Visual presentations- Workplace Communication- Coping with the Company Culture

Reference Books:

1. Harharan S. Et al., Soft Skills, Chennai: MJP Publishers, 2010.
2. Mohan, Krishna & Meera Banerji, Developing Communication Skills, New Delhi: Macmillan India Ltd. 2006
3. Osborn, Michael, Suzanne. Public Speaking, New Delhi: biztantra, 2004
4. Dinesh, Mathur, V.S.M. Mastering Interviews and Group Discussions, New Delhi: CBS Publishers, 2012.

14EN3020 COMPARATIVE LITERATURE

Credits: 3:0:0

Objectives:

- To teach the theory and practice of comparative literature
- To impart the different schools of comparative literature
- To teach the genre specific comparative methodologies

Outcome:

Students will

- learn to apply comparative criticism in learning literatures from across the globe
- understand the comparative theories related to specific schools
- gain the knowledge of comparative methods

History of comparative literature - Nature and Concept: The concept and Nature of Comparative Literature - The Development of Comparative Literature in the West and in India - Schools: Different Schools of Comparative Literature - Methodology of Comparative Literature: With reference to thematic influence and reception – Genre specific methodologies - Methodology of Comparative Literature: With reference to movement and genre

Text Books:

1. Harry, Levin: Ground for Comparison, Cambridge: Massachusesetts, 1972.
2. Amiya Dev and Sisirkumar Das (Ed.): Comparative Literature; Theory and Practice, New Delhi: Applied Publishers, 2010
3. Chandra Mohan (Ed.): Aspects of Comparative Literature: Current Approaches, New Delhi: India Publisher & Distributors, 2005

Reference Books:

1. Newton, P. Stalknecht and Horst Frenz, (eds.): Comparative Literature: Method Perspective, Illinois: University of Southern Illinois Press, 1971
2. Ulrich Weisstein: Comparative Literature and Literature Theory: Survey and Introduction. Indiana: Indiana University Press, 1973
3. Praver S. S: Comparative Literary Studies: An Introduction, London: Duckworth 1973
4. Henry Gifford: Comparative Literature, London : Routledge, Kegan Paul, 1969

15EN3021 WOMEN'S WRITING

Credits:3:0:0

Objectives:

- To familiarize international perspectives on women and gender
- To understand women's issues and the ways of solving them
- To explore the writing style of women

Outcome:

Students will

- understand feminism in terms of history, literature, experiences, movements and theories
- acquire analytical skill to think critically of women's issues
- understand gender inequalities from international perspective

Poetry - Elizabeth Barret Browning : How Do I Love Thee? Let me count the Ways - Sylvia Plath : Lady Lazarus - Maya Angelou : Phenomenal Woman - Kamala Das : Introduction - Toru Dutt : Sita - Prose - Virginia Woolf : A Room of One's Own - Arundhati Roy : The Algebra of Infinite Justice - Drama - Mahasweta Devi : Mother of 1084 - Caryl Churchill : Top Girls - Fiction - Jhumpa Lahiri : The Namesake - Margaret Atwood : The Blind Assassin - General - Mary Woolstonecraft : The Vindication of the Rights of Women - Elaine Showalter : Toward a Feminist Poetics

Reference Books:

1. Elaine Showalter.ed The New Feminist Criticism. Pantheon Books, New York, 2000.
2. Lahiri, Jhumpa. The Namesake.USA: Flamingo,2003
3. Khatri, C.L.. British Authors and Texts: Critical Responses.New Delhi: Sarup & Sons,2005
4. Plath, Sylvia. The Collected Poems. USA: Paw Prints,2008
5. Angelou, Maya. Phenomenal Woman. India: Random House, 2000
6. Das, Kamala, The Old playhouse and other poems. India: Orient Longman Pvt.ltd. 2004.
7. Dutt, Toru. Collected Prose and Poetry. India: Oxford University Press, 2006.
8. Woolf, Virginia. A Room of One's Own.Londo: Broadview Press,2001
9. Roy, Arundhati. The Algebra of Infinite Justice.India: Penguin Ltd.2002
10. Devi, Mahasweta : Mother of 1084, India: Seagull Books, 1997
11. Churchill, Caryl: Top Girls.London: A&C Black,2013
12. Atwood, Margaret : The Blind Assassin.UK: Hatchet,2009
13. Woolstonecraft, Mary : The Vindication of the Rights of Women.UK. Pearson Longman, 2007

15EN3022 TASK BASED LANGUAGE TEACHING

Credits: 3:0:0

Objectives:

- To impart task based syllabus that covers variety of classroom activities
- To train the learners to evaluate and use a wide range of appropriate teaching methods
- To impart strategies and techniques to develop learners' linguistic knowledge and their receptive and productive skills

Outcome:

Students will

- design task based learning components to enhance student learners' communicative skills with special focus on language proficiency
- apply electronic and on-line resources as teaching aids
- create conducive learning environment in classroom

Define 'Task' – Communicative language teaching – Experiential learning method – Role of the learner – Framework for task-based language teaching – Seven principles of TBLT – task components – Teacher and learner roles – Form in TBLT – Assessing TBLT – Key concepts in assessment – Purposes of assessment – Tasks and teacher development – Self-directed teacher – Workshop – Evaluating sources – Activities for four macroskills

Reference Books:

1. Nunan, David. Task Based language Teaching. Cambridge university press.UK, 2004
2. Ur, Penny. A Course in language Teaching. UK : Cambridge university press, 2006.
3. Littlewood, William. Communicative Language Teaching. Cambridge university press.UK, 2004.
4. Warschauer , Mark, Richard Geyman Kern. Network-Based Language Teaching: Concepts and Practice. Cambridge university press.UK.2000
5. Spratt ,Mary. English for the teacher – A language development course. Cambridge university press.UK. 2002

15EN3023 FEMINISM

Credits: 3:0:0

Objectives:

- To introduce the history of feminism and feminist movements
- To familiarize Indian and international perspectives on women and gender
- To enable the students explore the types of feminism and feminist literature

Outcome:

Students will

- comprehend the evolution, history and movements of feminism
- gain understanding of feminist issues dealt in India, UK, USA society and in literature
- explore the types of feminism and feminist literature

The emergence of feminist movements: Origin of European Feminism, Indian Feminism, American feminism; Contemporary feminist issues in India : Work and Family-Sexuality and Health-Domestic Violence –Child abuse; Feminist movements to transform: Spirituality—language-Types of feminism: Psycho analytic feminism-Eco-feminism- French Feminism-post structural Feminism-Feminist writers (India, UK, USA): Fiction – Poetry

Reference Books:

1. Showalter, Elaine.ed .The New Feminist Criticism., New York: Pantheon Books, 2000
2. Monteith, Moira, ed.Women's Writing: A Challenge to Theory. Sussex: Brighton Harvester Press, 1986.
3. Warren, Karen.J.ed. Ecofeminism: Women, Culture, Nature. Bloomington: Indiana University Press,, 1997
4. Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. London Routledge, 1990
5. Oliver, Kelly. French Feminism. London : Rowman & Littlefield, 2000
6. Nancy Chodorow. Feminism and Psychoanalytic Theory. Connecticut : Yale University Press, 1989

15EN3024 WORLD LITERATURE IN TRANSLATION

Credit: 3:0:0

Objectives:

- To sensitize the students to discern literature across the globe
- To teach different cultures and literary style in world literature
- To impart the literary techniques

Outcome:

Students will

- learn the translation theories related to various genres of literature
- acquire knowledge about classic literature of the world
- understand the different genre of world literature

Ancient Poetry: The Illiad Book I -Translated by Andrew Lang Walker and Ernest Myers - Theory: Susan Bassnett: Translation Theories -Chapters I and III – Drama - Kalidasa: Shakuntala -Trans.Arthur W.Ryder – Poetry: Kahlil Gibran: The Broken Wings; Yevgeni Yevtushenko: Babiyyar - Fiction: Victor Hugo: Les Miserables; Leo Tolstoy: Selected Short Stories: A Candle, Memoirs of a Lunatic,

Reference Books:

1. W.Arthur Rhyder, Translations of Shakuntala and other works, Dodo Press,USA,2007
2. Susan Bassnett, Translation Theory and Practice, Routledge, New York, 1999.
3. Andrew Lang, Walter Leaf, Ernest Myers, trans. The Iliad of Homer, Kessinger Publishing, India, 2004.
4. Kahlil Gibran, Broken Wings, Mahaveer Publications, India,2008.
5. Yevgeni Yevtushenko, Robin Milner-Gulland, Peter Levi, trans. Selected Poems, Penguin Books, India, 2008.
6. Victor Hugo, Les Miserables. Penguin Books, India,1998.
7. Leo Tolstoy, The Greatest Stories of Tolstoy, Jaico Publishing House,India, 2009.
8. Anthony Pym, Exploring translation Theories Routledge,USA, 2009.
9. Edwin Gentzler, Contemporary Translation Theories, Multilingual Matters Limited, UK, 2001

15EN3025 TECHNICAL ENGLISH

Credits: 3:0:0

Objectives:

- To impart the basics of effective communication
- To teach English proficiency
- To impart formal communication skills

Outcome:

Students will

- gain mastery in basic communicative skills
- acquire business writing skills
- use presentation skills effectively

Significance of LSRW in Communication – Remedial Grammar: Sentence Types – Tenses— Interpersonal Communication - Situational Speeches - Types of Communication in Organization – Barriers –Body Language– Telephonic Conversation - Oral Presentation – PowerPoint Presentation - Interviews: Types of Interviews – Facing Interview - Group Discussion - Memo, Agenda, Minutes, Business Messages and Email Messages – Transcoding - Use of Visual Aids: Charts, Tables, Graphs, Pictures and Diagrams — Formal Letters - Enquiry Letter, Quotation Letter, Sales Letter, Customer Complaint Letter - Business Reports --Writing Winning Resume

Reference Books:

1. Pal, Rajendra & Korlahalli, J.S. Essentials of Business Communication. New Delhi: Sultan Chand & Sons: New Delhi, 2005.
2. Mohan, Krishna & Banerji, Meera. Developing Communication Skills. Macmillan: New Delhi, 2009.
3. Rizvi, Ashraf M.. Effective Technical Communication. Tata McGraw-Hill: New Delhi, 2005.

15EN3026 ESSENTIALS OF SCHOLARLY WRITING

Credits: 3:0:0

Objectives:

- To teach the mechanics of writing a research paper
- To impart the language and style of research writing
- To provide training in developing a research paper and submit a mini project.

Outcome:

Students will

- learn all the mechanics and process of writing a research paper
- gain the ability and the skill to write a research paper
- write analytically and become successful writers in their academic and post-academic careers

Components of research - Vocabulary of research - Research topics - stages of writing process, Developing research proposal - Academic integrity - plagiarism - Library sources and Evaluating sources - Summarizing- comparative summary - Paraphrasing and quotations - Documenting strategies - Literature review - Time management in research writing - Recognizing logical fallacies -Writing in the sciences and data presentation - Developing arguments, - Explanatory Synthesis - Argumentative Synthesis - Thesis statements - Research paper outlining - Abstracts and Introductions - writing critically - Writing structured essays – Conclusions - Following a citation style – bibliography - Annotated Bibliography - references in APA style - Revising and editing and proof reading – Updating - Peer Reviews, - Oral Presentation with slides and handouts – Preparing a mini project report or a research paper.

Reference Books:

1. Heather Silyn- Roberts. Writing for Science and Engineering: Papers, Presentations and Reports. Oxford: Butterworth Heinemann, 2002
2. Swales & Feak. Academic Writing for Graduate Students: Essential Tasks and Skills. 2nd ed., Michigan: University of Michigan Press, 2004
3. Behrens, L. Rosen, L and Beedles, B. A Sequence for Academic Writing. 2nd edn, New York: Longman, 2005.
4. Diana Hacker. Research and Documentation in the Electronic Age. 5th edn. New York: St. Martin's 2010.

15EN3027 COMPUTER AIDED LANGUAGE TEACHING LAB

Credit: 0:0:2

Objectives:

- To train the students to obtain proficiency in the use of multimedia computer
- To prepare the students to use computers in oral presentations
- To train them to use the computer for interaction

Outcome:

The learners will

- Learn to use computer for sharing of information effectively
- acquire skills to make oral presentation with PPT support
- gain proficiency in using language learning tools available in the internet

Note:

There should be a minimum of 10 exercises with three activities under each exercise. Altogether the students will do 30 activities apart from 30 listening activities.

15EN3028 LANGUAGE AND LITERATURE STUDIES LAB

Credits 0:0:2

Objectives:

- To teach the techniques of interpreting literary texts
- To present the methods to do research in language studies
- To provide practical training in specialization of different genre

Outcome:

The learners will

- acquire the skills to analyze the literary texts
- gain ability to understand the language concepts
- specialize either in language or literature studies

This paper is a practical paper wherein any one of the literary or linguistic theoretical aspects is applied for coming up with a new finding. Students have to choose a topic according to their area of interest from any genre or ELT related areas for their study. The findings have to be documented and presented periodically.

15EN3029 LANGUAGE PROFICIENCY LAB

Credits: 0:0:2

Objectives:

- To provide training in pronunciation
- To train the students in oral presentation and interaction
- To impart the methods of effective listening and public speaking

Outcome:

The learners will

- acquire the skills to pronounce the words correctly
- gain ability to make effective oral presentation
- specialize in public speaking

Note:

There should be a minimum of 10 exercises with three activities under each exercise. Altogether the students will do 30 activities apart from 30 listening activities.

12EN3030 LECTURESHIP PREPARATION LAB

Credits: 0:0:2

Objectives:

- To provide training in understanding different periods of literature
- To expose the students to various literatures in English
- To impart different literary theories

Outcome:

The learners will

- acquire the skills to understand different ages and periods of literature
- gain ability to understand various genre of literature
- gain confidence to sit for NET / SLET examination

Note:

This lab is based on the Paper I & II of NET / SLET exam question paper.

LIST OF SUBJECTS

Code	Subject Name	Credits
14EN1001	English Comprehension	3:0:0
14EN1002	Communication Skills Lab	0:0:2
14EN2001	Professional English I	3:0:0
14EN2002	Professional English II	3:0:0
14 EN2003	Life and Literature	3:0:0
14 EN2004	Shakespeare	3:0:0
14EN2005	Professional English Practice	0:0:2
14EN2006	English Lab	0:0:2
14EN2007	French Language I	2:0:0
14EN2008	German Language I	2:0:0
14EN2009	Communicative English	3:0:0
14EN2010	French Language II	2:0:0
14EN2011	German Language II	2:0:0
14EN3001	Executive English	0:0:2
14EN3002	Business English	3:0:0
14EN3003	Indian Literature	3:0:0

14EN1001 ENGLISH COMPREHENSION

Credits: 3:0:0

Objective:

- To train the learners to acquire comprehension skills in English.
- To impart additional vocabulary and context, active reading to think critically with the purpose of evaluating information, solving problems, making inferences and decisions.
- To write and communicate orally using effective comprehension skills

Outcome:

The learners will

- develop an active reading strategy.
- develop the skill to demonstrate critical reading through formal and informal critical reading responses.
- write error free sentences with coherence and demonstrate an understanding through oral presentation.

Vocabulary skill , Appropriate usage , Grammar skill: Errors relating to framing sentences and descriptive writing , Sentence Structure , Sentence Coherence, Use of Connectives , Prediction techniques in comprehension , Reading methods , Different types of reading , SQ3R Reading Technique, Reading messages: technical /non,technical , Reading general and scientific texts, reference materials, technical manuals and business documents , Salaam Abdul Kalam, Hassan's Attendance Problem, Paraphrasing , Summarizing , 'APPRO J. R. D' , 'A' for Honesty, The Story of Two Doctors, A Journey through Desert , Scientific passages from Journal / Magazine / Engineering text books , Parallel Construction , Correct Subordination, Paragraph Writing Techniques , Unity and coherence in continuous writing , Note making , Writing on social issue , Interpreting Graphic Information , Resume Writing , Listening comprehension , Body language , Presentation skills , Group Discussion , Interview skills

Reference Books:

1. Rizvi, Ashraf M, Effective Technical Communication, Tata McGraw Hill, New Delhi, 2008
2. Murthy, Sudha, How I taught my grandmother to read and other stories, Penguin, 2004.
3. Mohan, Krishna., Raman, Meenakshi. Effective English Communication. Tata Mc-Graw Hill, New Delhi, 2009.
4. Dhanavel, S.P. English and Communications Skills for Students of Science and Engineering. Orient BlackSwan, Chennai, 2011

5. Viswamohan, Aysha, English for Technical Communication. Tata McGraw-Hill, New Delhi, 2010.

14EN1002 COMMUNICATION SKILLS LAB

Credits: 0:0:2

Objective:

- To train the students to obtain proficiency in the basics of communication
- To impart reading and listening skills
- To enable the learners to write short and long business correspondence, reports and proposals
- To train them to speak independently, share information, opinion and present longer unit of discourse and interactive effectively

Outcome:

The learners will

- develop four skills of communication
- acquire skills to comprehend information and present the required information in a written form appropriately
- gain proficiency in speaking

The faculty conducting the Laboratory will prepare a list of 12 experiments and get the approval of HoD/Director and notify it at the beginning of each semester.

14EN2001 PROFESSIONAL ENGLISH I

Credits: 3:0:0

Objective:

- To impart the basic linguistic and reading skills necessary for comprehending and interpreting general, literary and technical content.
- To enable the learners to write and communicate orally without flaw in day to day situations.
- To provide training in professional writing

Outcome:

The learners will

- develop the skills required for reading and comprehension by mastering the basic linguistic skills
- acquire an understanding of the methods of reading and interpretation
- demonstrate their professional skills in written communication.

Course Description:

Reading skills , methods of reading, prediction technique in comprehension, reading different types of texts, Salaam Abdul Kalam, Hassan's Attendance Problem, 'APPRO J. R. D' , 'A' for Honesty, The Story of Two Doctors, A Journey through Desert, pronunciation practice, oral presentation exercise, telephonic conversation, introducing oneself and others, basic linguistic skills, tense forms, concord, sentence structure, impersonal passive, vocabulary skills, paragraph writing, resume writing, formal and informal letters, report writing.

Reference Books:

1. Rizvi, Ashraf M, Effective Technical Communication, Tata McGraw Hill, New Delhi, 2008
2. H.G Wells, The War of the Worlds. Random House, London, 2005
3. Mohan, Krishna., Raman, Meenakshi. Effective English Communication. Tata McGraw Hill, New Delhi, 2009.
4. Dhanavel, S.P. English and Communications Skills for Students of Science and Engineering. Orient BlackSwan, Chennai, 2011
5. Viswamohan, Aysha, English for Technical Communication. Tata McGraw, Hill, New Delhi, 2010.

6. Murthy, Sudha, "How I taught my grandmother to read and other stories" Penguin, 2004.

14EN2002 PROFESSIONAL ENGLISH II

Credits: 3:0:0

Objective:

- To impart basic professional communication skills
- To help improve non verbal cues for communication
- To impart business writing skills

Outcome:

The learners will

- acquire verbal and non verbal skills required for professional communication
- acquire workplace communication skills
- demonstrate advanced level of written communication skill

Course Description:

Verbal and Non-verbal Communication, Types and Barriers of communication, Internal Communication, External Communication, Speaking Strategies, Interview Techniques, Types of Interview, Group Discussion, Problem Solving and Decision Making Strategies, Team Building, Interpersonal Communication, Writing for specific purposes, Email Messages, Circular, Memo, Minutes, Business correspondence, Enquiry letter, Quotation letter, Purchase letter & Sales letter, Sales Advertisement

Reference Books

1. Soundararaj, Francis. Speaking and Writing for Effective Business Communication. Macmillan: New Delhi, 2012
2. Mohan, Krishna & Banerji, Meera. Developing Communication Skills. Macmillan: New Delhi, 2012
3. Pal, Rajendra & Korlahalli, J.S. Essentials of Business Communication. New Delhi: Sultan Chand & Sons: New Delhi, 2012
4. Viswamohan, Aysha, English for Technical Communication. Tata Mc Graw, Hill, New Delhi, 2010.
5. Carol M. Lehman and Debbie D. DuFrene. BCOM. 4th edn. New Delhi: Cengage, 2012

14 EN2003 LIFE AND LITERATURE

Credits: 3:0:0

Objective:

- To enable the students to understand the value of life through notable literary works
- To appreciate the aesthetic sense through literary works
- To develop communication skills through literature

Outcome:

The learners will

- improve their reading habits
- acquire appreciative writing skills
- learn the values of life and appreciate the worth of living

Course Description:

Selected poems, The Postmaster by Rabindranath Tagore, Snapshot of a Dog by J G Thurber, On the Rule of the Road by A.G. Gardiner, The Village Schoolmaster by Oliver Goldsmith, Incident of the French Camp by Robert Browning, Stopping By Woods on a Snowy Evening by Robert Frost, The Ballad of Father Gilligan by W.B. Yeats, Short stories, The Model Millionaire by Oscar Wilde, The Ant and the Grasshopper by W. Somerset Maugham, The Doll's House by Katherine Mansfield, Biography, Albert Einstein and Steve Jobs, Fiction, The Old Man and the Sea

by Ernest Hemmingway, The Scarlet Pimpernel by Baroness Emma Orczy, Practice in creative writing, review writing

Reference Books

1. Xavier. ed. An Anthology of Popular Essays and Poems. Macmillan: New Delhi, 2009
2. Kumara Pillai. ed. A Book of Modern Short Stories. Macmillan: New Delhi, 2009
3. Colleen and Darius Krishnaraj. ed. Convergence , A Book of Short Stories. Macmillan: New Delhi, 2009
4. Ernest Hemmingway. The Old Man and the Sea. Arrow: Warwickshire, 2000
5. Baroness Emma Orczy, The Scarlet Pimpernel. Hutchinson : 1995

14 EN2004 SHAKESPEARE

Credits: 3:0:0

Objective:

- To appreciate Shakespearean writing
- To inspire the learners through Shakespearean writing and improve presentation skills
- To impart communication skills through drama

Outcome:

The learners will

- acquire effective expressive skills
- appreciate the use of literary language and use creativity in their own field of study
- learn effective presentation skills

Course Description:

Introduction to Tragic comedy, The Merchant of Venice, Shakespearean Tragedy, Julius Caesar, Hamlet, Features of comedy, As You Like It, Effective expressive narrative usages, Portia's Speech on Quality of Mercy, Mark Antony's Speech, Hamlet's Soliloquy, Rosaline's Seven Stages of man

Reference Books

1. Shakespeare, William. The Complete Works of Shakespeare, Oxford, OUP, 2005
2. Langley, Andrew. Shakespeare and the Elizabethan Age, Running Press Books Publishers: 2008
3. Lee, Michael (ed). Shakespearean Criticism: Criticism of William Shakespeare's Plays and Poetry, Gale/Cengage Learning: 2007
4. Metcalf, John Calvin. Know Your Shakespeare, Heath: 194 Bennion, Lynn. B. William Hazlitt's Shakespearean Criticism, John Hopkins University: 1946.

14EN2005 PROFESSIONAL ENGLISH PRACTICE

Credits: 0:0:2

Objective:

- To train the students to obtain proficiency in the presentation skills
- To impart technical writing skills
- To train them to speak independently, present longer unit of discourse and interact effectively

Outcome:

The learners will

- develop presentation skills at the prelims level
- acquire skills to write reports, business letters and resume
- gain proficiency in speaking.

The faculty conducting the Laboratory will prepare a list of 12 experiments and get the approval of HoD/Director and notify it at the beginning of each semester.

14EN2006 ENGLISH LAB

Credits: 0:0:2

Objective:

- To train the students to obtain advanced level of proficiency in the presentation skills
- To impart writing skills relevant to their area of study
- To train them to speak independently, present longer unit of discourse

Outcome:

The learners will

- develop speaking skills
- acquire creative writing skills
- gain proficiency in compeering and event management

The faculty conducting the Laboratory will prepare a list of 12 experiments and get the approval of HoD/Director and notify it at the beginning of each semester.

14EN2007 FRENCH LANGUAGE I

Credit: 2:0:0

Objective:

- To initiate the students into learning French language
- To make the students understand French culture
- To teach commonly used expressions in French

Outcome:

The learners will

- understand systematic phonetics and basic writing components
- gain intercultural training
- acquire expressions for every day use

Alphabet, Number 1 to 20, France and French Language, Greeting someone, Self introduction, Map of France, Affirmative sentences, Personal pronouns, Formal and informal conversations, Articles, Countries, Numbers 20 to 100, Asking questions in class and job, Requesting politely, communication in class, Naming objects, Objects in the classroom, Objects in aircraft, Activities in France, Possessive adjectives, Reflexive verbs, Autoevaluation, Comprehension of time, Indicating time, Describe daily routine, Preparing an agenda, lifestyles, Recognize and discuss differences, Prepositions, Verb: Aller, Prendre, Means of Transport, Giving directions, Punctuality, Fix appointments, Explaining what is important when taking test, Discover AParid Video, Weather, Verbs: Manger, boire, Eating and drinking, Food, meals, purchasing possibilities, Understanding tests and using informations, French cuisine

Reference Books:

1. Annie Berthet. Alter Ego Level one, 2006
2. Dounia Bissar. Foundation French Level 1, 2006
3. Objective Express A1, Lehrbuch Und, 2009
4. Capelle, Guy and Menand, Robert. Taxi: Methode De Francais 1; 2006
5. Jeannette D. Bragger, Donald B. Rice. Allons,y! Le Français par étapes, by, 6th ed. New Delhi: Cengage, 2004

14EN2008 GERMAN LANGUAGE I

Credit: 2:0:0

Objective:

- To introduce German language, especially phonetics
- To introduce German culture
- To make the students learn common expressions in German language

Outcome:

Learners will

- Acquire systematic phonetics and basic writing components
- gain intercultural training
- acquire common usages in German language

Associations with German language, Name and origin, Geography , Climate , Variations of German , Affirmative sentences ,Grammar table , Take notes , Apply means of speech , Lifestyles, Verbs in present tense , Personal pronouns , Du/Sie forms in context , Working with dictionary , Asking questions in class and at work , Nouns , Articles and negation , Figures 20 to 100 , Everyday objects, How to study vocabulary , Describing personal way of living , Possessive article , Self evaluation , Recognize and discuss differences , Time and separable verbs , Comprehension of time, Testing , What is important when taking test , Autoevaluation , local prepositions , Introduction to Dative, Describing ways , Traffic in General , Training your 'eye' , Understanding and planning , Recognize differences, Local prepositions (Akkusativ) , Discuss impressions , Taste , Verbs:essen,trinken, mögen+Negation and gern, oft, viel, wenig , Find information in the internet , Perfekt , Critics

Reference Books:

1. Funk, Hermann. Studio D A 1. Cornelsen Verlag, 2010
2. Buscha, Anne and Szilvia, Szilvia. Begegnungen A1+: Lehrerhandbuch. Schubert Verlag E. K.2007
3. Edward Swick. The Everything Learning German Book: Speak, Write, and Understand Basic German in No Time. Adams Media Corporation, 2009
4. Arnold Phd Leitner. German Made Simple: Learn to Speak and Understand German Quickly and Easily. Crown Publishing Group, 2006
5. Karen Seago and Heiner Schenke. Basic German: A Grammar and Workbook Bilingual Edition. London: Routledge, 2004

14EN2009 COMMUNICATIVE ENGLISH

Credit: 3:0:0

Objective:

- To impart basic grammar skills with special thrust on framing sentences for day to day conversation
- To train the students in language use and help improve their vocabulary
- To train the students in reading and writing skills

Outcome:

Learners will

- acquire the grammar skills and their usage
- get training in speaking and non-verbal communication
- master skills for effective writing

Tense forms, Concord, Articles, Voice, Infinitives, Gerunds, Modal auxiliaries, Understanding vocabulary, Word power, Direct and indirect speech Homophones, Note-Making, Paragraph writing, Personal letter writing, Summarizing, Punctuations, Discourse markers, Descriptive writing, Abbreviations, Word formations, Cohesive devices, One-word substitution, Subordinating conjunction, Co-relative conjunction, Relative pronouns, Writing short speeches, Instructions, Warning, Group discussions, Writing minutes, writing recommendations, Memo writing, Understanding biography, Essay writing, Writing official letters, If, clauses, Technical and non-technical meaning of words, Presentation skills, Non Verbal Communication, Role play

Reference Books

1. Dhanavel, S.P, English and Communication Skills for Students of Science and Engineering. Orient BlackSwan, Bangalore, 2011.
2. Mohan, Krishna and Raman, Meenakshi. Effective English Communication. New Delhi: Tata McGraw,Hill, 2001
3. Radhakrishnan, Pillai G.*et.al.* Spoken English for You,Level I. Chennai: Emerald Publishers, 2000.
4. Rizvi, Ashraf M. Effective Technical Communication. New Delhi: Tata McGraw,Hill. 2005.
5. Viswamohan, Aysha, English for Technical Communication. Tata Mc Graw,Hill, New Delhi, 2010.

14EN2010 FRENCH LANGUAGE II

Credits: 2:0:0

Objective

- To initiate the students into learning French language
- To make the students understand French culture

Outcome

The learners will

- understand familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type
- acquire the ability to introduce himself/herself and others and can ask and answer questions about personal details
- acquire the ability to interact in a simple way provided the other person talks slowly and clearly and is prepared to help.” (CEFR)

Food ,Verbs (to eat, to drink), reference verbs, near future,Meals in France, Euros (European currency), (recipe on Marmiton.fr) , Directions,Verbs to go, to take, make a comparison
Differences between city and countryside, means of transport (Parisian subway), French punctuality, flat,sharing,(newspapers announcements for sharing a flat) , Associations,Pronouns (pronoms complements directs/indirects), speak about society problems,Associations in France, French motto,(short movie), School, studies, work,Give his/her opinion School system in France, right to strike, LEtudiant.fr, Campusfrance,(screen view website LEtudiant.fr), Travels,Present perfect (passé compose), express satisfaction/dissatisfaction,Holidays/tourism in France, sightseeing in Paris city (postcard)

Reference books

A propos A1, Livre de l'élève, 2010
(Vocabulaire progressif du français avec 250 exercices)

14EN2011 GERMAN LANGUAGE II

Credits: 2:0:0

Objective:

- To introduce German language and culture
- To make the students understand German as second European foreign language

Outcome:

The learners will

- learn systematic phonetics and basic writing components
- get intercultural training.

Grammar table , Take notes , Apply means of speech , Lifestyles, Asking questions in class and at work , Nouns , Articles and negation , Figures 20 to 100, Every day objects,Self evaluation , Recognize and discuss differences ,

Time and separable verbs , Comprehension of time ,Traffic in General , Training your 'eye , Understanding and planning , Recognize differences, Verbs:essen,trinken, mögen+Negation and gern, oft, viel, wenig , Find information in the internet , Perfekt , Critics

Text Books

1. Funk, Hermann. Studio D A 1. Cornelsen Verlag, 2010
2. Buscha, Anne and Szita, Szilvia. Begegnungen A1+: Lehrerhandbuch. Schubert Verlag E. K.2007

14EN3001 EXECUTIVE ENGLISH LAB

Credits: 0:0:2

Objective:

- To train the students to obtain proficiency in all the four skills of English
- To prepare the students to reach the B2 level of language proficiency
- To train them to speak independently, present longer unit of discourse and interact effectively

Outcome:

The learners will

- develop LSRW skills to the satisfactory level
- acquire skills to write reports, business letters and resume
- gain proficiency at the Vantage level

The faculty conducting the Laboratory will prepare a list of 12 experiments and get the approval of HoD/Director and notify it at the beginning of each semester.

14EN3002 BUSINESS ENGLISH

Credits: 3:0:0

Objective:

- To impart effective communication skills
- To improve English proficiency
- To enhance business communication skills

Outcome:

The learners will

- gain mastery in communicative skills.
- acquire the skills required for language use in professional context
- take up international certification exam at vantage level

Course Description:

Significance of LSRW in Communication, Remedial Grammar, Interpersonal Communication, Situational Speeches, Types of Communication in Organization, Barriers, Body Language, Telephonic Conversation, Oral Presentation, Interviews, Writing skills, Memo, Agenda, Minutes, Business Messages and Email Messages, Transcoding, Use of Visual Aids, Formal Letters, Business correspondence, Enquiry Letter, Quotation Letter, Sales Letter, Customer Complaint Letter, Business reports and proposals , Business Reports, Writing resume

Reference Books

1. Carol M. Lehman and Debbie D. DuFrene. BCOM. 4th edn. New Delhi: Cengage, 2012
2. Pal, Rajendra & Korlahalli, J.S. Essentials of Business Communication. New Delhi: Sultan Chand & Sons: New Delhi, 2012
3. Mohan, Krishna & Banerji, Meera. Developing Communication Skills. Macmillan: New Delhi, 2012

4. Soundararaj, Francis. Speaking and Writing for Effective Business Communication. Macmillan: New Delhi, 2012
5. Rizvi, Ashraf M.. Effective Technical Communication. Tata McGraw,Hill: New Delhi, 2011.

14EN3003 INDIAN LITERATURE

Credits 3:0:0

Objective

- To introduce the learners to the different genres of Indian literature
- To teach selected texts from each genre
- To enable the learners to have a clear idea of indian writing in English

Outcome

Learners will

- gain an understanding of poetry and prose
- understand the genre of drama and short stories and fiction
- acquire clear understanding of Indian writing in English

Course Description

Poetry: Nissim Ezekiel: Night of the scorpion and Enterprise , Sarojini Naidu:The palanquin bearers and The soul's prayer , Kamala Das: My grandmother's house and The sunshine cat , Rabindranath Tagore: Gitanjali, Nirad.C.Choudhry:A passage to England, Jawaharlal Nehru:The Discovery of India, Sri Aurobindo:The Renaissance in India , Dr.A.P.J Abdul Kalam:The power of Prayer Girish Karnad: Nagamandala , Rabindranath Tagore: Chandalika , Vijay Tendulkar: Kamala, Bharathi Mukherjee: A wife's story & Jasmine story , Shashi Deshpande: The Legacy and other stories, Anita Desai: Cry the peacock,the beloved country , V.S Naipaul: A house for Mr.Biswas , Arundhati Roy: The God of small things , Salman Rushdie: The Midnight's children , Amitav Ghosh: The Shadow lines

Reference Books:

1. V.K Gokak. ed. The Golden treasury by Indo,anglian poetry. New Delhi: Sahitya Academy, 2010
2. M.K Naik ,Dimensions of Indian English literature:New Delhi:Sterling publisher Pvt.ltd.1999
3. Das, A. Anita Desai, A Critical study. New Delhi: Omega publications, 2011
4. Ray, Mohit. K. VS Naipaul: Critical Essays. New Delhi: Atlantic publishers, 2005
5. Iyengar, K.R.S. Indian Writing in English. Bombay: Asia Publishing House,2007