SAVEETHA ENGINEERING COLLEGE

AUTONOMOUS

Affiliated to Anna University | Approved by AICTE

NAAC A GRADE

**Autonomous Syllabus & Curriculum**

OFFERED BY

# Department of English

# LIST OF UG SUBJECTS OFFERED

| Sl.No | Sub code | Sub-title | Department | Pre-Requisite | Credits | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | L | T | P | C |
| 1. | 19EN101 | Communicative English | Common to all except Agricultural Engineering | - | 3 | 0 | 2 | 4 |
| 2. | 19EN102 | Technical English | Common to all except Agricultural Engineering & AIDS&AIML | - | 3 | 0 | 2 | 4 |
| 3. | 19EN103 | Communication Skills and Personality Development | Only for Agricultural Engineering(III SEM) | - | 1 | 0 | 2 | 2 |
| 4. | 19EN104 | Technical Writing | Only for AIDS&AIML | - | 3 | 0 | 0 | 3 |
| 5. | 19EN105 | Public Speaking | Only for AIDS&AIML | - | 0 | 0 | 6 | 3 |

# LIST OF OPEN ELECTIVES OFFERED

| SL. NO | Sub code | Sub-title | Department | Pre-Requisite | Credits | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | L | T | P | C |
| 1. | 19EN601 | Creative Writing | COMMON TO ALL BRANCHES | NIL | 2 | 0 | 0 | 2 |
| 2. | 19EN602 | English through Media | | NIL | 2 | 0 | 0 | 2 |
| 3. | 19EN603 | Introduction to Design | | NIL | 0 | 0 | 4 | 2 |
| 4. | 19EN604 | Design Thinking | | NIL | 2 | 0 | 0 | 2 |
| 5. | 19EN605 | Modern Trends in Physical Education and Sports Sciences | | NIL | 0 | 0 | 4 | 2 |
| 6. | 19EN606 | Psychology for Professionals | | NIL | 2 | 0 | 0 | 2 |
| 7. | 19EN607 | Heritage Studies | | NIL | 0 | 0 | 4 | 2 |
| 8. | 19EN608 | Mime Theatre Art | | NIL | 0 | 0 | 4 | 2 |
| 9. | 19EN609 | Gender Sensitization | | NIL | 2 | 0 | 0 | 2 |
| 10. | 19EN610 | French Basic | | NIL | 0 | 0 | 4 | 2 |
| 11. | 19EN611 | French Advanced | | 19EN610- French Basic Course | 0 | 0 | 4 | 2 |
| 12. | 19EN612 | German Basic | | NIL | 0 | 0 | 4 | 2 |
| 13. | 19EN613 | German Advanced | | 19EN612- German Basic | 0 | 0 | 4 | 2 |
| 14. | 19EN614 | Japanese Basic | | NIL | 0 | 0 | 4 | 2 |
| 15. | 19EN615 | Japanese Advanced | | 19EN614 Japanese Basic | 0 | 0 | 4 | 2 |
| 16. | 19EN616 | Yoga and Meditation | | NIL | 0 | 0 | 2 | 1 |
| 17. | 19EN617 | Product Design for future | | NIL | 0 | 0 | 4 | 2 |
| 18. | 19EN618 | Indian Astronomy and Mathematics | | NIL | 2 | 0 | 0 | 2 |
| 19. | 19EN619 | Inventions and Discoveries | | NIL | 2 | 0 | 0 | 2 |
| 16. | 19EN620 | Mandarin | | NIL | 0 | 0 | 4 | 2 |
| 17. | 19EN621 | Spanish-Basic | | NIL | 0 | 0 | 4 | 2 |
| 18. | 19EN622 | Spanish-Advanced | | 19EN621 Spanish Basic | 0 | 0 | 4 | 2 |
| 19. | 19EN623 | Dream, Draw and Create | | NIL | 0 | 0 | 4 | 2 |

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# Saveetha Engineering College
## Thandalam – 601503

## DEPARTMENT OF ENGLISH

## MINUTES OF THE FIRST BOARD OF STUDIES COMMITTEE MEETING

The board of studies meeting was held in the Conference Hall, Saveetha Engineering College, Chennai on 27th February 2019 at 10.00 am. During this meeting, the internal committee members and subject faculties agreed to the suggestions made by the Board of studies committee. Hence, the board of studies committee recommends the syllabus.

| | |
|---|---|
| **Name of the Meeting** | Board of Studies Meeting |
| **Chairman** | Dr.R.Ramesh, Principal |
| **Place** | Conference Hall |
| **Date &Time** | 27/02/2019 (10:00am to 11:30am) |
| **Members Present** | **Dr.T.Shrimathy Venkatalakshmi**<br>Prof. &Head, Dept. of English, Anna University<br>**Dr.K.Anbazhagan**<br>Prof. &Head, Dept. of English, SRM Institute of Sciene &Tech.<br>**Dr.Saradha Rajkumar**<br>Prof., VIT, Chennai<br>**Mrs.Padmaja Anant**<br>Sr.Vice President (Publishing), Orient Blackswan, Chennai<br>**Mr.P.Ramesh**<br>Research Scholar, NIT, Trichy<br><br>**Dr.R.Senthil Kumar** – Vice Principal<br>**Prof.A.Gandhi** – Dean<br>**Ms.D.Sunitha Devakumari** - Head, English Dept<br>**Dr.Srigitha S.Nath** – Head, ECE Dept<br>**Dr.G.Nanili Priya** – Head, IT Dept<br>**Ms.M.Kalpana** – Head, Civil Dept<br>**Ms.T.Merlin Inbamalar** – Head, EIE Dept<br>**Ms.J.Joy Priscilla** – Head, S&H Dept<br>**Dr.C.Sheeba Joice** – Dty Head, ECE Dept<br>**Dr.P.Valarmathie** – Prof, CSE<br>**Dr.S.Bharathi** – Asso Prof, Chemistry<br>**Ms.S.Gomathi** – Associate Prof, English<br>**Mr.K.Pariventhan** – Associate Prof, English |

| | |
|---|---|
| | **Mr.G.Babu** – Asst Prof, English<br>**Mr.S.Bharathikumar** – Asst Prof, English<br>**Ms.U.Sujatha** – Asst Prof, English<br>**Ms.P.Bhuvaneswari** – Asst Prof, English<br>**Ms.A.Hameem** – Asst Prof, English<br>**Ms.S.P.Moniza Ray** – Asst Prof, English<br>**Mr.S.Shrihari** – Asst Prof, English<br>**Ms.S.Arumbu** – Asst Prof, English |

- The meeting started with the Principal's address: Principal Dr.R.Ramesh welcomed the Board of Study members, briefed the Agenda of the BOS meeting of the English Department and invited Ms.D.Sunitha Devakumari, HOD of English Department to give a detailed presentation on the Autonomous curriculum of English.
- The HOD of English presented in detail, the syllabi of English.
- The English board members gave a lot of useful suggestions to enhance the syllabi.

## Communicative English

**Dr.Shrimathy suggested that**

- Communication skills have to be given more importance than pronunciation
- To avoid GRE/IELTS in Communicative English and more thrust can be given on Speaking skills like engaging them in group discussions and short talks
- To include different types of paragraphs which will enhance the students' writing skills
- To give personal introduction better than giving simple self-introduction

**Dr.Saradha suggested**

- To have content-based language learning
- To give 5-minute talks at the end of each class and the teacher can give comments/suggestions

**Dr.Anbazhagan recommended**

- To include 'description of picture' for enhancing the students' speaking skills
- To avoid repetition of self-introduction and sharing of personal information in Units I,II &IV
- Book 1 is satisfactory and better than Book 2

**Mrs.Padmaja Anant opined**

- To give importance to comprehending the content and speaking skills rather than focusing on accent

## Technical English

**Dr.Shrimathy suggested**

- To introduce basic pronunciation skills and help students to articulate better
- Positive feedback can be given to motivate to speak
- To use documentaries from online sources to help students in comprehension and listening
- To teach the topics content-specific related to the course

**Dr.Anbazhagan recommended**

- To include formal letter writing, and personal letter writing can be omitted
- 5-10 words can be taught each day
- To include digital reume writing

**Dr.Saradha suggested**

- To make use of better softwares in the language laboratory

## Spoken and Written Communication

The members said that the topics selected for this subject are sensible and satisfactory.

## Open Electives

The following titles were suggested by the members, and two titles can be selected from the list.

- Basic Language Course
- Science fiction
- English &Media
- Proposal writing
- English for Competitive Examinations
- Employment enhancement courses
- Basic presentation
- Project proposal writing
- Creative writing

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**DEPARTMENT OF ENGLISH**

**MINUTES OF THE 2nd BOARD OF STUDIES MEETING**

The Minutes of the previous BOS meeting was approved by the Members of the Board.

The meeting started with the HOD's address. She presented in detail the syllabi of the department.

The Members of the Board gave valuable suggestions and recommendations for the betterment of the syllabi.

| | |
|---|---|
| **Name of the Meeting** | Board of Studies Meeting |
| **Chairperson** | **Dr. R. Ramesh**, Principal, Saveetha Engineering College |
| **Venue** | English Department Career Lab |
| **Date & Time** | 07/01/2020 – 2:30pm to 4:00pm |
| **Members present** | **Dr. T. Shrimathy Venkatalakshmi**,<br>Prof. & Head, Dept. of English, Anna University<br>**Dr. K. Anbazhagan**<br>Prof. & Head, Dept. of English & Foreign Languages, SRM Institute of Science & Technology, Kattankulathur<br>**Dr. Saradha Rajkumar**<br>Professor, Dept. of English, VIT, Chennai<br>**Dr. Padmaja Anant**<br>Sr. Vice President (Publishing - Humanities), Orient BlackSwan, Chennai<br>**Ms. D. Sunitha Devakumari**, AP(SG), Head, Dept. of English<br>**Dr. K. Aruna Devi**, Professor, Dept. of English<br>**Mr. K. Pariventhan**, AP(SG), Dept. of English<br>**Ms. V. Hemalatha**, AP(SG), Dept. of English<br>**Ms. S.P. Moniza Ray**, AP, Dept. of English<br>**Ms. P. Bhuvaneshwari**, AP, English<br>**Ms. U. Sujatha**, AP, Dept. of English<br>**Mr. S. Subramaniyam**, AP(SG), Training<br>**Mr. V. Malaravan**, AP, Training<br>**Ms. K. Ayisha Begum**, AP, Training<br>**Dr. G. Manimaran**, Professor, Dept. of Mechanical Engineering |

**SUBJECTS:**

**19EN101: Communicative English**

- Modified version of course outcomes approved by the Board.

**19EN102: Technical English**

- Modified version of course outcomes approved by the Board.

**19EN103: Communication Skills and Personality Development**

- The Board considered the syllabus vague with less scope for evaluation and needs to be restructured.
- The Board was of the opinion that topics like Abstracting, Indexing, Foot notes, Bibliographic procedures, Field diary, Lab record can be removed as they are either outdated, redundant or irrelevant.
- It also suggested that the Recommended Books can be latest publications, at least after 2005.

**19EN104: BEC**

- The Board was not for offering BEC as a credit subject, as it is specific to business and recognition world over is limited.
- The Board was of the opinion that BEC might be considered for MBA students, but not for engineering students.
- Instead of BEC, the Board suggested introducing some other English proficiency courses or Foreign languages.

**OPEN ELECTIVES:**

**19EN602 English through Media**

- Approved by the Board.

**19ENxxx Gender Sensitization**

- The Board suggested revising the syllabus to suit engineering students.
- It recommended a broader framework for sensitization in workplace that includes elements like race, gender and others.
- The Board suggested looking up the Intercultural Communication syllabus followed in BITS, Pilani.
- They suggested including Reference books to suit engineering students.
- Papers like 'English for Competitive Exams', 'Science Fiction' can also be considered.

**19EY701 Soft Skills – I**

- The Board suggested that measurable evaluating parameters can be used for evaluating soft skills development.
- It suggested merging communicative and creative talents of the students.

**19EY702: Creative Skills for Communication**

- Link the learning outcomes of courses offered by the English department to Placement cell's requirements. Activities to be designed using applied knowledge of grammar and English usage.
- Higher order thinking skills, like critical thinking skills, can be included.
- In Unit I, "Creative thinking techniques" to be removed.

- In Unit II, “Business communication” can be changed as “Communication in workplace”. “Mother tongue influence” and “Culturally derived words” to be removed.
- In Unit V, the whole content can be assessed based on scientific / technical aspects.
- Syllabus to be structured according to task-based learning methodology. Many worksheets and Lab manual can be given to train students.

**19EY705: Employment Enhancement Skills**

- The Board suggested corporate trainers and Placement faculty to work in tandem. Test Taking strategies to be included.
- Unit I: Hands on training can be given on Resume writing.
- Unit II: FAQs, Stress interview, Skype/ Panel/ iphone interviews can be included.
- Unit IV: Infographics to be included.
- Employability exams like VBO, AMCAT, CoCubes to be considered while framing syllabus.

**19OExxx Psychology for Professional**

- Approved by the Board.

**19OExxx Design Thinking**

- Approved by the Board.

**19OExxx Heritage Studies**

- Approved by the Board.

**190Exxx Mime Theatre Art**

- Approved by the Board.
- Dr. Rajani, Varoon Iyer National School of Drama and Dr. Ganesh of MCC can be consulted.

**19OExxx Introduction to Design**

- Approved by the Board.

**PE0001Modern Trend in Physical Education and Sports Sciences**

- Approved by the Board.

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**DEPARTMENT OF ENGLISH**

**MINUTES OF THE 3rd BOARD OF STUDIES MEETING**

| | |
|---|---|
| **Name of the Meeting** | Board of Studies Meeting |
| **Chairperson** | **Dr. R. Ramesh**, Principal, Saveetha Engineering College |
| **Venue** | Google Meet |
| **Date & Time** | 14/10/2020 – 11:30am to 1:00pm |
| **Members present** | **Dr. T. ShrimathyVenkatalakshmi**,<br>Prof. & Head, Dept. of English, Anna University<br>**Dr. K. Anbazhagan**<br>Prof. & Head, Dept. of English & Foreign Languages, SRM Institute of Science & Technology, Kattankulathur<br>**Dr. SaradhaRajkumar**<br>Professor, Dept. of English, VIT, Chennai<br>**Dr. PadmajaAnant**<br>Sr. Vice President (Publishing - Humanities), Orient BlackSwan, Chennai<br>**Ms. D. SunithaDevaKumari**, AP(SG), Head, Dept. of English<br>**Dr. K. Aruna Devi**, Professor, Dept. of English<br>**Mr. K. Pariventhan**, AP(SG), Dept. of English<br>**Ms. V. Hemalatha**, AP(SG), Dept. of English<br>**Ms. S.P. Moniza Ray**, AP, Dept. of English<br>**Ms. P. Bhuvaneshwari**, AP, English<br>**Ms. U. Sujatha**, AP, Dept. of English<br>**Dr. A. Anne Dorathy,** AP(SG), , Dept. of English<br>**Dr. G. Manimaran**, Professor, Dept. of Mechanical Engineering |

The Minutes of the previous BOS meeting was approved by the Members of the Board.

The meeting started with the HOD's address. She presented in detail the syllabi of the department.

The Members of the Board gave valuable suggestions and recommendations for the betterment of the syllabi. All members accepted to pass the subjects presented after revision.

**SUBJECTS:**

**OPEN ELECTIVES:**

**19ENxxx: Indian Astronomy and Mathematics**

- The Board suggested to revise the fourth course outcome since it's merely not achievable.

- The Board was of the opinion that instead of introducing knowledge enriching courses bring out some professional value course.

**19ENxxx: DREAM, DRAW and DESIGN**

- The Board considered the contents less scope for evaluation and needs to be restructured.
- The Board was of the opinion that topics like Clay Modeling, working with metals, Graffiti can be modified as they are either not relevant to the Engineering Student.
- The Board suggested revising the syllabus to suit Engineering students.

**19ENxxx : Inventions and Discoveries**

- The Board suggested to change the concept mapping since it was same as the Indian Astronomy and Mathematics
- In unit II & III, Instead of Modern Chemistry and Ancient Inventions, can be changed as Ancient Inventions and Modern Chemistry.
- Instead of exploring Ancient inventions, the board suggested to introduce technologies and how their development can be changed the entire world.
- The board suggested to not to use particular scientist name as well not to use question word. It also suggests to maintain the history in chronological order.

**19EN617: Product Design for Future**

- The Board mentioned to rearrange the course outcomes since its starts with demonstrate.
- It recommended a broader framework since it expect an elaborate and descriptive syllabus

**19ENxxxSpanish - Basic**

- The Board suggested to revise the syllabus since it is immediately switching to advanced level.
- It suggested, to consult with Spanish Embassy to frame the Basic level.
- It also suggested to frame the syllabus with five units.

**19ENxxx Spanish Advanced**

- The Board suggested looking up the syllabus topics and offer more practical hours as well the prerequisite is Basic course.
- They suggested including Reference books to suit engineering students.
- It also suggested to frame the syllabus with five units.

**19ENxxx Mandarin**

- For this course, Dr. K. Anbazhagan can be consulted.
- The Board suggested to minimize the objectives.
- They mentioned to change the Unittitles which need to be more apt to the topics.

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**DEPARTMENT OF ENGLISH**

**Minutes of the 4th Board of Studies Meeting**

| | |
|---|---|
| **Name of the Meeting** | 4th Board of Studies Meeting |
| **Chairperson** | Dr. A. Anne Dorathy, Head, Department of English |
| **Venue** | Online |
| **Date &Time** | 12/10/2021 (10:00am to 11:00am) |

**Board of Studies – Members Present**

| Member Name | Category |
|---|---|
| 1. Dr. K. Aruna Devi<br>2. Ms. D. Sunitha Deva Kumari<br>3. Mr. K. Pariventhan<br>4. Ms. S.P. Moniza Ray<br>5. Ms. P. Bhuvaneshwari<br>6. Ms. U. Sujatha | Internal Faculty Members |
| 1. **Dr.Saradha Rajkumar**<br>Professor,VIT, Chennai.<br>2. **Dr. V. Rema**<br>Professor & Head,<br>Dept. of English & Foreign Languages,<br>SRM Institute of Science &Technology,<br>Ramapuram, Chennai | Experts from outside nominated by the Academic Council |
| **Dr. T. ShrimathyVenkatalakshmi**<br>Professor & Head,<br>Department of English,<br>Anna University, Chennai | Expert nominated by the Vice-Chancellor |
| **Mrs. Padmaja Anant**<br>Senior Vice President,<br>Publishing (Humanities),<br>Orient Black Swan, Chennai | Industry Expert |

**Board of Studies – Members Absent**

| Name of the Members | Reason |
|---|---|
| 1. **Ms. V. Hemalatha**<br>Internal Faculty | **On leave** |
| 2. **Mr. P. Ramesh**<br>Research Scholar (Full Time) | - |

| | |
|---|---|
| Department of Production Engineering<br>NIT, Tiruchirapalli<br>**Alumnus nominated by the Principal** | |

Dr. A. Anne Dorathy, Chairperson of the BoSmeeting welcomed the Board of Studies members. She briefed on the Agenda of the BoS Meeting and invited Ms.D.Sunitha Deva Kumari, BoS Coordinator of the Department,to present the syllabi of the following courses to be offered to the departments of AI & DS and AI & ML:

| Sl. No. | COURSE | Contact Hours | L | T | P | C | Prerequisite |
|---|---|---|---|---|---|---|---|
| 1 | Public Speaking | 6 | 0 | 0 | 6 | 3 | NIL |
| 2 | Technical Writing | 3 | 3 | 0 | 0 | 3 | NIL |

- The BoS Coordinator presented the same in detail.
- Many suggestions were given by the Board of Studies members to enhance the syllabi.

**1. Public Speaking:**

**Dr.Shrimathy suggested that**

- In Unit II title can be 'Organizing a Speech' instead of 'Organizing the Speech'. She sought clarification on the topic "Developing a thesis". She suggested that instead of "Researching the Speech-- Research strategies and types", it can be made specific and mentioned as "Speech: Research strategies and types".
- In Unit III, the term 'vivid language' can be replaced by 'clear language' and instead of 'rehearsal', the term 'practice' can be used.
- In Unit IV, disadvantages of PPT can be removed, since PPTs have more advantages.
- In Unit V, the term 'Impromptu Talk' can be used instead of 'Impromptu Speech', since 'speech' suggests preparation.

**Dr.Saradha suggested that**

- In Unit III, department-specific vocabulary can be included.
- Prezi and other presentation tools can be introduced.
- In the List of Experiments, 3rdExperiment can be 'Extempore', instead of 'Extempore Speech'. 4th Experiment can be 'Presentation with Cue Cards' instead of 'Presentation without PPT'. In 6th Experiment, TED talks/ famous speeches/ peer group presentations can be used to prepare Speech Analysis Report. Positive points can be given for individuals and weak points can be made as general suggestions.She recommended that students talking about real life experiences /

describing an event can be included as one of the experiments.

**Dr. Rema recommended**

- Inclusion ofTED talk by famous personalities in the activities.
- Anchoring / Master of Ceremony can be an activity.

**Mrs.Padmaja opined that**

- Compering is an importantsocial skill for students. Hence Experiments 4 and 5 can be combined and students can be given an activity on Compering.
- Instead of the term 'Extempore', 'Short Talks' can be used.

2. **Technical Writing:**

**Dr.Shrimathy suggested that**

- 'Ethics' in Unit I can be removed and 'Plagiarism' in Unit IV can be retained. Instead of 'Surveys and interviews', the term 'Research Tools' can be brought in. She asked for clarification on which type of research will be included – qualitative / quantitative. She felt that this can be included in Unit III.
- The Paper can be titled 'Technical and Research Writing' or 'Research Writing', because focus is more on Research.
- Summary Writing can be included as a separate unit, considering its significance.
- Unit III title can be 'Types of Report', instead of 'Types of Technical Report'.
- She suggested that Stephen Bailey's 'Academic Writing'can be used as a text book.
- 'Practical English Usage' can be included, instead of the 3rd book by Greenbaum, under References.

**Dr.Saradha suggested that**

- Unit I topics can be split into two.
- She asked for clarification on 'Summaries' in Unit II and 'Executive Summaries' in Unit III. Suggested that the two units can be combined.

**Dr. Rema pointed out that**

- There is an overlap in Unit I and Unit IV on Ethics and Plagiarism.
- In Unit II, 'Introduction' and 'Conclusion' can be used instead of 'Introductions' and 'Conclusions'.

**Ms. S.P. Moniza Ray** proposed the Vote of Thanks and the Meeting came to a close at 11.00 am.

Head, Department of English Principal

## PROGRAM OUTCOMES (POs)

1) **Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

2) **Problem analysis:** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

3) **Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

4) **Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

5) **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

6) **The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

7) **Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

8) **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

9) **Individual and team work:** Function effectively as an individual, and as a

member or leader in diverse teams, and in multidisciplinary settings.

10) **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

11) **Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

12) **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change

## Updated Program Specific Outcomes (PSOs) of All Departments (as on Jan 2020)

| | | |
|---|---|---|
| 1 | ECE | 1) Design and develop electronic circuits, equipment and systems<br>2) Apply hardware and software programming skills for implementing Electronics and Communication Systems<br>3) Provide real time solutions using existing and emerging technologies in the field of Electronics and Communication Engineering |
| 2 | BIO MED | 1) Design and Develop diagnostic and therapeutic devices.<br>2) Develop and implement Computation Program for solving healthcare related problems.<br>3) Develop a Prosthetic device. |
| 3 | MED ELEC | 1) To design and develop Medical devices by relating Medical science and Evolving Engineering.<br>2) To apply Interdisciplinary Approaches for Healthcare Solutions. |
| 4 | CSE | 1) Design and Compute computer programs using appropriate algorithm, programming language and principles of mathematics.<br>2) Apply standard engineering and management practices in computer based systems to provide solutions to complex engineering problems.<br>3) Create innovative solutions for web and mobile based applications using recent technologies. |
| 5 | IT | 1) Acquire knowledge to analyze, design and implement IT solutions to real-time Challenges using current technologies.<br>2) Apply computational IT skills in Real world environment to enhance entrepreneurship and employability requirements. |
| 6 | MECH | 1) To develop product/process design for mechanical systems.<br>2) To evaluate the mass and energy flow in thermal systems.<br>3) To select suitable manufacturing process to meet industrial requirements. |

| | | |
|---|---|---|
| 7 | CIVIL | 1) To Plan, Analyse and Design Civil Structures.<br>2) To Execute Civil Engineering Projects by taking into account the economical, environmental, societal, health and safety factors involved in infrastructural development |
| 8 | AGRI | 1) To develop expertise in design and engineering problem solving approach in agriculture with proper training and knowledge<br>2) To enhance students ability to formulate solutions to real-world problems pertaining to sustained agricultural productivity using modern technologies and management of agricultural products through value-addition and preservation<br>3) To inculcate entrepreneurial skills through strong Industry-Institution linkage |
| 9 | EEE | 1) Employ fundamental knowledge of electrical and electronics engineering to formulate, analyse and design smart and sustainable electrical systems.<br>2) Demonstrate proficiency in use of modern software tools to analyse, simulate and design electrical and electronics systems. |
| 10 | EIE | 1) Acquire technical skills to solve problems and challenges in the field of instrumentation with robust control tools.<br>2) Apply the concepts of measurement and control techniques to setup and monitor instruments in process industries. |
| 11 | CHEM | 1) Analyze process calculations, material & energy balances, thermodynamics, unit operations & process control and evaluate chemical reaction engineering and transport processes.<br>2) Analyze process economics, project engineering safety and environment aspects and sustainable development to work in traditional and emerging chemical engineering areas.<br>3) Design equipment for chemical processing and analyze innovative chemical processes. |

| 19EN101 | COMMUNICATIVE ENGLISH<br>(Common to all Branches except Agri) | L<br>3 | T<br>0 | P<br>2 | C<br>4 |
|---|---|---|---|---|---|

## P R E A M B L E

**COMMUNICATIVE ENGLISH** is a life skill course necessary for all students of Engineering and Technology. The present course aims at developing communication skills in English essential for understanding and expressing the ideas in different social, academic and professional contexts. The outcome of the course is to help the students acquire the language skills of listening, speaking, reading and writing competency in English language thereby making them competent and employable in the globalized scenario.

## PREREQUISITE

No prerequisite

## COURSE OUTCOMES

| | | |
|---|---|---|
| CO1 | Comprehend and respond to articles of a general kind in magazines and newspapers. | Analyze |
| CO2 | Use appropriate vocabulary and essential grammar in exact contexts. | Understand |
| CO3 | Participate effectively in informal conversations; introduce themselves and their friends and express opinions in English. | Apply |
| CO4 | Write short essays, coherent paragraphs of a general kind, personal letters and emails in English with proper vocabulary and grammatical structure. | Apply |

At the end of the course, learners will be able to:

## MAPPING CO WITH PO & PSO

| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |

**1- Low** **2-Medium** **3-High**

| B.E | ELECTRONICS AND COMMUNICATION ENGINEERING | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 | PO11 | PO12 | PSO 1 | PSO 2 | PSO 3 |
| CO1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |

| B.E | COMPUTER SCIENCE ENGINEERING | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 | PO11 | PO12 | PSO 1 | PSO 2 | PSO 3 |
| CO1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |

| B.E | MECHANICAL ENGINEERING | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 | PO11 | PO12 | PSO 1 | PSO 2 | PSO 3 |
| CO1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |

| B.E | CHEMICAL ENGINEERING | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 | PSO3 |
| CO1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |

| B.E | BIOMEDICAL ENGINEERING | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 | PO11 | PO12 | PSO 1 | PSO 2 | PSO 3 |
| CO1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |

| B.TECH | INFORMATION TECHNOLOGY | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 |
| CO1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |

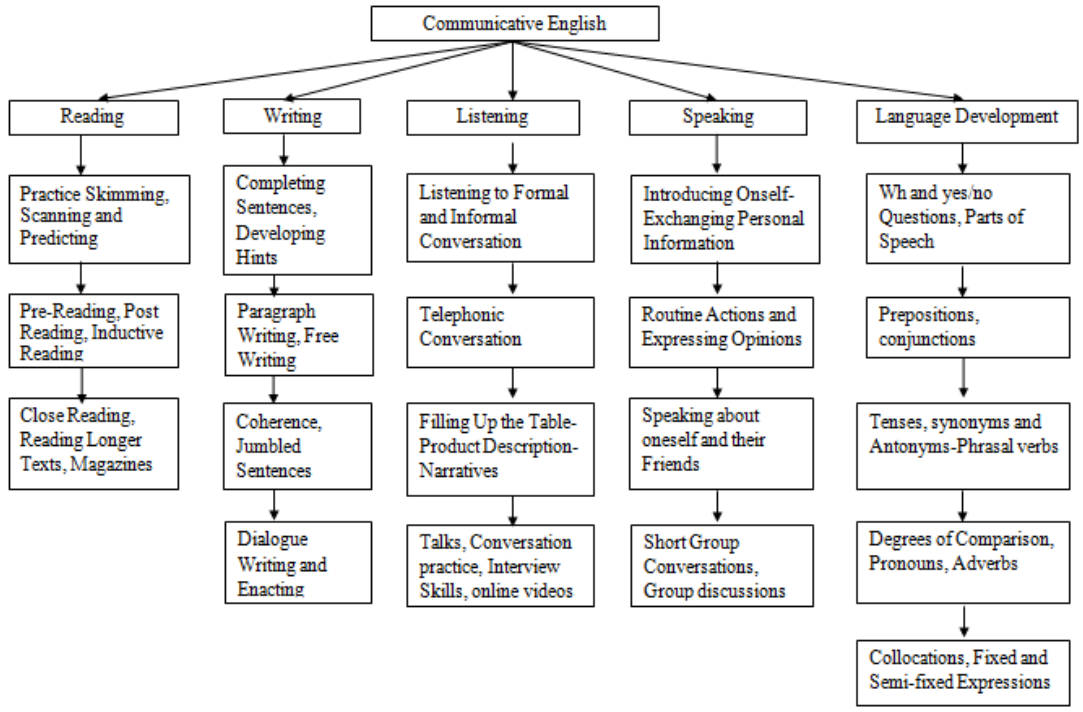
| B.E. | MEDICAL ELECTRONICS | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | |
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO9 | PO10 | PO11 | PO12 | PSO 1 | PSO 2 |
| CO1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |

| B.E. | ELECTIRCAL AND ELECTRONICS ENGINEERING | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 |
| CO1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |

| B.E. | CIVIL ENGINEERING | |
|---|---|---|
| COURSE | PROGRAMME OUTCOMES | PROGRAM |

| OUTCOMES | | | | | | | | | | | | | ME SPECIFIC OUTCOMES | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO9 | PO10 | PO11 | PO12 | PSO 1 | PSO 2 |
| CO1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |

## CONCEPT MAPPING




## SYLLABUS

### UNIT I SHARING INFORMATION RELATED TO ONESELF/FAMILY& FRIENDS 15

**Reading**– short comprehension passages, practice in skimming-scanning and predicting- **Writing**– completing sentences- – developing hints. **Listening**– short texts- short formal and informal conversations. **Speaking –** personal introduction – exchanging personal information- **Language development**– Wh- Questions- asking and answering-yes or no questions- parts of speech. **Vocabulary development**– General Vocabulary-prefixes- suffixes- articles- count/ un-count nouns.

***Language Practice:*** *Role play using conversation techniques -Dialogue writing and enacting-listening to online talks/video lectures and reflecting over it with mini presentations.*

**UNIT II GENERAL READING AND FREE WRITING 15**

**Reading –** comprehension-pre-reading-post reading- comprehension questions (multiple choice questions and /or short questions/ open-ended questions)-inductive reading- short narratives and descriptions from newspapers including dialogues and conversations (also used as short Listening texts)- register- **Writing** – different kinds of paragraphs - topic sentence- main ideas- free writing, short narrative descriptions using some suggested vocabulary and structures – **Listening**– telephonic conversations. **Speaking -** one minute presentation -greeting – taking leave- **Language development** – prepositions, conjunctions **Vocabulary development-** guessing meanings of words in context.

***Language Practice:*** *Reading skills and writing practice using various online course materials used for competitive exams - FAQ Interview questions and Practice-Mock interviews.*

**UNIT III GRAMMAR AND LANGUAGE DEVELOPMENT 15**

**Reading** – short texts and longer passages (close reading) **Writing-** understanding text structure- use of reference words and discourse markers-coherence-jumbled sentences **Listening**– listening to longer texts and filling up the table- product description- narratives from different sources. **Speaking**– asking about routine actions and expressing opinions. **Language development**– degrees of comparison- pronouns- direct vs indirect questions- **Vocabulary development –** single word substitutes- adverbs.

***Language Practice:*** *Focus on Language related **verbal ability** practices with reference to competitive exams.*

**UNIT IV READING AND LANGUAGE DEVELOPMENT 15**

**Reading-** comprehension-reading longer texts- reading different types of texts- magazines **Writing**– letter writing, informal or personal letters-e-mails-conventions of personal email- **Listening**– listening to dialogues or conversations and completing exercises based on them. **Speaking-** describing a person / place- **Language development-** Tenses- simple present-simple past-present continuous and past continuous- **Vocabulary development**– synonyms-antonyms-phrasal verbs.

***Language Practice:*** *Group Discussions on current relevant issues using documentaries - Analysation of a theme- based drawing/picture and Team presentation.*

**UNIT V EXTENDED WRITING 15**

**Reading-** longer texts- close reading –**Writing**– brainstorming -writing short essays **–** developing an outline- identifying main and subordinate ideas- dialogue writing-**Listening** – listening to talks- conversations- **Speaking –** participating in conversations- short group conversations-**Language development**-modal verbs- present/ past perfect tense – **Vocabulary development**-collocations- fixed and semi-fixed expressions.

***Language Practice:*** *Non-Technical and Technical Presentations, Group Discussions – Short Talks*

**TOTAL: 75 PERIODS**

## TEXT BOOKS:

1. Board of Editors. **Using English** A Coursebook for Undergarduate Engineers and Technologists**.** Orient BlackSwan Limited, Hyderabad: 2015
2. Richards, C. Jack. **Interchange Students' Book-2** New Delhi: CUP, 2015.

## REFERENCES:


1. Bailey, Stephen. Academic Writing: A practical guide for students. New York: Rutledge,2011.
2. Means,L. Thomas and Elaine Langlois. English & Communication For Colleges. CengageLearning ,USA: 2007.
3. Redston, Chris &Gillies Cunningham Face2Face (Pre-intermediate Student's Book& Workbook) Cambridge University Press, New Delhi: 2005.
4. Comfort, Jeremy, et al. Speaking Effectively: Developing Speaking Skills for Business English. Cambridge University Press, Cambridge: Reprint 2011.
5. Business English Certificate Materials, Cambridge University Press.
6. Online reference: www.examenglish .com
7. Softwares : **Globarena and Young India**


## COURSE DESIGNERS

| | NAME | EMAIL | MOBILE | SIGNATURE |
|---|---|---|---|---|
| **Prepared by** | V. Hemalatha | hemalatha@saveetha.ac.in | 8124600415 | |
| **Approved by** | Mrs. Sunitha Devakumari | sunithadevakumari@saveetha.ac.in | 7401143580 | |

| 19EN102 | TECHNICAL ENGLISH | L | T | P | C |
|---|---|---|---|---|---|
| | (Common to All Branches except Agriculture Engg.) | 3 | 0 | 2 | 4 |

## PREAMBLE

The objective of this course is to develop strategies and skills to enhance professional students' ability to read and comprehend engineering and technology texts. Foster their ability to write convincing job applications and effective reports. Develop their speaking skills to make technical presentations, participate in group discussions. The outcome of the course is to help students acquire the language skills of listening, speaking, reading and writing competency in English language thereby making them meet the global expectations.

## PREREQUISITE

Basic course (Not required)

## COURSE OUTCOMES

| At the end of the course learners will be able to | | |
|---|---|---|
| CO 1 | Use proper technical vocabulary and grammar in appropriate contexts. | Understand |
| CO 2 | Enhance speaking skills to participate confidently in formal / informal conversations and to do effective Presentations/Discussions. | Apply |
| CO 3 | Critically read and analyze technical texts and articles of a general kind. | Analyze |
| CO 4 | Acquire a working knowledge of writing strategies, formats and templates of professional writing. | Apply |

## MAPPING WITH PROGRAMME OUTCOMES

**(1.LOW 2.MODERATE 3.SUBSTANTIAL)**

**BE – AI & DS**

| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO 1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |

**BE BIO MEDICAL ENGINEERING**

| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
| CO 1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |

**BE - CHEMICAL ENGINEERING**

| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO 1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |

**BE - CIVIL ENGINEERING**

| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
| CO 1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |

**BE – COMPUTER SCIENCE AND ENGINEERING**

| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO 1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |

**BE – ELECTRICAL AND COMMUNICATION ENGINEERING**

| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO 1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |

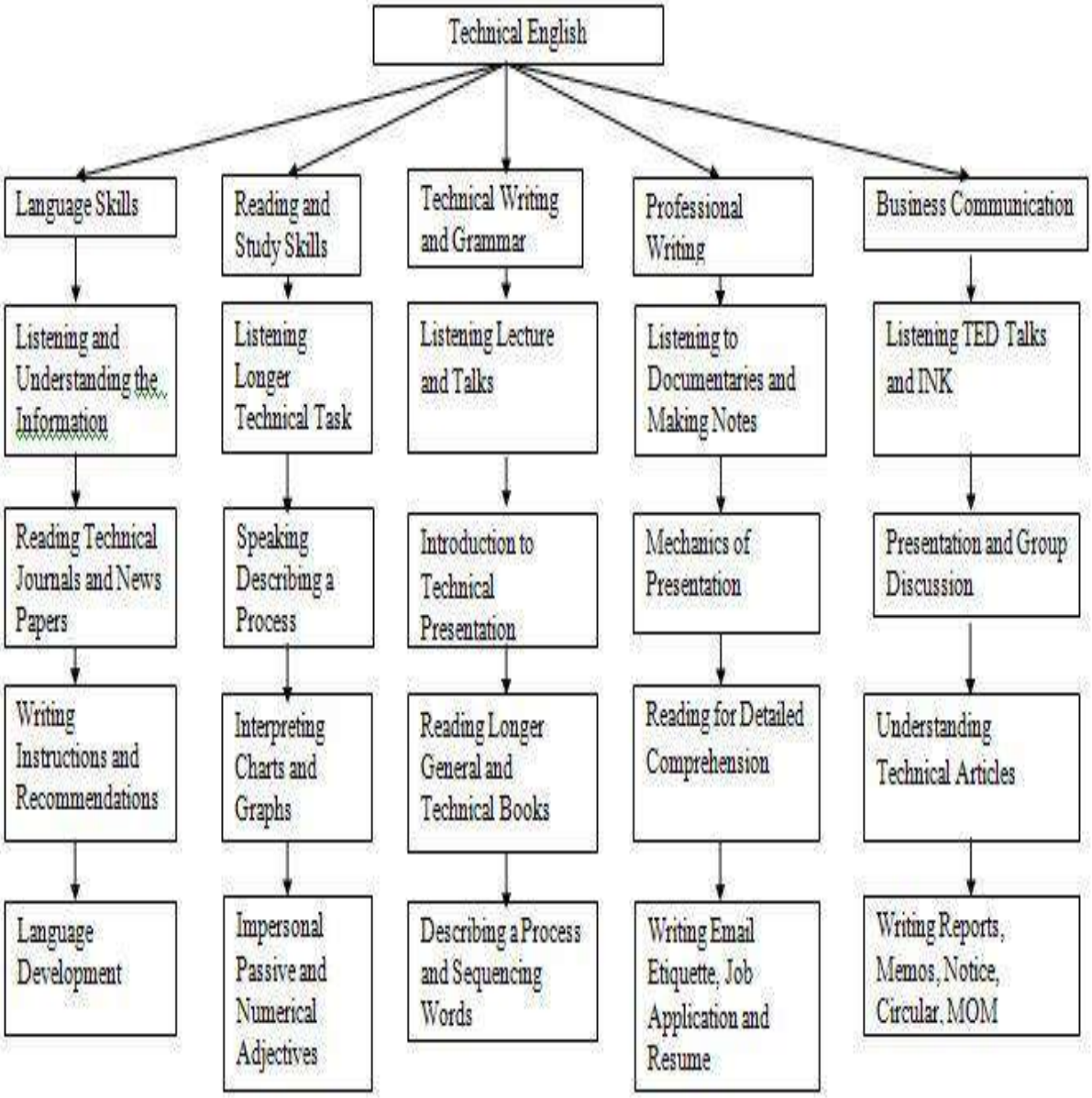
| BE – ELECTRICAL AND ELECTRONICS ENGINEERING | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
| CO 1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |

| BE – ELECTRONICS AND INSTRUMENTATION | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
| CO 1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |

| BTECH – INFORMATION TECHNOLOGY | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
| CO 1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |

| BE – MECHANICAL ENGINEERING | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO 1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | - |

| BE MEDICAL ELECTRONICS | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
| CO 1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - |



**SYLLABUS**

**UNIT I INTRODUCTION TO TECHNICAL ENGLISH 15**

**Listening**- Listening to talks mostly of a scientific/technical nature and completing information-gap exercises- **Speaking** –Asking for and giving directions- **Reading** – reading short technical texts from journals- news papers- **Writing**- purpose statements – extended definitions – writing instructions – checklists-recommendations-**Vocabulary Development**-technical vocabulary. **Language Development** –subject verb agreement - compound words.

***Language Focus*** *- Listening as a key skill- its importance- Speaking - giving personal information - asking for personal information - Improving pronunciation – Basics of pronunciation.*

**UNIT II READING AND STUDY SKILLS 15**

**Listening**- Listening to longer technical talks and completing exercises based on them-**Speaking** – describing a process-**Reading** – reading longer technical texts- identifying the various transitions in a text- paragraphing- **Writing**- interpreting charts, graphs- **Vocabulary Development**-vocabulary used in formal letters/emails and reports **Language Development**-impersonal passive voice, numerical adjectives,

***Language Focus*** *- Conversation starters: small talk - stressing syllables and speaking clearly - Intonation patterns - compare and contrast information and ideas from multiple sources-converse with reasonable accuracy over a wide range of everyday topics.*

**UNIT III TECHNICAL WRITING AND GRAMMAR 15**

**Listening**- Listening to classroom lectures/ talks on engineering/technology -**Speaking** – introduction to technical presentations- **Reading** – longer texts both general and technical, practice in speed reading; **Writing**-Describing a process, use of sequence words- **Vocabulary Development**- sequence words- Misspelled words. **Language Development**- embedded sentences.

***Language Focus*** *- Lexical chunking for accuracy and fluency- Factors influencing fluency - Greet and respond to greetings – Invite, offer, accept, and decline - Listening for details.*

**UNIT IV PROFESSIONAL WRITING 15**

**Listening**- Listening to documentaries and making notes. **Speaking** – mechanics of presentations- **Reading** – reading for detailed comprehension- **Writing**- email etiquette- job application – cover letter –Résumé preparation (digital and paper based) – analytical essays and issue based essays-- **Vocabulary Development**- finding suitable synonyms-paraphrasing-. **Language Development**- clauses- if conditionals.

***Language Focus*** *- Being an active listener: giving verbal and non-verbal feedback - Participating in a group discussion - Summarizing academic readings and lectures - Conversational speech - Listening to and participating in conversations – Persuasion.*

**UNIT V BUSINESS COMMUNICATION 15**

**Listening**- TED/Ink talks; **Speaking** –participating in a group discussion -**Reading**– reading and understanding technical articles **Writing**– Writing reports- accident and survey report – Memos-Notices-Circulars- Minutes of a meeting- **Vocabulary Development**- verbal analogies - reported speech.

***Language Focus*** *- Formal and informal talk - Listen to follow and respond to explanations - Strategies for presentations and interactive communication - group/pair presentations - negotiate disagreement in group work.*

**TOTAL : 75 PERIODS**

## TEXT BOOKS:

1. Board of Editors. Fluency in English A Course book for Engineering and Technology. Orient Blackswan, Hyderabad: 2016.
2. Sudharshana.N.P and Saveetha. C. English for Technical Communication. Cambridge University Press: New Delhi, 2016.

## REFERENCES:


1. Raman, Meenakshi and Sharma, Sangeetha- Technical Communication Principles and Practice. Oxford University Press: New Delhi,2014.
2. Kumar, Suresh. E. Engineering English. Orient Blackswan: Hyderabad,2015.
3. Booth-L. Diana, Project Work, Oxford University Press, Oxford: 2014.
4. Grussendorf, Marion, English for Presentations, Oxford University Press, Oxford: 2007.
5. Means, L. Thomas and Elaine Langlois, English & Communication For Colleges. Cengage Learning, USA: 2007.
6. Troyka & Hesse – Handbook for writers- Pearson Publication, 11th edition, 2017.


## RECOMMENDED SOFTWARE:

1. Young India and Globarena

## COURSE DESIGNERS

| | NAME | EMAIL | MOBILE | SIGNATURE |
|---|---|---|---|---|
| **Prepared by** | Mr. K. Pariventhan | parivendan@saveetha.ac.in | 9965551255 | |
| **Checked by** | | | | |
| **Approved by** | Mrs. Sunitha Devakumari | sunithadevakumari@saveetha.ac.in | 7401143580 | |

| 19EN103 | COMMUNICATION SKILLS AND PERSONALITY DEVELOPMENT | L | T | P | C |
|---|---|---|---|---|---|
| | **(Only for Agricultural Engineering - III Semester)** | **1** | **0** | **2** | **2** |

**PREAMBLE**

The objective of this course is to equip students with the necessary skills to listen, read, write, and speak so as to comprehend and successfully convey any idea, technical or otherwise, and give them the necessary input to become professional communicators. The course also aims to enhance the personality traits of students to achieve their career goals.

**PREREQUISITE**

No prerequisite

**COURSE OUTCOMES**

At the end of the course, learners will be able to:

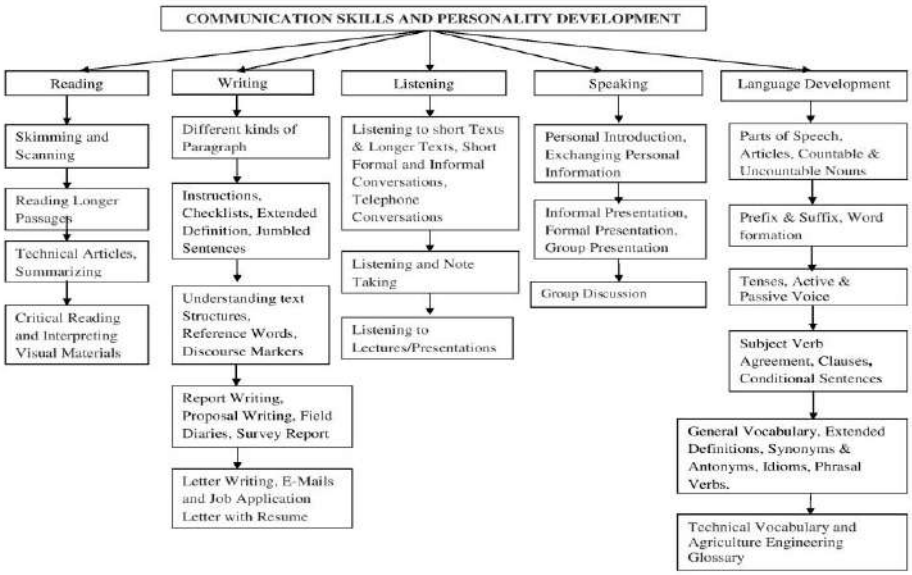
| | | |
|---|---|---|
| **CO1** | Read different genres of texts adopting various reading strategies. | Understand |
| **CO2** | Write coherent and sequential sentences with proper vocabulary and grammatical structure. | Apply |
| **CO3** | Listen/view and comprehend different spoken discourses/excerpts. | Understand |
| **CO4** | Acquire skills in preparing presentations and group discussions. | Analyse |

**MAPPING CO WITH PO & PSO**

| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| **CO1** | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | 1 |
| **CO2** | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | 1 |
| **CO3** | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | 1 |
| **CO4** | - | - | - | - | - | - | - | - | 2 | 3 | - | - | - | - | 1 |

**1- Low** **2-Medium** **3-High**

## CONCEPT MAPPING




## SYLLABUS

### UNIT I FUNCTIONAL ENGLISH 09 hours

**Listening:** Listening to short texts – short formal and informal conversations **Reading:** Short comprehension passages - practice in skimming, scanning and predicting **Writing:** Different kinds of paragraphs – topic sentence – main ideas – Instructions - Checklists **Speaking:** Personal introduction – exchanging personal information **Language Development:** Parts of speech – Articles – Count and Uncount nouns – general vocabulary.

***Language Practice****: Role play using conversation techniques – Dialogue writing and enacting – Listening to online talks/video lectures and reflecting over it with mini presentations.*

### UNIT II GENERAL READING 09 hours

**Listening:** Listening to longer texts and filling the blanks, multiple choice questions and true or false **Reading:** Reading long passages and doing exercises **Writing:** Extended definitions - Jumbled sentences - understanding text structures - use of reference words and discourse markers **Speaking:** Informal presentation on general topics.

**Language Development:** Prefix and Suffix - Word formation - Tenses – Active and Passive voice.

***Language practice****: JAM, Impromptu presentation*.

**UNIT III TECHNICAL WRITING** **09 hours**

**Listening:** Listening to telephone conversations and responding - Watching videos / documentaries and responding to questions based on them **Reading:** Reading and comprehension of technical articles **Writing:** Report writing – different types of reports – report format - Proposal writing **Speaking:** Formal Presentation on technical topics **Language Development:** Subject-verb agreement – Extended definitions.

***Language practice****: Speed reading – Formal presentation.*

**UNIT IV PROFESSIONAL COMMUNICATION** **09 hours**

**Listening:** Listening and note taking **Reading:** Critical reading – finding key information in a given text. **Writing:** Writing field diaries – data collection - survey **Speaking:** Group presentation **Language Development:** Clauses **-** Conditional sentences – Synonyms and Antonyms.

***Language Practice****: Listening and taking notes, Group presentation.*

**UNIT V CAREER SKILLS** **09 hours**

**Listening:** Listening to lectures/presentations and answering questions **Reading:** Reading and interpreting visual materials **Writing:** Formal letters and emails – Job application with Resume/Curriculum vitae **Speaking:** Group discussion **Language Development:** Technical vocabulary – Agriculture engineering terms and their applications – Idioms and Phrasal verbs.

***Language Practice:*** *Listening to TED / INK talks, participating in Group Discussion.*

**Total: 45 Periods**

**Text books**


1. Board of Editors, Fluency in English: A Course book for Engineering and Technology, Orient Blackswan, Hyderabad, 2016.
2. Sudharshana N. P. and Saveetha C. English for Technical Communication, Cambridge University Press, New Delhi, 2016.


**Suggested Readings**


1. Raman, Meenakshi & Sangeetha Sharma, Technical Communication: Principles and Practice, Oxford University Press, New Delhi, 2014.
2. Stephen Bailey, Academic Writing: A Handbook for International Students, Routledge Publications, 5th edition, 2017.
3. Kumar, Sanjay and Pushpa Lata, Communication Skills, Oxford University Press, 2011.
4. Troyka & Hesse, Handbook for Writers, Pearson Publication, 11th Edition, 2017.

| | | L | T | P | C |
|---|---|---|---|---|---|
| 19EN104 | Technical Writing | 3 | 0 | 0 | 3 |

**PREAMBLE**

The aim of this course is to develop technical writing skills necessary to communicate information gained through a process of technical work. The course highlights the factors that determine the degree of technicality of the language and concepts involved and guide students towards rhetorical, professional, and compositional competencies necessary to ethically and efficiently analyse and create effective technical documents.

**PREREQUISITE**

**Nil**

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to

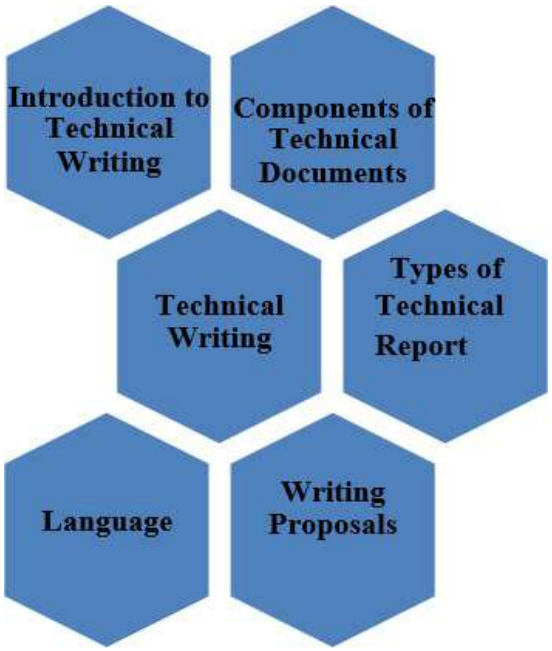
| | | |
|---|---|---|
| CO1 | Acquire a working knowledge of writing strategies, formats and templates of professional writing. | Apply |
| CO2 | Analyse communication-related problems of technical documents from number of genres. | Understand |
| CO3 | Use visuals to communicate a large amount of information quickly and efficiently | Understand |
| C04 | Enhance writing skills to produce effective reports confidently | Analyse |

**MAPPING OF CO WITH PO & PSO**

| Course Outcomes | Program Outcomes | | | | | | | | | | | | Program Specific Outcomes | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PS O1 | PS O2 | PS O3 | PS O4 |
| **CO1** | - | - | | 3 | - | - | - | - | 2 | - | 1 | - | 3 | - | - | - |
| **CO2** | 3 | - | 2 | - | | 3 | - | - | - | - | 3 | - | - | - | 3 | - |
| **CO3** | 3 | - | - | - | 2 | - | - | 2 | - | - | - | 3 | - | 2 | - | - |
| **C04** | 2 | - | - | - | 3 | - | - | 2 | - | - | - | 3 | | 2 | | - |
| **C05** | - | | 3 | - | | - | - | 2 | - | 3 | - | - | 2 | - | 2 | - |

**1- LOW 2- MODERATE 3- SUBSTANTIAL**

**CONCEPT MAP**



**SYLLABUS**

**UNIT – I Introduction to Technical Writing** **9**

Characteristics of Technical Writing - Rhetorical awareness - Ethics - Steps in the technical writing process- Prewriting for technical documents-Understanding audience and purpose, Primary and secondary research - Surveys and interviews - Research methods

**UNIT – II Components of Technical Documents** **9**

Introductions – Abstracts – Definitions – Titles and headings - Effective visual design – Summaries – Technical descriptions – conclusions

**UNIT – III Types of Technical Report** **9**

Formal Technical Reports - Progress and research reports - Incidence reports - Feasibility reports - Evaluation reports – Analytical and informational reports - Executive summaries.

**UNIT – IV Language** **9**

Style – Accuracy – Brevity – Clarity – Tone – Vocabulary – Formal and impersonal language – Structure of the report - Plagiarism.

**UNIT – V Writing Proposals** **9**

Nature and significance –Types of proposals - Persuasive elements - Request for proposals – Structure and parts of a proposal

**Total Periods: 45 Hours**

**TEXT BOOKS**

1. Daniel G. Riordan, Steven E. Pauley, Biztantra: Technical Report Writing Today, 8th Edition (2004).

2. Rizvi M Ashraf, (2005). Effective Technical Communication. McGraw Hill Education (India) Pvt. Ltd. New Delhi.

3. Alred, G. (2011). Handbook of Technical Writing (10th ed.). New York: St Martin's. (OPTIONAL)

**REFERENCES**

1. M. Frank. Writing as thinking: A guided process approach, Englewood Cliffs, Prentice Hall Reagents.

2. L. Hamp-Lyons and B. Heasely: Study Writing; A course in written English. For academic and professional purposes, Cambridge Univ. Press.

3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: A comprehensive grammar of the English language, Longman, London.

4. Daniel G. Riordan & Steven A. Panley: “Technical Report Writing Today” - Biztaantra.

5. N.P. Sudharshana & C. Savitha: English for Technical Communication, CUP.

6. L. Hamp-Lyons and B. Heasley: Study Writing A Course in Written English for Academic and Professional Purposes, CUP

| 19EN105 | Public Speaking | L | T | P | C |
|---|---|---|---|---|---|
| | | 0 | 0 | 6 | 3 |

**PREAMBLE**

This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. The course aims to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches.

**PREREQUISITE:**

No Prerequisites

**COURSE OUTCOMES**

| At the end of this course, the learner can able to | | |
|---|---|---|
| **CO1** | Demonstrate basic oral communication skills necessary for functioning effectively in the classroom and workplace | Apply:cognitive |
| **CO2** | Gain technology experience from learning to make a presentation with PowerPoint. | Understand:cognitive |
| **CO3** | Develop strategies to address speech anxiety, organization, persuasion, audience analysis and credibility. | Apply:cognitive |
| **CO4** | Enhance critical thinking skills and active listening skills by learning to listen to others . | Analyze:cognitive |
| **CO5** | Evaluate speeches based on a variety of verbal andnon-verbal criteria; | Understand:cognitive |

**MAPPING OF COs WITH POs & PSOs**

| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO 1 | PO 2 | PO3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 |
| CO1 | - | - | - | 3 | - | - | - | - | 2 | - | 1 | - | 3 | - | - | - |
| CO2 | 3 | - | 2 | - | - | 3 | - | - | - | - | 3 | - | - | - | 3 | - |
| CO3 | 3 | - | - | - | 2 | - | - | 2 | - | - | - | 3 | - | 2 | - | - |
| CO4 | 2 | - | - | - | 3 | - | - | 2 | - | - | - | 3 | - | 2 | - | - |
| CO5 | - | - | 3 | - | - | - | - | 2 | - | 3 | - | - | 2 | - | 2 | - |
| 1. LOW 2.MODERATE 3. SUBSTANTIAL | | | | | | | | | | | | | | | | |

**CONCEPT MAP**

| SYLLABUS | | |
|---|---|---|
| **UNIT-I** | **Introduction to Public Speaking** | **18** |
| Introduction to Public Speaking **--** Benefits of public speaking, communication processes, ethical speaking and categories of speeches;Analyzing Your Audience-- Adapting to audiences, evaluation techniques and listener needs; Listening and Feedback-- Improving listening and note-taking skills, the four stages of listening and the different types of listening | | |
| | | |
| **UNIT-II** | **Organizing the Speech** | **18** |
| Selecting the Topic, Purpose and Thesis of Your Speech-- General and specific purpose speeches, developing a thesis and timed speeches; Researching the Speech-- Research strategies and types, source reliability and supporting materials; Organizing the Speech-- Organizational patterns for informative and persuasive speeches, main ideas and supporting ideas; Outlining the Speech-- Introduction, body and conclusion of a speech. | | |
| | | |
| **UNIT-III** | **Language, Style and Speech Delivery** | **18** |
| Language and Style-- Inclusive and vivid language, diction and speaking styles; Speech Delivery-- Four categories of speech delivery, nonverbal communication, pronunciation and speech rehearsal | | |
| | | |
| **UNIT-IV** | **Selecting and Incorporating Visual Supports** | **18** |
| Selecting and Incorporating Visual Supports --Advantages and disadvantages of PowerPoint, copyright and fair use issues and preparing visual aids; Reasoning and Rhetorical Proof-- Significance of ethos,logos and pathos; persuasive speech and types of reasoning | | |
| | | |
| **UNIT-V** | **Speech Evaluation** | **18** |
| Speech Evaluation - Why evaluating speeches is important, assessing yourself as a speaker and assessing the speaking abilities of others; Preparing for Your Impromptu Speech-- Developing, preparing and making an impromptu speech on short notice. | | |
| | | |
| **TOTAL: 45 PERIODS** | | |

| **TEXT BOOKS** | |
|---|---|
| **1** | Lucas, Stephen E. (2015). The Art of Public Speaking. New York, NY: McGraw-Hill |

| | |
|---|---|
| | Education (print or e-book) |

| REFERENCES | |
|---|---|
| **1** | Beebe, S. A., & Beebe, S. J. (1991). Public speaking: An audience-centered approach. Englewood Cliffs, NJ: Prentice Hall. |
| **2** | Brydon, S. R., & Scott, M. D. (2006). Between one and many: The art and science of public speaking, (5th ed). Boston:McGraw Hill. |
| **3** | Lucas, S. E. (2007). The art of public speaking (9th Ed.). New York: McGrawHill. |
| **4** | Aras, K. (2012). The nuts and bolts of public speaking: Practical tools for powerful presentations.Retrieved from http://www.thecommunicationfactory.com/seminars/skills/PublicSpeaking.php |

| 19EN601 | CREATIVE WRITING<br>(Common to all Branches) | L<br>2 | T<br>0 | P<br>0 | C<br>2 |
|---|---|---|---|---|---|

**Preamble**

This course introduces students to the practice of creative writing in the genres of poetry and fiction. In addition to honing their skills as creative writers, students will develop a critical vocabulary that will aid them in discussing poems and fiction produced by their peers. This course allows for experimentation with writing poetry, short fiction, and creative nonfiction in a writing workshop setting. Far from undertaking the task of making the student a professional writer, this class has its goal to familiarize the learner with the dynamics of imaginative literature, the synergy of form and content, and with what makes a particular work effective

## PREREQUISITE

No prerequisite

## COURSE OUTCOMES

At the end of the course, learners will be able to:

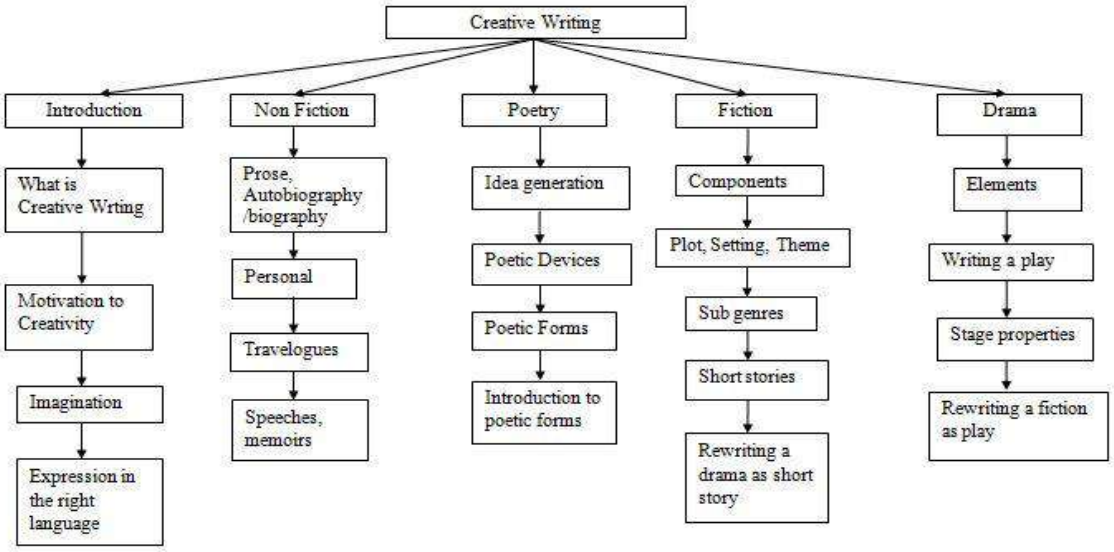
| | | |
|---|---|---|
| **CO1** | To understand the nuances of creative writing and appreciate creative writing of others. | Understand |
| **CO2** | To practice Creative writing such as poetry, drama, non-fiction and short stories. | Apply |
| **CO3** | To learn and practice writing reviews. | Understand |

## MAPPING CO WITH PO & PSO

| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
| CO1 | - | - | - | - | - | - | - | - | 2 | 3 | - | - |
| CO2 | - | - | - | - | - | - | - | - | 2 | 3 | - | - |
| CO3 | - | - | - | - | - | - | - | - | 2 | 3 | - | - |

- **1- Low** **2-Medium** **3-High**

**Concept Mapping:**




**UNIT - I INTRODUCTION TO CREATIVE WRITING (6 hrs)**

What is Creative writing? – Motivation to creativity – Imagination – Expression in the right language

**UNIT - II NON FICTION (6 hrs)**

Prose - Autobiography /biography - Diary entry - Personal essays –Writing speeches, memoirs and travelogues

**UNIT – III POETRY WRITING (6 hrs)**

Poetry writing – Idea generation – Using poetic devices (metaphor, simile and figures of speech) - Introduction to poetic forms (tradition/modern)

**UNIT –IV FICTION (6 hrs)**

Components of fiction -Plot, setting, theme, character and style - Fiction writing – Sub genres of fiction - Writing with preconceived plots/ideas - Short stories - Rewriting a drama as short story.

**UNIT –V DRAMA (6 hrs)**

Elements of drama - Character, plot, theme, dialogue, genre, stage craft and design - Writing a play – Stage properties - Performing on stage - Depicting characters- Writing one-act plays - Rewriting a fiction as play.

**Total Periods: 30hrs**

**Teaching Pedagogy**:

- Guest lectures of eminent writers, drama actors.
- conduct workshops by theatre groups.
- poetry writing workshops.

- Paper presentations

**References:**


1. Mill, Paul "The Routledge creative writing", coursebook. London- Cambridge University Press- 2006 Print.
2. Morley, David : " The Cambridge instruction to creative writing", London-Cambridge Uiversity Press – 2007 Print.
3. Candace H. Schaefer, Rick Diamond. 1998. The Creative Writing Guide: A Path to Poetry, Nonfiction, and Drama, Longman, New York, USA
4. Shelly Clark and Marjone Saisa, 2009. Road Trip: Conversations with Writers, The Backwaters Press, Nebraska, USA
5. Nikki Moustaki (ed.), 1998. Writing Fiction: The Practical Guide from New York's Acclaimed Creative Writing School, Publisher: Bloomsbury, ISBN: 0156005743.


**Online:**


www.creativewriting.UChicago.edu
https://grammar.yourdictionary.com/word-definitions/definition-of-creative-writing.html
http://www.indiatravelogue.com/trav/travmain.html


## COURSE DESIGNERS


| | NAME | EMAIL | MOBILE |
|---|---|---|---|
| **Prepared by** | D. Sunitha Deva kumari | sunithadevakumari@saveetha.ac.in | 7401143580 |
| **Checked by** | Dr. K. ArunaDevi | k.arunadevi@gmail.com | 9444703521 |

**19EN602 ENGLISH THROUGH MEDIA L T P C**

**2 0 0 2**

**Preamble**

**This Course prepares students to** develop strategies and skills to enhance their ability to read and comprehend engineering and technology texts. In addition to this, it also fosters their ability to write convincing articles for media. This course allows for developing their speaking skills to make technical presentations and participate in group discussions. It also strengthens their listening skill which will help them comprehend lectures and talks in their areas of specialization. This course has its goal to familiarize the learner with the dynamics of developing their listening, speaking, reading and writing skills by exploring the language used in media.

**PREREQUISITE**

No prerequisite

**COURSE OUTCOMES**

At the end of the course, learners will be able to:

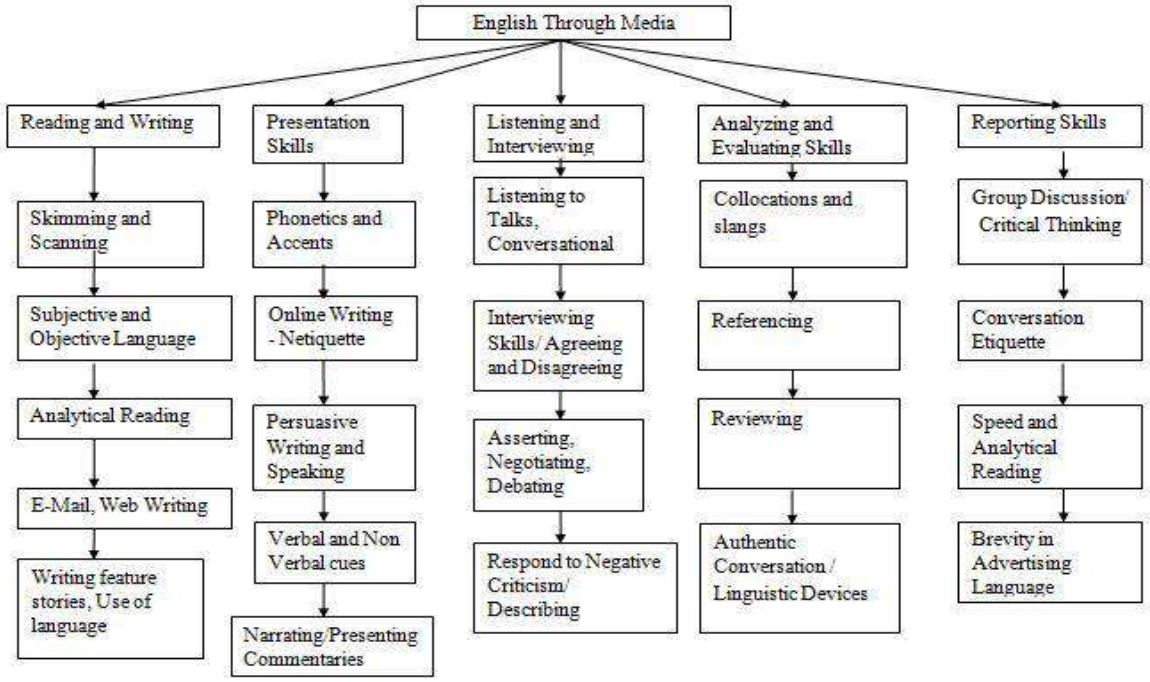
| | | |
|---|---|---|
| CO1 | To understand and analyze different types of texts used in different media like print, online and social media | Analyse |
| CO2 | To develop their listening, speaking, reading and writing skills by exploring the language used in media. | Explore |
| CO3 | To communicate effectively and persuasively in a variety of mediums, including written essays, micro blogging and live communication. | Apply |

**MAPPING CO WITH PO & PSO**

| **COURSE OUTCOMES** | **PROGRAMME OUTCOMES** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** |
| **CO1** | - | - | - | - | - | - | - | - | 2 | 3 | - | - |
| **CO2** | - | - | - | - | - | - | - | - | 2 | 3 | - | - |
| **CO3** | - | - | - | - | - | - | - | - | 2 | 3 | - | - |

**1- Low** **2-Medium** **3-High**

**Concept Mapping**




**UNIT I Reading & Writing Skills 9**

Reading for information – Skimming & Scanning – Language of News: Subjective & Objective language – Reading for opinion – Analytical reading – Email writing – Writing personal opinions – Web writing: Presentation & Structure – Writing feature stories – Use of language to manipulate information

- News headlines
- News articles
- TV schedule
- Letters to editors
- Social media posts and comments – Blogs / Twitter / Facebook or any other social media

**UNIT II Listening & Interviewing Skills 9**

Listening to talks – Conversational strategies – Interviewing skills – Agreeing & Disagreeing – Asserting - Negotiating – Debating – Responding to negative criticism – Writing to instruct and advice – Describing a product & process

- TV Talk shows
- Podcasts
- Radio / TV Interviews
- TV / Radio programmes on new products & Online / Mobile Applications
- Online help sections & user manuals

**UNIT III Presentation skills - Visual & Verbal 9**

Introduction to phonetics & different accents – Online writing – Netiquette - Objective reporting – Persuasive writing and speaking – Linguistic devices in advertisements – Visual,

verbal and non verbal cues - Consumer oriented marketing of products – Narrating – Writing / Presenting commentaries

- News reports / Survey reports Blog writing / tweeting Advertisements
- Documentaries on History/ Social issues
- Sports / Live Commentaries on Radio / TV

**UNIT IV Analyzing & Evaluating Skills 9**

Vocabulary – Collocations & Slangs – Referencing - Welcoming, conducting and concluding programmes - Reviewing – Commenting – Expressing through visual and verbal media – Authentic conversation based on real-life situations – Analyzing plots, vocabulary & characterization – Use of linguistic devices in broadcast media

- Online Thesaurus / Mobile Dictionary Radio / TV anchoring programmes Book / Movie Reviews in Radio / TV Memes in Social Media
- Cartoons (Newspaper / Magazine/ TV)
- TV sitcoms (Eg. Big Bang Theory, Mind Your Language)

**UNIT V Reporting Skills – Oral & Written 9**

Group Discussion on culture, tradition & values – Critical Thinking – Problem solving skills – Conversation etiquette – Politeness strategies – Speed reading – Reading subtitles – Analytical reeading –Writing analytical report on websites / apps etc. – Brevity in advertising language – Public Service Announcements (PSA)

- TV / Radio dramas – (Eg. Xfiles, CSI)
- Reality Shows (Eg. Survivor, Apprentice) TV News programs
- Animated TV series

**TOTAL: 45 PERIODS**

**OUTCOMES:**

**At the end of the course, learners will be able to:**

- Read technical texts and write area-specific texts effortlessly.
- Listen and comprehend lectures and talks in their area of specialisation successfully.
- Speak appropriately and effectively in varied formal and informal contexts.

**Teaching Methodology:**

This course is delivered through classroom activities, assignments and screenings to develop students' understanding of language through media. Media content will be widely used for practicing the four language skills – reading, writing, speaking and listening.

**Textbook**

1. Durant, Alan & Marina Lambrou. **Language and Media: A Resource Book for Students**. Routledge English Language Introduction. London: Routledge, 2009.

**Reference Books**


1. Stovall, James Glen. **Writing for the Mass Media** (8th Edition) London: Pearson,2014.
2. Arnold, George T. Media Writer's Handbook. **A Guide to Common Writing and Editing Problems.** New Delhi: Tata McGraw Hill Education (India) Pvt Ltd, 2010.
3. Redish, Janice (Ginny). **Letting Go of the Words: Writing Web Content That Works. London:**
   **Morgan K.**


## COURSE DESIGNER


| S. NO | NAME | EMAIL | MOBILE |
|---|---|---|---|
| 1 | Dr. K. Aruna Devi | k.arunadevi@gmail.com | 9444703521 |

| 19EN603 | INTRODUCTION TO DESIGN<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | 0 | 0 | 4 | 2 |

**Preamble**

This course will habituate the learners to the process of creation with a design outlook that can borrow ideas of user, ethnographic research, forms, systems, aesthetics, sustainability, prototyping, testing, feedback incorporation and deployment.

**Prerequisite**
**NIL**

**Course Outcomes**

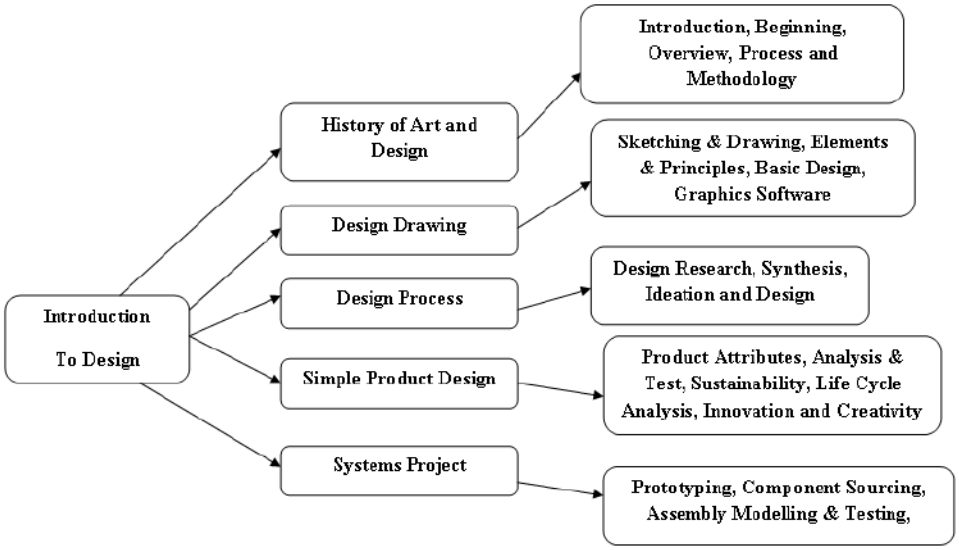
**The student will be able to**

| | | |
|---|---|---|
| CO1 | Synthesize ideas into a cohesive and practical product | Apply |
| CO2 | Demonstrate the design concept through physical manifestation | Analyze |
| CO3 | Present the design problems and solutions. | Create |
| CO4 | Provide relevant argumentation for design decisions made during the design process | Evaluate |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 0 | 2 | 1 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | 2 | 3 |
| **CO2** | 3 | 1 | 2 | 3 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 3 |
| **CO3** | 0 | 3 | 2 | 3 | 3 | 1 | 2 | 1 | 3 | 1 | 2 | 3 |
| **CO4** | 3 | 2 | 1 | 3 | 3 | 1 | 2 | 1 | 2 | 1 | 1 | 3 |

**Concept Map**




**UNIT – I HISTORY OF ART AND DESIGN** **15**

Introduction to Design – Overview of Design – Contribution to Society –Design Processes – Design Methodology.

*Design Research: Case Study, Identify the Title of Design, Identify the Design Process and Frame Design Methodology*

**UNIT-II DESIGN DRAWING** **15**

Principles of Design Representation –Sketching and Drawing: Construction, Representation and Simplification – Elements and Principles of Design.

**UNIT-III DESIGN PROCESS** **15**

Design Research:Contextual Design – 2 x 2 Mapping – Cultural Probes - Synthesis: Theory of Change – Reframing Method – Concept Mapping – Ideation: Brainstorming Principles – Mapping Ideas - Insight Combination.

*Ideation: Brainstorming Session, Concept Mapping, Reframing the Concept, Prepare Plan, Prepare Journey Map.*

**UNIT- IV SIMPLE PRODUCT DESIGN** **15**

Need of the product-Concept analysis-Design processes- Prototyping-prototype test- Life Cycle Analysis –Innovative Product and Service Designs – Application of Creativity Thinking in Quality Management.

*Design & Iteration: Test the Product, Analyze the product for stability and sustainability, Apply Creativity and Innovation to improve the design- new design and Prototype.*

**TOTAL: 60 PERIODS**

## List of Experiments

| Sl.No. | Name of the Experiment |
|---|---|
| 1 | Case Study |
| 2 | Identify the Title of Design & Process |
| 3 | Frame Design Methodology |
| 4 | Design: Construction |
| 5 | Design: Representation |
| 6 | Design: Simplification of elements |
| 7 | Brainstorming Session |
| 8 | Concept Mapping |
| 9 | Reframing the Concept |
| 10 | Prepare Plan |
| 11 | Prepare Journey Map |
| 12 | Service Blueprint |
| 13 | Test the Product |
| 14 | Analyse the product for stability and sustainability |
| 15 | Apply Creativity and Innovation to improve the design- new design |
| 16 | Develop the design into product prototype |
| 17 | Assemble the components |
| 18 | Test the prototype and prepare Process plan |

**References**


1. Karl Ulrich, Steven D.Eppinger, "Product Design and Development", Tata McGraw-Hill Publishers, 3rd Edition, 2008
2. Clayton M. Christensen Michael E. Raynor," The Innovator's Solution", Harvard Business School Press Boston, USA, 2003
3. Francis D.K.Ching, "Design Drawing", Wiley India, 2nd Edition, 2012.


**Assessment Criteria:** The course will be completed in two segments. At the end of each unit learners are required to complete the segments. Based on the Points earned grades can be assigned.
**Note: No end semester Exam**

| Criteria | Document / Duration | Grade Points |
|---|---|---|
| Segment I: Portfolio | 20 Pages | 50 Points |
| Segment II: Presentation | 20 Minutes | 50 Points |

**Course Designer**


Mr .Saravanan Lakshmanan saravananlakshman@gmail.com

| 19EN604 | Design Thinking<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | 2 | - | - | 2 |

**Preamble**

This course will link learning to real life, and encourages one to become a successful achiever in every walk of life by blending the perspectives of marketing, design overview, and engineering into a systematic approach to delivering innovation.

**Prerequisite**

**NIL**

**Course Outcomes**

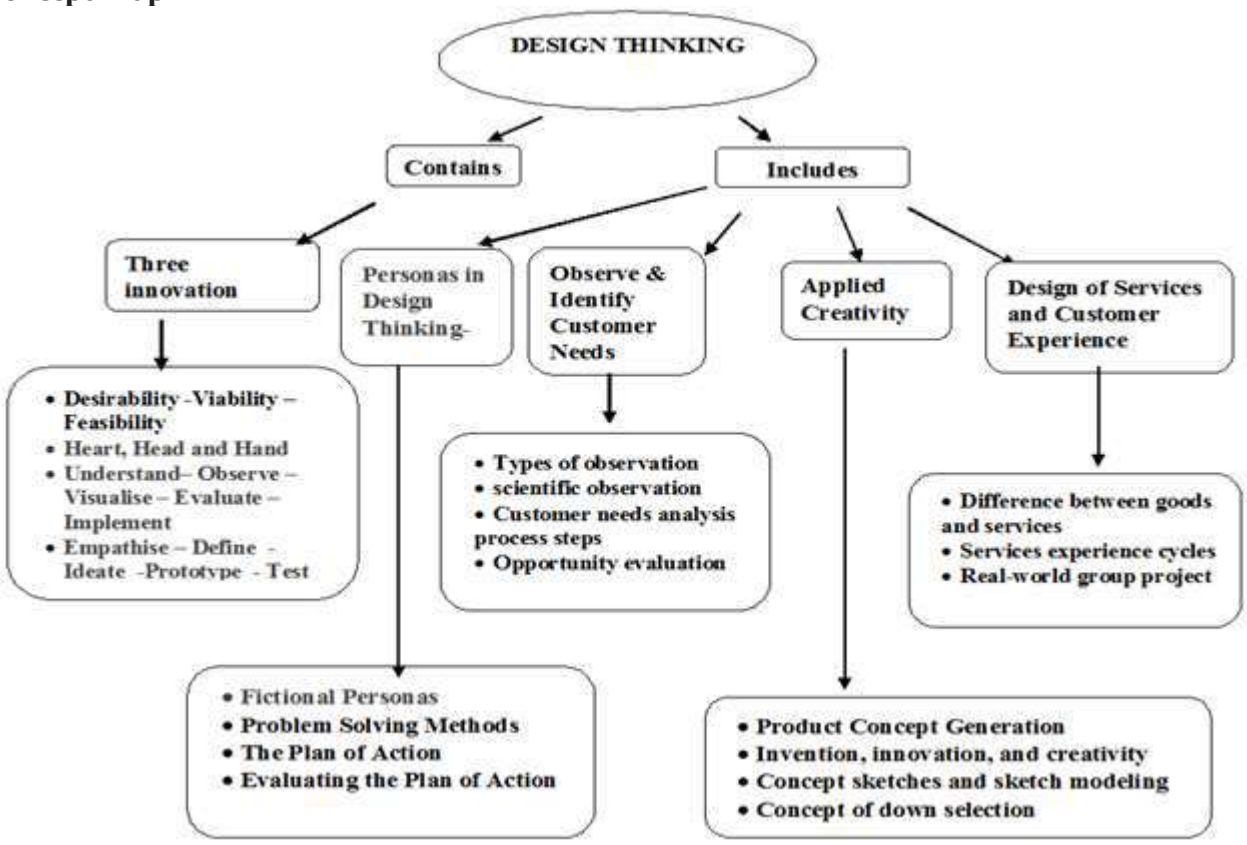
**The Learner will be able to**

| | | |
|---|---|---|
| CO1 | Understand the design thinking process | Understanding |
| CO2 | Identify and assess customer opportunities | Apply |
| CO3 | Generate and evaluate new product and service concepts | Evaluate |
| CO4 | Design services and customer experiences. | Analyze |
| CO5 | Evaluate product development economics | Evaluate |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| **CO2** | 1 | 1 | 3 | 1 | 3 | 1 | 3 | 1 | 2 | 2 | 1 | 2 |
| **CO3** | 1 | 3 | 2 | 1 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 1 | 2 | 1 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 1 | 2 |
| **CO5** | 1 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | 3 | 2 | 3 | 3 |

**Concept Map**




**UNIT-I INTRODUCTION TO DESIGH THINKING SKILLS 9**

Three innovation challenges - Desirability - Viability – Feasibility, Example of three innovations challenges: - NEST - AIRBNB - APPLE - Applying three innovation challenges model to a business/product/service- Steps in Design Thinking- Heart, Head and Hand – Understand– Observe – Visualise – Evaluate – Implement - 5 steps in design thinking-Empathise – Define -Ideate -Prototype - Test – HCD- Human Centred Design.

**UNIT-II PERSONAS IN DESIGN THINKING 9**

Four Different Perspectives on Personas- Goal-directed Personas- Engaging Personas - Fictional Personas – creating your engaging Personas- Problem Solving Methods: Identifying The Problem-Roadblocks to Problem Solving-How to Find Solutions-Sorting Out the Best Solution-The Plan of Action-Evaluating the Plan of Action-Obstacles You May Encounter- Simulating the Solution / Plan of Action-Successful Implementation-Evaluating the Success of Your Solution.

**UNIT-III OBSERVE AND IDENTIFY CUSTOMER NEEDS 9**

Observation Methods – Types of observation- scientific observation – methods for observation - Concept development process- User innovation application Customer needs and markets Lead user example – utility light study - Customer needs analysis process steps - Real-world group project: Customer needs exercise- Opportunity evaluation and concept development.

**UNIT- IV CREATIVITY 9**

Applied Creativity - Product Concept Generation - Invention, innovation, and creativity Example: Concept car Great ideas - Brainstorming common rules - Research on brainstorming and creativity -

Concept sketches and sketch modeling - Concept generation process- External and internal search – brainstorming Concept generation – example of combining ideas - Concept of down selection – Applications- Decompose project idea into key elements - Real-world group project: Develop a solution concept.

**UNIT- V EXPERIENCE** **9**

Design of Services and Customer Experience - The difference between goods and services - Services experience cycles - Examples of services experience cycle: - Movie theatre example – Zipcar - Applications Decompose the movie theatre example - Real-world group project: - Analysis and concept development - Map out the customer experience cycle for your project idea - Think of innovation opportunities that stem from that cycle.

**TOTAL: 45 PERIODS**

**Textbooks**


1. Tim Brown, Change by Design, Harper Business, 2009.
2. Michael Patrick Lary, The design thinking playbook, Wiley Publications, 2012


**References**


1. https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process
2. https://en.wikipedia.org/wiki/Design_thinking
3. https://www.ideou.com/pages/design-thinking


**Course Designers**


1. Dr.M.Priya Prof/Physics priyam@saveetha.ac.in

| 19EN605 | MODERN TREND IN PHYSICAL EDUCATION AND SPORTS SCIENCE<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | 0 | 0 | 4 | 2 |

**Preamble**

Physical education and sports sciences impart knowledge to promote the Physical, physiological and psychological wellbeing of Learners.

**Prerequisite**

**NIL**

**Course Outcomes**

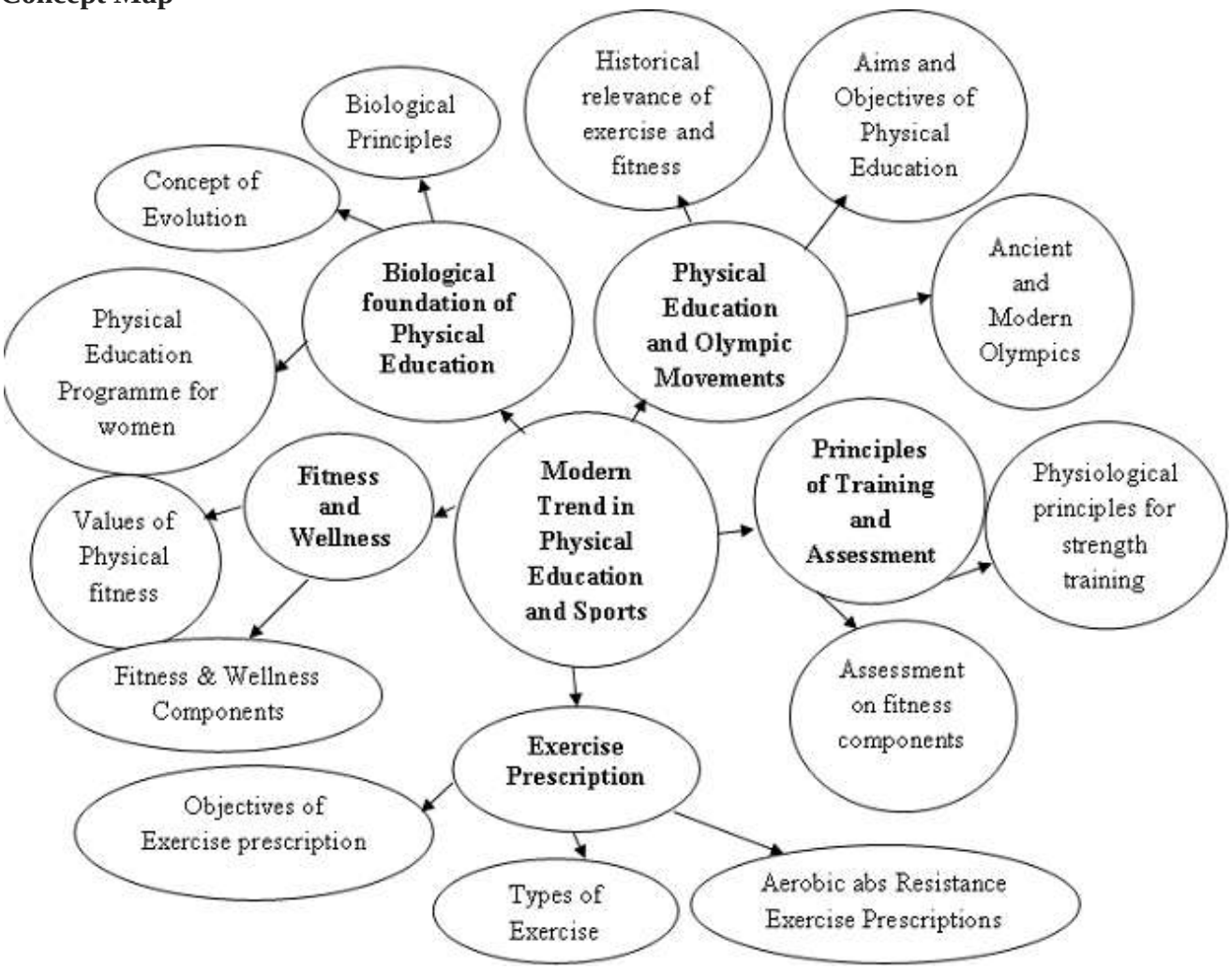
**The Learner will be able to**

| | | |
|---|---|---|
| CO1 | Understand the principles of training and fitness parameters | Understand |
| CO2 | Demonstrate the essential values of physical fitness and wellness components | Understand |
| CO3 | Explain the roll of exercise and exercise prescriptions in terms of health and fitness promotion. | Understand |
| CO4 | Build positive and responsive out-reach attitudes, initiative and creative thinking in promoting fitness and wellness with modern approach. | Apply |
| CO5 | Utilize the primary concept of study of evolution and mode of exercise prescriptions to cultivate essential fitness components | Apply |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | - | - | - | 2 | 1 | 3 | 1 | 3 | - | 3 |
| **CO2** | - | - | - | - | - | 2 | 2 | 3 | 1 | 2 | - | 3 |
| **CO3** | - | - | - | - | - | 3 | 2 | 3 | 2 | 2 | - | 3 |
| **CO4** | - | - | - | 1 | - | -3 | 3 | 3 | 3 | 3 | - | 3 |
| **CO5** | - | - | - | 1 | - | 3 | 1 | 3 | 3 | 1 | - | 3 |

**Concept Map**




**UNIT-I PHYSICAL EDUCATION AND OLYMBIC MOVEMENTS 9**

Meaning and definition of Education and physical education – Aim and objective of physical education-– Brief historical relevance of exercise and fitness-Physical education , Fitness and Sports in Mohammed period -Epic Age –Basedow(1774) - Ancient Olympic – Marathon – Modern Olympic.

***Major Games – Choice of student -Assessment on Fitness Battery*** *–Speed – Strength – Explosive Power*

**UNIT-II BIOLOGICAL FOUNDATIONS OF PHYSICAL EDUCATION 9**

Biological principles- Interplay of structure and function – Primary concept of study of evolution and big muscle activities - Primary Hereditary traits - Growth and development - Differences between males and females- Physical education programme for women.

***Major Games – Choice of student***

**UNIT-III FITNESS AND WELLNESS 9**

Fitness - meaning- Physical fitness - meaning– Factors influencing fitness - Basic values of physical fitness -health related physical fitness components-Wellness meaning – Components of wellness – Physical fitness- Health Education -.Social –Emotional; sexuality; stress management– Intellectual – Spirituality.

***Major Games – Choice of student***

**UNIT- IV EXERCISE PRESCRIPTION 9**

Objectives of exercise prescription— warm up – general and specific –Benefits of exercise-– Types of Exercise –Basic Principles of Exercise (FIT)- Aerobic Exercise Prescription; Examples of aerobic exercise– Karvonen Formula for aerobic training zone - - Prescription for resistance training

***Major Games – Choice of student***

**UNIT- V PRINCIPLES OF TRAINING AND ASSESSMENT 9**

Principles -Regularity- Specificity- variety- overload, - Progression- weight training – safety and technique - physiological principles and strength training

***Assessment Procedure- Speed, Muscular strength, Muscular endurance - Cardiovascular endurance, Agility, Shoulder explosive power, Leg explosive power, Flexibility – Body composition.***

**TOTAL: 45 PERIODS**

**Textbooks**


1. Barrow,HaroldM,Man and Movements:Principles of Physical Education, Lea &Febiger, Philadelphia, 1998
2. Bucher, Charles A, Foundations of Physical Education,C.V, Mosby Co.,St. Louis, 8th Edition,1979.
3. Singh Hardayal., *Science of Sports Training*, NewDelhi: D.V.S Publications, 1991


**References**


1. Philip E. Allsen., Strength Training Beginners, Bodybuilders, and Athletes. Kendall Hunt Publishing Company, 2009.
2. Edward L. Fox, ***Sports Physiology,***Winston: CB College Publishing, 1984.


**Course Designers**

1. Dr. Antony Domnic Physical Director/SEC

| 19EN606 | Psychology for Professionals<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | 2 | - | - | 2 |

**Preamble**

The course is intended for motivated mature learners who wish to expand their own conceptual horizons and to integrate greater self-understanding with a more profound appreciation for the complexity, unpredictability and turbulence of our contemporary world landscape.

**Prerequisite**

**NIL**

**Course Outcomes**

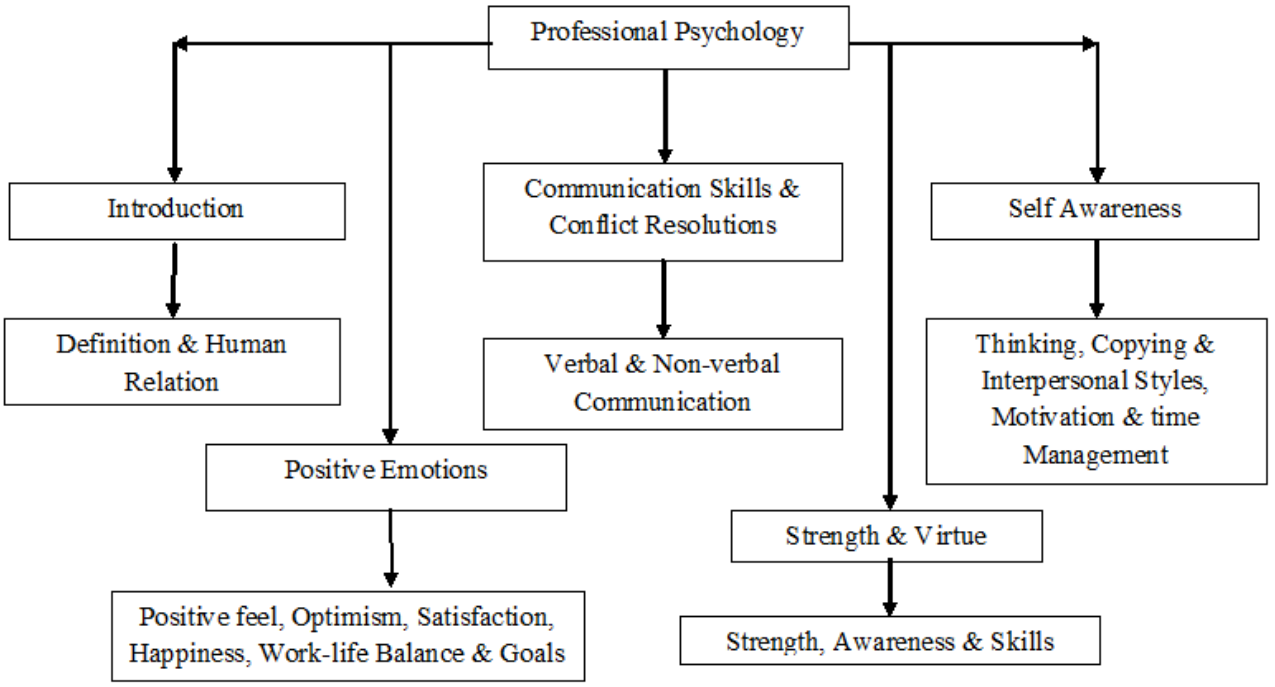
**The Learner will be able to**

| | | |
|---|---|---|
| CO1 | Form the frameworks about the psychology of human relationship | Apply |
| CO2 | Identify their strengths and limitations for improving self esteem | Remember |
| CO3 | Develop interpersonal and intrapersonal skills to enhance personal, professional and social growth of the student | Apply |
| CO4 | Understand about the importance of positive emotions to lead a happy life. | Understand |
| CO5 | Examine their behavioral and relational styles, and develop skills for managing work life interface issues. | Analyse |

**Mapping of COs with POs and PSOs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | 2 | 2 | - | - | - | 3 | 2 | - | 2 | - | 3 |
| **CO2** | - | 3 | 3 | - | - | - | 3 | 3 | - | 2 | - | 3 |
| **CO3** | - | 2 | 3 | - | - | - | 3 | 3 | - | 3 | - | 3 |
| **CO4** | - | 1 | 2 | - | - | - | 3 | 2 | - | 2 | - | 3 |
| **CO5** | - | 3 | 3 | - | - | - | 3 | 3 | - | 3 | | 3 |

**Concept Map**




**UNIT-I INTRODUCTION** **6**

Definition of psychology - Psychology in human relation

**UNIT-II COMMUNICATION SKILLS AND CONFLICT RESOLUTION** **6**

Verbal and non-verbal communication - Communication model: Listening (superficial, active and selective), responding (EIPUS), reaction (adult, parent and child) Communication skills (active listening, genuineness, empathy and respect)

**UNIT-III SELF-AWARENESS** **6**

Thinking Styles (Cognitive distortions) - Interpersonal relationship styles (Adult attachment theories) - Personality styles (Jung type indicator or Myers Briggs Type Indicator) - Coping styles (Emotion focused and Problem focused) - Interpersonal skills and life position - Emotional intelligence - Self-esteem - Time management - Achievement motivation - Conflict resolution (inter and intrapersonal)

**UNIT- IV POSITIVE EMOTION** **6**

Positive feeling and positive character - Why bother to be happier? - Can you make yourself happier? - Satisfaction about the past - Optimism about the future - Happiness in the present - Work life balance and Emotion – decision link in work life balance - Connecting life goals with work goals

**UNIT- V STRENGTH AND VIRTUE** **6**

Renewing strength and virtue - Your signature strengths - Diversity and challenge, cross cultural communication, respecting diversity, intercultural awareness and multicultural awareness - Coaching skills, mentoring skills, effective feedback, developing a competency framework.

**TOTAL: 30 PERIODS**

**Textbooks**

1. Timothy P Melchert, Foundation of Professioal Psychology, Elsevier Publications, 1st edition, 2011.
2. George Sticker and Steven J Trierweiler, The scientific Practice of Professional Psychology, Springer, 1st edition, 1997.

**References**


1. Richard Nelson Jones, Human Relationship skills: Coaching and self coaching, Routledge Publication, 4th edition, 2006.
2. Nelson Goud and Abe Arkoff, Psychology and Personal Growth, Allyn and Bacon Publishers, 6th Edition, 2008.


**Course Designers**


1. Mr. Dinakaran.P., M.Phil (NIMHANS), PGCPC,. Mail ID- dinakaranpsy@gmail.com Lecturer in Clinical psychology, SMC

| 19EN607 | Heritage Studies<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 4 | 2 |

**Preamble**

The course will introduce Learners to the concept of cultural heritage in India today. Critically examine the theories, methods, and questions that protect and interpret cultural heritage today and how these impact modern society, our concepts of history, and our role in shaping its future adapting its management and technology. It includes visits to Heritage sites in India

**Prerequisite**

**NIL**

**Course Outcomes**

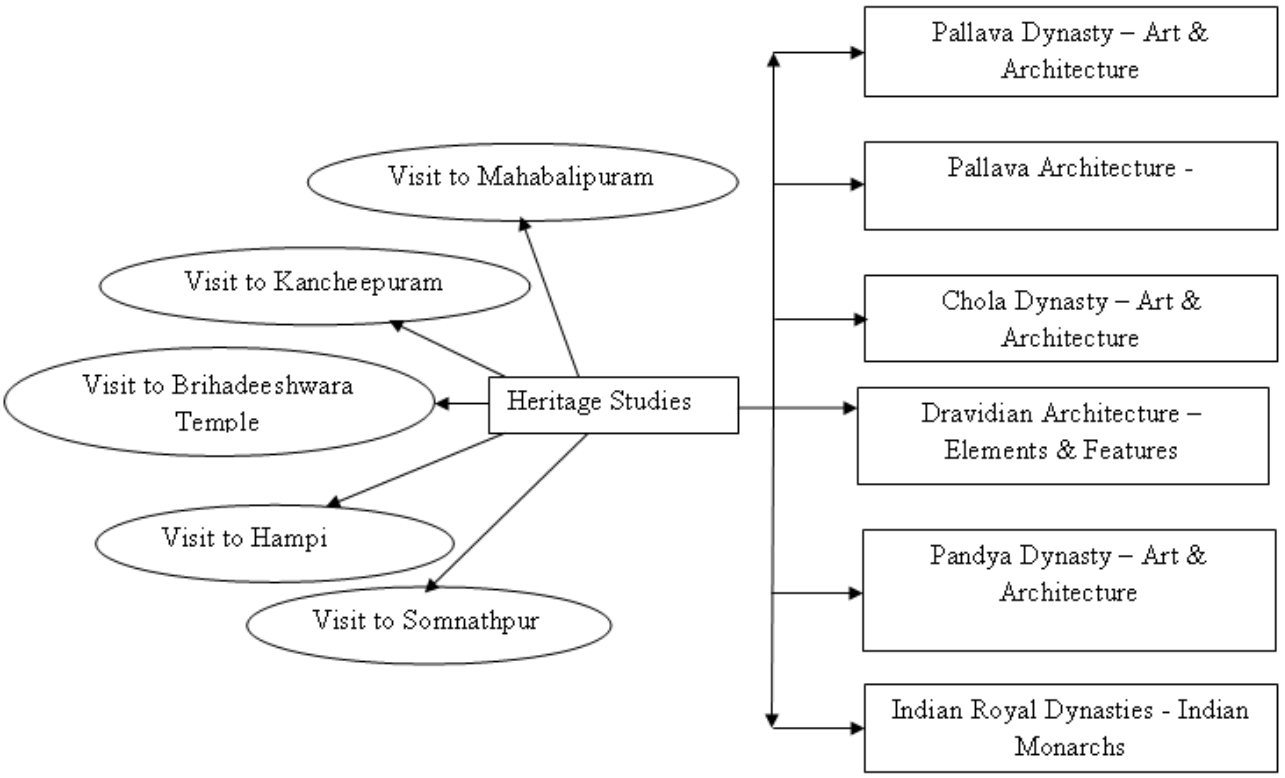
**The Learners will be able to**

| | | |
|---|---|---|
| CO1 | Understand the value of ancient monuments and their history. | Understand |
| CO2 | Demonstrate the management principles of ancient rulers | Understand |
| CO3 | Explain the cultural values essential for positive human behavior | Understand |
| CO4 | Illustrate the engineering skills of ancient rulers | Apply |
| CO5 | Summarize the conservation aspects of ancient places | Understand |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 1 | - | 1 | 1 | 2 | 2 | 1 | 3 | 1 | 1 | - | 3 |
| **CO2** | 2 | - | 2 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | - | 3 |
| **CO3** | 1 | - | 1 | 1 | 2 | 3 | 2 | 3 | 1 | 2 | - | 3 |
| **CO4** | 2 | - | 2 | 2 | 1 | -3 | 3 | 3 | 1 | 1 | - | 3 |
| **CO5** | 1 | - | 1 | 1 | 2 | 3 | 1 | 3 | 1 | 1 | - | 3 |

**Concept Map**




**UNIT-I PALLAVA DYNASTY** **8**

Origin of Pallavas - Period of Pallava rule - Simha Vishnu - Mahendravarman I –Narasimhavaran

*Club Programmes: Learning a craft, Conservation of Heritage sites, Rural heritage education and skill development*

**UNIT-II PALLAVA ARCHITECTURE** **12**

Society of Pallavas - Art and culture - Mahabalipuram Stone Temples - Kanchipuram Temples

*Mandatory trips: a. Mahabalipuram b. Kanchipuram*

**UNIT –III CHOLA DYNASTY** **8**

Chola Dynasty-Vijayalaya Chola—Rajaraja Chola-Rajendra Chola III-Kulothunga Chola

*Club Programmes: Making of films on culture and heritage, Folk Art and Folk Dances, Classical Dances*

**UNIT –IV DRAVIDIAN ARCHITECTURE** **12**

Brihadeeshwarar Temple – Architecture - Engineering

*Mandatory trips: Brihadeeswarar Temple*

**UNIT-V PANDYA DYNASTY** **8**

Pandya Kingdom (Early and Later ) – Parakrama Pandyan I- Kulasekara Pandyan III-Vira Pandyan III – Jatavarman Srivallaban – Jatavarman Kulasekaran I - Sangam Literature

*Club Programmes: Care for Monuments, Know Your Surroundings, Plastics and Heritage*

**UNIT –VI INDIAN ROYAL DYNASTIES** **12**

Important dynasties of South India (600-1200 A.D) –Chalukya-Rastragudas-Hoysalas-

*Mandatory trips: a. Hampi b. Belur, Somnathpur, Helabedu*

**TOTAL: 60 PERIODS**

**Textbooks**

1. Noboru and Karashima, A concise History of South India, Oxford University Press, 2014.
2. K.A.Nilakandan Sastry,A history of south India, Oxford,1975.

**References**

1. Kapila Vatsyayan, The Culture Heritage of India (The Arts, Volume 7, Part 1), Vedanta Press & Bookshop, 2nd Edition, 2006.
2. Madhukar Kumar Bhagat, Indian Heritage, Art and Culture, Access Publishing, 2nd Edition, 2019.

**Course Designers**

1. Mr.Aanad Bhaskar CEO Katrali
2. Dr.G.Manimaran Prof/Mechanical

| 19EN608 | MIME THEATER ART<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | 0 | 0 | 4 | 2 |

**Preamble**

The course provides the learners to express deepest emotions, thus satisfying our innate urge to communicate. It allows us to interpret, value, and transmit traditions of the past; explore, celebrate, challenge the present, and build concepts of the future through the imagination. It encourages team- building and problem solving strategies that have become important requirements in the contemporary work environment.

**Prerequisite**

**NIL**

**Course Outcomes**

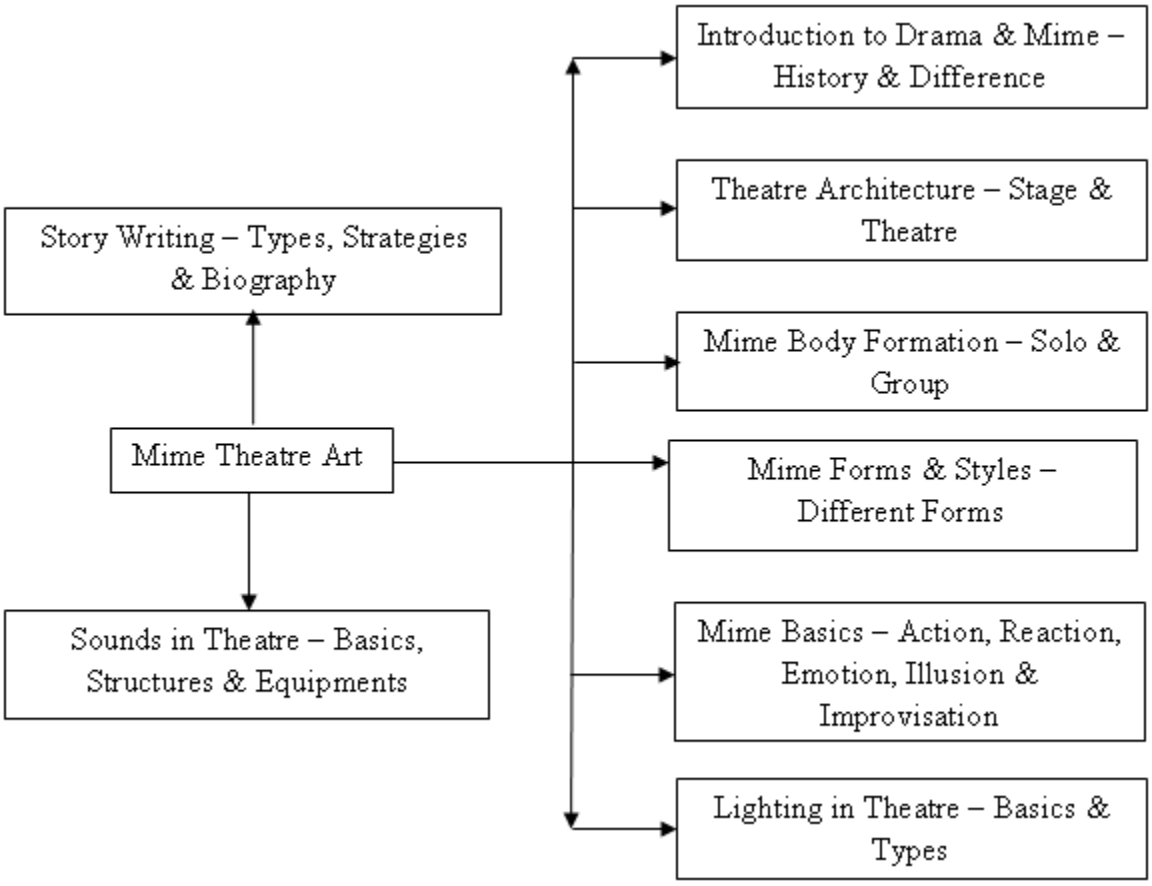
**The Learners will be able to**

| | | |
|---|---|---|
| CO1 | Develop an understanding of the nature, processes and logistics of the theatre; | Understand |
| CO2 | Enable an appreciation for theatre by participating (as actor, playwright, director, dancer, choreographer, technical director, light or sound technician and stage or production manager) in making theatre; | Apply |
| CO3 | Experience an opportunity to experience theatre through the mind, senses, voice, emotions and body; | Apply |
| CO4 | Nurture an understanding of theatre by studying certain texts, audio and video tapes; | Understand |
| CO5 | Evaluate the texts and works of theatre through the written, oral, performativity and graphic media; | Evaluate |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | 1 | 1 | - | - | 2 | 3 | 3 | 1 | 1 | 1 | 3 |
| **CO2** | - | 1 | 3 | - | - | 2 | 3 | 3 | 2 | 1 | 1 | 3 |
| **CO3** | - | 1 | 2 | - | - | 2 | 3 | 3 | 2 | 1 | 1 | 3 |
| **CO4** | - | 1 | 2 | - | - | 3 | 3 | 3 | 1 | 2 | 1 | 3 |
| **CO5** | - | 1 | 3 | - | - | 3 | 3 | 3 | 2 | 3 | 1 | 3 |

**Concept Map**




**UNIT-I INTRODUCTION TO DRAMA AND MIME** **6**

Introduction to Drama - Why to teach Drama? - Difference between Drama and Theatre? - Introduction to Mime - History of Mime.

**UNIT-II MIME FORMS AND STYLES** **10**

Contemporary Mime - Abstract/ Panto mime -Literal style Mime - Combined style mime - Ancient Greek and Roman style mime - English Mime - French Mime - American Mime.

**UNIT-III THEATRE ARCHITECTURE** **10**

Understanding the stage - Proscenium Theatre - Thrust Theatre - Arena Theatre - Flexible / Black Box Theatre - End Stage.

**UNIT-IV MIME BASICS** **9**

Facial postures - Action and Reaction, Exaggeration - Body Basics - Body Exercise, Voice culture Exercise – Emotions - Level of Emotions, Adding of Object to the Scene, Use of Body postures for Scene - Illusions in Mime - Improvisation in Mime Act.

**UNIT-V MIME BODY FORMATION** **5**

Solo Formation - Group Formations

**UNIT-VI STORY WRITING** **5**

Introduction, Process, the Origins of "Story" - Use of Biography in Story - Character Sketching - Plot Fixing - Types of Story Telling - Strategies of Story Rewriting.

**UNIT-VII LIGHTING IN THEATRE** **5**

Properties of light, speed, wavelength, unit to measure light, intensity, lumens, reading light - How the Human Eye Works? - Power supply, Cable Gauge, Connectors - Types of lights, Lighting Stands, Clamps with loads - What are filters, Gel papers, Butter paper and its use - Rigging basics-Truss loading, span sets, Pulley maintenance, load calculation - Learning of focus lights & Light board operation.

**UNIT-VIII SOUND IN THEATRE** **10**

Basics of sounds, Structure of sound, Frequency Response - Introduction to Acoustics - Analog consoles and hands on practice - Fundamentals of antennas for wireless microphones, understand and learn to setup parameters for wireless microphones.

**TOTAL: 60 PERIODS**

**Textbooks**


1. Thomas schumacher,An introduction toTheatre, Disney Edition, First Edition, 2008.


**References**


1. Claude kipnis, THE MIME BOOK, Meri wheather Publishing, 2nd Edition, 1974.
2. Thomas Leabhart, Modern and postmodern MIME, Palgrave Macmilan, First Edition, 1988.


**Course Designers**


1. Vasanth B Managing Director Mactrics
2. Dr. G. Manimaran Professor/Mechanical

| 19EN609 | GENDER SENSITIZATION | L | T | P | C |
|---|---|---|---|---|---|
| | (Common to all Branches) | 2 | 0 | 0 | 2 |

**PREAMBLE**

Gender Sensitivity is a life skill necessary for all students of Engineering and Technology. The present course addresses some of the issues of Gender, through an activity based teaching learning process. It aims at raising awareness of gender equality among students from sociological, cultural, psychological, legal and economical perspectives, thereby empowering them to communicate better in a cross-cultural work ambience. The outcome of this course is to expose students to better egalitarian interactions between men and women and to enable them see Diversity and Inclusiveness as assets in a globalized scenario.

**PREREQUISITE**

NIL

**COURSE OUTCOMES:**

**At the end of the course, learners will be able to**

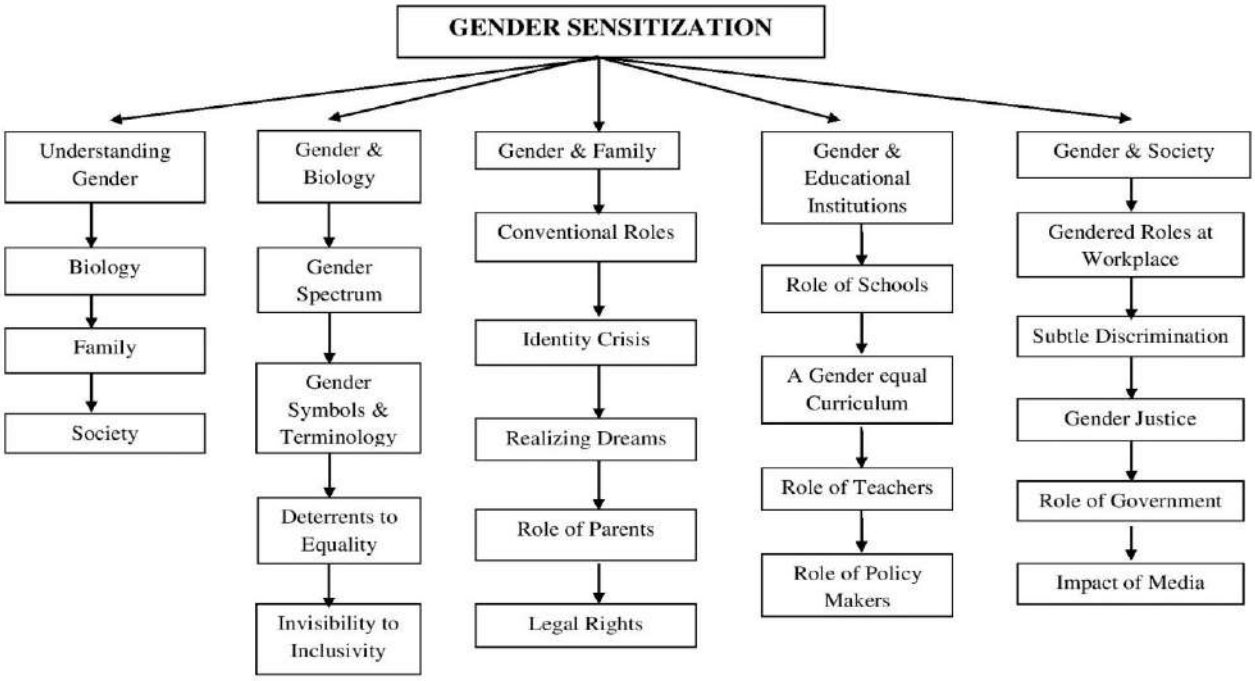
| | | |
|---|---|---|
| **CO1** | Understand better and appreciate the sensitive needs of other genders relating to biological, sociological, psychological, political, economic and legal aspects. | Understand |
| **CO2** | Instill empathy and communicate better in an intercultural ambience. | Apply |
| **CO3** | Question pre-conceived realities and identify a better response to gender discrimination. | Analyze |
| **CO4** | Modify behavior through raised awareness of gender equality. | Apply |

**MAPPING WITH PROGRAMME OUTCOMES**

| COURSE OUTCOMES | PROGRAMME OUTCOMES | | | | | | | | | | | | PROGRAMME SPECIFIC OUTCOMES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | - | - | - | - | - | - | - | 3 | 2 | - | - | - | - | - | - |
| CO2 | - | - | - | - | - | - | - | 3 | 2 | - | - | - | - | - | - |
| CO3 | - | - | - | - | - | - | - | 3 | 2 | - | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | - | 3 | 2 | - | - | - | - | - | - |

**1-Low** **2-Moderate** **3-Substantial**

**CONCEPT MAPPING**




**SYLLABUS**

**UNIT I UNDERSTANDING GENDER** **6 hours**

Determinants of personality: Biology, Family, and Society.

**UNIT II GENDER AND BIOLOGY** **6 hours**

Gender Spectrum: Beyond the Binary – Two or Many? – Gender Symbols & Terminology – Biological Deterrents to Equality – Gender Invisibility to Inclusivity: Need for acceptance.

**UNIT III GENDER ROLES AT HOME** **6 hours**

Conventional Roles – Marriage Contract – Power Relations – Dowry – The Invisible Labour – Domestic Violence – Identity Crisis – Sharing Workload – Realizing Dreams – Role of Parents – Property and other Legal Rights.

**UNIT IV GENDER AND EDUCATIONAL INSTITUTIONS** **6 hours**

Co-ed Schools – A gender-equal curriculum – Role of Teachers – Eve Teasing – Mental Health – Behaviour Patterns – Role of Policy Makers.

**UNIT V TOWARDS AN EGALITARIAN SOCIETY** **6 hours**

**Work place:** Gendered roles: Division of labour – Productivity hurdles: Scaling Maternal Wall – Glass Ceiling – Tokenism – Subtle Discrimination: Wages and Conditions of Work – Coping with Sexual Harassment – Economic Independence – Gender Justice: Role of Government.

**Media:** Ideas of Masculinity / Femininity – Stereotyping – Self Worth & Dignity.

**TOTAL: 30 Periods**

**REFERENCE BOOKS:**


1. Suneetha A., Uma Bhrugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu. ***Towards a World of Equals: A Bilingual Textbook on Gender.*** Published by Telugu Akademi, Hyderabad, 2015.
2. Kadambari V. ***Gender Studies: A Primer***. Rajiv Gandhi National Institute of Youth Development, Sriperumbudur. 2009.
3. Dr. U. Sai Jyoti. ***Gender Sensitisation***. SIA Publishers and Distributors Pvt. Ltd. SPECTRUM All-in-one Series. Osmania University. E-book.
4. C. Rajya Lakshmi Kalyani, D.S. Vittal, A. Kanaka Lakshmi, P. Chandrakala, B. Lavanya. ***Gender Sensitisation***. Himalaya Publishing House. 2017.


**COURSE DESIGNER:**


| | **Name** | **Email** | **Mobile** |
|---|---|---|---|
| Prepared by | Dr. K. Aruna Devi | **arunadevik@saveetha.ac.in** | 8939641521 |

| 19EN610 | French-Basic | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 4 | 2 |

**Preamble**

This course is designed for students who have no experience in French language learning. The class covers basic grammatical structures, ritual expressions, and basic writing system.

**Prerequisite**

**NIL**

**Course Outcomes**

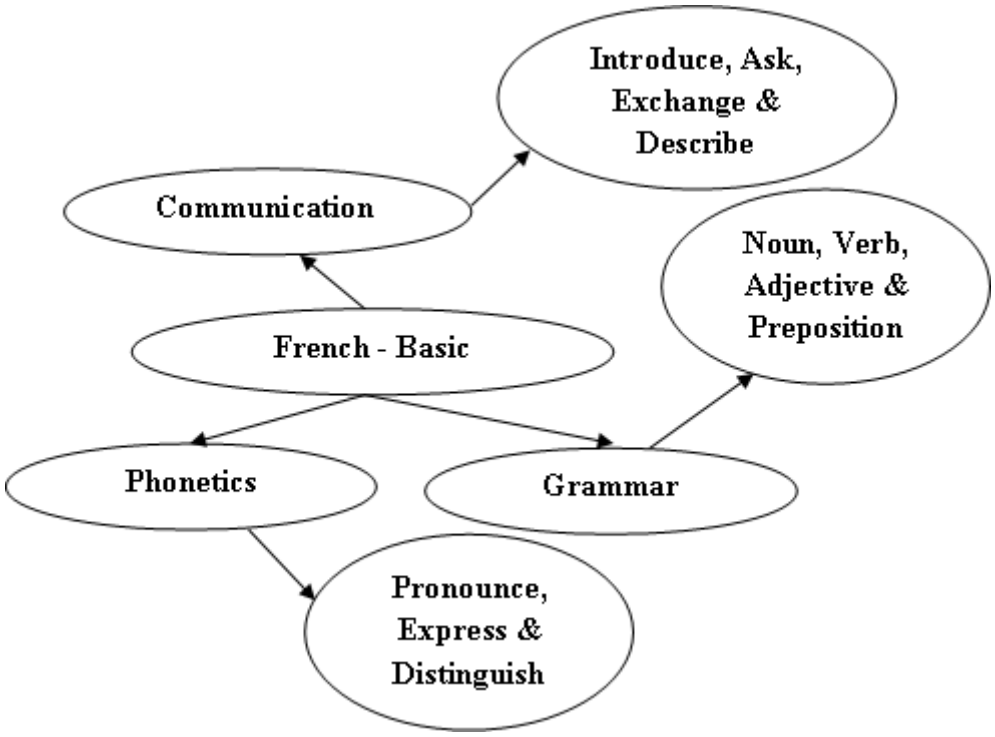
**The student will be able to**

| | | |
|---|---|---|
| CO1 | Use fundamental elements of a foreign language | Understand |
| CO2 | To read and write short and simple texts | Apply |
| CO3 | To understand a dialogue between two native speakers and also take part in short, simple conversations using the s kills acquired. | Understand |
| CO4 | Use critical skills and to analyze literary, cultural texts etc., | Apply |
| CO5 | Achieve cultural competency through living in another cultural and linguistic environment. | Apply |

**Mapping of COs with POs and PSOs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | 1 | 1 | - | - | - | - | - | - | - | 3 |
| **CO2** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO3** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO4** | - | 2 | 2 | 1 | - | - | - | - | - | - | - | 3 |
| **CO5** | - | 3 | 1 | 1 | - | - | - | - | - | - | - | 3 |

**Concept Map**




**UNIT – I GRAMMAR** **20**

Nouns–gender and number – Articles – definite and indefinite, part it, if, articles, contracts' - Pronouns – personal, relative (qui,que,où) y, en - Verbs – conjugation of regular and irregular verbs (affirmative and negative) in the – following tenses (indicative mood) – present, present continuous, simple future, immediate - future, recent past, simple past, past continuous - Verbs–the imperative mood – Adjectives – numeric, qualitative, possessive, demonstrative, interrogative – gender and number - Prepositions–simple

prepositions (place, time) – Interrogation – interrogative words, interrogative phrases, inversions

**UNIT – II PHONETICS** **20**

To pronounce words, say sentences, questions and give orders using the right accent and intonation –To express surprise, doubt, fear, displeasure and all positive or negative feelings using the right intonation - Touse'liaison' and 'enchaînement' – To distinguish voiced and unvoiced consonants – to distinguish between vowel sounds

**UNIT – III COMMUNICATION** **20**

Establish contact with someone - Introduce self and others - Greet, congratulate, express condolences – Spell – Count – Exchange simple information on self, preferences, feelings, plans, dreams - Ask for information - Tell the time - Advise, order, suggest - Buy, sell - Make a reservation - Order food or any article - Invite, accept or refuse invitation - Fix an appointment - Locate a place – Give directions – Give chronological order of events - Prepare an itinerary - Ask for/Give explanations – Describe a person, an object, an event, a place - Describe the weather -Compare

**TOTAL: 60 PERIODS**

**Textbooks**


1. Gaelle Graham, Complete French, Teach yourself Publishers UK, 2012.
2. Annie Heminway, Practice makes Perfect: Complete French Grammar,McGraw-Hill Education,2016


**References**


1. G.Mauger, Cours De Langue Civilisation Francaises, Goyal Publishers, 2011.


**Course Designers**


1. K. Rajeev Founder/ Director Center for foreign languages 9381025129 Mail id: admin@cflglobal.org
2. Dr.G.Maninaran Prof/Mech manimaran@saveeth.ac.in

| 19EN611 | French - Advanced<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 4 | 2 |

**Preamble**

This course is designed for Learner who have previous experience in French language learning. The class covers basic grammatical structures, ritual expressions, and basic writing system for expressing literary and cultural expressions.

**Pre requisite 19EN610-** French Basic Course

**Course Outcomes**

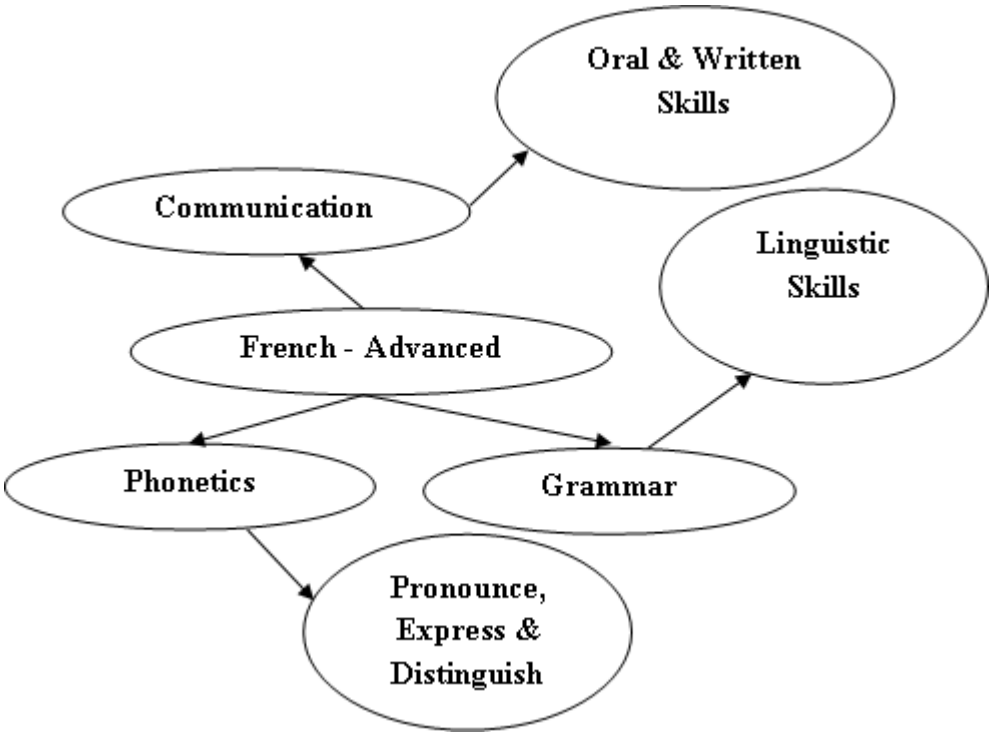
**The Learner will be able to**

| | | |
|---|---|---|
| CO1 | Use fundamental elements of a foreign language | Understand |
| CO2 | To read and write short and simple texts | Apply |
| CO3 | To understand a dialogue between two native speakers and also take part in short, simple conversations using the s kills acquired. | Understand |
| CO4 | Use critical skills and to analyze literary, cultural texts etc., | Apply |
| CO5 | Achieve cultural competency through living in another cultural and linguistic environment. | Apply |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | 1 | 1 | - | - | - | - | - | - | - | 3 |
| **CO2** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO3** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO4** | - | 2 | 2 | 1 | - | - | - | - | - | - | - | 3 |
| **CO5** | - | 3 | 1 | 1 | - | - | - | - | - | - | - | 3 |

**Concept Map**




**UNIT – I GRAMMAR** **20**

The course builds on concepts introduced in the first course and further develops the following linguistic skills: Revision of Articles – Revision of Adjectives – Revision of Verbs of Present – Verbs in Past and Future – Pronouns, Possessive, Indefinite, Demonstrative and the use of double pronouns – Verbs – conjugation of regular and irregular verbs (affirmative and negative) in the following tenses (indicative mood) – past perfect, future perfect – Adverbs of time, place, quantity and indefinite adverbs - Comparative and superlative structures – Phrases to express cause, consequence, objective.

**UNIT – II PHONETICS** **20**

The course reinforces all the notions introduced in the previous course

**UNIT – III COMMUNICATION** **20**

The course develops oral and written skills of understanding, expressing and exchanging information/interacting on the topics: Describe in detail people, relationships, events, places, cultures of countries, compare people, relationships, events, places, cultures and the changes that they have undergone, Apply for a job, Exchange personal and professional information, Express opinion on people, places, events encountered in one's personal life and on press articles, television programs, multimedia, films, books, Express plans, dreams, aspirations of the future.

**TOTAL: 60 PERIODS**

**Textbooks**

1. Gaelle Graham, Complete French, Teach yourself Publishers UK, 2012.
2. Annie Heminway, Practice makes Perfect: Complete French Grammar,McGraw-Hill Education,2016

**References**

1. G.Mauger, Cours De Langue Civilisation Francaises, Goyal Publishers, 2011.

**Course Designers**

1. K. Rajeev Founder/ Director Center for foreign languages 9381025129 Mail id: admin@cflglobal.org

| 19EN612 | German - Basic<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 4 | 2 |

**Preamble**

This course is designed for Learners who have no experience in German language learning. The class covers basic grammatical structures, ritual expressions, and basic writing system.

**Prerequisite**

**NIL**

**Course Outcomes**

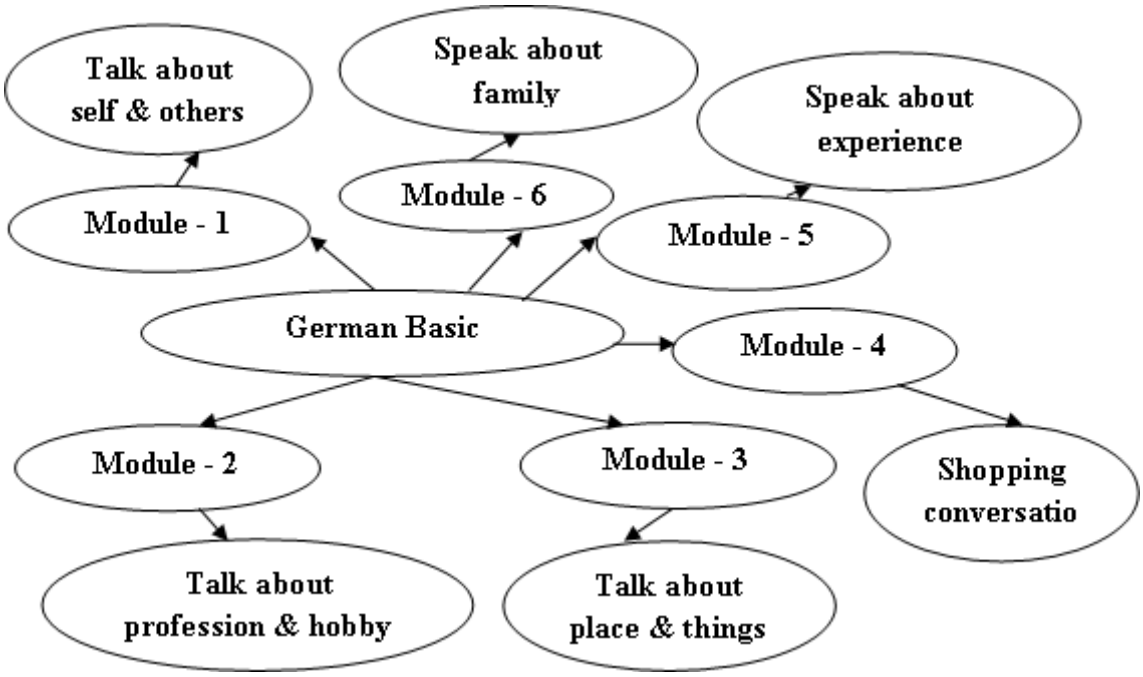
**The Learner will be able to**

| | | |
|---|---|---|
| CO1 | Use fundamental elements of a foreign language | Understand |
| CO2 | Identify distinctive features of the culture(s) associated with the language | Apply |
| CO3 | Appraise basic German language skills and grammar | Analyse |
| CO4 | Communicate short messages on highly predictable, everyday topics that affect them directly | Apply |
| CO5 | Read a limited amount of information from highly predictable texts, basic practical writing needs using lists, short messages, postcards, and simple notes | Apply |

**Mapping of COs with POs and PSOs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | 1 | 1 | - | - | - | - | - | - | - | 3 |
| **CO2** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO3** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO4** | - | 2 | 2 | 1 | - | - | - | - | - | - | - | 3 |
| **CO5** | - | 3 | 1 | 1 | - | - | - | - | - | - | - | 3 |

**Concept Map**




**Module 1: Guten Tag – Good Day** **10**

**Language skills -** Welcome and Parting Greetings - To talk about self and others - Counting till 20 - to call out Telephone Numbers, email and Address - Spell and to talk about countries and languages

*Vocabulary : Numbers 1 to 20, Countries and Languages*

*Grammar: W Questions, Expressions, Personal Pronouns*

*Expressions: Alphabet*

*Culture: Countries and Languages*

*Film: Good day! Telephone Number, I speak.*

**Module 2: Friends, Colleagues** **10**

**Language Skills -** To talk about one hobbies - To take leave from oneself - To call out Days of the week - To talk about professions, work and work timings - To count from 20 - To speak about seasons - To post a profile on the Internet

*Vocabulary : Hobbies, days of the week, Months, Numbers 20 onwards - Professions and Seasons*

*Grammar: The definite articles, personal pronouns, verbs, yes / no questions, Verbs to have and to be*

*Expressions: Sentence Melody – Questions and Answers*

*Culture : Seasons and Typical Hobbies*

*Film : The parting and family names*

**Module 3: In the City** **10**

**Language Skills -** To call out squares and buildings - Questions about places - To put in order a picture story - To pose questions on things - To call out transport

*Vocabulary: Square and Buildings / Transport / Directions*

*Grammar : Definite Articles / Indefinite articles / Negation article / Imperative sentences*

*Expressions: Long and short Vowels*

*Culture : Eye witness / counting in Hamburg*

*Film: Do you have time? / In the Restaurant / Surprise.*

**Module 4: Have a nice Meal** **10**

**Language Skills -** To speak while eating - To plan shopping - Shopping conversation

*Vocabulary: Meals time / Provisions / Drinks / Shops*

*Grammar: Position in Sentence / Akkusative Case / Verbs with Akkusative*

*Expressions: A / o / u umlauts*

*Culture : Eating in D – A – CH, Professions and Eating*

*Film: Breakfast by the mountains / Shopping*

**Module 5: Day by Day** **10**

**Language Skills -** Understanding and telling Time - Making appointments - Speaking about family - To take leave from someone - To excuse oneself after being late - A telephone appointment fixing

*Vocabulary: Daily routine / time / Family*

*Grammar : Informing with prepositions about time - Modal verbs*

*Expressions: "r" hearing and speaking*

*Culture : Punctuality at D – A – CH*

*Film : You never have time !, Appointments !*

**Module 6: Time with Friends** **10**

**Language Skills -** To plan something together - To speak about birthdays - An invitation understanding – Writing - In Restaurant command and paying - To speak about experience - To cull out specific info from the text - To understand announcements in the radio.

*Vocabulary: Leisure time activities, Eating, Drinks, Ordering, Individualities*

*Grammar : Dates, Separable verbs, Preposition with Akkusative, Past continuous*

*Expressions : ei / eu .au*

*Culture : Kneipen& Co in D – A – CH*

*Film : Do you have time ?, In the Restaurant , Surprise*

**TOTAL: 60 PERIODS**

**Textbooks**


1. *Edward swick, All you need to learn Germany, Adams Media, 2010.*
2. *Paul Coggle and Heiner Schenke,Complete German, Teach yourself, 2012.*

**References**

1. *Margret Rodi, Netzwerk A, Klett Publications, 2015.*

**Course Designers**

1. K. Rajeev Founder/ Director Center for foreign languages 9381025129 Mail id: admin@cflglobal.org
2. Dr.G.Maninaran Prof/Mech manimaran@saveeth.ac.in

| 19EN613 | German- Advanced<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | 2 | - | - | 2 |

**Preamble**

This course is designed for students who have previous experience in German language learning. The class covers grammatical structures, ritual expressions, and basic writing system.

**Prerequisite**

**19EN612 -German Basic**

**Course Outcomes**

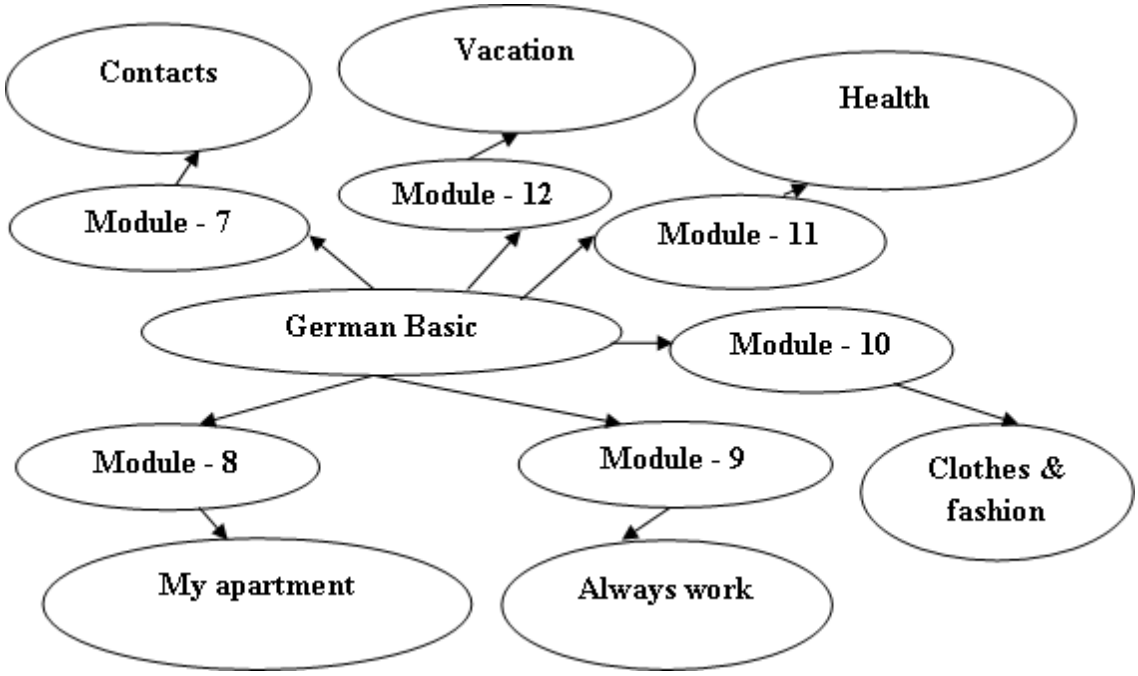
**The student will be able to**

| | | |
|---|---|---|
| CO1 | Consolidates and revise basic grammar structures | Remember |
| CO2 | Introduce oneself and talk about simple everyday situations | Apply |
| CO3 | Analyse and interpret simpler texts, to summarize them and give an account of them | Analyse |
| CO4 | Discuss interesting topics | Apply |
| CO5 | He/she learns to express him/herself clearly both in speaking and writing on a large number of topics and to understand almost all texts | Apply |

**Mapping of COs with POs and PSOs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | 1 | 1 | - | - | - | - | - | - | - | 3 |
| **CO2** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO3** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO4** | - | 2 | 2 | 1 | - | - | - | - | - | - | - | 3 |
| **CO5** | - | 3 | 1 | 1 | - | - | - | - | - | - | - | 3 |

**Concept Map**




**Module 7: Contacts** **10**

**Language Skills** - Fixing appointments - Giving and understanding instructions - Understanding writing Letters - To speak about languages - Find info - To write about dialogue - To understand dialogues

*Vocabulary : Daily Office / Telephone / Letter / to learn languages*
*Grammar : Prepositions with Dative / Articles in Dative / Possessive*
*Expressions : Long and short "e"*
*Culture : Social Network in D – A – CH*
*Film : I the Firm, How does it work?*

**Module 8: My apartment** **10**

**Language Skills** - To understand living apartment - To describe one habitat - The apartment - An invitation to visit - To speak about directions - Likes and dislikes - To describe a house

*Vocabulary ; Rooms of the house, Furniture and apparatus in a house, Info about house*
*Grammar : Akkusative / Dative differences*
*Culture : s and sch*
*Film : My apartment, How does one find an apartment?*

**Module 9: Always Work?** **10**

**Language Skills -** Describing a Day - To speak about routines - Expressing opinions - Blogging and understanding blogs – Telephone - Info about jobs prepping

*Vocabulary : Jobs, Studies, Professions, Workplace*

*Grammar : Prefect tense, Prateritum, Regular and irregular verbs, Verbs with "and"and"but"*

*Expressions : h listening and speaking*

*Cultures : Season jobs in D – A – CH*

*Film : A Day of Felix / Student jobs*

**Module 10: Clothes and Fashion** **10**

**Language Skills -** To speak about clothes - Chat about Shopping - To narrate the past events - To speak in Clothes store - Information about Berlin

*Vocabulary : Shops and Shopping houses / Clothes*

*Grammar : Which … Separable Verbs*

*Expressions : Tone of verbs with prefix*

*Culture : Trend city Berlin*

*Film : Can you help me? That I will try*

**Module 11: Health** **10**

**Language Skills -** To make personal info - To call out Parts of the body - A Sports exercise - Understanding / explaining / to return offers - To converse with a doctor - Health tips

*Vocabulary : Health Care, Parts of the body / illness / Medication / professions*

*Grammar : p and b t and d and g*

*Culture : House remedies against sickness*

*Film : Washing Hair / an accident*

**Module 12: Off for a Vacation !** **10**

**Language Skills -** Advise for a city tour - To understand and show the way - A description of a city - To describe weather - To understand travel advises - To register at a hotel - To speak about travel goals

*Vocabulary : Travel Goals, Vacation arts, Worth seeing, Weather*

*Grammar : Pronouns with Question words Wer / Wen / Wem and Was*

*Expressions : f/v/w/*

*Culture : Famous tourist places in Germany*

*Film : To pack a suitcase / Who was it?*

**TOTAL: 60 PERIODS**

**Textbooks**


1. Edward swick, All you need to learn Germany, Adams Media, 2010.
2. Paul Coggle and Heiner Schenke,Complete German, Teach yourself, 2012.

**References**

1. Margret Rodi, Netzwerk A, Klett Publications, 2015.

**Course Designers**

1. K. Rajeev Founder/ Director Center for foreign languages 9381025129 Mail id: admin@cflglobal.org
2. Dr.G.Maninaran Prof/Mech manimaran@saveeth.ac.in

| 19EN614 | Japanese - Basic<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 4 | 2 |

**Preamble**

This course is designed for Learners who have no experience in Japanese language learning. The class covers basic grammatical structures, ritual expressions, and basic writing system.

**Prerequisite**

**NIL**

**Course Outcomes**

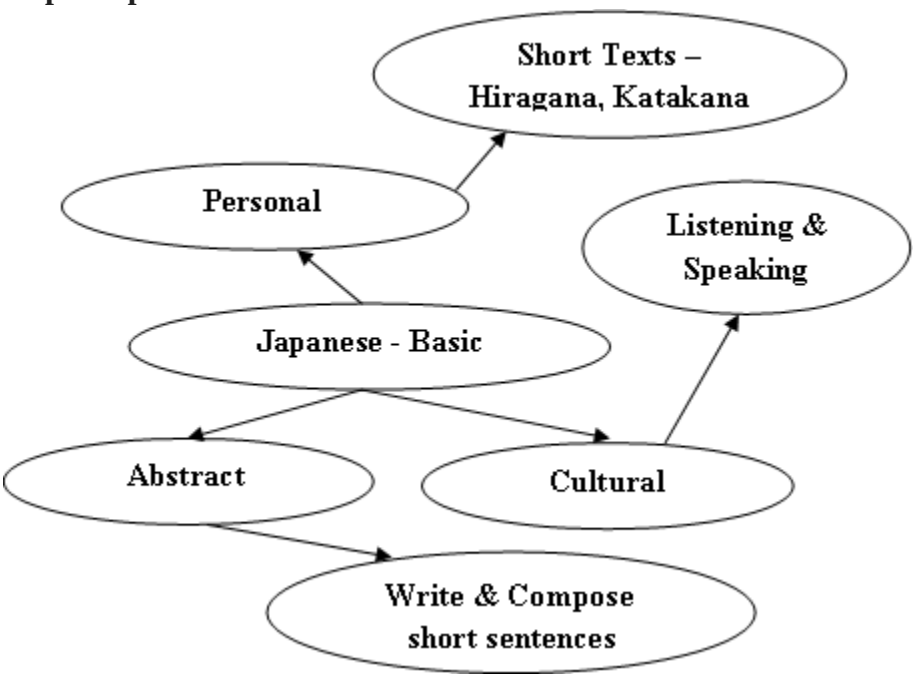
**The Learner will be able to**

| | | |
|---|---|---|
| CO1 | Use fundamental elements of a foreign language | Understand |
| CO2 | Identify distinctive features of the culture(s) associated with the language | Apply |
| CO3 | Appraise basic Japanese language skills and Japanese grammar | Analyse |
| CO4 | Communicate short messages on highly predictable, everyday topics that affect them directly | Apply |
| CO5 | Read a limited amount of information from highly predictable texts, basic practical writing needs using lists, short messages, postcards, and simple notes | Apply |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | 1 | 1 | - | - | - | - | - | - | - | 3 |
| **CO2** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO3** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO4** | - | 2 | 2 | 1 | - | - | - | - | - | - | - | 3 |
| **CO5** | - | 3 | 1 | 1 | - | - | - | - | - | - | - | 3 |

**Concept Map**




**UNIT - I PERSONAL** **20**

Family – Friends – Home – Rooms – Health – School – Hobbies - Student life – Shopping – Clothes - Pets and animals

*Reading - Hiragana, Katakana, 800 Words (JLPT N5 Kanji and Vocabulary), Identify the general intent of very short texts enhanced by visual clues*

**UNIT – II ABSTRACT** **20**

Schedules – Prices - Size and quantity – Symbols – Colors – Numbers – Days – Dates – Time – Directions - Weather and seasons – Transportation

*Writing- Write Hiragana, Katakana, 100 Kanji, Compose short sentences*

**UNUT – III CULTURAL** **20**

Holidays and festivals – Geography - Monuments and places of interest - Cultural and historical figures - Food and customs – Travel - Professions and work

*Listening and Speaking- Understand short audio and/or video conversations, speak in short and uncomplicated sentences, understand and speak the function items effectively.*

**TOTAL: 60 PERIODS**

**Textbooks**

1. Timothy G.Stout, Japanese Hiragana & Katakana for Beginners: First Steps to Mastering the Japanese Writing System, Tuttle Publications, 2011.

**References**

1. Helen Gilhooly , Complete Japanese, Tuttle Publications, 2017.
2. Eriko Sato, Learning Japanese Kanji Practice Book Volume 1, Tuttle Publications, 2015.

**Course Designers**


1. K. Rajeev Founder/ Director Center for foreign languages Mail id: admin@cflglobal.org
2. Dr.G.Maninaran Prof/Mech manimaran@saveeth.ac.in

| 19EN615 | Japanese - Advanced<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 4 | 2 |

**Preamble**

This course is designed for Learners who have previous experience in Japanese language learning. The class covers grammatical structures, ritual expressions, and basic writing in communicative system.

**Prerequisite- 19EN614 Japanese Basic**

**Basic Course**

**Outcomes**

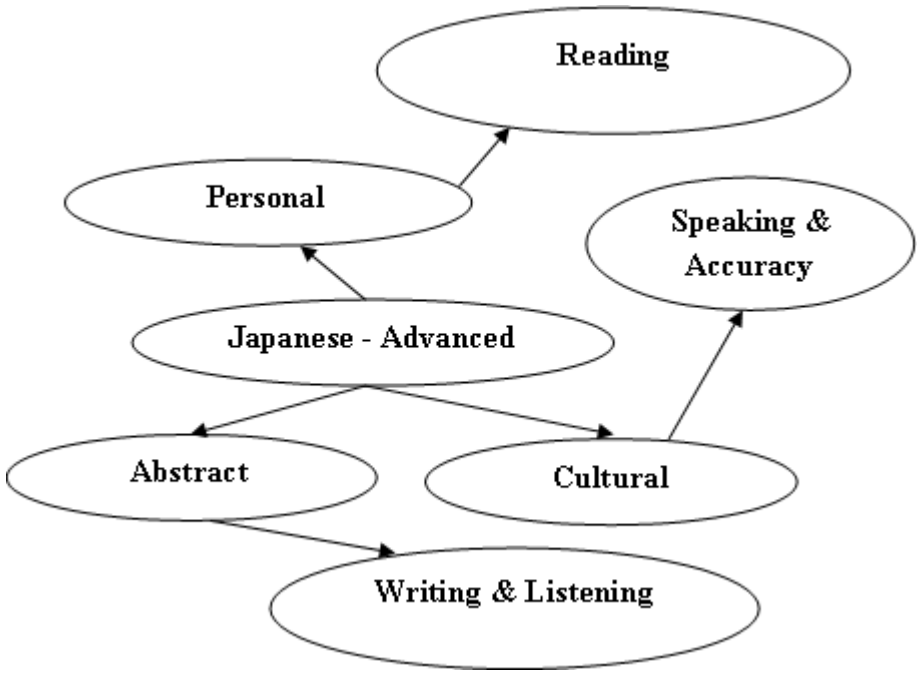
**The Learner will be able to**

| | | |
|---|---|---|
| CO1 | Converse in Standard Japanese to perform simple communicative tasks in social situations | Understand |
| CO2 | Read and write characters and demonstrate comprehension of short prepared texts | Apply |
| CO3 | Compose sentences and personal responses to questions, employing complex sentence structures | Analyse |
| CO4 | Reinforce reading skills | Apply |
| CO5 | Can carry on increasingly challenging dialogues in response to contextual stimulus | Apply |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | 1 | 1 | - | - | - | - | - | - | - | 3 |
| **CO2** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO3** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO4** | - | 2 | 2 | 1 | - | - | - | - | - | - | - | 3 |
| **CO5** | - | 3 | 1 | 1 | - | - | - | - | - | - | - | 3 |

**Concept Map**




**UNIT - I PERSONAL** **20**

Family – Friends – Home – Rooms – Health – School – Hobbies - Student life – Shopping – Clothes - Pets and animals

*Reading: Hiragana, Katakana, 100 Kanji, 1600 Words (JLPT N5 Kanji and Vocabulary), Identify the intent and general meaning of short texts, Advertisements, Tickets, Brochures, Short narratives*

**UNIT – II ABSTRACT** **20**

Schedules – Prices - Size and quantity – Symbols – Colors – Numbers – Days – Dates – Time – Directions - Weather and seasons – Transportation

*Writing: Hiragana, Katakana, 100 Kanji, Create simple paragraphs, Letters and short guided compositions*

*Listening: Identify intent and general meaning of uncomplicated speech, Understand polite questions, answers and commands*

**UNUT – III CULTURAL** **20**

Holidays and festivals – Geography - Monuments and places of interest - Cultural and historical figures - Food and customs – Travel - Professions and work

*Speaking: Sentences and strings of sentences, Polite questions, commands and requests*

*Accuracy: Understand and express intent and general meaning*

**TOTAL: 60 PERIODS**

**Textbooks**

1. Timothy G.Stout, Japanese Hiragana & Katakana for Beginners: First Steps to Mastering the Japanese Writing System, Tuttle Publications, 2011.

**References**


1. Helen Gilhooly , Complete Japanese, Tuttle Publications, 2017.
2. Eriko Sato, Learning Japanese Kanji Practice Book Volume 1, Tuttle Publications, 2015.


**Course Designers**

1. K. Rajeev Founder/ Director Center for foreign languages
2. Dr.G.Maninaran Prof/Mechanical

| 19EN616 | Yoga and Meditation<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 2 | 1 |

**Preamble**

Physical activity increases the motility and mobility of the organs and muscles, allowing them to perform their natural detoxification process. Yoga is a full-body workout, targeting all the muscles of the body with both static holds and dynamic movement. It's a great way to stay Healthy and energetic.

**Prerequisite**

**NIL**

**Course Outcomes**

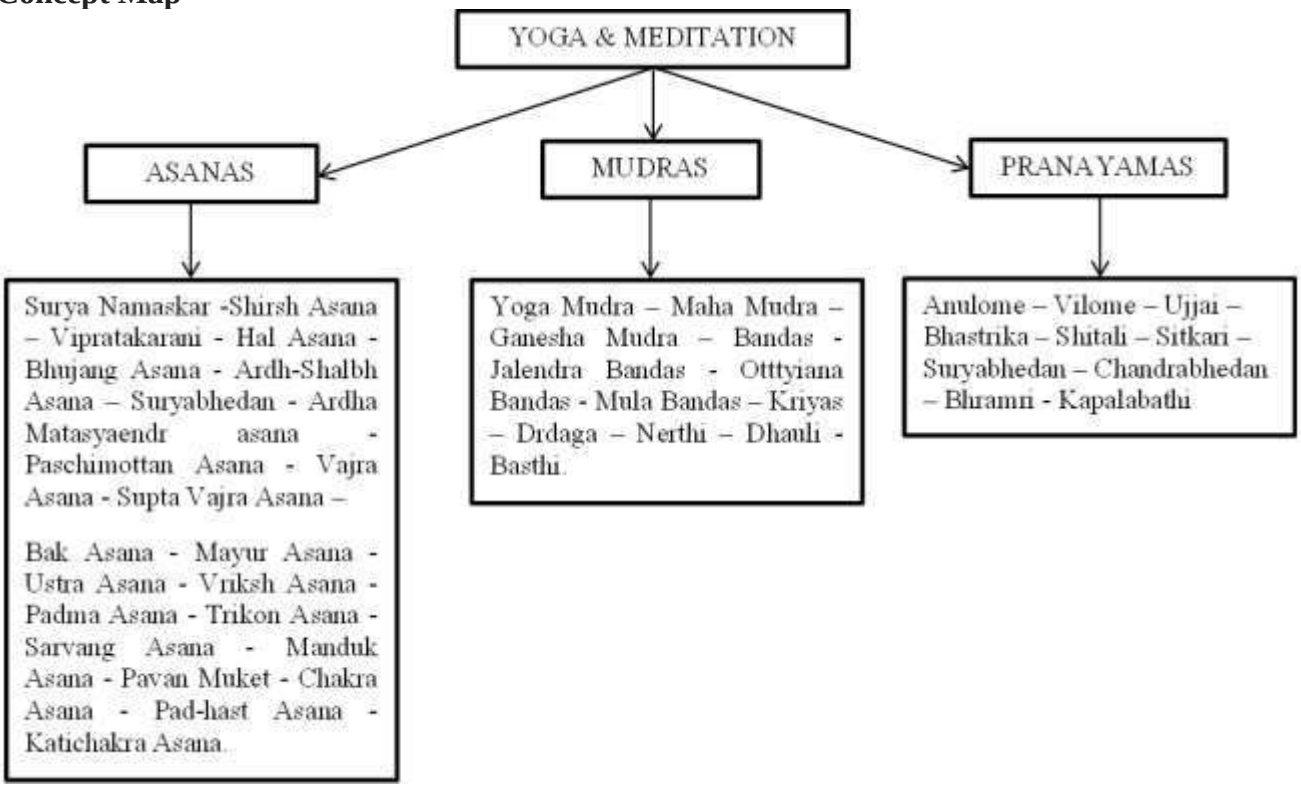
**The student will be able to**

| | | |
|---|---|---|
| CO1 | Develop positive health | Apply |
| CO2 | Build their inner and outer personality | Apply |
| CO3 | Utilize scientific attitude and team spirit to channelize their energies | Apply |

**Mapping of COs with POs and PSOs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | - | - | - | 1 | - | - | - | - | - | 1 |
| **CO2** | - | - | - | - | - | - | - | - | - | - | - | 1 |
| **CO3** | - | - | - | - | - | - | - | 1 | - | - | - | 2 |

**Concept Map**




**UNIT - I ASANAS** **15**

Surya Namaskar -Shirsh Asana – Vipratakarani - Hal Asana - Bhujang Asana - Ardh-Shalbh Asana – Suryabhedan - Ardha Matasyaendrasana - Paschimottan Asana - Vajra Asana - Supta Vajra Asana – Bak Asana - Mayur Asana - Ustra Asana - Vriksh Asana - Padma Asana - Trikon Asana - Sarvang Asana - Manduk Asana - Pavan Muket - Chakra Asana - Pad-hast Asana - Katichakra Asana.

**UNIT - II MUDRAS** **10**

Yoga Mudra – Maha Mudra - GaneshaMudra – Bandas - Jalendra Bandas - Otttyiana Bandas - Mula Bandas – Kriyas – Drdaga – Nerthi – Dhauli - Basthi.

**UNIT - III PRANAYAMAS** **5**

Anulome – Vilome – Ujjai – Bhastrika – Shitali – Sitkari – Suryabhedan – Chandrabhedan - Bhramri Kapalabathi.

**TOTAL: 30 PERIODS**

**Textbooks**

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**References**


1. Swami Vivekananda, Raja Yoga, Ramakrishna Ashrama Publications, 2003
2. Harihara nanda Aranya, Yoga sutras of Patanjali, University of Calcutta Press, 2005

3. Yoga and light, Bihar school of yoga, Bihar Pulication, 2018

**Course Designers**

1. Ms.S.Pavithra. pavithraudyjan31@gmail.com

| 19EN617 | Product Design for Future<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 4 | 2 |

**Preamble**

This course will introduce the new product development process and cover the three main areas of focus on discovery of opportunity identification, which will give an insight about design of concept, product design development and evaluation.

**Prerequisite**

**NIL**

**Course Outcomes**

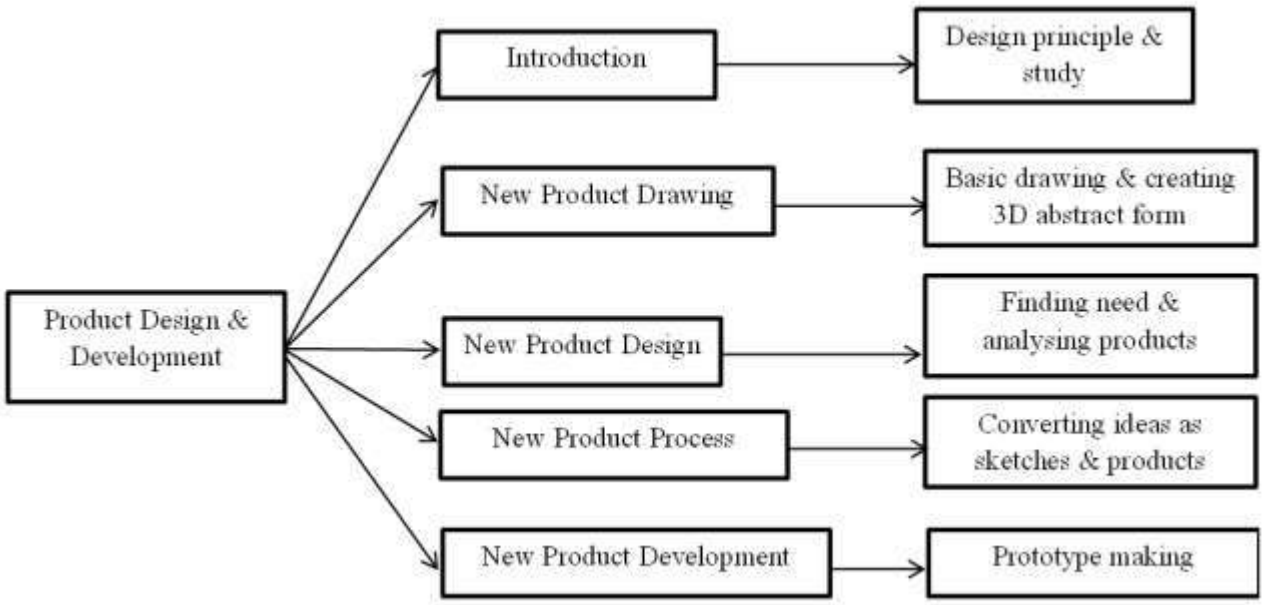
**The student will be able to**

| | | |
|---|---|---|
| CO1 | Outline the new product design | Understand |
| CO2 | Generate new product concept and ideas | Analyze |
| CO3 | Make use of concepts and tools | Apply |
| CO4 | Acquaint with the importance of teamwork and collaboration | Understand |
| CO5 | Deliver innovative approaches to product launch and introduction | Create |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 0 | 2 | 1 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | 2 | 3 |
| **CO2** | 3 | 1 | 2 | 3 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 3 |
| **CO3** | 0 | 3 | 2 | 3 | 3 | 1 | 2 | 1 | 3 | 1 | 2 | 3 |
| **CO4** | 3 | 2 | 1 | 3 | 3 | 1 | 2 | 1 | 2 | 1 | 1 | 3 |
| **CO5** | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 1 | 2 | 3 |

**Concept Map**




**SYLLABUS**

**UNIT – I INTRODUCTION** **8**

Introduction to design - Design principle - Development of products, systems and environments- Human Study - Product quality of home, office and public environments- Global trends, challenges and opportunities- Behavior in the future- Products and services for consumer needs, manufacturing and economic impact

**UNIT-II NEW PRODUCT DRAWING** **12**

Basic Drawing study-Lines and solids-Nature and Form-Half views-Full views-Revolved views-Sectioning-Scaling-Light and Shadow – Orthographic views-Perspective views - Creating 3D Abstract Form

**UNIT-III NEW PRODUCT DESIGN** **12**

Introduction to Product Design – Product vision-Product research-Survey-Analyzing products - Finding a need for Product-Planning-ideation –Design for packaging and distribution-Prototype- Final product

**UNIT- IV NEW PRODUCT PROCESS** **12**

Initial Thought process and Design Process – Contextual inquiry-Empathy map-Discussion about the product and process – Market strategy-Story board-Converting ideas as Sketch- Poster

**UNIT- V NEW PRODUCT DEVELOPMENT** **16**

Introduction to 3D model – Concept development-Businesses analysis -Simple Design - Making Prototype – Testing and validation-Project Presentation-Commercialization.

**TOTAL: 60 PERIODS**

**References**


1. Clayton M. Christensen Michael E. Raynor," The Innovator's Solution", Harvard Business School Press Boston, USA, 2003
2. Karl Ulrich, Steven D.Eppinger, "Product Design and Development", Tata McGraw-Hill Publishers, 3rd Edition, 2008
3. Francis D.K.Ching, "Design Drawing", Wiley India, 2nd Edition, 2012.


**Course Designer**


Mr .Saravanan Lakshmanan saravananlakshman@gmail.com

| 19EN618 | Indian Astronomy and Mathematics<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | 2 | - | - | 2 |

**Preamble**

The Course cover the development of Mathematical ideas and techniques, starting from the Vedic period to modern times. It will introduce learners to the basics of physics and teaches them how to apply mathematics in the field of astronomy.

**Prerequisite:NIL**

**Course Outcomes**

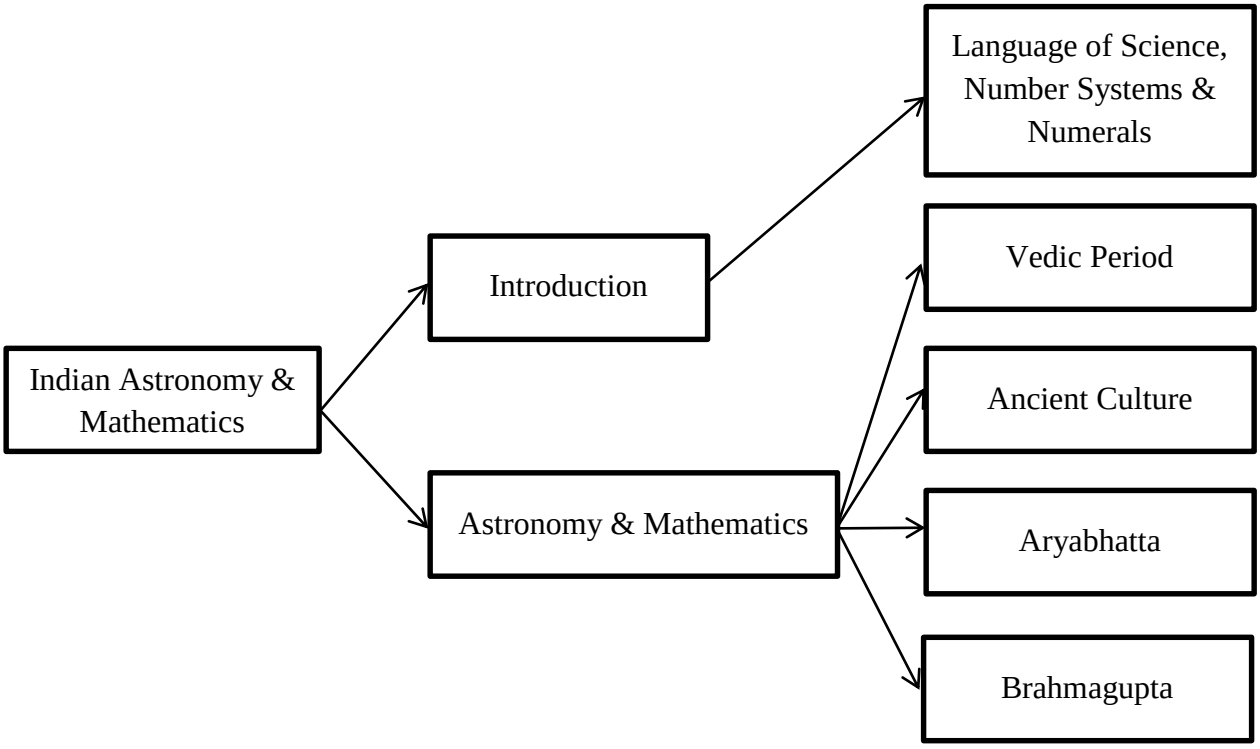
**The student will be able to**

| | | |
|---|---|---|
| CO1 | Summarize the evolution of Astronomy on Indian subcontinent through ages. | Understand |
| CO2 | Survey the origin, growth and evolution of astronomy in India | Analyze |
| CO3 | Study about ancient culture | Understand |
| CO4 | Illustrate the application of Mathematics in astronomy | Understand |
| CO5 | Outline the development of Mathematics in India | Understand |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| **CO2** | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| **CO3** | 3 | 2 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| **CO4** | 3 | 2 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| **CO5** | 1 | 1 | 1 | 1 | 0 | 3 | 2 | 0 | 0 | 1 | 0 | 1 |

**Concept Map**




**SYLLABUS**

**UNIT – I INTRODUCTION** **5**

The Language of Science - An Introduction to Indian Astronomy - Number Systems and Numerals

**UNIT-II ASTRONOMY AND MATHEMATICS IN VEDIC PERIOD** **5**

Astronomy in the Vedic Period - Mathematics in Vedangas - The 18 Siddhantas

**UNIT-III ASTRONOMY AND MATHEMATICS OF ANCIENT CULTURE** **7**

Astronomy and Maths of Ancient Cultures - Ujjain Meridian - Varahamihiras Eclipse proof - Aryabhata

**UNIT- IV ASTRONOMY AND MATHEMATICS - ARYABHATTA** **7**

Indian sine - Kuttaka algorithm - Poetry and Playfulness

**UNIT- V ASTRONOMY AND MATHEMATICS - BRAHMAGUPTA** **6**

Brahmagupta - Middle Classical Period - Mathematics of Kerala School - Miscellany

**TOTAL: 30 PERIODS**

## References


1. Chander Mohan "The story of Astronomy in India"Duff Piercy Willis," Great Inventions and Discoveries", Pothi.com Editor: I Pyblisher, 2015.
2. Dr.S.Balachandra Rao, "Indian Mathematics and Astronomy", Some Landmarks Publisher, Revised 3rd Edition, 2012.


## Course Designer


Mr .Rangarathnamgopu writergopu@gmail.com

| 19EN619 | Inventions and Discoveries<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | 2 | - | - | 2 |

**Preamble**

This course will provide opportunities to apply the design process in the invention or innovation of a new product, process, or system. Learners will have opportunities to study the history of inventions and innovations, including their impacts on society. They will learn about the core concepts of technology.

**Prerequisite**
**NIL**

**Course Outcomes**

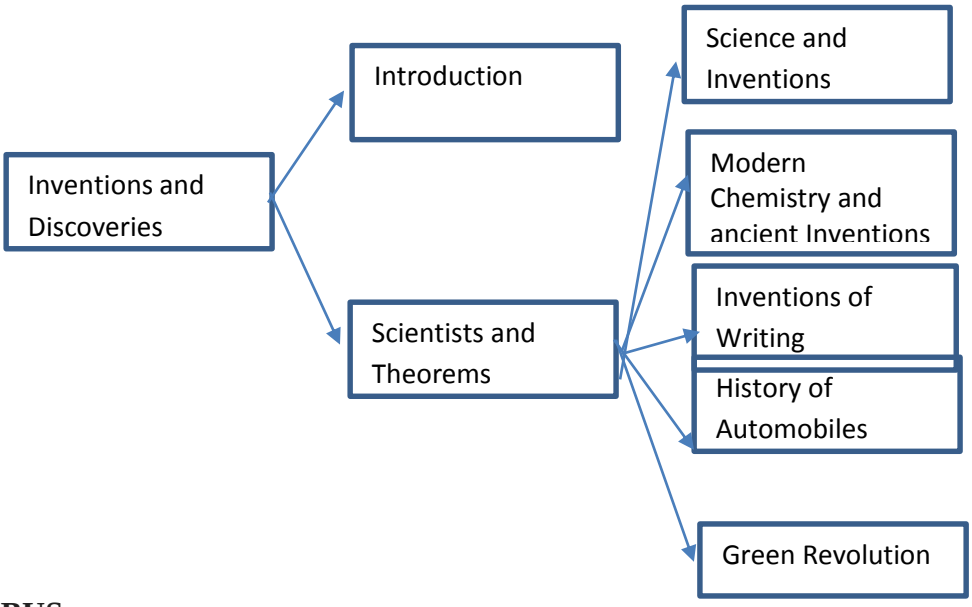
**The student will be able to**

| | | |
|---|---|---|
| CO1 | Outline the meanings of invention and innovation | Understand |
| CO2 | Inspect the historical perspective of various inventors, inventions, and innovations. | Analyze |
| CO3 | Interpret the relationships among technologies and the connections between technology and other fields of study | Understand |
| CO4 | Select and use agricultural and related biotechnologies. | Evaluate |
| CO5 | Summarize the impact of inventions and innovations on society. | Understand |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| **CO2** | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| **CO3** | 3 | 2 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| **CO4** | 3 | 2 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| **CO5** | 1 | 1 | 1 | 1 | 0 | 3 | 2 | 0 | 0 | 1 | 0 | 1 |

**Concept Map**




**SYLLABUS**

**UNIT- I SCIENCE & INVENTIONS** **7**

Thomas Edison and light bulb - Why Faraday didn't invent light bulb – Inventions of Edison - Research lab and electrical system - Is invention the outcome of necessity - James Watt and steam engine - George Stephenson and railways - Charles Parsons and turbines.

**UNIT-II MODERN CHEMISTRY & ANCIENT INVENTIONS** **9**

Alchemy - Lavoisier and Priestley – Mendeleev - Fire, Axes, Tools - Food, farming: 12 major crops - Domestication of animals - Pottery, bricks, metals – Textiles.

**UNIT-III INVENTION OF WRITING** **4**

Sumerian cuneiform - Egyptian hieroglyphs - China, Korea - Phoenicia to Greek to Latin to English - Indian writing - Brahmi to modern scripts.

**UNIT-IV HISTORY OF AUTOMOBILES** **5**

Ships, boats, trade - History of gears - Otto, Benz, Daimler - Levassaor and Panhard - Henry Ford - Airplanes and electric cars.

**UNIT- V GREEN REVOLUTIONS** **5**

Haber Bosch process - Dams and irrigation - pesticides, distribution - Crops, genetics Harvesting water - History of medicine.

**TOTAL: 30 PERIODS**

**References**


1. Duff Piercy Willis," Great Inventions and Discoveries", Alpha Edition, ISBN: 9789352970056, 9789352970056.
2. Roger Bridgman, " 1000 Inventions and Discoveries", DK Children Publishers, 2020.


**Course Designer**


Mr.Ranganathan gopu writergopu@gmail.com

| 19EN620 | Mandarin<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 4 | 2 |

**Preamble**

This course is designed for learners to understand the culture and language of the Chinese – speaking community and to develop an ability to communicate in real-life situations by acquiring reading, writing, listening and speaking skills. The course demonstrates an understanding of the cultures and civilizations of the principal group of people who speak Chinese, from geographical, socio-political, literary and artistic perspectives.

**Pre requisite -** NIL

**Course outcome**

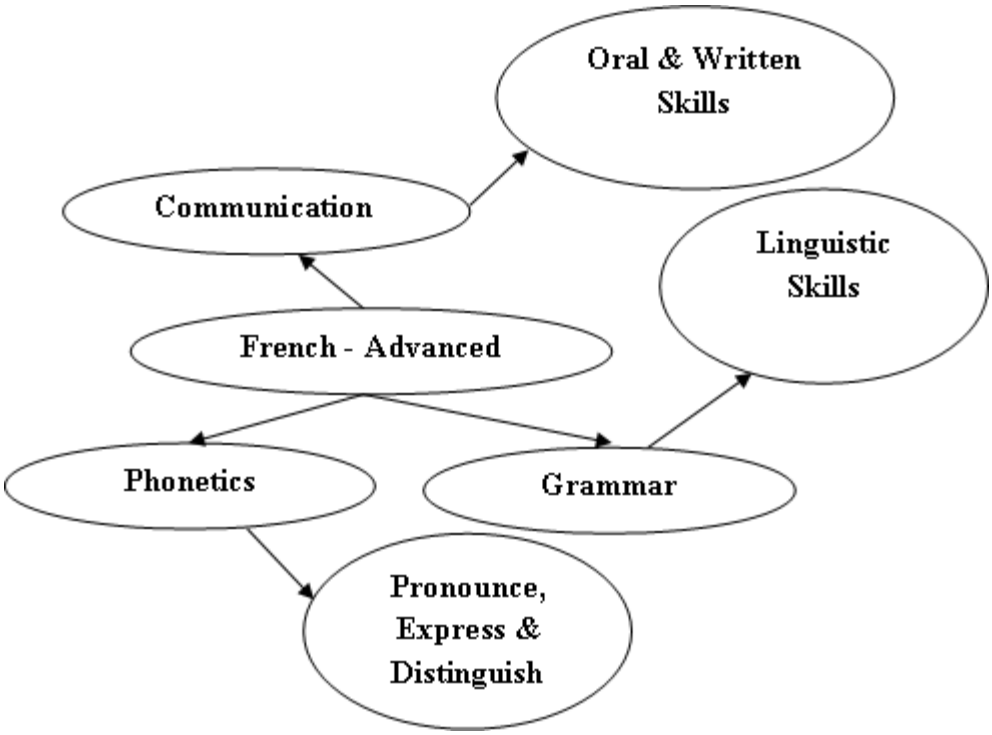
**The Learner will be able to**

| | | |
|---|---|---|
| CO1 | To access the effective word choice, vocabulary, grammar and sentence structures allowing accurate communication in written work. | Understand |
| CO2 | To evaluate the reading contents and pronunciation. | Apply |
| CO3 | Demonstrate comprehension of written and spoken Chinese at an advanced level. | Understand |
| CO4 | Use pronunciation drills to make the correct Chinese tones. | Apply |
| CO5 | Understand the concepts behind the writing of various needs and to be able to develop the content based on the information available. | Apply |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | 1 | 1 | - | - | - | - | - | - | - | 3 |
| **CO2** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO3** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO4** | - | 2 | 2 | 1 | - | - | - | - | - | - | - | 3 |
| **CO5** | - | 3 | 1 | 1 | - | - | - | - | - | - | - | 3 |

**Concept Map**



**UNIT I:**

**BASICS OF CHINESE LANGUAGE (12 HRS)**

The Chinese phonetic alphabet – Organs of speech – Initials and Finals – Simple finals – Compound finals – Aspirated and unaspirated consonants – Tones – Chinese characters – Basic stroke of Chinese characters.

**Lab Component:** Knowledge of various sounds – Voice modulation – dialects – Greetings – Self Introduction.

**Suggested Activities:**

1. Pronunciation practice for every topic.
2. Matching words and meanings for better understanding of concepts.
3. Individual and group activities such as role play, dialogue and self presentation of all the topics.
4. Identification of greetings and numbers.
5. Error detection in role play and other activities.
6. Any other related relevant classroom activity.

**UNIT II:**

**TONES DIFFERENTIATIONS (12 hours)**

Changes in the 3rd tone – Conversation Practice – Greetings – "Yes – No" question with '吗' – Where do you go? - At what time did wake up - Where is the bank? - Inside the class - Railway station - - Go straight ahead - There's access to the internet in the room.

**Lab Component:** Vocabulariy- Knowledge of various sounds – Voice modulation – dialects – Greetings – Self Introduction.

**Suggested Activities:**

1. Learning new vocabulary in all the concepts covered.
2. Focusing on the Reading Practice.
3. Practicing on the exercises relevant to the Unit.
4. Matching words and meanings for better understanding of concepts.
5. Individual and group activities such as role play, dialogues and self presentation of all the topics.
6. Identification of words for all the topics.
7. Jumbled expressions, words and sentences.
8. Any other related relevant classroom activity.
9. Framing sentences and expressions related to the concepts.

**UNIT III:**

**ASKING SOMEONES PERSONAL ISSUES (12 Hours)**

Text – New words – Pronunciation drills – Conversation practice – Identifying people – Asking someone's nationality – Phonetics – Chinese characters - Conversation practice I : You are beautiful - Conversation practice II : Animals, Fruits - Conversation practice III : My hobbies - Conversation practice IV : Tour - Conversation practice V: My university.

**Lab Component:** Drills and Practice - Vocabulary - Knowledge of various sounds – Voice modulation – dialects.

**Suggested Activities:**

1. Practicing on the exercises relevant to the topics.
2. Content elaboration for every grammar concept.
3. Making sentences using different grammatical forms.
4. Any other related relevant classroom activity.

**UNIT IV:**

**KNOWING IMPORTANT PLACES 12**

Text – New words – Pronunciation drills – Pronunciation drills – Spelling rules – Grammar – Sentences with "是" - Conversation Practice VI: Summer vacation - Conversation practice VII: Parts of the body - Conversation practice VIII: Post office - Conversation practice IX: In the park - Conversation practice X: In Beijing.

**Lab Component:** Drills and Practice - Vocabulary - Knowledge of various sounds – Voice modulation – dialects.

**Suggested Activities:**

1. Practicing on the exercises relevant to the topics.
2. Content elaboration in letters.
3. Writing informal letters.
4. Any other related relevant classroom activity.

**UNIT V:**

**SAYING GOODBYE (12 hours)**

Text – New words – Pronunciation drills – Pronunciation drills – Spelling rules – Grammar – saying goodbye – Expressing thanks - Grammatical features: Negative forms - Usages of noun - Usage of Pronoun - Usage of verb - Usage of adverb - -I don't know how to input Chinese characters.

**Lab Component:** Drills and Practice - Vocabulary - Knowledge of various sounds – Voice modulation – dialects.

**Suggested Activities:**

1. Practicing on the exercises relevant to the topics.
2. Content elaboration for every grammar concept.
3. Making sentences using different grammatical forms.
4. Any other related relevant classroom activity.

**TEXTBOOKS:**

1. "Elementary Chinese Reader I", Sinolingua, Beijing, China.
2. "New Practical Chinese Reader", Notcefl, Peoples Republic Of China.

**REFERENCES:**

1. "A Practical Chinese Grammar For Foreigner", Beijing Language And Culture University, Beijing.

**TEACHING METHODS:**

- Lectures
- Discussions
- Role play activities
- Short oral presentation
- Activities conducted individually, in pairs and groups like self – introduction.
- Listening and viewing activities with follow ups like discussions, filling up work sheets etc.,

**EVALUATION PATTERN:**

Evaluation will be based on the following:

- Assignment
- Reviews
- Writing stroke orders
- Pronunciation

All the four skills will be tested with equal weightage given to each.

| 19EN621 | Spanish- Basic<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 4 | 2 |

**Preamble**

This course is designed for Learners who have no experience in Spanish language learning. The class covers basic grammatical structures, ritual expressions, and basic writing system.

**Prerequisite**

**NIL**

**Course Outcomes**

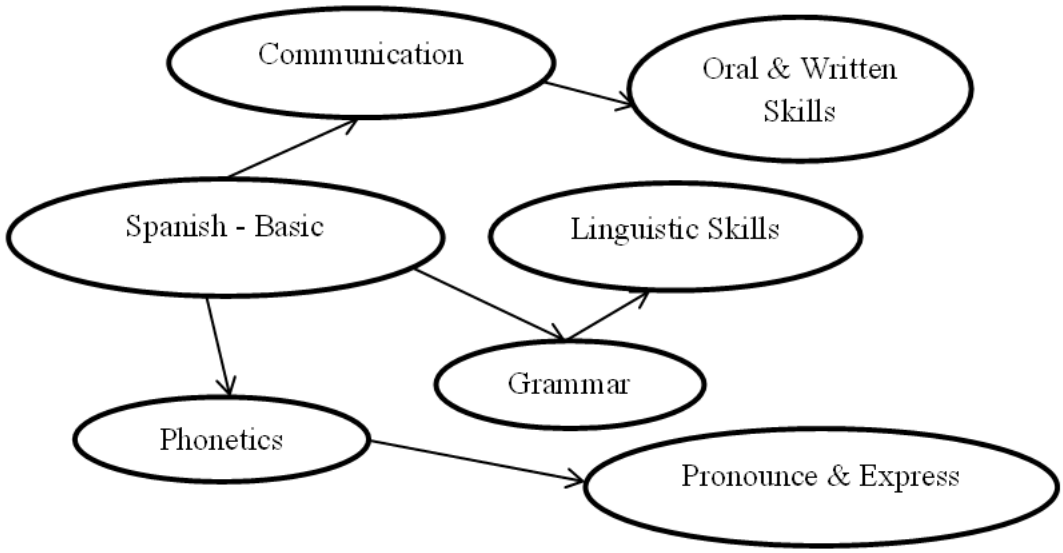
**The Learner will be able to**

| | | |
|---|---|---|
| CO1 | Use fundamental elements of a foreign language | Understand |
| CO2 | Identify distinctive features of the culture(s) associated with the language | Apply |
| CO3 | Appraise basic Spanish language skills and grammar | Analyze |
| CO4 | Communicate short messages on highly predictable, everyday topics that affect them directly | Apply |
| CO5 | Read a limited amount of information from highly predictable texts, basic practical writing needs using lists, short messages, postcards, and simple notes | Apply |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | 1 | 1 | - | - | - | - | - | - | - | 3 |
| **CO2** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO3** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO4** | - | 2 | 2 | 1 | - | - | - | - | - | - | - | 3 |
| **CO5** | - | 3 | 1 | 1 | - | - | - | - | - | - | - | 3 |

**Concept Map**




## SYLLABUS

**UNIT -I COMMUNICATION** **20**

Establish contact with someone - Introduce self and others - Greet, congratulate, express condolences – Spell – Count - Exchange simple information on self, preferences, feelings, plans, dreams - Ask for information - Tell the time - Advise, order, suggest - Buy, sell - Make a reservation - Order food or any article - Invite, accept or refuse invitation - Fix an appointment - Locate a place - Give directions - Give chronological order of events - Prepare an itinerary - Ask for/Give explanations - Describe a person, an object, an event, a place - Describe the weather - Compare

**UNIT –II PHONETICS** **20**

Pronounce words, say sentences, questions and give orders using the right accent and intonation -Express surprise, doubt, fear, displeasure and all positive or negative feelings using the right intonation - Distinguish voiced and unvoiced consonants - Distinguish between vowel sounds.

**UNIT –III Grammar** **20**

Nouns: Gender and Number – Articles: Definite and Indefinite, partitive – Pronouns : Personal, Relative – Verbs: Conjugation of regular and irregular verbs (affirmative and negative) in the following tenses

(indicative mood) – present, present continuous, simple future, immediate future, recent past, simple past, past continuous – Verbs: The imperative mood – Adjectives: numeric, qualitative, possessive, demonstrative, interrogative – gender and number - Prepositions : Simple prepositions ( place, time) – Interrogation : Interrogative Word

**TOTAL: 60 PERIODS**

**Textbooks**

1. Herrera, J.Gali, Espanol - Lengua y Civilizacion en un Curso, French and European Publications, 1971.

**Course Designers**

1. Dr.K. Rajeev Founder/ Director Center for foreign languages Mail id: admin@cflglobal.org

| 19EN622 | Spanish -Advanced<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 4 | 2 |

**Preamble**

This course is designed for Learner who have previous experience in Spanish language learning. The class covers basic grammatical structures, ritual expressions, and basic writing system for expressing literary and cultural expressions.

**Prerequisite19EN-** Spanish Basic Course

**Course Outcomes**

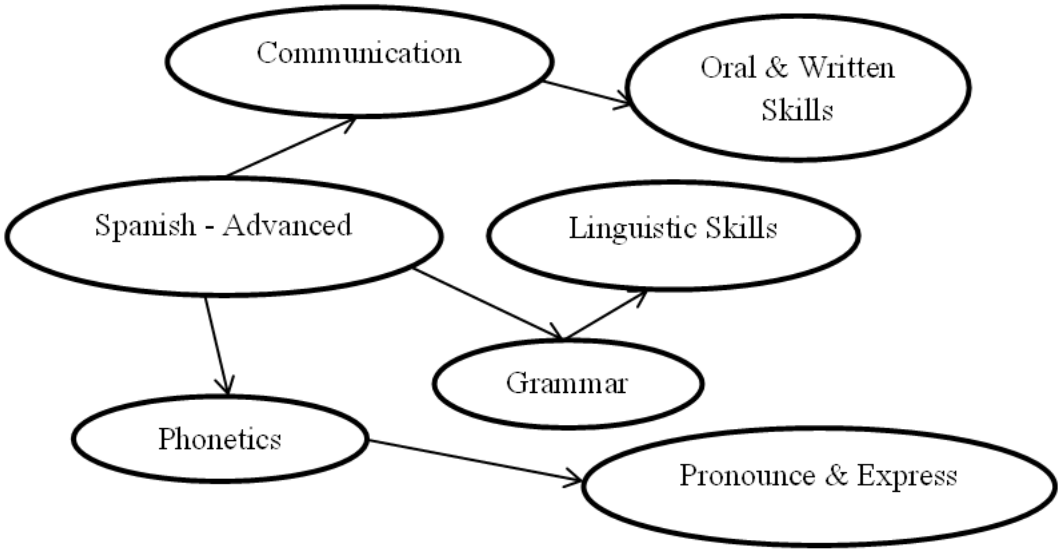
**The Learner will be able to**

| | | |
|---|---|---|
| CO1 | Use fundamental elements of a foreign language | Understand |
| CO2 | To read and write short and simple texts | Apply |
| CO3 | To understand a dialogue between two native speakers and also take part in short, simple conversations using the skills acquired. | Understand |
| CO4 | Use critical skills and to analyze literary, cultural texts etc., | Apply |
| CO5 | Achieve cultural competency through living in another cultural and linguistic environment. | Apply |

**Mapping of COs with POs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | 1 | 1 | - | - | - | - | - | - | - | 3 |
| **CO2** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO3** | - | - | - | - | - | - | - | - | - | - | - | 3 |
| **CO4** | - | 2 | 2 | 1 | - | - | - | - | - | - | - | 3 |
| **CO5** | - | 3 | 1 | 1 | - | - | - | - | - | - | - | 3 |

**Concept Map**




**SYLLABUS**

**UNIT –I COMMUNICATION** **20**

Describe in detail people, relationships, events, places, cultures of countries - Compare people, relationships, events, places, cultures and the changes that they have undergone - Apply for a job - Exchange personal and professional information - Express opinion on people, places, events encountered in one's personal life and on press articles, television programs, multimedia, films, books - Express plans, dreams, aspirations of the future.

**UNIT –II PHONETICS** **20**

Pronounce words, say sentences, questions and give orders using the right accent and intonation -Express surprise, doubt, fear, displeasure and all positive or negative feelings using the right intonation - Distinguish voiced and unvoiced consonants - Distinguish between vowel sounds.

The course reinforces all the notions introduced in the previous course.

**UNIT –III GRAMMAR**

**20**

Revision of Articles - Revision of Adjectives - Revision of Verbs of Present - Verbs in Past and Future - Pronouns possessive, indefinite, demonstrative and the use of double pronouns - Verbs–conjugation of regular and irregular verbs (affirmative and negative) in the following tenses(indicative mood) – past perfect, future perfect - Adverbs of time, place, quantity and indefinite adverbs - Comparative and superlative structures -

Phrases to express cause, consequence, objective.

**TOTAL: 60 PERIODS**

**Textbooks**

1. Herrera, J.Gali, Espanol - Lengua y Civilizacion en un Curso, French and European Publications, 1971.

**Course Designers**


1. K. Rajeev Founder/ Director Center for foreign languages 9381025129 Mail id: admin@cflglobal.org
2. Dr.G.Manimaran Prof/Mech manimaran@saveeth.ac.in

| 19EN623 | Dream, Draw and Create<br>Common to all | L | T | P | C |
|---|---|---|---|---|---|
| | | - | - | 4 | 2 |

**Preamble**

The learners develop ability to transfer their ideaa into prototype. Will be able to see the impact of craftwork on character, aesthetics, the quality of the environment, and material knowledge.
**Prerequisite: NIL**

**Course Outcomes**

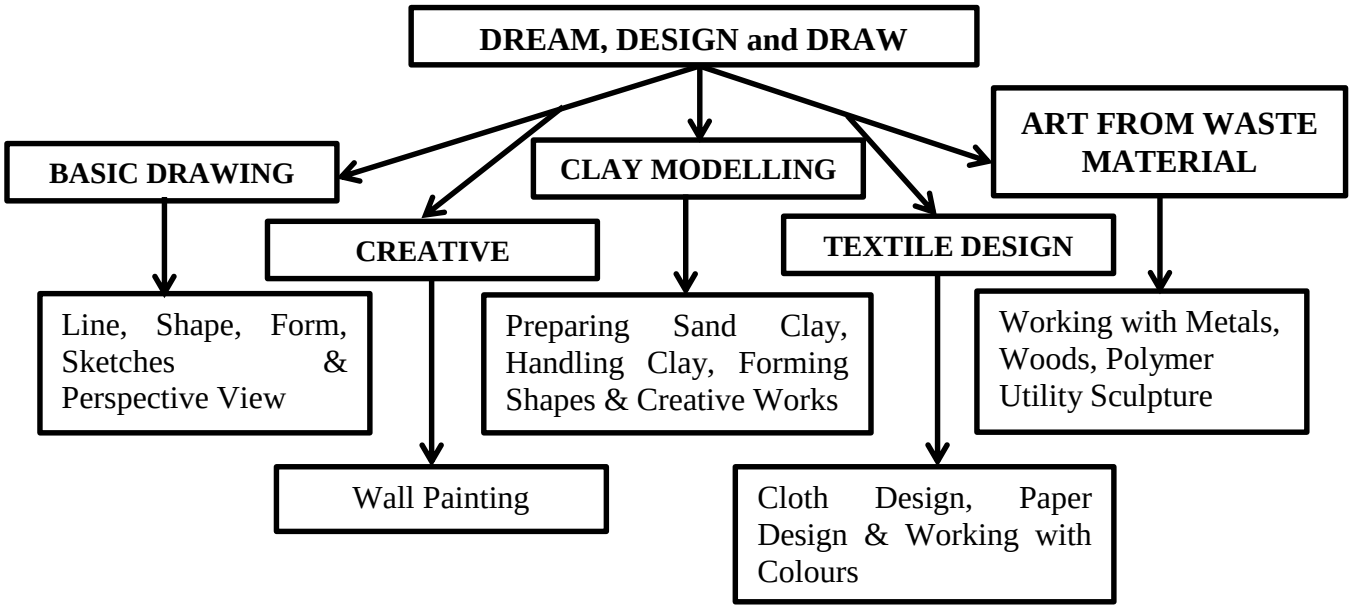
**The student will be able to**

| | | |
|---|---|---|
| CO1 | use a variety of brainstorming techniques to generate novel ideas | Apply |
| CO2 | communicate the content and process of their work visually | Apply |
| CO3 | work independently or collaboratively to achieve stated goals | Apply |

**Mapping of COs with POs and PSOs**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | - | - | - | - | 1 | 1 | - | - | - | - | 3 |
| **CO2** | - | - | - | - | - | 1 | 3 | - | - | - | - | 3 |
| **CO3** | - | - | - | - | - | 3 | 1 | - | - | - | - | 3 |

**Concept Map**



**UNIT – I BASIC DRAWING** **12**

Introduction to drawing tools-Lines –Solids- Geometrical shape – Forms – Sketches- – 1,2,3 Point Perspective View- Auto CAD basics- Comments-creating solids-Drawing objects.

**UNIT – II CLAY MODELLING** **12**

Clay properties-Preparing clay – Handling clay – Forming shapes- Animal forms-Geometrical forms – Creative model works- Heat treatment-Furnace types- Curing products- Effect of heating.

**UNIT – III ART FROM WASTE MATERIAL** **12**

Properties of materials- Working with metals – Forging process-shaping with dies-Foundry basics-Woods – Carpentry basics-Polymer-Polymer types-Polymerisation process-Utility sculpture-Pattern making.

**UNIT – IV CREATIVE DRAWING** **12**

Wall painting (Graffiti)- working with paint-Environment, social awareness, self-awareness drawings-Wall mural-Environment, Epics drawings.

**UNIT – V TEXTILE DESIGN** **12**

Basic textile terminology -Introduction to cloth design – Paper design-Working with colours-Evaluation of colour fastness to washing and ironing-Making design on cloth- Design validation-Presentation.

**TOTAL: 60 PERIODS**

**References**


1. H.W.Janson, Anthony F.Johnson, History of Art: The Western Tradition, Pearson Prentice Hall, 2003, 6th Edition
2. Donald Letcher Goddard, American Painting, Hugh Lauter Levin Associates, 1990, 1st Edition.
3. Raymond Lister, The Paintings of Samuel Palmer, Cambridge University Press, 1985, 1st Edition.


**Course Designers**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