Program
BA English Language and Literature

CURRICULUM AND SYLLABUS

(For 2018 admission onwards)
<table>
<thead>
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<td>Program Specific Outcomes</td>
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<td>5</td>
<td>Syllabus</td>
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PROGRAM OUTCOMES (PO)

PO1 - Comprehend the world of literature and diverse literary works.

PO2 - Acquire a thorough knowledge of the historical, literary and theoretical aspects of literature.

PO3 - Explore how literary works are to be analysed, by promoting research thinking and exploration.

PO4 - Get transformed into accomplished and active readers and writers, enabling the students to focus on their higher studies

PO5 - Value literature and humanity

PO6 - Understand the development of language as used in works of literature.

PO7 - Effective Communication: listen, speak, read, and write clearly in person and through electronic media in foreign and Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO8 - Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context.

PROGRAM SPECIFIC OUTCOMES (PSO)

PSO1 - Read, interpret, and write about a diverse range of texts in English, for example literature, film, digital media, and popular culture.

PSO2 - Understand the texts analytically and critically.

PSO 3 - Understand the texts on the basis of careful close reading.

PSO 4 – Educate students to write critical essays on the prescribed topics, motivating them to engage in genuine research work at the post graduation level.
# BA English Language and Literature

## CURRICULUM STRUCTURE

(For 2018 admission onwards)

### SEMESTER I

<table>
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### ELECTIVES

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Evaluation Scheme and Grading System

50:50 (Internal: External) (All Theory Courses)

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80:20 (Internal: External) (Lab courses and Lab based Courses having 1 Theory hour)

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70:30 (Internal: External) (Lab based courses having 2 Theory hours/ Theory and Tutorial)

Theory- 60 Marks; Lab- 40 Marks

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65:35 (Internal: External) (Lab based courses having 3 Theory hours/ Theory and Tutorial)
Theory - 70 Marks; Lab - 30 Marks

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*CA – Can be Quizzes, Assignment, Projects, and Reports.

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Grades O to P indicate successful completion of the course

$$CGPA = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where
C_i = Credit for the \(i^{th}\) course in any semester
Gr_i= Grade point for the \(i^{th}\) course
Cr. = Credits for the Course

Gr. = Grade Obtained

BA English Language and Literature
SYLLABUS

(For 2018 admission onwards)
Objectives:

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

Course Contents:

Unit I

Kinds of sentences, usage of preposition, use of adjectives, adverbs for description, Tenses, Determiners-Agreement (Subject – Verb, Pronoun- Antecedent) collocation, Phrasal Verbs, Modifiers, Linkers/ Discourse Markers, Question Tags

Unit II

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

Unit III

Letter Writing - Personal (congratulation, invitation, felicitation, gratitude, condolence etc.) Official (Principal / Head of the department/ College authorities, Bank Manager, Editors of newspapers and magazines)

Unit IV

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

Unit V


Poems: Ogden Nash- ‘This is Going to Hurt Just a Little Bit’ [Detailed]


Kamala Das- ‘The Dance of the Eunuchs’[Non-Detailed]
Short Stories: Edgar Allan Poe’s ‘The Black Cat’, Ruskin Bond’s ‘The Time Stops at Shamili’

Course Outcomes

CO 1 Demonstrate competency in all the four linguistic skills, viz. listening, speaking, reading and writing

CO 2 Apply different styles of communication in professional context

CO 3 Participate in different planned & extempore communicative activities

CO 4 Interpret and discuss facts and information in a given context

CO 5 Develop an appreciation for human values

CORE READING:


2. Syamala, V. *Speak English in Four Easy Steps*, Improve English Foundation Trivandrum: 2006

18ELL101 History of English Literature: The Pre-Chaucerian to the Jacobean 4-0-0- 4 Objectives:

On completion of the course, the student should: Understand the evolution of English literature; apply their awareness of literary history of the period to literary studies; identify the trends and movements in English literature during the period; get familiarity with the writers and their major works.

Course Outline: History of English literature from Pre-Chaucerian era to Jacobean age with special emphasis on major writers.

Unit1

General introduction Pre-Chaucerian era

Unit2

Chaucer – life and works

Unit3
Elizabethan age – characteristics – socio-political background – major writers
University Wits – Marlowe, Lily, Kyd, Greene

Unit4

Shakespeare- life and works

Unit5

Jacobian Age – characteristics – socio-political background- Milton and Puritanism

The Metaphysicals- characteristics-socio-political background-major writers- Donne/Herbert/Herrick

Course Outcomes

CO 1  To know different periods of the History of English literature
CO 2  To understand the effects of socio- political changes on literature
CO 3  To bring out the features of literature concerned to an age and to evaluate the works of renaissance writers
CO 4  To trace the evolution of early modern English literature
CO 5  Evaluate the development of language and literature through religious texts

REFERENCES:


18ELL102 English Poetry: The Chaucerian to the Jacobean 4-0-0-4

Objectives: To help the students identify forms and types of poetry of the Age; make them familiar with poetic devices and strategies; motivate them to read and appreciate poetry. Course Outline - Poetry - definition - the poetic language - classification. Chaucerian age - characteristics of poetry - major poets -Elizabethan sonnet. Metaphysical poetry – its characteristics -use of conceit, hyperbole - major poets. Restoration Age - Puritanism – characteristics-Jacobean Age.
Unit 1 – Evolution of English poetry from Chaucerian to Jacobean era

Unit 2
Edmund Spenser: "One day I Wrote her Name" [Detailed] “Faerie Queene” first 36 lines before Canto 1 [Detailed]

Unit 3
William Shakespeare: Sonnet 18 ‘Shall I Compare Thee to a Summer’s Day’ [Detailed] Sonnet 127, ‘In the Old Age Black was not Counted Fair’ [Detailed]
Sonnet 30 ‘When to the Sessions of Sweet Silent Thought’ [Non-Detailed] Sonnet 130 ‘My Mistress’ eyes are Nothing like the Sun’ [Non-Detailed]

Unit 4
John Donne: "Canonization", "Sun Rising" [Detailed]
Andrew Marvell: "To His Coy Mistress" [Detailed]
George Herbert: "The Gifts of God" (The Pulley) [Non-Detailed]

Unit 5
John Milton: "On his Blindness" [Non-Detailed], “Lycidas” [Detailed], Paradise Lost Book 1 (Invocation) [Detailed]

Course Outcomes

CO1 Define Poetry and list the different Ages and types of poetry
CO2 Identify and explain various characteristic features of different schools of poetry
CO3 Interpret the prescribed poems based on the theoretical study
CO4 Examine the prescribed poems and analyse their thematic and stylistic aspects
CO5 Appraise the non-detailed poems and also some other poems that are not prescribed, by the same poets
CO6 Investigate and formulate personal critical appreciation of poems that are not prescribed

CORE READING:
4. *Paradise Lost* Book 1

REFERENCES:

3. Beerbohm, Max, *The Prince of Minor Writers: The Selected Essays of Max Beerbohm*
8. Murphy, Raymond, *Murphy’s English Grammar*, CUP, 2004

**18ELL103 English Prose: The Elizabethan to the Augustan 4-0-0-4**

**Objectives**: On completion of the course, the student should be able to: Recognize various types of prose writing; analyse, understand and appreciate prose writing; write creatively and critically in an expository or argumentative way.


**Unit 1**

Introduction to the English essay - Formal/Impersonal- Informal/Personal essays Types of
Essays - Periodical/Critical Essays

Unit 2
Francis Bacon: “Of Truth” [Detailed], "Of Studies" [Detailed], "Of Great Places" [Non-Detailed], "Of Travel" [Non-Detailed].

Unit 3
Sydney: “Apology for Poetry” [Non-Detailed]

Unit 4
Joseph Addison: "Sir Roger at the Theatre" [Detailed]
Richard Steele: "The Trumpet Club" [Detailed]

Unit 5
Oliver Goldsmith: "Man in Black" [Non-Detailed], "National Prejudices" [Detailed] Dr. Johnson “Letter to Lord Chesterfield” [Detailed]

Course Outcomes

CO1 understand the various styles of essays from the Elizabethan to the Augustan times.
CO2 Relate to the social milieu through the prescribed texts
CO3 criticize the prescribed essays.
CO4 demonstrate competency in appraising any given essay of the Elizabethan era to Augustan era by keeping in view the general features of essays of the said time period.

CORE READING:

REFERENCES:
Hudson, WH. An Introduction to the Study of English Literature. Chapter: ‘The Study of The Essay’
Cairncross, A S. Ed. Eight Essayists.
Unit I


Unit II

Word processing, MS Word


Unit III

Spreadsheet: MS Excel.


Unit IV


Unit V

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

Course Outcomes

CO1  Understanding Windows Basics to create and manage folders, files, web browsers and email functionalities.
CO2  Developing presentations in MS PowerPoint, Integration and linking objects
CO3  Understanding the basic formatting features in MS Word, Tables and other insert features in MS Word
CO4  Understanding basic functions, designing tables and chart using formulas in MS Excel

CORE READING:

1. Microsoft Office 2000 Complete, BPB Publications

REFERENCES:

4. Language I – (Hindi1, Kannada1, Malayalam 1, Sanskrit1 and Tamil 1) -Cultural Education 1 (detailed syllabi not included)

18CUL101  CULTURAL EDUCATION I  2002

Unit 1
Introduction to Indian Culture - Introduction to Amma’s life and Teachings - Symbols of Indian Culture.
Unit 2
Science and Technology in Ancient India - Education in Ancient India - Goals of Life – Purusharthas - Introduction to Vedanta and Bhagavad Gita.

Unit 3
Introduction to Yoga - Nature and Indian Culture - Values from Indian History - Life and work of Great Seers of India.

Outcomes:

CO1: Gain a positive appreciation of Indian culture, traditions, customs and practices
CO2: Understand the foundational concepts of Indian civilization like purushartha, law of karma, etc, which contributes towards personality growth.
CO3: Understand the cultural ethos of Amrita Vishwa Vidyapeetham, and Amma’s life and vision of holistic education
CO4: Imbibe spirit of living in harmony with nature
CO5: Get guidelines for healthy and happy living from the great spiritual masters

TEXTBOOKS:

1. The Glory of India (in-house publication)

18ENG121 Professional Communication 1-0-2-2

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

Unit I

Vocabulary Building: Prefixes and Suffixes; One word substitutes, Modal auxiliaries, Error Analysis: Position of Adverbs, Redundancy, misplaced modifiers, Dangling modifiers – Reported Speech

Unit II

Instruction, Suggestion & Recommendation - Sounds of English: Stress, Intonation - Essay writing: Analytical and Argumentative

Unit III

Circulars, Memos – Business Letters - e – mails
Unit IV

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

Unit V

Listening and Reading Practice - Book Review

Course Outcomes

CO 1 Demonstrate competency in oral and written communication
CO 2 Apply different styles of communication in professional context
CO 3 Participate in different planned & extempore communicative activities
CO 4 Interpret and discuss facts and information in a given context
CO 5 Develop critical and analytical thinking

References

1. FelixaEskey. *Tech Talk*, University of Michigan. 2005

18ELL111 History Of English Literature: The Augustan To The Victorian 4-0-0-4

Course Outline: History of English Literature from Augustan to Victorian Age with special emphasis on major writers.
Unit 1

Augustan Age - Characteristics Major Writers of the Age

Unit 2

Pre Romantic Age - Transition- Major Writers

Unit 3

Early Romantics- Major writers

Unit 4

Late Romantic Writers - Byron, Shelley, Keats and Thomas More Lamb, Dequincy, Hazlitt, Southey

Unit 5

Victorian Age - Characteristics - Socio-Political Background-Tennyson, Browning, Arnold, Carlyle, Macaulay, Ruskin

COURSE OUTCOMES

CO 1 To know about the transition of English literature through ages
CO 2 To understand major effects of Restoration and French Revolution on the writing style
CO 3 To familiarize with evolving genres of English literature
CO 4 To acquire significant information about the revival of romanticism
CO 5 To analyze the major novels of early novelists

CORE READING:

1. Prasad, B. *A Background to the Study of English Literature*.

REFERENCES:

1. Legouis, Emile, Cazamian. *A Short History of English Literature*. OUP

18ELL112  English Poetry: The Augustan to the Victorian  4-0-0-4


**Unit 1**

Pope “An Epistle to Dr. Arbuthnot”[Detailed], “The Quiet Life”[Non-Detailed] Swift “Critics” [Non-Detailed]

**Unit 2**

William Collins “To Evening”[Detailed]

Blake “Tyger”[Detailed], “Lamb”[Detailed]

**Unit 3**

Wordsworth: "Lines Written a Few Miles AboveTintern Abbey”[Detailed] "The World is Too Much With Us”[Non-Detailed]

S.T:Coleridge: "The Rime of Ancient Mariner”[Detailed]

**Unit 4**

P.B. Shelley: "Ode to the West Wind”[Detailed], “Ozymandias” [Non-Detailed]

John Keats:"La Belle Dame Sans Merci”[Non-Detailed],“Ode to Nightingale”[Detailed]
Unit 5

Alfred Tennyson: "Ulysses" [Detailed], "Thyrsis" [Non-Detailed]  Robert Browning: "My Last Duchess" [Detailed]

Matthew Arnold: "Dover Beach" [Detailed]

Course Outcomes

CO1 To develop interest in and appreciation of Romantic and Victorian poetry
CO2 To analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
CO3 To develop a deeper appreciation of cultural diversity by introducing them to poetry from Romantic to Victorian age
CO4 To broaden students vocabularies and to develop an appreciation of language and its connotations and denotations
CO5 To develop students own creativity to enhance their writing skills

CORE READING:


REFERENCES:

3. Students are recommended to read poems from popular anthologies.

18ELL113 English Prose: The Romantic to The Modern 4-0-0-4

Course Outline: Major trends in essay writing – 19th and 20th centuries.

Unit 1

Charles Lamb: “Dream Children” [Detailed], “Old China” [Non-Detailed]
Hazzlitt “On Familiar Style”[Detailed], Leigh Hunt: “Getting up on Cold Mornings”[Non-Detailed]

Unit 2

John Ruskin:”On Books and Reading”[Detailed]  
R.L.Stevenson:”An Apology for Idlers”[Detailed]  
AG Gardiner:”On Saying Please”[Non-Detailed]  
Stephen Leacock: “My Lost Dollar”[Non-Detailed]

Unit 3

Robert Lynd:”In Praise of Mistakes”[Detailed]  
GK Chesterton: “The Worship of the Wealthy”[Detailed]

Unit 4

Hillaire Belloc:”A Conversation with a Cat”[Non-Detailed]  
J B Priestley: “Lectures”[Non-Detailed]

Unit 5

George Orwell:”Politics and English Language”[Detailed]  
George Bernard Shaw:”Spoken English and Broken English”[Detailed]

COURSE OUTCOMES

CO1: Students gain a historical sense of English prose  
CO2: Students understand the historical background of English prose  
CO3: Students are familiarized with the connection between English prose and history

CORE READING:

3. G r o s s, J o h n . T h e O x f o r d B o o k o f E s s a y s . O x f o r d: O U P , 2 0 0 8 . 4.  
Cairncross, A S. Ed. Eight Essayists.

FURTHER READING:

4. Students are recommended to refer popular anthologies and web sources.
Objective: To make them familiar with Indian ethos and its variety as expressed in the major genres of early Indian writing in English.

Course Outline: Indian short story, poetry, fiction and drama of the 19th to the late 20th century.

Unit 1

Introduction to Indian English Writing

Unit 2 Short Fiction [All Non-Detailed]

1. Ruskin Bond: "The Thief"
2. Khushwant Singh: "The Mark of Vishnu"

Unit 3 Drama [Detailed]

4. Rabindranath Tagore: "Chitra"

Unit 4 Poetry [All Detailed]

5. Toru Dutt: "Our Casuarina Tree"
6. Sarojini Naidu: "In the Bazaars of Hyderabad"
7. Kamala Das: "Introduction"
8. Nissim Ezekiel: "Entertainment"
9. Jayanta Mahapatra: "Evening Landscape by the River"

Unit 5 Fiction [All Non-Detailed]

10. R. K. Narayan: The English Teacher
12. Raja Rao: Kanthapura

Course Outcomes

CO1 Acquire knowledge on morals and values and develop human concern.
CO2  Express sensibility and emotional responses to the political and cultural climate of the nation and implant sense of appreciation of Indian literature.

CO3  Gain skill on Indian ethos and its variety expressed in genres of Indian writing.

CO4  Analyze major movements through select Indian writings

**CORE READING:**


**Reference:**


2. Naik, M. K. *A History of Indian Writing in English*.


3. Students are advised to refer web sources.

**18CUL111 CULTURAL EDUCATION II 2002**

**Unit 1**
1. Relevance of Sri Rama and Sri Krishna in this Scientific Age
2. Lessons from the Epics of India
3. Ramayana & Mahabharata

**Unit 2**
4. Who is a Wise Man?
5. A Ruler’s Dharma
6. The Story of King Shibi

Unit 3
7. Introduction to the Bhagavad Gita
8. Bhagavad Gita – Action without Desire

Unit 4
9. Role and Position of Women in India
10. The Awakening of Universal Motherhood

Unit 5
11. Patanjali’s Astanga - Yoga System for Personality Refinement
12. Examples of Heroism and Patriotism in Modern India

Outcomes:

CO1: Get an overview of India and her contribution to the world in the field of science and literature
CO2: Understand the foundational concepts of ancient Indian education system and practices associated with them
CO3: Learn the important concepts of Vedas, Bhagavad-Gita and Yogasutras and their relevance to daily life
CO4: Familiarize themselves with the inspirational characters and anecdotes from the epics and Indian history
CO5: Gain a rational understanding of the underlying principles of Indian spirituality

TEXTBOOKS:

1. Common Resource Material II (in-house publication)
2. Sanatana Dharma - The Eternal Truth (A compilation of Amma’s teachings on Indian Culture)

18ENG201 Communicative English (Advanced) 2-0-4-4

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

Unit-1

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

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

**Unit-2**

Speeches compering- group discussion.


**Unit-3**

Reading and Writing


**Unit-4**

Writing for specific purpose

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

**Unit-5**

Practical sessions

Language skills tests(Written):

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

Course Outcomes
CO 1 Attain high level proficiency in all the four language skills viz., listening, speaking, reading and writing
CO 2 Equip the students for various competitive and international level language tests
CO 3 Interpret and Discuss facts and information in a given context.
CO 4 4. Develop the student’s personality by fine tuning communication and presentation skills

CORE READING:

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

REFERENCES:

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

18ELL201 HISTORY OF ENGLISH LITERATURE: LATE VICTORIAN TO THE MODERN

OBJECTIVES: To have a comprehensive understanding of the process of literary evolution and to identify the trends and movements in each period; to be acquainted with the major writers of each period and their major works.

Unit 1
Late Victorian Period

General characteristics, major writers and their works

Unit 2
Early Twentieth Century-World War I and its impact-features-writers-Modernism-Realism-War poets-Yeats, Conrad, Shaw, Lawrence

Unit 3
The Inter-War Years – Major Writers –Auden, Cecil Day-Lewis, Stephen Spender, Christopher Isherwood-Features- Dissolution of the British Empire- transition from the Modern to the Postmodern-Feminism and Environmentalism
**Unit 4**
Post-War Period (after 1945)

Major trends and movements-Movement poets-Philip Larkin, Ted Hughes, Kingsley Amis, Graham Greene, George Orwell

**Unit 5**

**Course Outcomes**

CO1 Memorise and state the historical background of the different Periods
CO2 Identify and explain the literary features of the Periods
CO3 Interpret the literary and stylistic aspects of various authors prescribed
CO4 Compare and contrast the literary features of the different Ages under review

**CORE READING:**


**REFERENCES**


**OBJECTIVES:** The students should be able to understand American culture and social milieu; to grasp the insights provided by the selections about the social scenario of America, spread over 17th, 18th, 19th and 20th centuries; to identify what is distinctly American in American literature; to trace the origin and development of American literature.

**Unit 1**
Origin and development of American Literature - The colonial period – Transcendentalism-Drama, Fiction, Poetry

**Unit 2 – Prose**

Ralph Waldo Emerson - “Self Reliance” [Detailed]

Thoreau – “Civil Disobedience” [Detailed]

**Unit 3 – Poetry**

Walt Whitman: “When Lilacs Last in the Dooryard Bloomed” [Detailed], “I Hear America Singing” [Non-Detailed]

Edgar Allen Poe: “Raven” [Detailed]

Emily Dickinson: “Because I Could not Stop for Death” [Detailed], “I Held a Jewel in my Finger” [Non-Detailed]

Robert Frost: “Birches” [Detailed], “Fire and Ice” [Non-Detailed]

Wallace Stevens: “The Emperor of Ice-Cream” [Detailed]

**Unit 4 – Drama**

Tennessee Williams: “Glass Menagerie” [Detailed]

**Unit 5 – Fiction [All Non-Detailed]**

Herman Melville: *Moby Dick*

Toni Morrison: *The Bluest Eye*

**Course Outcomes**

CO1 Develop an understanding of the origin and development of American Literature
CO2 Locating the distinct American element in American Literature
CO3 Identify the different genres and analyze the various literary forms and devices used in each genre
CO4 Evaluate the literary texts in the context of the American culture and social milieu
CO5 Enhance the critical thinking and critical writing skills through interpretation and analysis of the texts

**CORE READING:**


REFERENCES:

5. Students are also advised to refer to web sources.

18ELL203 Life Writing-I 4-0-0-4

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

Unit 1

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

Unit 2

Orhan Pamuk *Istanbul-Memories and the City*

Unit 3

Amitav Ghosh: *In an Antique Land*

Unit 4

APJ Abdul Kalam: *Wings of Fire*

Unit 5

Anne Frank: *The Diary of a Young Girl*

Course Outcomes

CO1 To familiarize students with different types of life writing such as autobiography, travel writing and memoir

CO2 To sensitize the students about the problems representing the lives of people from different cultures
CO3 To understand literature as an expression of human values within a historical and social context
CO4 To understand the various problems prevailing in different societies and cultural groups
CO5 To instruct to know how others, both famous and not so famous, handled the crises in their lives, found their life mates, raised their families, and pursued their interesting careers

CORE READING:

1. Ghosh, Amitav. *In an Antique Land*.
3. Frank, Anne. *The Diary of a Young Girl*.
4. Online Sources

REFERENCES:

4. Online Sources

18ELL.204 ENGLISH FICTION: VICTORIAN 4-0-0-4

OBJECTIVES: To introduce the students to the origin and development of English fiction; to study fiction relating it to the socio-cultural aspects of the age; to familiarize them with different strategies of reading fiction

Unit 1
Introduction to Victorian Fiction-Characteristics-Major Writers.

Unit 2
Jane Austen: *Sense and Sensibility*

Unit 3
Charles Dickens: *Christmas Carol*

Unit 4
George Eliot: *Silas Marner*

Unit 5
Thomas Hardy: *Under the Greenwood Tree*

**Course Outcomes**

CO1 Gain knowledge about the nature and origin of language  
CO2 Trace the descent of English from the Indo – European family of languages  
CO3 Ability to identify the different stages in the evolution of English language  
CO4 Critically examine the various influences on English language  
CO5 Evaluate the factors that led to the development of English as the lingua franca

**CORE TEXTS:**


**REFERENCES:**

5. Websources.

### 18SSK201 LIFE SKILLS I

Soft skills and its importance: Pleasure and pains of transition from an academic environment to work-environment. Need for change. Fears, stress and competition in the professional world. Importance of positive attitude, self-motivation and continuous knowledge upgradation.

Self Confidence: Characteristics of the person perceived, characteristics of the situation, Characteristics of the Perceiver. Attitude, Values, Motivation, Emotion Management, Steps to like yourself, Positive Mental Attitude, Assertiveness.

Presentations: Preparations, Outlining, Hints for efficient practice, Last minute tasks, means of effective presentation, language, Gestures, Posture, Facial expressions, Professional attire.
Vocabulary building: A brief introduction into the methods and practices of learning vocabulary. Learning how to face questions on antonyms, synonyms, spelling error, analogy etc. Faulty comparison, wrong form of words and confused words like understanding the nuances of spelling changes and wrong use of words.

Listening Skills: The importance of listening in communication and how to listen actively.

Prepositions and Articles: A experiential method of learning the uses of articles and prepositions in sentences is provided.

Problem solving; Number System; LCM &HCF; Divisibility Test; Surds and Indices; Logarithms; Ratio, Proportions and Variations; Partnership; Time speed and distance; work time problems;

Data Interpretation: Numerical Data Tables; Line Graphs; Bar Charts and Pie charts; Caselet Forms; Mix Diagrams; Geometrical Diagrams and other forms of Data Representation.

Logical Reasoning: Family Tree; Linear Arrangements; Circular and Complex Arrangement; Conditionalities and Grouping; Sequencing and Scheduling; Selections; Networks; Codes; Cubes; Venn Diagram in Logical Reasoning.

**COURSE OUTCOMES**

<table>
<thead>
<tr>
<th>Soft Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1 At the end of the course, the students would have developed self-confidence and positive attitude necessary to compete and challenge themselves. They would also be able to analyse and manage their emotions to face real life situations.</td>
</tr>
<tr>
<td>CO2 At the end of the course, the students shall learn to examine the context of a Group Discussion topic and develop new perspectives and ideas through brainstorming and arrive at a consensus.</td>
</tr>
<tr>
<td>CO3 At the end of the course, the students will have the ability to prepare a suitable resume. They would also have acquired the necessary skills, abilities and knowledge to present themselves confidently. They would be sure-footed in introducing themselves and facing interviews.</td>
</tr>
<tr>
<td>CO4 At the end of the course the students will have the ability to analyse every question asked by the interviewer, compose correct responses and respond in the right manner to justify and convince the interviewer of one’s right candidature through displaying etiquette, positive attitude and courteous communication.</td>
</tr>
<tr>
<td>Aptitude:</td>
</tr>
<tr>
<td>CO5 At the end of the course, the student will have acquired the ability to analyse, understand and classify questions under arithmetic, algebra and logical reasoning and solve them employing the most suitable methods. They will be able to analyse, compare and arrive at conclusions for data analysis questions.</td>
</tr>
<tr>
<td>CO6 At the end of the course, students will be able to interpret, critically analyse and solve logical reasoning questions. They will have acquired the skills to manage time while</td>
</tr>
</tbody>
</table>
applying methods to solve questions on arithmetic, algebra, logical reasoning, statistics and data analysis and arrive at appropriate conclusions.

**Verbal:**

<table>
<thead>
<tr>
<th>CO7</th>
<th>At the end of the course, the students will have the ability to understand the nuances of English grammar and apply them effectively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO8</td>
<td>At the end of the course, the students will have the ability to relate, choose, conclude and determine the usage of right vocabulary.</td>
</tr>
<tr>
<td>CO9</td>
<td>At the end of the course, the students will have the ability to decide, conclude, identify and choose the right grammatical construction.</td>
</tr>
</tbody>
</table>

**TEXTBOOKS:**


**REFERENCES:**

1. Quantitative Aptitude, by R S Aggarwal, S Chand Publ.
3. Data Interpretation, R S Aggarwal, S Chand Publ.
4. Nova GRE, KAPAL GRE, Barrons GRE books;
5. Quantitative Aptitude, The Institute of Chartered Accountants of India.
7. The BBC and British Council online resources
8. Owl Purdue University online teaching resources
9. www.thegrammarbook.com online teaching resources
10. www.englishpage.com online teaching resources and other useful websites.

Amrita University's Amrita Values Programme (AVP) is a new initiative to give exposure to students about richness and beauty of Indian way of life. India is a country where history, culture, art, aesthetics, cuisine and nature exhibit more diversity than nearly anywhere else in the world.
Amrita Values Programmes emphasize on making students familiar with the rich tapestry of Indian life, culture, arts, science and heritage which has historically drawn people from all over the world. Students shall have to register for any two of the following courses, one each in the third and the fourth semesters, which may be offered by the respective school during the concerned semester.

**Courses offered under the framework of Amrita Values Programmes I and II**

**Message from Amma’s Life for the Modern World**

Amma’s messages can be put to action in our life through pragmatism and attuning of our thought process in a positive and creative manner. Every single word Amma speaks and the guidance received in on matters which we consider as trivial are rich in content and touches the very inner being of our personality. Life gets enriched by Amma’s guidance and She teaches us the art of exemplary life skills where we become witness to all the happenings around us still keeping the balance of the mind.

**Lessons from the Ramayana**

Introduction to Ramayana, the first Epic in the world – Influence of Ramayana on Indian values and culture – Storyline of Ramayana – Study of leading characters in Ramayana – Influence of Ramayana outside India – Relevance of Ramayana for modern times.

**Lessons from the Mahabharata**

Introduction to Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indian values and culture – Storyline of Mahabharata – Study of leading characters in Mahabharata – Kurukshtera War and its significance - Relevance of Mahabharata for modern times.

**Lessons from the Upanishads**

Introduction to the Upanishads: Sruti versus Smrti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, SatyakamaJabala, Aruni, Shvetaketu.

**Message of the Bhagavad Gita**


**Life and Message of Swami Vivekananda**

Brief Sketch of Swami Vivekananda’s Life – Meeting with Guru – Disciplining of Narendra - Travel across India - Inspiring Life incidents – Address at the Parliament of Religions – Travel in United States and Europe – Return and reception India – Message from Swamiji’s life.

**Life and Teachings of Spiritual Masters India**

Sri Rama, Sri Krishna, Sri Buddha, Adi Shankaracharya, Sri Ramakrishna Paramahamsa, Swami Vivekananda, Sri Ramana Maharshi, Mata Amritanandamayi Devi.

**Insights into Indian Arts and Literature**

The aim of this course is to present the rich literature and culture of Ancient India and help students appreciate their deep influence on Indian Life - Vedic culture, primary source of Indian Culture – Brief introduction and appreciation of a few of the art forms of India - Arts, Music, Dance, Theatre.

**Yoga and Meditation**

The objective of the course is to provide practical training in YOGA ASANAS with a sound theoretical base and theory classes on selected verses of Patanjali’s Yoga Sutra and Ashtanga Yoga. The coverage also
includes the effect of yoga on integrated personality development.

**Kerala Mural Art and Painting**
Mural painting is an offshoot of the devotional tradition of Kerala. A mural is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. In the contemporary scenario Mural painting is not restricted to the permanent structures and are being done even on canvas. Kerala mural paintings are the frescos depicting mythology and legends, which are drawn on the walls of temples and churches in South India, principally in Kerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of mural paintings mostly dating back between the 9th to 12th centuries when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

**Course on Organic Farming and Sustainability**
Organic farming is emerging as an important segment of human sustainability and healthy life. Haritamritam’ is an attempt to empower the youth with basic skills in tradition of organic farming and to revive the culture of growing vegetables that one consumes, without using chemicals and pesticides. Growth of Agriculture through such positive initiatives will go a long way in nation development. In Amma’s words “it is a big step in restoring the lost harmony of nature“.

**Benefits of Indian Medicinal Systems**
Indian medicinal systems are one of the most ancient in the world. Even today society continues to derive enormous benefits from the wealth of knowledge in Ayurveda of which is recognised as a viable and sustainable medicinal tradition. This course will expose students to the fundamental principles and philosophy of Ayurveda and other Indian medicinal traditions.

**Traditional Fine Arts of India**
India is home to one of the most diverse Art forms world over. The underlying philosophy of Indian life is ‘Unity in Diversity” and it has led to the most diverse expressions of culture in India. Most art forms of India are an expression of devotion by the devotee towards the Lord and its influence in Indian life is very pervasive. This course will introduce students to the deeper philosophical basis of Indian Art forms and attempt to provide a practical demonstration of the continuing relevance of the Art.

**Science of Worship in India**
Indian mode of worship is unique among the world civilisations. Nowhere in the world has the philosophical idea of reverence and worshipfulness for everything in this universe found universal acceptance as it in India. Indian religious life even today is a practical demonstration of the potential for realisation of this profound truth. To see the all-pervading consciousness in everything, including animate and inanimate, and constituting society to realise this truth can be seen as the epitome of civilizational excellence. This course will discuss the principles and rationale behind different modes of worship prevalent in India.

**Temple Mural Arts in Kerala**
The traditional percussion ensembles in the Temples of Kerala have enthralled millions over the years. The splendor of our temples makes art enthusiast spellbound, warmth and grandeur of color combination sumptuousness of the outline, crowding of space by divine or heroic figures often with in vigorous movement are the characteristics of murals.
The mural painting specially area visual counterpart of myth, legend, gods, dirties, and demons of the theatrical world, Identical myths are popular the birth of Rama, the story of Bhīma and Hanuman, Shiva, as Kirata, and the Jealousy of Uma and ganga the mural painting in Kerala appear to be closely related to, and influenced by this theatrical activity the art historians on temple planes, wood carving and painting the architectural plane of the Kerala temples are built largely on the pan-Indians almost universal model of the
Vastupurusha.

**Organic Farming in Practice**
Organic agriculture is the application of a set of cultural, biological, and mechanical practices that support the cycling of farm resources, promote ecological balance, and conserve biodiversity. These include maintaining and enhancing soil and water quality; conserving wetlands, woodlands, and wildlife; and avoiding use of synthetic fertilizers, sewage sludge, irradiation, and genetic engineering. This factsheet provides an overview of some common farming practices that ensure organic integrity and operation sustainability.

**Ayurveda for Lifestyle Modification:**
Ayurveda aims to integrate and balance the body, mind, and spirit which will ultimately leads to human happiness and health. Ayurveda offers methods for finding out early stages of diseases that are still undetectable by modern medical investigation. Ayurveda understands that health is a reflection of when a person is living in harmony with nature and disease arises when a person is out of harmony with the cycles of nature. All things in the universe (both living and nonliving) are joined together in Ayurveda. This leaflet endow with some practical knowledge to rediscover our pre-industrial herbal heritage.

**Life Style and Therapy using Yoga**
Yoga therapy is the adaptation of yogic principles, methods, and techniques to specific human ailments. In its ideal application, Yoga therapy is preventive in nature, as is Yoga itself, but it is also restorative in many instances, palliative in others, and curative in many others. The therapeutic effect comes to force when we practice daily and the body starts removing toxins and the rest is done by nature.

**Insights into Indian Classical Music**
The course introduces the students into the various terminologies used in Indian musicology and their explanations, like Nadam, Sruti, Svaram – svara nomenclature, Stayi, Graha, Nyasa, Amsa, Thala,- Saptatalas and their angas, Shadangas, Vadi, Samavadi, Anuvadi. The course takes the students through Carnatic as well as Hindustani classical styles.

**Insights into Traditional Indian Painting**
The course introduces traditional Indian paintings in the light of ancient Indian wisdom in the fields of aesthetics, the Shadanga (Six limbs of Indian paintings) and the contextual stories from ancient texts from where the paintings originated. The course introduces the painting styles such as Madhubani, Kerala Mural, Pahari, Cheriyal, Rajput, Tanjore etc.

**Insights into Indian Classical Dance**
The course takes the students through the ancient Indian text on aesthetics the Natyasastra and its commentary the AbhinavaBharati. The course introduces various styles of Indian classical dance such as Bharatanatyam, Mohiniyatton, Kuchipudi, Odissy, Katak etc. The course takes the students through both contextual theory as well as practice time.

**Indian Martial Arts and Self Defense**
The course introduces the students to the ancient Indian system of self-defense and the combat through various martial art forms and focuses more on traditional Kerala’s traditional KalariPayattu. The course introduces the various exercise technique to make the body supple and flexible before going into the steps and techniques of the martial art. The advanced level of this course introduces the technique of weaponry.

**Social Awareness Campaign**
The course introduces the students into the concept of public social awareness and how to transmit the
messages of social awareness through various media, both traditional and modern. The course goes through the theoretical aspects of campaign planning and execution.

**Temple Mural Arts in Kerala**
The traditional percussion ensembles in the Temples of Kerala have enthralled millions over the years. The splendor of our temples makes art enthusiast spellbound, warmth and grandeur of color combination sumptuousness of the outline, crowding of space by divine or heroic figures often with in vigorous movement are the characteristics of murals. The mural painting specially area visual counterpart of myth, legend, gods, dirty, and demons of the theatrical world, Identical myths are popular the birth of Rama, the story of Bhīma and Hanuman, Shiva, as Kirata, and the Jealousy of Uma and ganga the mural painting in Kerala appear to be closely related to, and influenced by this theatrical activity the art historians temple planes, wood carving and painting the architectural plane of the Kerala temples are built largely on the pan-Indians almost universal model of the vasthupurusha.

**Organic Farming in Practice**
Organic agriculture is the application of a set of cultural, biological, and mechanical practices that support the cycling of farm resources, promote ecological balance, and conserve biodiversity. These include maintaining and enhancing soil and water quality; conserving wetlands, woodlands, and wildlife; and avoiding use of synthetic fertilizers, sewage sludge, irradiation, and genetic engineering. This factsheet provides an overview of some common farming practices that ensure organic integrity and operation sustainability.

**Ayurveda for Lifestyle Modification:**
Ayurveda aims to integrate and balance the body, mind, and spirit which will ultimately leads to human happiness and health. Ayurveda offers methods for finding out early stages of diseases that are still undetectable by modern medical investigation. Ayurveda understands that health is a reflection of when a person is living in harmony with nature and disease arises when a person is out of harmony with the cycles of nature. All things in the universe (both living and non-living) are joined together in Ayurveda. This leaflet endow with some practical knowledge to rediscover our pre- industrial herbal heritage.

**Life Style and Therapy using Yoga**
Yoga therapy is the adaptation of yogic principles, methods, and techniques to specific human ailments. In its ideal application, Yoga therapy is preventive in nature, as is Yoga itself, but it is also restorative in many instances, palliative in others, and curative in many others. The therapeutic effect comes to force when we practice daily and the body starts removing toxins and the rest is done by nature.

**Outcomes:**
CO1: Understanding the impact of itihasas on Indian civilization with reference to Mahabharata
CO2: Enabling students to appreciate the relevance of Mahabharata and Bhagavad-Gita in the modern world.
CO3: Understanding the four goals of life (Purusharthas) as presented in the Mahabharata
CO4: Assimilating the positive qualities of the characters depicted in the itihasa.
CO5: Analysis of the critical events and turning points in the Mahabharata with emphasis on the underlying values and principles.

18ELL211    HISTORY OF ENGLISH LANGUAGE    4-0-0-4
OBJECTIVES: To familiarize students with different stages in the history of English Language, within the larger history of the origin of language; to familiarize them with the varieties of English.

Unit-1


Unit-2

Periods of the English language - Anglo Saxon and Old English- Celtic, Latin and Scandinavian influences-The Norman Conquest: its impact on English-French Influence

Unit-3

Middle English-Features- Foreign influence- ME Dialects- Chaucer, Spencer, Shakespeare, Milton-Impact of Bible translations-The rise of Standard English.

Unit-4

Modern English-Printing Press-Changes in pronunciation and grammar-Spelling Reform-Evolution of Dictionary-Dr. Johnson-Slang and Standard speech-English dialects

Unit-5


Course Outcomes

CO1 Gain knowledge about the nature and origin of language
CO2 Trace the descent of English from the Indo – European family of languages
CO3 Ability to identify the different stages in the evolution of English language
CO4 Critically examine the various influences on English language
CO5 Evaluate the factors that led to the development of English as the lingua franca

Core Reading:

1. F T Wood: *An Outline History of the English Language*, Macmillan
2. C L Barber: *The Story of Language*, ELBS

Reference:

2. Mario Pei: *The Story of Language*, Mentor
4. Otto Jespersen: *Growth and Structure of the English Language*, OUP

**18ELL212 SHAKESPEARE 4-0-0-4**

OBJECTIVES: to introduction the students to an awareness about the dramatic art of Shakespeare; to expose them to the craft and the magic of Shakespeare’s style and the universality and the eternal variety of his themes; to re-read Shakespeare in the light of modern critical perspectives.

**Unit-1**

Introducing Shakespeare- Growth and development of Shakespeare’s mind and art- Elizabethan theatre - Introducing Shakespearean Comedy and its features-Shakespearean tragedy and its features-sources of Shakespearean plays

**Unit-2**

*The Merchant of Venice*[Detailed]

**Unit-3**

*Hamlet*[Detailed]

**Unit-4**

*Antony and Cleopatra*[Non-detailed]

**Unit-5**

*Coriolanus* [Non-detailed]

**Course Outcomes**

CO1 Identify the dramatic art of Shakespeare in the historical context
CO2 Understand the salient features of Shakespearean comedies and tragedies and their sources
CO3 Observe old as well as new theories and concepts for interpretation of the plays
CO4 Synthesize the skills required for performative learning and new adaptations

CORE READING:

1. *The Merchant of Venice*
2. *Hamlet*
3. *Antony and Cleopatra*
4. *Coriolanus*

Students are advised to refer to any standard modern editions of the above texts.

References:


18ELL213 CANADIANLITERATURE 4-0-0-4

Objectives: To create awareness about Canadian culture and literary imagination; to make the students familiar with the unique aspects of Canadian literature; to develop in the madeep interest in the subtle thematic and technical experimentations in Canadian literature.

Unit1 Introduction to Canadian

Literature- Prose, Poetry, Drama,
Fiction.

**Unit 2 Poetry [All Detailed]**

Daniel David Moses "The Persistence of Songs"

Eli Mandel "The Mad Women of the Plaza De Mayo"

Margaret Atwood “Journey to the Interior”

Clare Harris “Framed”

Lakshmi Gill "Letter to a Prospective Immigrant”

**Unit 3 Drama [Detailed]**

George Ryga "The Ecstasy of Rita Joe"

**Unit 4 Prose**

Northrop Frye "Conclusion to A Literary History of Canada" [*Non Detailed*]

**Unit 5 Fiction [All Non-Detailed]**

Sinclair Ross. *As for Me and My House.*

Gabrielle Roy. *Enchantment and Sorrow*

**Course Outcomes**

CO1 To inculcate a general awareness about Canadian Literature-British Canada & French Canada

CO2 To help achieve an understanding of the development of Imagination and creativity in Canadian literature

CO3 To comprehend the concept of Novel of Realism

CO4 To introduce the unique Canadian setting in literature: Contemporary urban life, gender politics and Canadian landscape

CO5 To analyze universal psychological concepts akin to Canadian literariness

**CORE READING:**


REFERENCES:


**18ENV300 Environmental Science and Sustainability 3-0-0-3**

Unit-1

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

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

Biodiversity: species, genetic ecosystem diversity, origin of life, and significance of biodiversity, value of biodiversity, Biodiversity at global, national and local level. India as a mega diversity nation( Hotspots) protected area network, community biodiversity registers. Threats to biodiversity, Red data book, endangered endemic species of India. Conservation of biodiversity
Impacts, causes, effects, control measures, international, legal and regulatory frame works of : climate change, Ozone depiction and pollution

Unit-2
Linear vs. cyclical resource management systems, Need for systems thinking and design cyclical systems, circular economy, Industrial ecology, green technology. Application of these concepts to: water, energy, food, land and forest resources. Waste management.


Unit-3
Common goods and public goods, natural capital, tragedy of commons, cost benefit analysis of development projects, environment impact assessment (EIA), EMP, Green business, Eco-labelling, case studies.
Global and national state of housing and shelter, Urbanisation, effects of unplanned development case studies, impacts of the building and road construction industry on the environment, eco-homes, green buildings, sustainable communities, sustainable cities.
Ethical issues related to resource consumption, intergenerational ethics, need for investigation and resolution of the root cause of unsustainability, traditional value system of India, significance of Holistic value based education for true sustainability.

Course Outcomes

CO1: Integrate facts and concepts from ecological, physical and social sciences to characterize some common socio-environmental problems.
CO2: Develop simple integrated systems and frameworks for solving common interconnected socio-environmental problems.
CO3: Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

CO4: Identify the ethical underpinnings of socio-environmental issues in general.

References:


Course Outcomes:

CO1: Soft Skills: At the end of the course, the students will have the ability to communicate convincingly and negotiate diplomatically while working in a team to arrive at a win-win situation. They would further develop their inter-personal and leadership skills.

CO2: Soft Skills: At the end of the course, the students shall learn to examine the context of a Group Discussion topic and develop new perspectives and ideas through brainstorming and arrive at a consensus.

CO3: Aptitude: At the end of the course, students will be able to identify, recall and arrive at appropriate strategies to solve questions on geometry. They will be able to investigate, interpret and select suitable methods to solve questions on arithmetic, probability and combinatorics.

CO4: Verbal: At the end of the course, the students will have the ability to relate, choose, conclude and

CO5: Verbal: At the end of the course, the students will have the ability to utilise prior knowledge of grammar to recognise structural instabilities and modify them.

CO6: Verbal: At the end of the course, the students will have the ability to comprehend, interpret, deduce and logically categorise words, phrases and sentences. They will also have the ability to theorise, discuss, elaborate, criticise and defend their ideas.

TEXTBOOKS:


REFERENCES:

1. Quantitative Aptitude, by R S Aggarwal, S Chand Publ.
5. The BBC and British Council online resources
6. Owl Purdue University online teaching resources
7. www.thesgrammarbook.com online teaching resources
8. www.englishpage.com online teaching resources and other useful websites.

18ELL301 ELEMENTS OF LITERARY CRITICISM 4-0-0-4

Objectives: To create and nurture critical sensibility; to introduce the students to different genres; to make them appreciate various forms of literature.
Unit 1
General Introduction- What is Criticism?- Nature and Function- Definitions

Unit 2
Classical Criticism- Introduction to Aristotle, Longinus, Horace- basic concepts

Unit 3
Renaissance and Neo-classical Criticism- Sir Philip Sidney-‘Defence of Poetry’- Basic precepts of Dryden, Pope and Dr. Johnson in criticism

Unit 4

Unit 5

CO 1 Create and nurture critical sensibilities

CO 2 Introduce the different concepts of criticism

Co 3 Appreciate the various ideas and precepts expressed by great men of letters of different eras

Co 4 Develop interest in various critical approaches in literature

CORE READING:
8. Prasad, B. Introduction to English Criticism.

REFERENCES:
- James, Scott, RA. The Making of Literature. Warburg: Martin Seeker, 1946


David Daiches. *Critical Approaches to Literature*.


Online Sources

**18ELL302 ENGLISH POETRY: MODERN 4-0-0-4**

Objectives: To introduce the learners to the trends and movements in modern poetry; to create critical awareness about modern literature in general and modern poetry in particular; to inspire the students to read and write poetry.

**Unit 1**

Introduction to modern English poetry
W.B. Yeats, "Easter 1916" [Detailed]

"A Prayer for My Daughter" [Non-Detailed]

Siegfried Sassoon, "A Subaltern" [Non-Detailed]

**Unit 2**


Peter Porter "A Consumer’s Report" [Non-Detailed]

W.H. Auden "The Unknown Citizen" [Detailed]

**Unit 3**

Stephen Spender, "The Express" [Non-Detailed]

"The Pylons" [Detailed]

Robert Lowell, "Skunk Hour" [Non-Detailed]

**Unit 4**

D H Lawrence “Snake” [Detailed]

ee cummings: “Anyone Lived in a Pretty Howtown” [Non-Detailed]
Unit 5

R S Thomas,"Evans" [Detailed]
"IagoPrytherch" [Non-Detailed]

Ted Hughes “The Jaguar” [Detailed], “The Thought-Fox” [Non-Detailed]

COURSE OUTCOMES

To understand the transition from Victorian to Modern era caused due to political changes, industrial revolution, scientific inventors and social thinkers and most importantly the world wars

CO 1

To evaluate modernism and its impact on English literature in general poetry in particular.

CO 2

To analyse the thematic preoccupations of English poetry of the times

CO 3

To analyse the change in treatment of the subject of poetry and techniques used to expound them.

CO 4

To critically assess individual works of poetry

CO 5

CORE READING:


3. Online Sources

REFERENCES:


18ELL303 ENGLISH DRAMA: ELIZABETHAN TO VICTORIAN 4-0-0-4

Objectives: To introduce the learners to the art and techniques of drama; to enable them to grasp the nuances of the English Theater and its evolution from the Elizabethan to Victorian period; to provide them with critical insights on the essential differences between the literary and theatrical aspects of drama.

Unit 1

Introduction to the drama and its artistic, literary and theatrical aspects-Forms, Genres, Types and
dramatic devices.

**Unit 2**

Marlowe. *Dr. Faustus* [Detailed]

Shakespeare. *Julius Caeser* [Non Detailed]

**Unit 3**

Sheriden. *School for Scandal* [Detailed]

**Unit 4**

Goldsmith. *She Stoops to Conquer* [Non-Detailed]

**Unit 5**

Oscar Wilde. *Importance of Being Earnest*. [Detailed]

G B Shaw. *Caeser and Cleopatra* [Non-detailed]

**COURSE OUTCOMES**

- **CO1** Understand the major movements related to drama, works and dramatists through study of select texts
- **CO2** Expose to artistic and innovative use of language by writers and to various worldviews
- **CO3** Appreciate the art and techniques of drama
- **CO4** Understand the nuances of English Theatre and its evolution from Elizabethan to Victorian.

**Core Reading:**

1. Any standard edition of the prescribed texts

**References**

**18ELL304**  **SPIRITUAL LITERATURE**  **4-0-0-4**

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

**Unit 1**
Prose

**Unit 2**
Sri Rmakrishna “Master and Disciple.” “Visit to Vidyasagar” (From The Gospel of Sri Ramakrishna).

**Unit 3**
Sri Mata Amritanandamayi “Principles of Sanathana Dharma”. (From Sri Mata Amritanandamayi’s The Eternal Truth).

**Unit 4**

**Unit 5**
Poetry

**COURSE OUTCOMES**

CO1  Observe the profound spiritual and philosophical heritage of India
CO2  Understand the significance of spiritual literature
CO3  Demonstrate the ethical and moral values and the eternal principles in spiritual literature
CO4  Evaluate the texts comprehensively
**Prescribed Texts:**


**REFERENCES:**


**18ELL305 PHONETICS AND GRAMMAR 4-0-0-4**

**Objectives:** To introduce the basics of phonetics and English phonology and to provide grounding in English grammar and mechanics of writing with a view to inculcate good speech and writing skills.

**Unit 1:**

Introduction to phonetics and grammar- Growth and development

**Unit 2:**

English sound system- Speech mechanism and organs of speech-Classification of Sounds- Vowels and Consonants- Description- Syllable structure- IPA and RP - Phonology, Phonemes, Allophones, Suprasegmentals- pitch, stress, intonation-transcription

**Unit 3:**

Syntax- types of sentences-Sentence patterns- Clauses and Phrases- Order of words- Normal and Inverted-
Conversion-Concord.

Unit 4:

Tense- verb forms-degrees of comparison-articles- Remedial grammar-error identification

Unit 5:

Mechanics of writing-linkers-punctuation-markers-written composition-narrative, descriptive, argumentative etc

COURSE OUTCOMES

CO1  Understand the basics of phonetics and English phonology
CO2  Classify and describe English sounds
CO3  Identify the correct pronunciation and intonation pattern and produce phonemic transcriptions
CO4  Use accurate grammatical forms, sentence structures and punctuation

CORE READING:


REFERENCE:


18SSK301 LIFE SKILLS III 1 0 2 2

Team Work: Value of Team work in organisations, Definition of a Team, Why Team, Elements of leadership, Disadvantages of a team, Stages of Team formation. Group Development Activities: Orientation, Internal Problem Solving, Growth and Productivity, Evaluation and Control. Effective Team Building: Basics of Team Building, Teamwork Parameters, Roles, Empowerment, Communication, Effective Team working, Team Effectiveness Criteria, Common characteristics of Effective Teams, Factors affecting Team
Effectiveness, Personal characteristics of members, Team Structure, Team Process, Team Outcomes.

Facing an Interview: Foundation in core subject, Industry Orientation/ Knowledge about the company, Professional Personality, Communication Skills, activities before interview, upon entering interview room, during the interview and at the end. Mock interviews.

Advanced Grammar: Topics like parallel construction, dangling modifiers, active and passive voices, etc.

Syllogisms, Critical reasoning: A course on verbal reasoning. Listening Comprehension advanced: An exercise on improving listening skills.

Reading Comprehension advanced: A course on how to approach advanced level of reading, comprehension passages. Exercises on competitive exam questions.

Specific Training: Solving campus recruitment papers, National level and state level competitive examination papers; Speed mathematics; Tackling aptitude problems asked in interview; Techniques to remember (In Mathematics). Lateral Thinking problems. Quick checking of answers techniques; Techniques on elimination of options, Estimating and predicting correct answer; Time management in aptitude tests; Test taking strategies.

Course Outcomes:

CO1: Soft Skills: At the end of the course, the students will have the ability to prepare a suitable resume (including video resume). They would also have acquired the necessary skills, abilities and knowledge to present themselves confidently. They would be sure-footed in introducing themselves and facing interviews.

CO2: Soft Skills: At the end of the course, the students will have the ability to analyse every question asked by the interviewer, compose correct responses and respond in the right manner to justify and convince the interviewer of one’s right candidature through displaying etiquette, positive attitude and courteous communication.

CO3: Aptitude: At the end of the course, students will be able to interpret, critically analyze and solve logical reasoning questions. They will have acquired the skills to manage time while applying methods to solve questions on arithmetic, algebra, logical reasoning, and statistics and data analysis and arrive at appropriate conclusions.

CO4: Verbal: At the end of the course, the students will have the ability to understand and use words, idioms and phrases, interpret the meaning of standard expressions and compose sentences using the same.

CO5: Verbal: At the end of the course, the students will have the ability to decide, conclude, identify and choose the right grammatical construction.

CO6: Verbal: At the end of the course, the students will have the ability to examine, interpret and investigate arguments, use inductive and deductive reasoning to support, defend, prove or disprove them. They will also have the ability to create, generate and relate facts / ideas / opinions and share / express the same convincingly to the audience / recipient using their communication skills in English.

TEXTBOOKS:


Books.
4. The Hard Truth about Soft Skills, by Amazon Publication.

REFERENCES:
1. Speed Mathematics, Secrets of Lightning Mental Calculations, by Bill Handley, Master Mind books;
2. The Trachtenberg Speed System of Basic Mathematics, Rupa & Co., Publishers;
5. Quick Arithmetics, by Ashish Agarwal, S Chand Publ.;
8. The BBC and British Council online resources
9. Owl Purdue University online teaching resources
10. www.thegrammarbook.com online teaching resources
11. www.englishpage.com online teaching resources and other useful websites.

18ELL311 METHODOLOGY OF LITERARY STUDIES AND HUMANITIES 4-0-0- 4

Objectives: To introduce students to the basic methodology of literary studies and Humanities

Unit 1

Literary studies and humanities-differences between natural, social and human sciences-facts and interpretation-cannon formation

Unit 2

Literary analysis-approaches-Formalism-New Criticism-Close Reading-Structuralism-Post Structuralism- Deconstruction-Reader-Response-Psychoanalysis

Unit 3

Problems and issues in literature-marginalisation-identity and representation-feminism-gender and sexuality-ethnicity-olarity-subalternity

Unit 4

Literary scholarship-linguistics – textual criticism-literary history- literary criticism

Unit 5

Contemporary approaches to literary studies – Culture Studies and Cultural Studies – Popular Culture-New Historicism/Cultural Materialism-Postmodernism-Postcolonalism-Ecocriticism-Ecofeminism.
COURSE OUTCOMES

CO 1  Understand the basic methodology of literary studies and humanities
CO 2  Interpret different approaches of literary analysis.
CO 3  Identify problems and issues of gender, identity, sexuality, marginalization in literary studies
CO 4  Evaluate different types of literary criticism
Co 5  Generalize contemporary approaches to literary studies

COREREADING:


REFERENCES:

1.Eagleton, Terry. “What is Literature?”
5. Ma che r e y, Pi err e. A T h e o r y o f L i t e r a r y P r o d u c t i o n . Tr. G e o f f r e y Wa ll. Lon
8ELL312 Indian Writing in English - II 4-0-0-4

Objectives: To provide an overview of the various phases of the evolution of Indian writing in English; to introduce students to the thematic concerns, genres and trends of Indian writing in English; to generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English; to expose students to the pluralistic aspects of Indian culture, ethos and identity.

Unit 1

Introduction to the contemporary Indian writing in English-Themes and Concerns- Styles-poetry, drama, fiction, short story

Unit 2-Poetry[All Detailed]

MeenaKandasamy- “Aggression”
GievePatel- “On Killing a Tree”
TemsulaAo – “Prayer of a Monolith”
SaleemPeeradina: “TheLesson”
SunitiNamjoshi: “Speech”

Unit-3Drama

ManjulaPadmanabhan: Harvest[Detailed]
Mahesh Dattani: Dance Like a Man[Non-Detailed]

Unit-4Fiction[All Non-Detailed]

Upamanyu Chatterjee: English, August: An Indian Story
RohintonMistry:Such a Long Journey
Unit 5 Short Story [All Non-Detailed]

Mahasweta Devi “The Breast Giver”
Jhumpa Lahiri “The Brotherly Love”

COURSE OUTCOMES

CO1 Comprehend the major movements and trends of Indian Writing in English.
CO2 Create literary sensibility and gain insight into Indianess through representative works.
CO3 Understand the artistic and innovative use of language employed by Indian writers
CO4 Develop the literary and linguistic competence.

Core Reading:

2. Manjula Padmanabhan: Harvest
3. Upamanyu Chatterjee: English, August: An Indian Story
6. Online Sources

References


10. Online sources

**18ELL313 ENGLISHFICTION:MODERN4-0-0-4**

Objectives: To expose the learner to the intricacies and complexities of modern fiction focusing on its themes and techniques; to enable them to evaluate modern social and cultural movements and appreciate changing literary tastes and fashions; to inspire them to read modern classics and thus re-sensitize themselves.

**Unit 1**

Introducing modern fiction—themes and concerns—movements—styles and techniques.

**Unit 2 [All Non-Detailed]**

Virginia Woolf. *Orlando*

James Joyce. *The Portrait of an Artist as a Young Man*

**Unit 3 [All Non-Detailed]**

Aldous Huxley. *Brave New World*

Wilkie Collins. *No Name.*

**Unit 4 [All Non-Detailed]**

George Orwell. *The Animal Farm*

Graham Greene. *The Heart of the Matter*

**Unit 5 [All Non-Detailed]**

Kingsley Amis. *Lucky Jim*

D H Lawrence. *Sons and Lovers.*

**COURSE OUTCOMES**

**CO1** To expose the students to the intricacies and complexities of modern fiction focusing on its themes and techniques
CO2 To acquaint students with representative modern fiction, offering a multi-cultural perspective by authors who come from different national, cultural and ethnic backgrounds
CO3 To look closely at themes which have emerged during modern period, emerging nationalisms and the search for individual/social values amid a sense of tremendous change and technological development.
CO4 To critically appreciate the cultural undertones involved in the novels prescribed for study
CO5 To inspire them to read modern classics and thus re-sensitize themselves

Core Reading:


REFERENCES:

Objectives: To introduce modern English theatre and drama; to expose the students to the themes, techniques, stage-craft and devices that characterize modern drama; to make them familiar with the revolutionary changes introduced by the great dramatists like Shaw and Synge; to introduce them to the problems involved in the production of modern plays.

Unit 1

Introducing modern drama - features and development - themes and concerns - styles and movements - types of theatre

Unit 2

Bernard Shaw. *Pygmalion*

John Osborne. *Look Back in Anger*

Unit 3

Pinter, Harold. *The Birthday Party*

Tom Stoppard. *Rosencrantz and Guildenstern are Dead*

Unit 4

JMSynge. *Riders to the Sea*

Edward Bond. *Lear*

Unit 5

Robert Bolt. *A Man for All Seasons.*

Dorris Lessing. *Play With a Tiger.*

**COURSE OUTCOMES**

**CO1** To introduce the significant aspects of modern drama - artistic, literary and theoretical aspects.

**CO2** To inculcate a critical thinking habit and to analyze the social relevance of the play.

**CO3** To facilitate a deep understanding of the various factors of stage - Plot, characterization and theme.

**CO4** To instill the spirit of the stage by way of assessing the various techniques and stagecraft of the play.

**CO5** To analyze the differences in depiction and mode of representation in different genres of
Core Reading:


REFERENCES:


**18ELL315**  
**Indian Aesthetics**  
**3-0-0-3**

Objectives: To introduce students to the Indian critical traditions and inculcate a comparative approach in literary studies.

**Unit 1**

Introduction- philosophical foundations-major theories/schools-basic concepts-comparison between
Western and Eastern Aesthetics
K. AyyappaPaniker: ‘Ancient Indian Aesthetics: Contemporary Relevance’

-----: ‘Let’s Look for an Alternative Aesthetics’

Unit 2
Rasa Theory- Bharatha

Unit 3
Dhwani theory Anandavardhana

Unit 4
Guna and Reethi-Bhamaha-Dandin-Vamana

Unit 5
Vakrokti- Kuntaka

COURSE OUTCOMES

CO 1 To understand the philosophic foundations of the Indian Aesthetic tradition
CO 2 To know the various schools and exponents of Indian Aesthetic theories
CO 3 To understand the basic theories and concepts proposed by the ancient Indians
CO 4 To compare Western and Eastern Aesthetics and understand the differences

Core Reading:


References

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

Unit 1

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

Unit 2


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

Unit 3

Helen Keller, *Story of My Life*

Uma Das Gupta, *Rabindranath Tagore: A Biography*

Unit 4

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

Pico Iyer, *Falling Off the Map*

Unit 5

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

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

**COURSE OUTCOMES**

- **CO1** Recognize the structures of biography and autobiography as distinct forms of literature.
- **CO2** Compare and contrast the ways in which perceiving an individual is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.
- **CO3** Recognize how an author’s own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.
- **CO4** Analyze and connect biographical and autobiographical texts to their historical, political and cultural contexts.
Recognize the roles that argument, rhetoric, fiction, aesthetics, and evidence play in the composing process of biography and autobiography.

Core Reading:


REFERENCES:

6. Online sources.

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Electives A&B

18ELL231 CREATIVEWritingINENGLISH 3-0-0-3

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

Course Outcomes:
CO1: To assess creativity in texts and to understand the importance of reading CO2:
CO2: To understand and interpret the creative language of literary texts
CO3: To know about various genres and the different constituents of different genres
CO4: To enable students to write in different genres.
CO5: To acquire the skills of rewriting and proof reading a manuscript.

**Unit 1**
INTRODUCTION TO CREATIVE WRITING
Creativity-inspiration-art-propaganda-madness-imagination-Creative writing/teaching-of-importance of reading

**Unit 2**
THE ART AND CRAFT OF WRITING
Tropes, figures-style, register-formal, informal usage-varieties of English-language and gender-disordered language-playing with words-grammar and word order-tense and time-grammatical differences

**Unit 3**
MODES OF CREATIVE WRITING

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

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

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

**Unit 4**
WRITING FOR THE MEDIA
Print media-broadcast media-internet-advertising

**Unit 5**
PUBLICATION TIPS
Revising and rewriting - proof reading - editing - submitting manuscript for publication - summary

EXTENSION ACTIVITY (READING)

A reading of a few pieces of creative writing of well-known authors is to be undertaken as an extended activity. There adding may be done as a class room activity under the guidance of teacher or optionally, students read the pieces at home and a discussion on the various aspects may be undertaken later in class. It could also be done as a group activity in classroom with the group leader presenting the summary of the ideas generated at the discussion. Loud reading of poems and stories and role plays of sections of plays is to be encouraged. A sample collection of pieces is given. The list is only suggestive. A resourceful teacher is free to select any number of pieces of his/her choice. Being an open course, such an activity will be of a serious nature.

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

FICTION
0.Henry: The Last Leaf
Prem Chand: Resignation
Chinua Achebe: Marriage is a Private Affair
Anton Chekhov: The Grief
Saki: The Open Window

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

CORE READING:


REFERENCES
2. Write from the Heart: Unleashing the power of Your Creativity Hal Zina Bennet California, New World Library, 2001

CYBER RESOURCES:
http://llwww.chillibreeze.com/articles_various/creative-writer.asp
http://www.contentwriter.in/articles/writing/
http://llwww.cbse.nic.in/cw-xlcreative-writing-xii-Unit-1.pdf-(downloadabletree)

18ELL232 JOURNALISM AND MASS MEDIA 3-0-0-3

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

Course Outcomes:

CO1: Understand the different kinds of theories involved in the subject
CO2: Interpret and discuss the different aspects of media (journalism)
CO3: Appreciate the nuances of the visual media.
CO4: Create An Understanding Of The Effects Of Mass Media.

Unit 1
Theory of Communication-Types of Communication-Communication Theories- Barriers of Communication-Mass Communication and Culture

Unit 2
Types of Mass Media
Journalism-(Designadaily(Newspaper)-forinternalassessmentonly)-(News for the day by the news presenter - for internal assessment only) Cinema - (Reviewsofawardwinningmovies-oralandwritten – forinternalassessment only) Television -Advertising -(prepare advertisementsforschools/ colleges/ commercialproducts/films-forinternalassessment only) Folk Media

Unit 3
Mass Communication in Society
Uses and Effects of Mass Media

Unit 4
Telecommunication and the Information Technology
Information Revolution

Unit 5
Television Journalism - Interviewing - (Imagine an interview with a popular personality and record it – for internal assessment only)
Compering - (Compering for programmes – for internal assessment only)

REFERENCES:

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

18ELL233 TEACHINGOFENGLISHFORINDIANSTUDENTS 3-0-0-3

Objectives: To enable the students to master the basics of teaching of English in the Indian context; to expose the students to the nuances of the art and science of teaching English language in Indian classrooms overcoming the problems posed by the interference of the mother tongue.

Unit 1 Problems and Principles

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

Unit 2 Approaches to Syllabus Design Structural-Situational-Functional-Communicative-Emergent (Process vs. Product)

Unit 3 Approaches to Teaching Design Audio- Lingual (structural drills)-Grammar Translation (rules and exercise)- Bilingual (use of the mother tongue)-situational and communicative - Structuring of lesson and classroom interaction - learner-centered teaching and the problems of teaching large classes.

Unit 4 Principles of Material Production
Teaching of vocabulary - 'Productive' and 'receptive' vocabulary foundation vocabulary, Basic English-Selection-frequency, utility, universality, productivity, teachability, structural value and regional value of a lexical item-Teaching of structure-selection, graduation and repetition-drills.

Unit 5 Error Analysis, Lexicography and Evaluation

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

COURSE OUTCOMES

CO1 Create an understanding of different problems one faces while teaching a new language.
CO2 Understand the various theories involved in teaching the second language.
CO3 Appreciate the different approaches in learning a second language.
CO4 Develop an interest in understanding the difficulties of the learners.

CORE READING:


REFERENCES:


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

Unit 1

Present interview findings to the class. Grammar Basics. Punctuation, Proofreading.

Unit 2

Unit 3
Procedures and Policies in Describing and Summarizing Technical Information - Technical proposals and reports, Bibliography. Small group meetings - brainstorming - collaborating on writing projects - reports, researching, Abstracts and executive summaries -
Discussoral presentations - Professional Presentations - Style in technical writing.

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

Unit 5
Editing and Proofreading, Portfolio, Participation, Meetings - Minutes, agenda, Chair.
Conferences (two conferences) Mockinterview, Conduct Meetings. Presenting a technical paper.

**COURSE OUTCOMES**

CO1 understand and use the basic elements of technical and professional writing

CO2 practice the unique qualities of technical and professional writing style, such as sentence conciseness, clarity, accuracy

CO3 write, edit technical and professional content employing appropriate tone and style relevant to technical and professional writing

CO4 analyze technical and professional report, data

CO5 engage in teamwork through group presentations and activities

**REFERENCES:**

1. McNair, *New Technologies and Your Resume*
2. Hauer, *Writing Technical Document for the Public*
5. *Technical Communications*, "DeskTop Type: Tradition and Technology"