



# **Program** **BA English Language and Literature**

## **CURRICULUM AND SYLLABUS**

(For 2018 admission onwards)

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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				
Course Code	Course Title	L-T-P	Cr	ES
18ENG101	Communicative English	2 0 2	3	
	Language Paper I	1 0 2	2	
18ELL101	History of English Literature: The Pre-Chaucerian to The Jacobean	4 0 0	4	
18ELL102	English Poetry: The Chaucerian to The Jacobean	4 0 0	4	
18ELL103	English Prose: The Elizabethan to The Augustan	4 0 0	4	
18CSA 104	Introduction to Computing	1 0 2	2	D
18CUL101	Cultural Education I	2 0 0	2	F
		<b>Total</b>	<b>21</b>	

SEMESTER II				
Course Code	Course Title	L-T-P	Cr	ES
18ENG121	Professional Communication	1 0 2	2	
	Language Paper II	1 0 2	2	
18ELL111	History of English Literature: The Augustan to The Victorian	4 0 0	4	
18ELL112	English Poetry: The Augustan to The Victorian	4 0 0	4	
18ELL113	English Prose: The Romantic to The Modern	4 0 0	4	
18ELL114	Indian Writing In English - I	3 0 0	3	
18CUL 111	Cultural Education II	2 0 0	2	F
		<b>Total</b>	<b>21</b>	

SEMESTER III				
Course Code	Course Title	L-T-P	Cr	ES
18ENG201	Communicative English (Advanced)	2 0 4	4	
18ELL201	History of English Literature: The Late- Victorian to The Modern	4 0 0	4	
18ELL202	American Literature	4 0 0	4	
18ELL203	Life Writing-I	4 0 0	4	
18ELL204	English Fiction: Victorian	4 0 0	4	
18SSK201	Life Skills-I	1 0 2	2	G
18AVP201	Amrita Values Programme I	1 0 0	1	F
		<b>Total</b>	<b>23</b>	

SEMESTER IV				
Course Code	Course Title	L-T-P	Cr	ES
18ELL211	History of English Language	4 0 0	4	
18ELL212	Shakespeare	4 0 0	4	
18ELL213	Canadian Literature	4 0 0	4	
18ENV300	Environmental Science and Sustainability	3 0 0	3	H
	Elective A	3 0 0	3	
	Open Elective A	3 0 0	3	J
18SSK211	Life Skills-II	1 0 2	2	G
18AVP211	Amrita Values Programme II	1 0 0	1	F
		<b>Total</b>	<b>24</b>	

SEMESTER V				
Course Code	Course Title	L-T-P	Cr	ES
18ELL301	Elements of Literary Criticism	4 0 0	4	
18ELL302	English Poetry: Modern	4 0 0	4	
18ELL303	English Drama: Elizabethan to Victorian	4 0 0	4	
18ELL304	Spiritual Literature	4 0 0	4	
18ELL305	Phonetics and Grammar	4 0 0	4	
	Elective B	3 0 0	3	
18ELL390	Live - in - Lab/ Open Elective B	3 0 0	3	J
18SSK301	Life Skills III	1 0 2	2	G
		<b>Total</b>	<b>28</b>	

SEMESTER VI				
Course Code	Course Title	L-T-P	Cr	ES
18ELL311	Methodology of Literary Studies and Humanities	4 0 0	4	
18ELL312	Indian Writing In English-II	4 0 0	4	
18ELL313	English Fiction: Modern	4 0 0	4	
18ELL314	English Drama: Modern	4 0 0	4	
18ELL315	Indian Aesthetics	3 0 0	3	
18ELL316	Life Writing II	4 0 0	4	
		<b>Total</b>	<b>23</b>	
18ELL399	Project (for Exit- option students)		6	
		<b>Total</b>	<b>29</b>	

#### ELECTIVES

Course Code	Course Title	L-T-P	Cr	ES
<b>ELECTIVES A &amp; B (any two)</b>				
18ELL231	Creative Writing in English	3 0 0	3	
18ELL232	Journalism and Mass Media	3 0 0	3	
18ELL233	Teaching of English for Indian Students	3 0 0	3	
18ELL234	Technical and Professional Writing	3 0 0	3	

**LANGUAGE - Paper I**

Course Code	Course Title	L-T-P	Cr	ES
18HIN101	Hindi I	1 0 2	2	
18KAN101	Kannada I	1 0 2	2	
18MAL101	Malayalam I	1 0 2	2	
18SAN101	Sanskrit I	1 0 2	2	

**LANGUAGE - Paper II**

Course Code	Course Title	L-T-P	Cr	ES
18HIN111	Hindi II	1 0 2	2	
18KAN111	Kannada II	1 0 2	2	
18MAL111	Malayalam II	1 0 2	2	
18SAN111	Sanskrit II	1 0 2	2	

**Evaluation Scheme and Grading System****50:50 (Internal: External) (All Theory Courses)**

Assessment	Internal	External
Periodical 1 (P1)	15	
Periodical 2 (P2)	15	
*Continuous Assessment (CA)	20	
End Semester		50

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

Assessment	Internal	External
*Continuous Assessment (CA)	80	
End Semester		20

**70:30(Internal: External) (Lab based courses having 2 Theory hours/ Theory and Tutorial)  
Theory- 60 Marks; Lab- 40 Marks**

Assessment	Internal	External
Periodical 1	10	
Periodical 2	10	
*Continuous Assessment (Theory) (CAT)	10	
Continuous Assessment (Lab) (CAL)	40	
End Semester		30

**65:35 (Internal: External) (Lab based courses having 3 Theory hours/ Theory and Tutorial)**

**Theory- 70 Marks; Lab- 30 Marks**

Assessment	Internal	External
Periodical 1	10	
Periodical 2	10	
*Continuous Assessment (Theory) (CAT)	15	
Continuous Assessment (Lab) (CAL)	30	
End Semester		35

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

Letter Grade	Grade Point	Grade Description
O	10.00	Outstanding
A+	9.50	Excellent
A	9.00	Very Good
B+	8.00	Good
B	7.00	Above Average
C	6.00	Average
P	5.00	Pass
F	0.00	Fail

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  $i^{\text{th}}$  course in any semester

$Gr_i$  = Grade point for the  $i^{\text{th}}$  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**

Prose: John Halt's 'Three Kinds of Discipline' [**Detailed**] Max Beerbohm's 'The Golden Drugget' [**Detailed**]

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

Robert Kroetsch– 'I am Getting Old Now', Langston Hughes-'I, Too' [**Detailed**] Wole Soyinka- 'Telephone Conversation' [**Non-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' [**Non-Detailed**]

### **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:**

1. Ruskin Bond, *Time Stops at Shamli and Other Stories*, Penguin Books India Pvt Ltd, 1989
2. Syamala, V. *Speak English in Four Easy Steps*, Improve English Foundation 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:**

1. Ifor Evans. *A Short History of English Literature*. Penguin.
2. Hudson, William Henry. *An Outline History of English Literature*, B.I Publications
3. Prasad B. *A Background to the study of English Literature*. Rev. ed. Chennai Macmillan
4. Compton Rickett. *A History of English Literature*.

**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:**

1. Board of Editors. *Poetry Down the Ages*. Hyderabad: Orient Black Swan, 2010
2. Palgrave, F.T. *The Golden Treasury*. New Delhi: Rupa Classics, 2006
3. Barua, D.K. *Whispering Reeds*. Calcutta: Oxford University Press, 1995
4. *Paradise Lost* Book 1

#### REFERENCES:

1. Nayar. Pramod K. *English Poetry from the Elizabethans to the Restoration*. Hyderabad: Orient Black Swan, 2012
2. Wells, Stanley and Lena Cowen Orlin. Eds. *Shakespeare: An Oxford Guide*. OUP, New Delhi, 2007.
3. Beerbohm, Max, *The Prince of Minor Writers: The Selected Essays of Max Beerbohm*
4. (NYRB Classics), Phillip Lopate (Introduction, Editor), The New York Review of Book Publishers.
5. Edger Allan Poe. *The Selected Works of Edger Allan Poe*. A Running Press, 2014.
6. Ruskin Bond, *Time Stops at Shamli and Other Stories*, Penguin Books India Pvt Ltd, 1989
7. Martinet, Thomson, *A Practical English Grammar*, IV Ed. OUP, 1986.
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.

**Course Outline** - Types of essays - persuasive, descriptive, satirical, argumentative and expository - diaries -travel writing - speeches. Bacon -Father of English essay. Major essayists.

#### **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:

1. Nayar. M.G. *A Galaxy of English Essayists*. Macmillan
2. Thampi, GB. Mohan. *Reflections*. New Delhi: Pearson. 2012

### REFERENCES:

Hudson, WH. *An Introduction to the Study of English Literature*. Chapter: 'The Study of The Essay'

Cairncross, A S. Ed. *Eight Essayists*.

Gross, John. *The Oxford Book of Essays*. OUP, 2008.

**Unit I**

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

**Unit II**

Word processing, MS Word

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

**Unit III**

Spreadsheet: MS Excel.

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

**Unit IV**

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

**Unit V**



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

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

### Course Outcomes

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

5

### CORE READING:

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

### REFERENCES:

1. *S. Jain – MS Office 2010 Training Guide, BPB Publication.*
2. *John Walkenbach Herb Tyson Michael R. Groh Faith Wempen Lisa A. Bucki – Microsoft Office 2010 Bible, Wiley India.*
3. *Michael Price – 2010 in Easy Steps, TMH.*
4. Language I – (Hindi 1, Kannada 1, Malayalam 1, Sanskrit 1 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 purusharthas, 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. Felix Eskey. *Tech Talk*, University of Michigan. 2005
2. Michael Swan. *Practical English Usage*, Oxford University Press. 2005
3. Anderson, Paul. *Technical Communication: A Reader Centered Approach*, V Edition, Harcourt, 2003.
4. Raymond V. Lesikar and Marie E. Flatley. *Basic Business Communication*, Tata McGraw Hill Pub. Co. New Delhi. 2005. Tenth Edition.
5. Thampi, G. Balamohan. *Meeting the World: Writings on Contemporary Issues*. Pearson, 2013.
6. Lynch, Tony. *Study Listening*. New Delhi: CUP, 2008.
7. Kenneth, Anderson, Tony Lynch, Joan Mac Lean. *Study Speaking*. New Delhi: CUP, 2008.
8. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
9. Syamala, V. *Effective English Communication For You (Functional Grammar, Oral and Written Communication)*: Emerald, 2002.

**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*.
2. Arthur Compton-Rickett. *A History of English Literature*. Thomas Nelson and Sons Ltd.
3. Peck, John and Martin Coyle. *A Brief History of English Literature*. Indian Edition: Palgrave

4. Alexander Michael. *A History of English Literature*. Chennai: Palgrave Macmillan

#### REFERENCES:

1. Legouis, Emile, Cazamian. *A Short History of English Literature*. OUP
2. Ford, Boris (Ed.) *The Pelican Guide to English Literature*. Penguin Books
3. Thornley, G C and Gwyneth Roberts. *An Outline of English Literature*, Pearson, 2011.
4. Richard Cronin, Alison Chapman, Anthony H. Harrison. Eds. *A Companion to Victorian Poetry*. London: Wiley-Blackwell

**18ELL112**

**English Poetry: The Augustan to the Victorian**

**4-0-0-4**

*Course Outline: Augustan Age - characteristics - transitional poets. Romantic revival - characteristics - worship of nature - older romantics. Younger romantics - characteristics - sensualism - humanitarian pantheism. Victorian poetry - conflict between science and religion - rationalism - dramatic monologue - major poets.*

#### 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 Above Tintern 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:

1. Board of Editors. *Poetry Down the Ages*. Hyderabad: Orient BlackSwan, 2010
2. Palgrave, F.T. *The Golden Treasury*. New Delhi: Rupa Classics, 2006
3. Harrison, G.B. *Penguin Book of English Poetry*. UK: Penguin Books
4. Klarer Mario. *An Introduction to Literary Studies*. Routledge, 2009.

### REFERENCES:

1. Board of Editors. DAV College. *Light and Delight*, Part II, Macmillan. 2000
2. Jain, Jasbir. *Strings of Gold Part 3: An Anthology of Poems*, Macmillan
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—19<sup>th</sup> and 20<sup>th</sup> 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**

HillaireBelloc:"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:**

1. Nayar,M.G. *A Galaxy of English Essayists*.Macmillan
2. Thampi,GB.*Mohan.Reflections*.New Delhi: Pearson.2012
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.
4. Cairncross, A S. Ed. *Eight Essayists*.

## **FURTHER READING:**

1. Board of Editors. *Strings of Gold*. Hyderabad: Orient BlackSwan.2008
2. Williams,W.E.*ABook of English Essays*. New Delhi: Penguin Books.1992
3. Klarer Mario. *An Introduction to Literary Studies*. Routledge, 2009.
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 19<sup>th</sup> to the late 20<sup>th</sup> 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"
3. K. A. Abbas: "The Refugee"

### **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"
- 10.

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

10. R. K. Narayan: *The English Teacher*
11. Mulk Raj Anand: *Untouchable*
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:**

1. Murthy, M.G Narasimha. *Famous Indian Stories*. Hyderabad: Orient BlackSwan. 2009
2. Narayan, R. K. *The English Teacher*. Indian Thought Publishers, Chennai.
3. Anand, Mulk Raj. *Untouchable*. Arnold Publishers, 1981.
4. Rao, Raja. *Kanthapura*. Orient Paperbacks, 2005
5. Gokak, V K. Ed. *The Golden Treasury of Indo-Anglian Poetry ; 1828-1965*. Delhi: Sahitya Akademi, 2006
6. Indian Yarns: *An Anthology of Indian English Writing*: CUP, 2013.
7. Parthasarathi. R. Ed. *Ten Twentieth Century Indian Poets*. OUP, 2009.

**Reference:**

1. Iyengar, Sreenivas. *Indian Writing in English*. Asian Publishing House, 1962.
2. Naik, M. K. *A History of Indian Writing in English*.
3. M.K. Naik. *Indian English Poetry: from the Beginnings upto 2000*. Delhi: Pencraft International, 2006.
3. Students are advised to refer web sources.

**18CUL111**

**CULTURAL EDUCATION II**

**2 0 0 2**

**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.

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

## **Unit-3**

Reading and Writing

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

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

## **Unit-4**

Writing for specific purpose

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

## **Unit-5**

Practical sessions

Language skills tests(Written):

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

## **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:**

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

### **REFERENCES:**

Jones, Daniel. *English Pronouncing Dictionary*. 17<sup>th</sup> Edn. CUP

<b>18ELL201</b>	<b>HISTORY OF ENGLISH LITERATURE: LATE VICTORIAN TO THE MODERN</b>	<b>4-0-0-4</b>
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*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

Avant Garde Movements-Poetry- Eliot- Fiction- Stream of Consciousness- Joyce, Woolf-New Trends in English Theatre – John Osborne, Samuel Beckett, Harold Pinter, Tom Stoppard, Arnold Wesker- Robert Bolt- Edward Bond

## 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:

1. Evans, Ifor- *A Short History of English Literature*, Penguin.
2. Albert, Edward. *A History of English Literature*.
3. Peck, John and Martin Coyle - *A Brief History of English Literature, Indian ED.*, Palgrave.
4. Sanders, Andrew - *The Short Oxford History of English Literature*.
5. Poplawski, Paul. Ed. *English Literature in Context*. CUP, 2008.

## REFERENCES

1. Legouis, E & Cazamian, L - *A History of English Literature*, London, Macmillan, 2008.
2. Sampson, George - *The Concise Cambridge History of English Literature*, CUP, 2009.
3. Daiches, D – *A Critical History of English Literature*, 1960
4. Compton-Rickett, Arthur. *A History of English Literature*.
5. Thornley, G C and Gwyneth Roberts. *An Outline of English Literature*, Pearson, 2011.

18ELL202

AMERICAN LITERATURE

4-0-0-4

*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 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> 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:**

1. Oliver, Egbert S. Ed. *An Anthology of American Literature*. Vols. I and II. Eurasia Publishing House: New Delhi.
2. Fisher, William J. Ed. *An Anthology of American Literature*. Vols. I and II. *American Literature: An Anthology*. Macmillan.

3. Spiller, Robert E. *The Cycle of American Literature*, Macmillan.

#### **REFERENCES:**

1. Brower, Reuben. *The Poetry of Robert Frost: Constellations of Intentions*.
2. Chase, Richard. *The American Novel and Its Tradition*. Kalyani Publishers, Ludhiana. C.
3. C.W.E. Bigsby. *A Critical Introduction to 20<sup>th</sup> Century American Drama*. Cambridge University Press. Vol I & II
4. Gray, Richard. *A Brief History of American Literature*. UK: Wiley Blackwell, 2011.
5. Students are also advised to refer to websources.

**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*.
2. Abdul Kalam, APJ. *Wings of Fire: An Autobiography of Abdul Kalam*.
3. Frank, Anne. *The Diary of a Young Girl*.
4. Online Sources

#### **REFERENCES:**

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

**18ELL204**

**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:

1. Austen, Jane: *Sense and Sensibility*. Maple Press, 2014.
2. Dickens, Charles: *Christmas Carol*. Fingerprint Publishing, 2015.
3. Eliot, George: *Silas Mariner*. Scholastic India, 2001.
4. Hardy, Thomas: *Under the Greenwood Tree*. Wordsworth Editions Ltd; New edition, 1994.

### REFERENCES:

- 1 *David, Deirdre. (Ed). The Cambridge Companion to the Victorian Novel, , CUP, London*
- 2 *A Companion to the Victorian Novel, Blackwell Companions to Literature and Culture, (Eds) Patrick Brantlinger, William Thesing, Wiley.*
3. *The Nineteenth Century Novel: A Critical Reader, Stephen Regan, Routledge.*
4. Williams, Raymond. *The English Novel: From Dickens to Lawrence*. Vintage Digital, 2013.
5. Websources.

**18SSK201**

**LIFE SKILLS I**

**1 0 2 2**

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

	Soft Skills:
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.
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.
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.
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.
	Aptitude:
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.
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

	applying methods to solve questions on arithmetic, algebra, logical reasoning, statistics and data analysis and arrive at appropriate conclusions.
	Verbal:
CO7	At the end of the course, the students will have the ability to understand the nuances of English grammar and apply them effectively.
CO8	At the end of the course, the students will have the ability to relate, choose, conclude and determine the usage of right vocabulary.
CO9	At the end of the course, the students will have the ability to decide, conclude, identify and choose the right grammatical construction.

### **TEXTBOOKS:**

1. *A Communicative Grammar of English: Geoffrey Leech and Jan Svartvik. Longman, London.*
2. *Adair J (1986) - "Effective Team Building: How to make a winning team", London, U.K: Pan Books.*
3. *Gulati S (2006) - "Corporate Soft Skills", New Delhi, India: Rupa & Co.*
4. *The Hard Truth about Soft Skills, by Amazone Publication.*

### **REFERENCES:**

1. *Quantitative Aptitude, by R S Aggarwal, S Chand Publ.*
2. *Verbal and Non-verbal Reasoning, 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.*
6. *More Games Teams Play, by Leslie Bendaly, McGraw-Hill Ryerson.*
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.*

**18AVP201 /**  
**18AVP211**

**Amrita Values Programme I /**  
**Amrita Values Programme II**

**1 0 0 1**  
**1 0 0 1**

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 – Kurukshetra War and its significance - Relevance of Mahabharata for modern times.

**Lessons from the Upanishads**

Introduction to the Upanishads: Sruti versus Smriti - 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**

Introduction to Bhagavad Gita – Brief storyline of Mahabharata - Context of Kurukshetra War – The anguish of Arjuna – Counsel by Sri. Krishna – Key teachings of the Bhagavad Gita – Karma Yoga, Jnana Yoga and Bhakti Yoga - Theory of Karma and Reincarnation – Concept of Dharma – Concept of Avatar - Relevance of Mahabharata for modern times.

**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 Paramahansa, 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

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 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 (Sixs 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, Cheriya, 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 Bharatanatyan, 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, 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 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 itihahas 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.

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**

Introduction-Nature and origin of language – Human languages and animal communication-theories - History of language –Language Families- Indo-European-Germanic group- Grimm’s Law, Verner’s Law-Centum-Satam languages-Descent of English.

### **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, Spenser, 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**

Evolution of English as a global language- Word formation and growth of vocabulary-Semantics-Changes of Meaning-Processes-Varieties of English.

### **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
3. George Yule. *The Study of Language*. CUP, 2016.



4. Crystal, David. *English as a Global Language*. London: CUP, 1997.

#### **Reference:**

1. A C Baugh: *A History of the English Language*, Appleton- Century- Crafts
2. Mario Pei: *The Story of Language*, Mentor
3. Simon Potter. *Our Language*. Pelican
4. Otto Jespersen: *Growth and Structure of the English Language*, OUP
5. Mugglestone. *Oxford History of English*. OUP, 2009.
6. Crystal, David. *The Cambridge Encyclopedia of English Language*. CUP, 2003.

**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 Shakespeare- Types 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:**

1. Kenneth Muir. *Shakespeare: The Comedies, A Collection of Critical Essays*
2. Charlton H B. *Shakespearean Comedy*. Cambridge: Cambridge University Press, 2010
3. Tillyard, E. M.W. *Shakespeare's Last Plays*. Michigan: The Athlone Press, 1991.
4. Bloom, Harold. *Modern Critical Interpretations*. Broomall: Chelsea Publishers, 2004
5. Bradley, A.C. *Shakespearean Tragedy*. Middlesex: Echo library, 2007
6. Dowden, Edward. *Shakespeare :A Critical Study of his Mind and Art*. New Delhi: Atlantic, 2003
7. Wilson R.F. *Landmark of Shakespeare Criticism*. California: University of California, 1979
8. Milford, H. *Shakespeare Criticism: An Essay In Synthesis*. London: Oxford University Press, 1938
9. Wells, Stanley and Lena Cowen Orlin. Eds. *Shakespeare: An Oxford Guide*. OUP, 2007.

**18ELL213**

**CANADIAN LITERATURE**

**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 students interest in the subtle thematic and technical experimentations in Canadian literature.*

**Unit 1** Introduction to Canadian

Literature- Prose, Poetry, Drama,

Fiction.

## **Unit 2 Poetry[All Detailed]**

DanielDavidMoses"ThePersistenceofSongs"

EliMandel"TheMadWomenofthePlazaDeMayo"

Margaret Atwood "Journey to the Interior"

Clare Harris "Framed"

LakshmiGill"LettertoaProspectiveImmigrant"

## **Unit 3 Drama[Detailed]**

GeorgeRyga*TheEcstasyofRitaJoe*

## **Unit4Prose**

NorthropFrye"ConclusionontoALiteraryHistoryofCanada"[NonDetailed]

## **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:**

1. *Kudchedkar, Shirin and Jameela Begum A (ed.) Canadian Voices. New Delhi: Pencraft International, 1996*
2. George Ryga. *The Ecstasy of Rita Joe. Toronto: Talon Books, 1970*
3. Northrop Frye. *The Bush Garden: Essays on the Canadian Imagination: Toronto, 1971 (213-252)*
4. Sinclair Ross. *As for Me and My House. Toronto: New Canadian Library, 1989*

5. Roy, Gabrielle. *Enchantment and Sorrow. The Autobiography of*
6. *Gabrielle Roy*. Tr. Patricia Claxton. Toronto: University of Toronto, 1987.
7. Brown, Russell M, Donna Bennett. Ed. *An Anthology of Canadian Literature in English*. 2 Vols. Toronto: OUP, 1982.

#### REFERENCES:

1. Bennett, Dona and Russell MBrown(ed.)*An Anthology of Canadian Literature 2 Vols*. New York: OUP. 1982
2. New, WH, *A History of Canadian Literature*. McGill: Queens Press, 2003
3. 3. Israel, Milton (ed.) *The South Asian Diaspora in Canada*. Ontario: MultiCultural History Society, 1987
4. 4. Harrison, Dick. *Unnamed Country: The Struggle for a Canadian Prairie Fiction*. Edmonton: University of Alberta Press, 1977.
5. Moses, Daniel David and Terry Goldie. Ed. *An Anthology of Canadian Native Literature in English*. Toronto: OUP, 1998.
6. Howells, Coral Ann and Eva Marie Kroeller. Eds. *Cambridge History of Canadian Literature*. London: CUP, 2009.

**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 depletion and pollution

## **Unit-2**

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

Discuss the interrelation of environmental issues and social issues: Population, illiteracy, Poverty, gender equality, class discrimination, social impacts of development on the poor and tribal communities. Conservation movements, peoples movements, and activism, Indigenous knowledge systems and traditions of conservation.

## **Unit-3**

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

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

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

## **Course Outcomes**

- |     |   |
|-----|---|
| CO1 | CO1: Integrate facts and concepts from ecological, physical and social sciences to characterize some common socio-environmental problems. |
| CO2 | CO2: Develop simple integrated systems and frameworks for solving common interconnected socio-environmental problems.                     |

- CO3 CO3: Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.
- CO4 CO4: Identify the ethical underpinnings of socio-environmental issues in general.

### References:

1. R. Rajagopalan, Environment Studies: From Crisis to cure Oxford University Press 2011, 358 pages. ISBN 9780198072089
2. Daniel D. Chiras, Environmental Science. Jones and Bartlett Publishers, 01-FEB 2012, 669 page. ISBN 9781449645311
3. Andy Jones, Michel Pimbert and Janice Jiggins, 2011. Virtuous circles: Values Systems , Sustainability. IIED AND IUCN CEESP, London
4. Annenberg Learner, The Habitable Planet, Annenberg foundation 2015

**18SSK211**

**LIFE SKILLS II**

**1 0 2 2**

Professional Grooming and Practices: Basics of Corporate culture, Key pillars of Business Etiquette. Basics of Etiquette: Etiquette – Socially acceptable ways of behaviour, Personal hygiene, Professional attire, Cultural Adaptability. Introductions and Greetings: Rules of the handshake, Earning respect, Business manners. Telephone Etiquette: activities during the conversation, Conclude the call, To take a message. Body Language: Components, Undesirable body language, Desirable body language. Adapting to Corporate life: Dealing with people.

Group Discussions: Advantages of Group Discussions, Structured GD – Roles, Negative roles to be avoided, Personality traits to do well in a GD, Initiation techniques, How to perform in a group discussion, Summarization techniques.

Listening Comprehension advanced: Exercise on improving listening skills, Grammar basics: Topics like clauses, punctuation, capitalization, number agreement, pronouns, tenses etc.

Reading Comprehension advanced: A course on how to approach middle level reading comprehension passages.

Problem solving – Money Related problems; Mixtures; Symbol Based problems; Clocks and Calendars; Simple, Linear, Quadratic and Polynomial Equations; Special Equations; Inequalities; Functions and Graphs; Sequence and Series; Set Theory; Permutations and Combinations; Probability; Statistics.

Data Sufficiency: Concepts and Problem Solving.

Non-Verbal Reasoning and Simple Engineering Aptitude: Mirror Image; Water Image; Paper Folding; Paper Cutting; Grouping Of Figures; Figure Formation and Analysis; Completion of Incomplete Pattern; Figure Matrix; Miscellaneous.

Special Aptitude: Cloth, Leather, 2D and 3D Objects, Coin, Match Sticks, Stubs, Chalk, Chess Board, Land and geodesic problems etc., Related Problems

**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:**

1. *A Communicative Grammar of English: Geoffrey Leech and Jan Svartvik. Longman, London.*
2. *Adair J (1986) - "Effective Team Building: How to make a winning team", London, U.K: Pan Books.*
3. *Gulati S (2006) - "Corporate Soft Skills", New Delhi, India: Rupa & Co.*
4. *The Hard Truth about Soft Skills, by Amazone Publication.*

**REFERENCES:**

1. *Quantitative Aptitude, by R S Aggarwal, S Chand Publ.*
2. *Verbal and Non-verbal Reasoning, R S Aggarwal, S Chand Publ.*
3. *Quantitative Aptitude by Abjith Guha, Tata McGraw hill Publ.*
4. *More Games Teams Play, by Leslie Bendaly, McGraw-Hill Ryerson.*
5. *The BBC and British Council online resources*
6. *Owl Purdue University online teaching resources*
7. *www.thegrammarbook.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.*

### **Unit1**

General Introduction- What is Criticism?-Nature and Function-Definitions

### **Unit2**

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

### **Unit3**

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

### **Unit4**

Romantic and Victorian Criticism-Wordsworth-‘Preface to Lyrical Ballads’-Coleridge-‘Biographia Literaria’ (Chapter XIV)-Matthew Arnold-‘The Function of Criticism in the Present Time’

### **Unit5**

Modern Criticism-Eliot and Modernism- ‘Tradition and Individual Talent’-I.A.Richards-‘Practical Criticism’-F R Leavis “Poetry and the Modern World”

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:**

1.      W H Hudson. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 1998
2.      *English Critical Texts*. D J Enright and Ernst de Chickera. Ed. Delhi: OUP
3.      *Twentieth Century Literary Criticism*. David Lodge (Ed). London: Longman
4.      I. A. Richards. *Practical Criticism*. Kegan Paul, London
5.      F R Leavis. *New Bearings in English Poetry*.
6.      D A Russell, Michael Winterbottom. *Classical Literary Criticism*. Oxford: OUP, 1989
7.      Selden, Raman. *The Theory of Criticism: From Plato to the Present*. Longman, 1988.
8.      Prasad, B. *Introduction to English Criticism*.

### **REFERENCES:**

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



- Guerin, Wilfred, Earle Labor, Lee Morgan, Jeanne C. Reesman and John R. Willingham. *A Hand Book of Critical Approaches to Literature*. New York: OUP, 1985
- Wellek, Rene, Austin Warren. *Theory of Literature*. Jonathan Cape Ltd, 1949
- Abrams, M. H. *A Glossary of Literary Terms*. Cengage Learning India Private Limited, 2015.
- David Daiches. *Critical Approaches to Literature*.
- Nagarajan, M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
- 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**

T.S. Eliot, "Marina", "The Journey of the Magi" **[Detailed]**

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]  
"Iago Prytherch" [Non-Detailed]

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

### COURSE OUTCOMES

- CO 1 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 2 To evaluate modernism and its impact on English literature in general poetry in particular.
- CO 3 To analyse the thematic preoccupations of English poetry of the times
- CO 4 To analyse the change in treatment of the subject of poetry and techniques used to expound them.
- CO 5 To critically assess individual works of poetry

### CORE READING:

1. Thomas, CT (ed.) *Twentieth Century Verse. An Anglo-American Anthology*. New Delhi: MacMillan, 1979
2. Board of Editors. *Poetry Down the Ages*. Hyderabad: Orient Black Swan, 2010
3. Online Sources

### REFERENCES:

1. Rosenthal, M.L. *The Modern Poets*. New York: OUP, 1961.
2. Beach, J.W. *The Making of the Auden Canon*. Minneapolis: University of Minnesota Press, 1957.
3. Blair, John G. *The Poetic Art of W.H. Auden*. Princeton: Princeton University Press, 1973

## 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 Caesar* [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. *Caesar 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

- 1 Powell, Kerry (ed.). *The Cambridge Companion to Victorian and Edwardian Theatre*. London: CUP, 2004.
- 2 Rowse, AL. *The Elizabethan Renaissance and the Cultural Achievement*. London: MacMillan, 1972
- 3 Daiches, David. *A Critical History of English*

*Literature. Vol. I.* Ahmedabad: Allied, 1969

- 3 Ricks, Christopher (ed.). *English Drama to 1710*. London: Barrie and Jenkins Ltd, 1975.
- 4 Turner, WJ (ed.). *Impressions of English Theatre*. London: Collins, 1947

**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

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

**Unit 2**

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

**Unit 3**

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

**Unit 4**

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

**Unit 5**

Poetry

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

**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:**

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

**REFERENCES:**

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

**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:**

1. Balasubramanian, T. *English Phonetics for Indian Students*. Chennai: Macmillan, 1981.
2. Syamala,V. *A Textbook of English Phonetics and Structure for Indian Students*.Trivandrum: Sharath Ganga Publications, 1992.
3. John, PP. *A Text Book of English Grammar*.
4. Jones, Daniel. *Pronunciation of English*. Forgotten Books, 2017.

**REFERENCE:**

1. Green, David. *Contemporary English Grammar Structure and Composition*. Macmillan Publishers India Limited, 2000.
2. Gimson, A C. *An English Pronouncing Dictionary*.J. M. Dent, 1981.
3. Swan, Michael. *Practical English Usage*. OUP, 2005.
4. Palmer, Frank. *Grammar*.

**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:**

1. *A Communicative Grammar of English: Geoffrey Leech and Jan Svartvik. Longman, London.*
2. *Adair J (1986) - "Effective Team Building: How to make a winning team", London, U.K: Pan*

- Books.
3. Gulati S (2006) - "Corporate Soft Skills", New Delhi, India: Rupa & Co.
  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;
3. Vedic Mathematics, by Jagadguru Swami Sri Bharati Krsna Tirthaji Maharaja, Motilal Banarsidass Publ.;
4. How to Ace the Brainteaser Interview, by John Kador, Mc Graw Hill Publishers.
5. Quick Arithmetics, by Ashish Agarwal, S Chand Publ.;
6. Quicker Maths, by M tyra & K Kundan, BSC Publishing Co. Pvt. Ltd., Delhi;
7. More Games Teams Play, by Leslie Bendaly, McGraw-Hill Ryerson.
8. The BBC and British Council online resources
9. Owl Purdue University online teaching resources
10. [www.thegrammarbook.com](http://www.thegrammarbook.com) online teaching resources
11. [www.englishpage.com](http://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-orality-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-Postcolonialism-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:

1. Thorpe, James. Ed. *The Aims and Methods of Scholarship in Modern Languages and Literatures*. Toronto: PMLA, 1970.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Delhi: Viva Books, 2008.
3. Kundu, Abhijit. *The Humanities: Methodology and Perspectives*. New Delhi: Pearson Education, 2009.
4. Seldon, Raman, et al. *A Reader's Guide to Contemporary Literary Theory*. New Delhi: Pearson Education, 2005.
5. Guerin, Wilfred L, et al. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP, 2009.
6. Widdowson, Peter. *Literature*. Psychology Press, 1999.
7. Abrams, M. H, Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning India Private Limited, 2015.

## REFERENCES:

1. Eagleton, Terry. "What is Literature?"
2. Xavier, Robin. *The Methodology of Literature*. Chennai: Mainspring Publishers, 2015.
3. Coupe, Laurence. Ed. *The Green Studies Reader*. London: Routledge, 2000.
4. Dollimore, Jonathan and Alan Sinfield. *Political Shakespeare: New Essays in Cultural Materialism*. Manchester: MUP, 1985.
5. Macherey, Pierre. *A Theory of Literary Production*. Tr. Geoffrey Wall. London

don: Routledge, 1978.

6 Williams, Raymond. *Culture and Society*. London: Fontana, 1957.

7 Waugh, Patricia. Ed. *Literary Theory and Criticism: An Oxford Guide*. New Delhi: OUP, 2006.

8. Brooker, Peter. *A Glossary of Cultural Theory*. London: Arnold, 2003.

**18ELL312**

**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]**

Meena Kandasamy- "Aggression"

Gieve Patel- "On Killing a Tree"

Temsula Ao – "Prayer of a Monolith"

Saleem Peeradina: "The Lesson"

Suniti Namjoshi: "Speech"

### **Unit-3 Drama**

Manjula Padmanabhan: *Harvest* [Detailed]

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

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

Upamanyu Chatterjee: *English, August: An Indian Story*

Rohinton Mistry: *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:

1. Saleem Peeradina (ed). *Contemporary Indian Poetry in English*. Delhi: Macmillan, 1972.
2. Manjula Padmanabhan: *Harvest*
3. Upamanyu Chatterjee: *English, August: An Indian Story*
4. Rohinton Mistry: *Such a Long Journey*. Faber and Faber.
5. Mahesh Dattani: *Dance Like a Man*. Penguin.
6. Online Sources

### References

1. King, Bruce. *Modern Indian Poetry in English*. New Delhi: OUP, 1987.
2. George, K.M. (ed). *Modern Indian Literature: An Anthology*. Vol 1 & 2 Delhi: SA, 1992.
3. Naik, M.K. *Perspectives on Indian Poetry in English*. Delhi: Abhinav Publication, 1984.
4. William, H.M. *Indo-Anglian Literature 1800-1970: A Survey*. Madras: Orient Longman, 1976.
5. Srinivasalyengar, K R. *Indian Writing in English*. Delhi: Sterling, 1974.
6. Naik, M.K. “A History of Indian English Literature”. Delhi: SA, 1982.
7. Kripalani, Krishna. *Literature of Modern India*, New Delhi: NBT, 1982.

8. V.K.Gokak (ed). *The Golden Treasury of Indo-Anglian Poetry: 1895-1965*. Delhi: SA, 1970.
9. R Parthasarathy (ed). *Ten Twentieth Century Indian Poets*. Delhi: OUP, 1976.
10. Online sources

## 18ELL313

## ENGLISH FICTION: MODERN 4-0-0- 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:

1. Woolf, Virginia. *Orlando*. UK: OUP, 2015.
2. Collins, Wilkie. *No Name*. Penguin Classics, 1995
3. Huxley, Aldous. *Brave New World*. London: Chatto & Windus, 1932
4. Orwell, George. *The Animal Farm*. London: Seeker & Warburg, 1945
5. Joyce, James. *The Portrait of an Artist as a Young Man*. CreateSpace Independent Publishing Platform, 2017
6. Graham Greene. *The Heart of the Matter*. Penguin Classics, 2004.
7. Kingsley Amis. *Lucky Jim*. NYRB Classics, 2012
8. Lawrence, D H. *Sons and Lovers*. Wordsworth Editions Ltd; Reprint edition, 1992

### REFERENCES:

1. Beach, J. W. *The Twentieth Century Novel, Studies in Technique*. Ludhiana: Lyall, 1960
2. Matz, Jesse. *The Modern Novel: A Short Introduction*. Wiley-Blackwell, 2004.
3. Caserio, Robert L. *The Cambridge Companion to the Twentieth-Century English Novel (Cambridge Companions to Literature)*. UK: Cambridge University Press; 1 edition 2009
4. Fish, James. *A Concise Companion to Contemporary British Fiction*. London: Blackwell, 2006.
5. Head, Dominic. *The Cambridge Introduction to Modern British Fiction*. Cambridge: CUP, 2002.
6. Bradbury, Malcolm. *The Social Context of Modern English Literature*. New York: Schocken, 1971.
7. Levenson, Michael. Ed. *The Cambridge Companion to Modernism*. Cambridge: CUP, 2009.
8. Tew, Philip. *The Contemporary British Novel*. London: Continuum, 2011.
9. Waugh, Patricia. Ed. *Revolutions of the Word: Intellectual Contexts for the Study of Modern Literature*. London: Arnold, 1997.
10. Schoene, Berthold. *The Cosmopolitan Novel*. Edinburgh: EUP, 2009.

**18ELL314**

**ENGLISH DRAMA: MODERN**

**4-0-0 -4**

**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**

J.M. Synge. *Riders to the Sea*

Edward Bond. *Lear*

### **Unit 5**

Robert Bolt. *A Man for All Seasons*.

Doris 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                |

literature

**Core Reading:**

1. Bernard Shaw, *Pygmalion*. Fingerprint! Publishing, 2017.
2. Pinter, Harold. *The Birthday Party*. Faber; 1991
3. J.M. Synge. *Riders to the Sea*. Boston: J.W. Luce & Co., 1911
4. John Osborne. *Look Back in Anger*. Penguin Books, 1982.
5. Tom Stoppard. *Rosencrantz and Guildenstern are Dead*. Faber and Faber Limited, 1973.
6. Edward Bond. *Lear*. Methuen Drama, 1983.
7. Robert Bolt. *A Man for All Seasons*. Methuen Drama, 2013.
8. Dorris Lessing. *Play With a Tiger*. HarperCollins Distribution Services, 1972.

**REFERENCES:**

1. Sullivan, Garrett, A., Patrick Cheney and Andrew Hadfield (ed.). *Early Modern English Drama: A Critical Companion*. London: OUP, 2005
2. Williams, Raymond. *Drama From Ibsen to Brecht*. 1977.
3. Luckhurst, Mary. *A Companion to Modern British and Irish Drama, 1880 – 2005 (Blackwell Companions to Literature and Culture)*. Wiley-Blackwell, 2010
4. Hunt, Hugh. *The Revels History of Drama in English: 1880 to the Present Day* v.7. Routledge, 1978.
5. Fermor, Una Ellis. *The Frontiers of Drama*. London : Methuen, 1945
6. Esslin, Martin. *The Theatre of The Absurd*. London: Bloomsbury, 2013
7. Innes, Christopher. *Modern British Drama: The Twentieth Century*. Cambridge: CUP, 2002.
8. Lane, David. *Contemporary British Drama: Edinburgh Critical Guides to Literature*. Edinburgh: EUP, 2010.

**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:

1. Devy, G.N. *Indian Literary Criticism*. OrientBlackSwan, 2010
2. Sethuraman, V. S. *Indian Aesthetics: An Introduction*. Macmillan, 1992.
3. Narasimhaiah, CD. Ed. *East-West Poetics at Work*. Delhi: SahityaAkademi, 1994.
4. Raja, Kunjunni K. *Indian Theories of Meaning*. Adyar Library, 1963.
5. Moorthy, K Krishna. *Studies in Indian Aesthetics and Criticism*. Mysore: DVK Murthy, 1979.
6. Satchidanandan, K. Ed. *K. AyyappaPaniker: Selected Essays*. New Delhi: SahityaAkademi, 2017.

## References

1. G.K. Bhatt. *Rasa Theory and Allied Problems*. Baroda: University of Baroda, 1984.
2. Raghavan, V. *The Number of Rasas*. Madras: The Adyar Library, 1940.
3. Hiriyanna, M. *Essentials of Indian Philosophy*. MotilalBanarsidass Publishers, 2015.
4. Moorthy, K Krishna. *Essays in Sanskrit Criticism*. Dharward: Karnataka University Press, 1964.
5. Raghavan, V.N: *An Introduction to Indian Poetics*. Madras: Macmillan, 1970.
6. Kane, P V. *History of Sanskrit Poetics*. MotilalBanarsidass,; Subsequent edition (30 November 1994)
7. Kushwaha, M S. *Indian Poetics and Western Thought*. Delhi: S Chand & Co, 1982.



**18ELL316**

**Life Writing-II**

**4-0-0-4**

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

### **Unit 1**

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

Letter.

### **Unit 2**

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

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

### **Unit 3**

Helen Keller: *Story of My Life*

Uma Das Gupta. *Rabindranath Tagore: A Biography*

### **Unit 4**

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

Pico Iyer: *Falling Off the Map*

### **Unit 5**

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

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

## **COURSE OUTCOMES**

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

- CO5 Recognize the roles that argument, rhetoric, fiction, aesthetics, and evidence play in the composing process of biography and autobiography.

**Core Reading:**

1. MK Gandhi. *An Autobiography: The Story of My Experiments with Truth*. New Delhi: Rupa & Co, 2011.
2. Keller, Helen. *Story of My Life*. RHUS, 1990.
3. Das Gupta, Uma. *Rabindranath Tagore: A Biography*. Delhi: Oxford University Press, 2004
4. Walker, Alice. *In Search of Our Mothers' Gardens: Womanist Prose*. Orion Publishing Group, 2005.
5. Nehru, Jawaharlal. *Letters from a Father to His Daughter*. Penguin Random House India; 2016
6. Paul Theroux. *The Great Railway Bazaar: By Train Through Asia*. Houghton Mifflin, 1975.
7. Pico Iyer *Falling Off the Map*. Vintage, 1994.
8. Walker, Alice. 'In Search of Our Mothers' Gardens: Womanist Prose'. Mariner Books, 2003
9. Eckerman, Ali Cobby. *Too Afraid to Cry*. Port Campbell Press, 2015

**REFERENCES:**

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

**Electives A&B**

**18ELL231**

**CREATIVE WRITING IN ENGLISH**

**3-0-0-3**

**Objectives:**

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

**Course Outcomes:**

- CO1: To assess creativity in texts and to understand the importance of reading  
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.

### **Unit1**

#### **INTRODUCTION TO CREATIVE WRITING**

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

### **Unit2**

#### **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

### **Unit3**

#### **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**

Dramaplot-characterization-verbal and non verbal elements-overview of Indian English theatre-styles of contemporary theatre-Indian play wrights- interview- writing for films-screenplay-children's theatre-writing drama-workshops

### **Unit4**

#### **WRITING FOR THE MEDIA**

Print media-broadcast media-internet-advertising

### **Unit5**

#### **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

O. Henry: The Last Leaf

Prem Chand: Resignation

Chinua Achebe: Marriage is a Private Affair

Anton Chekhov: The Grief

Saki: The Open Window

### DRAMA

Shakespeare: The Merchant of Venice(The Trial Scene)

Stanley Houghton: The Dear Departed

Tagore: Chandalika

Chekhov: The Bear

### CORE READING:

1. *Creative Writing: A Beginner's Manual*

2. *Anjana Neira Dev. Anuradha Marwah, Swati Pal Delhi, Pearson Longman, 2009*

## REFERENCES

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

## CYBER RESOURCES:

[http://www.chillibreeze.com/articles\\_various/creative-writer.asp](http://www.chillibreeze.com/articles_various/creative-writer.asp)

<http://www.contentwriter.in/articles/writing/>

<http://www.cbse.nic.in/cw-xiilcreative-writing-xii-Unit-1.pdf>. (downloadable tree)

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

## Unit 3

Mass Communication in Society  
Uses and Effects of Mass Media

#### **Unit 4**

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**

**TEACHING OF ENGLISH FOR INDIAN STUDENTS**

**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.

#### **Unit5**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:**

1. JacksC.RichardsandTheodoreS.Rodgers.*Approaches andMethods in LanguageTeaching*.  
Iled.CambridgeUniversityPress.2001
2. RodEllis.*SecondLanguageAcquisition*.NinthImpression.OxfordUniversityPress.2003
3. SandraFotosandCharlesM.Browne(ed.)*NewPerspectivesonCALLforSecond Language*  
Classrooms.LawrenceErlbaum AssociatesInc.New'Jersey.2008
4. II.Saraswathi.*EnglishLanguageTeaching. PrinciplesandPractice*.OrientLongmanPvt.  
Ltd.Chennai.2005

### **REFERENCES:**

1. Bill VanPatten and JessicaWilliams. *Theories inSecond Language Acquisition*. An  
Introduction.Routledge.2006
2. MichaelLevy.*Computer-AssistedLanguageLearning.ContextandConceptualization*.
3. SusanM.GassandLarrySelinker.*SecondLanguageAcquisition.AnIntroductoryCour*  
*se*.Iledition.Routledge.2008

*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**

Introduction-Review syllabus-Computer lab assignment-the writing process - Grammar tutorial: words often confused-interview paper frequently asked questions in interview. Webpage design and writing for the web. Graphics.

Present interview findings to the class. Grammar

Basics. Punctuation, Proof Reading.

### **Unit 2**

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

### **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-

Discuss oral 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) Mock interview, 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*
3. *Business Communication, Concepts, Cases and Applications*, PD Chaturvedi, Pearson.
4. *Functional Grammar and Communicative Skills*, SSreenivasan, Century Publishers.
5. *Technical Communications*, "Desk Top Type: Tradition and Technology"
6. *Technical Communication: A Practical Approach* - William Sanborn Pfeiffer, TV S Padma. Pearson (6<sup>th</sup> Edition)