

15AVP201/	AMRITA VALUES PROGRAMME I/	1 0 0 1
15AVP211	AMRITA VALUES PROGRAMME II	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 Smrti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, Satyakama Jabala, 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.

15CSA104 INTRODUCTION TO COMPUTING 1 0 2 2**Unit 1**

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 of File, Folders and Directories, Search for files and folders, Create, save, edit, move and delete folders and files, Opening and closing of different

Windows. Windows Setting - Control Panels, Wall paper and Screen Savers, Setting the date and Sound, Concept of menu Using Help. Advanced Windows - Using right Button of the Mouse, Creating Short cuts, Basics of Window Setup, Notepad, Window Accessories.

Unit 2

Word Processing – MS Word

Word Processing Basic - An Introduction to Word Processing, Opening Word Processing package, menu bar, Using the help, Using the Icons below menu bar. Opening, saving and closing documents. Page setup, Page background, Printing of documents, Display/Hiding of Paragraph Marks and inter word Space. Moving around in a document - Scrolling the Document, Scrolling by line/paragraph, Fast scrolling and Moving Pages Text creation and manipulation - Paragraph and Tab setting, Text selection, cut, copy and paste, font and size selection, bold, italic and underline, Alignment of text: center, left, right and justify. Formatting the Text - Changing font, size and color, Paragraph indenting, bullets and numbering, Use of tab and Tab setting, changing case. Inserting – header and footer, page number, date & time, symbols, comments, auto texts, footnotes, citations, caption, index, pictures, files & objects, bookmark, hyperlink. Handling multiple documents, Opening and closing of multiple documents, cut, copy and paste across the documents. Table Manipulation - Concept of table, rows columns and cells, draw table, changing cell width and height, alignment of text in cell, copying of cell, delete/insertion of row and columns, borders for table. Printing – printing, print preview, print a selected page. Language Utilities – spelling & grammar - Mail merge options, password locking, View – Macros, document views

Unit 3

Spreadsheet: MS Excel

Elements of Electronics Spread Sheet, Application/usage of Electronic Spread Sheet, Opening of spreadsheet, and menu bar, Creation of cells and addressing of cells, cell inputting. Insert – tables, charts. Illustrations, links, texts. Page Layout – Themes, set up, scale, sheet, arrange. Practicing auto formatting and conditional formatting - Spelling and auto correct – Arranging windows – Freeze panes – Hiding windows. Providing Formulas - Using basic functions/ formalism a cell, Sum function, Average, Percentage, Other basic functions Data – connections, sort & filter, data tools, outline

Unit 4

MS Power Point – Presentation Application: Inserting slides – new slides, existing slides, duplicate slides, slides from Auto layout. Slide views – normal, slider sorter. Slide layouts, design templates. Deleting slides. Slide show – start with first slide, current slide, customize show. Inserting header & footer, Date and Time, Hyperlink, Format – Font, Bullet & Numbering. Custom animation, slide Transition.

Application Integration: Integrate data between word processing and spreadsheet documents, Copy charts from spreadsheets to word processing documents, Create linked objects between spreadsheets and word processing documents, Embed word processing documents into spreadsheets.

Unit 5

WWW and Web Browsers: Web Browsing software - Internet Explorer, Mozilla Firefox. Surfing the Internet - Giving the URL address, Search, Moving Around in a web-site, Printing or saving portion of web pages, Downloading, Use bookmarks or favorites to return to favorite internet sites, to get RSS feeds. Use tabbed browsing, safely browse the internet.

Email - Basic of electronic mail - What is an Electronic mail, Email addressing, Mailbox: Inbox and outbox. Using Emails - Viewing an email, sending an Email, 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.

TEXTBOOKS:

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

REFERENCE BOOKS:

1. S. Jain – MS Office 2010 Training Guide, BPB Publication
2. John Walkenbach Herb Tyson Michael R. Groh Faithe Wempen Lisa A. Bucki – Microsoft Office 2010 Bible, Wiley India
3. Michael Price – 2010 in Easy Steps , TMH

15CUL101**CULTURALE DUCATION I****2 0 0 2****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.

TEXTBOOKS:

1. The Glory of India (in-house publication)
2. The Mother of Sweet Bliss, (Amma's Life & Teachings)

15CUL111**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

TEXTBOOKS:

Common Resource Material II (in-house publication)

Sanatana Dharma - The Eternal Truth (A compilation of Amma's teachings on Indian Culture)

15ELL101**HISTORY OF ENGLISH LITERATURE:
THE PRE-CHAUCERIAN TO THE AUGUSTAN****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 Augustan age with special emphasis on major writers.

Unit 1

General Introduction

Pre-Chaucerian Era

Chaucer – life and works - other writers of the age

Unit 2

Elizabethan Age – Characteristics - Socio-Political Background – Major Writers - Wyatt, Surrey, Spenser, Dekker, Jonson, Webster, Beaumont, Fletcher, Bacon, Nash, Ascham

University Wits - Marlowe, Lily, Kyd, Greene

Shakespeare

Unit 3

The Metaphysical Movement – Characteristics - Socio-Political Background - Major Writers - Donne/ Herbert/ Herrick

Unit 4

Milton and Puritanism - Socio-Political Background. Other Writers of the Age.

Unit 5

Augustan Age – Characteristics - Socio-Political Background - Major Writers - Dryden, Pope, Swift, Congreve, Addison, Steele, Bunyan, Defoe

CORE READING:

1. Ifor Evans. *A Sort 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. George Sampson. *The Concise Cambridge History of English Literature*, Cambridge University Press

15ELL102**ENGLISH POETRY: THE ELIZABETHAN TO THE AUGUSTAN****4 0 0 4**

Objectives: To help the students identify forms and types of poetry; make them familiar with poetic devices and strategies; motivate them to read and appreciate poetry

Course Outline – Poetry – definition - the poetic language - classification. Elizabethan age - characteristics of poetry - major poets - Elizabethan sonnet. Metaphysical poetry - its characteristics - use of conceit, hyperbole - major poets. Restoration age – Puritanism - characteristics of poetry. Augustan age - age of reason - Neo-classical period - characteristics of poetry - heroic couplet - major poets

Unit 1 - Introduction to poetry

What is poetry? - Poetry as interpretation of life

Unit 2

Edmund Spenser: "One day I wrote her name"

William Shakespeare: Sonnet 18, Sonnet 116, "All the World is a Stage", "Requiem", "Under the Greenwood Tree"

Unit 3

John Donne: "Death", "The Sun Rising"

Andrew Marvell: "The Garden"

George Herbert: "The Gifts of God" (The Pulley)

Robert Herrick: "To Blossoms"; "To Daffodils"

Unit 4

John Milton: "On his Blindness", "On Time", Paradise Lost Book I (Invocation); Paradise Lost Book IV (Adam and Eve)

Unit 5

Alexander Pope: "An Essay on Man" (Epistle II. ll 1-18), "The Quiet Life"

Jonathan Swift: "Critics"

Oliver Goldsmith: "The Village Schoolmaster"

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. Nayar, Pramod K. *English Poetry From The Elizabethans To The Restoration*. Hyderabad: Orient Black Swan, 2012
4. Barua, D.K. *Whispering Reeds*. Calcutta: Oxford University Press, 1995

FURTHER READING:

1. Hudson, W.H. *An Introduction to the Study of English Literature*. Chapter: *The Study of The Poetry*
2. David, Mary T. (ed.) *The Experience of Poetry*. B. I. Publications Pvt. Ltd.

15ELL103**ENGLISH PROSE: THE ELIZABETHAN TO THE VICTORIAN****4 0 0 4**

Objective: 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 1560-1850

Unit 1

Introduction to the English essay

Unit 2

Francis Bacon: "Of Studies", "Of Great Places" "Of Travel"

Unit 3

Joseph Addison: "Sir Roger at the Theatre, On the Whim of Lotteries - Adventures

Richard Steele: "The Trumpet Club", Sir Roger and the Widow

Unit 4

James Boswell: "Life of Samuel Johnson"

Oliver Goldsmith: "Man in Black", "National Prejudices"

Daniel Defoe: "Description of a Quack Doctor"

Unit 5

Charles Lamb: "Dream Children A Reverie", "Poor Relations", "Old China"

William Hazlitt: "On Familiar Style"

Leigh Hunt: "Getting up on Cold Mornings"

CORE READING:

1. Nayar, M.G. *A Galaxy of English Essayists*. Macmillan

2. Thampi, G.B.Mohan. *Reflections*. New Delhi: Pearson. 2012

FURTHER READING:

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

15ELL111 HISTORY OF ENGLISH LITERATURE: 4 0 0 4
THE PRE-ROMANTIC TO THE VICTORIAN

Course Outline: *History of English Literature from Pre-Romantic era to Victorian age with special emphasis on major writers.*

Unit 1

Pre-Romantic Age – Characteristics - Transition

Major Writers of the Age - Collins, Blake, Gray, Cowper, Burns

Richardson, Fielding, Smollett, Dr Johnson, Burke, Goldsmith, Sheridan

Unit 2

Early Romantic Age – Wordsworth and Coleridge

Austen, Scott, Irving, Cooper,

Unit 3

Late Romantic Writers - Byron, Shelley, Keats and Thomas Moore

Lamb, Dequincy, Hazlitt, Southey

Unit 4

Early Victorian Age – Characteristics - Socio-Political Background

Tennyson, Browning, Arnold

Dickens, Thackeray, Meredith

Unit 5

Late Victorian Writers - Morris, Swinburne, Rossetti

Carlyle, Macaulay, Ruskin

CORE READING:

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

2. Arthur Compton-Rickett. *A History of English Literature*. Thomas Nelson and Sons Ltd.

3. *The Pelican Guide to English* by Boris Ford (Ed.)

4. Scott-James, *The Making of Literature*, Allied Publishers Pvt. Ltd. Bombay

5. Wainwright, Jeffrey. *The Basics: Poetry*. Indian reprint. Routledge

6. Peck, John and Martin Coyle. *A Brief History of English Literature*. Indian edition: Palgrave

7. Alexander Michael. *A History of English Literature*. Indian edition Palgrave Macmillan Chennai

15ELL112 ENGLISH POETRY: THE PRE-ROMANTIC 4 0 0 4
TO THE VICTORIAN

Course Outline: *Pre-Romantic period - 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

William Cowper: "The Poplar Field", "The Solitude of Alexander Selkirk"

William Collins: "To Evening"; "Ode Written in 1746"

William Blake: "The School Boy"

Unit 2

William Wordsworth: "Upon the Westminster Bridge", "Lines Written a Few Miles

Above Tintern Abbey", "To the Cuckoo", "The World is Too Much With Us")

S.T. Coleridge: "Kublakhan"

Unit 3

P.B. Shelley: "To the Skylark"; "Ode to the West Wind", Ozymodias

Unit 4

John Keats: "La Belle Dame Sans Merci"; Ode to Nightingale, "Ode to Autumn"

Unit 5

Alfred Tennyson: "Ulysses", "Lotos-Eaters-Choric Song"

Robert Browning: "My Last Duchess"

Matthew Arnold: "Dover Beach", "Forsaken Merman", "To Margaret"

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. Harrison, G.B. *Penguin Book of English Poetry*. UK: Penguin Books
4. Board of Editors DAV College. *Light and Delight, Part II*, Macmillan. 2000
5. Jain, Jasbir. *Strings of Gold Part 3 : An Anthology of Poems*, Macmillan

FURTHER READING:

Students are recommended to read poems from popular anthologies.

15ELL113**ENGLISH PROSE: THE LATE VICTORIAN TO THE MODERN****4 0 0 4**

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

Unit 1

John Ruskin: "On Books and Reading"

R. L. Stevenson: "Walking Tours"

Unit 2

A G Gardiner: "A Fellow Traveller", "On Saying Please"

E. V. Lucas: "Bores"

Stephen Leacock: "My Lost Dollar"

Unit 3

Max Beerbohm: "Speed"

G. K. Chesterton: "The Worship of the Wealthy"

Robert Lynd: "In Praise of Mistakes", "On Indifference"

Unit 4

Hillaire Belloc: "A Conversation with a Cat"

Aldous Huxley: "Selected Snobberies"

J.B. Priestley: "Lectures", "On Doing Nothing"

Unit 5

George Orwell: "Politics and English Language"

A.A. Milne: "A Village Celebration"

George Bernard Shaw: "Spoken English and Broken English"

CORE READING:

1. Nayar, M.G. *A Galaxy of English Essayists*. Macmillan

2. Thampi, G.B.Mohan. *Reflections*. New Delhi: Pearson. 2012

3. Board of Editors. *Strings of Gold*. Hyderabad: Orient Black Swan.2008

4. Williams, W.E. *A Book of English Essays*. New Delhi: Penguin Books. 1992

FURTHER READING:

Students are recommended to read essays from popular anthologies.

15ELL114**INDIAN WRITING IN ENGLISH: FICTION****3 0 0 3**

Objective: To help them learn the fine art of story writing; to help them learn the techniques of story telling; to make them familiar with the morals and values held in high esteem by the ideals of Indianness.

Course Outline: Indian short stories of the 19th to the late 20th century. Indian novels of the Pre-Independence period

Unit 1

Introduction to short stories - differences between novel and short stories

Unit 2

1. Rabindranath Tagore: "Kabuliwallah"

2. Mulk Raj Anand: "The Gold Watch"

3. R. K. Narayan: "Sweets for Angels"

Unit 3

4. K. A. Abbas: "The Refugee"

5. Khushwant Singh: "The Mark of Vishnu"

6. Masti Venkatesha Iyengar: "The Curds-Seller"

Unit 4

7. Manohar Malgonkar: "Upper Division Love"

8. Romila Thapar: "The Spell"

Unit 5

9. R. K. Narayan : Swami and Friends

10. Mulk Raj Anand: Untouchable

11. Raja Rao: Kanthapura

CORE READING:

1. Murthy, M.G. Narasimha. *Famous Indian Stories*. Hyderabad: Orient Black Swan. 2009

2. Narayan, R. K. *Swami and Friends*. Productivity And Quality Publishing, 2008

3. Anand, Mulk Raj. *Untouchable*. Arnold Publishers, 1981.
4. Rao, Raja. *Kanthapura*. Orient Paperbacks, 2005

15ELL201 HISTORY OF ENGLISH LITERATURE: 4 0 0 4
VICTORIAN TO THE PRESENT

Objectives: To meet the need of the learners of English literature; to have a comprehensive idea of the different periods of English literature; be able to understand the process of this evolution and identify the trends and movements in the literature of each period; be acquainted with all the leading writers of each period and their major works.

Unit 1

Early Victorian Period
 Conflict between science and religion
 The Oxford movement
 The Victorian Compromise
 Major writers like Tennyson, Browning, Arnold Dickens/ Thackeray/ Meredith

Unit 2

Late Victorian Period
 General characteristics, major writers and their works

Unit 3

Twentieth Century –
 Characteristics – Poetry/ Prose/ Drama/ Essay
 Hopkins/ Bridges/ Yeats/ Eliot/ WHAuden/ DHLawrence/ Mare/ SSpender/ EPound/
 DHL/ JJoyce/ VWoolf/ EMForster/ AHuxley/ Mansfield Maugham/ JBPriestley/
 LStrachey / O'Casey/ Maugham/ JBP/ DHL/ Shaw/ Sygne /AA Milne/ JBP/ AHuxley/
 HBellocc/ Lynd/ AGG

Unit 4

The Inter-War Years – Chief Writers – Features

Unit 5

Post-War Period (after 1945)
 Major trends and movements
 Poets, novelists etc

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. Peck, John and Martin Coyle - *A Brief History of English Literature, Indian ED., Palgrave*.
4. Evans, Ifor - *A Short History of English Literature*, Penguin.

5. Xavier, AG - *An Introduction to the Social History of England*, 2009
6. Beechcroft, TO - *The Modest Art: A Survey of the Short Story in English*, 1999.
7. Daiches, D – *A Critical History of English Literature*, 1960
8. Sanders, Andrew - *The Short Oxford History of English Literature*.
9. Compton-Rickett, Arthur - *A History of English Literature*
10. Saintsbury, George - *A Short History of English Literature*

15ELL202 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 17th, 18th, 19th and 20th centuries; to identify what is distinctly American in American literature; to trace the origin and development of American literature.

Unit 1

Introduction to the origin & development of American Literature - The colonial period - Puritanism and democracy of the 17th and 18th centuries - literary beginnings - development in the 19th century - Transcendentalism in particular, with special reference to Emerson, Thoreau, Walt Whitman, Edgar Allan Poe, Emily Dickinson, Hawthorne, Melville, Mark Twain - Henry James - 20th century - Post-War scene – Hemingway – Fitzgerald - American Theatre - O'Neill - Tennessee Williams - Modern Poetry - Robert Frost

Unit 2 - Prose

Ralph Waldo Emerson - "Self Reliance"

Unit 3 - Poetry

Emerson: "Brahma"
 Walt Whitman: "Tears", "I Hear America Singing".
 Edgar Allen Poe: "A Dream within a Dream", "Raven".
 Emily Dickinson: "Heaven Is What I Cannot Reach!", "I held a jewel in my finger", "Going to heaven"
 Robert Frost: "Road not Taken", "Fire and Ice", "Stopping by Woods".
 Theodore Roethke: "My Papa's Waltz"

Unit 4 - Drama

Tennessee Williams: *A Street Car Named Desire*

Unit 5 - Fiction and Short story

Mark Twain: *Huckleberry Finn*
 Hemingway: *Farewell to Arms*
 Toni Morrison: *The Bluest Eyes*
 O'Henry: "The Last Leaf".

PRESCRIBED TEXTS:

1. Oliver, Egbert S. Ed. *An Anthology, 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 20th Century American Drama. Cambridge University Press. Vol I*
4. C.W.E. Bigsby. *A Critical Introduction to 20th Century American Drama. Cambridge University Press. Vol II*

15ELL203**BIOGRAPHY****4 0 0 4**

Objectives: To familiarize the students with life sketches of important personalities who have made significant contributions in social cultural and political domains. A critical evaluation of the subject and treatment of Biography would sensitize the students about the whole problem of representation the life and activities of people.

Unit 1

Introduction to Biography as a sub-genre. Evolution of the art of biographical writing. Difference between biography and auto biography. Literary under tones in Biography.

Unit 2

Nelson Mandela

Unit 3

Abraham Lincoln

Unit 4

Netaji; A biography for the young

Unit 5

Winston Churchill

PRESCRIBED TEXTS:

1. Nelson Mandela, Peter Lime, Jaico.
2. Abraham Lincoln, Loard Charnwood, Maanu Graphics.
3. Netaji; A Biography for the young, Krishna Bose, Rupa.
4. Winston Churchill, John Perry, Jaico.

REFERENCES:

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

15ELL204**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

Introducing English Fiction, tracing its origin and evolution. The rise and development of fiction in the nineteenth century. General characteristics of fiction. Realism and fiction.

Unit 2

Jane Austen: *Pride and Prejudice*

Unit 3

Charles Dickens: *A Tale of Two Cities*

Unit 4

George Eliot: *Mill on the Floss*
Emily Bronte: *Wuthering Heights*

Unit 5

Thomas Hardy: *Mayor of Casterbridge*

CORE TEXTS:

1. *Pride and Prejudice, Tark Classic Fiction*
2. *A Tale of Two Cities, Penguin books India*
3. *Mill on the Floss, Ubspd*
4. *Wuthering Heights, Penguin*
5. *Mayor of Casterbridge, Rupa and Co.*

REFERENCES:

1. E M Forster, *Aspects of the Novel, Penguin London*
2. *The Cambridge Companion to the Victorian Novel, (Ed) DeirdreDavid, CUP, London*
3. *A Companion to the Victorian Novel- (Ed). William Baker, Kenneth Womack, Green Wood Press, London*
4. *A Companion to the Victorian Novel, Blackwell Companions to Literature and Culture, (Eds) Patrick Brantlinger, William Thesing, Wiley.*
5. James, Louis, *The Victorian Novel: Blackwell Guides to Literature, Wiley,*

6. *The Nineteenth Century Novel: Realisms*, (Eds) Delia Da Sousa Correa, Delia Da Sousa Correa, Taylor & Francis Group
7. *The Nineteenth Century Novel: A Critical Reader*, Stephen Regan, Routledge

15ELL211 HISTORY OF THE ENGLISH LANGUAGE AND PHONETICS 4 0 0 4

Objectives: To give students a greater language sense; to make them aware of language families; to familiarize them with different stages of the development of the English Language; to familiarize students with the Phonology of English; to enable them to speak with good pronunciation and accent.

Unit 1

Nature and origin of language - theories of origin – approaches to the study of language: Synchronic and diachronic – language families – Indo – European family – Germanic branch: common characteristics – periods of the history of the English language.

Unit 2

Speech mechanism – organs of speech – phonemes and their classification – the syllable – supra-segmental features – stress, rhythm pitch and intonation – mother tongue (L1) interference – RP & GIE (Received Pronunciation and General Indian English) – Difficulties of Malayalee speakers – remediation – cardinal vowels – Transcription – drill : words, sentences, dialogues – phonetic transcription and phonemic transcription – drill.

Unit 3

Middle English – The Norman Conquest: its impact on English –French influence on vocabulary – ME dialects – Chaucer's influence.

Unit 4

Modern English period – printing press – Bible translations – Dr Johnson's Dictionary – Standard English.

Unit 5

Semantics – word – formation – loan words: Scandinavian, Latin, French and Greek – Evolution of English as a global language.

PRESCRIBED TEXTS

1. *F T Wood: An outline History of the English Language*, Macmillan
2. *C L Barber: The story of Language*, ELBS
3. *V Sasikumar, P Kiranmayi Dutt, Geetha Rajeevan: Listening and Speaking - CUP. Impt. Foundation*

REFERENCES:

1. *A C Baugh: A History of the English Language*, Appleton – Century – Crofts
2. *Mario Pei: The Story of Language*, Mentor

3. *A C Gimson: An Introduction to the pronunciation of English*, ELBS
4. *Simon Potter: Our Language*, Pelican
5. *Otto Jespersen: Growth and Structure of the English Language*, OUP
6. *Grant Taylor: English Conversation Practice*, McGraw - Hill
7. *George Yule: The Study of Language*, CUP

15ELL212 INDIAN WRITING IN ENGLISH: POETRY 4 0 0 4

Objectives: to trace the rise, growth and development of Indian poetry in English; 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 and identity; to broaden the aesthetic skills

Unit 1

Introduction to Indian Writing in English - development and growth of poetry in the nineteenth and twentieth centuries – post-independence period.

Unit 2

Toru Dutt: "Lakshman", "Lotus"
Rabindranath Tagore: "The Child", "Breezy April"
Sarojini Naidu: "The Bird Sanctuary", "Awake!", "Coromandel Fishers"

Unit 3

K N Daruwalla: "The Ghagra in Spate"
Kamala Das: "A Hotnoon In Malabar", "Middle Age". "Naani"

Unit 4

Nissim Ezekiel: "Very Indian poem in Indian English "Good bye Party for Miss Pushpa T S"
Arun Kolatkar: "The Boatride"

Unit 5

Aravind Krishna Mehrotra: "The Sale"
Gieve Patel: "On Killing a tree"
Jayantha Mahapatra: "Lost", "The Abandoned British Cemetery at Balasore"
A.K. Ramanujan: "A River", "Obituary".

PRESCRIBED TEXTS:

1. *The Golden Treasury of Indo-Anglian Poetry: 1895-1965 Ed.*, V.K. Gokak. Sahitya Akademy
2. *Ten Twentieth Century Indian Poets. Ed.*, R Parthasarathy. OUP
3. *Contemporary Indian Poetry in English. Ed.*, Saleem Peeradina. Macmillan

REFERENCES:

1. *Modern Indian Literature: An Anthology. Vol 1 & 2 Ed., K.M.George. Sahitya Academy*
2. *Indian Literature Today. Vol 1 & 2Ed , R.K. Dhawan. New Delhi: Prestige Books*
3. *M.K.Naik., Perspectives on Indian Poetry In English. Abhinav Publication: Delhi.*
4. *H.M.Williams. Indo-Anglian Literature 1800-1970: A Survey. Orient Longman: Delhi.*
5. *H.L.Amga. Indo-English Poetry. Surabhi Publication: Jaipur.*
6. *R.D.King. Modern Indian Poetry in English. Permanent Black: Delhi.*
7. *K.R.Sreenivasa Iyengar. Indian Writing in English. Sterling: Delhi.*
8. *M.K.Naik. A History of Indian English Literature. Sahitya Academi: Delhi.*

15ELL213**SHAKESPEARE: COMEDIES****4 0 0 4**

Objectives: to introduce 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.

Unit 2

Introducing Shakespearean comedy - Salient features of romantic comedies.

Unit 3

As You Like It – First two acts.

Unit 4

As You Like It – Remaining three acts

Unit 5

Twelfth Night

PRESCRIBED TEXTS:

1. *Verity, A W (Ed.), As You Like It, Warwickshire, London*
2. *Verity, A W (Ed.), Twelfth Night, Warwickshire, London*

REFERENCES:

1. *Kenneth Muir. Shakespeare: the comedies; a collection of critical essays.*
2. *Kenneth Muir. Shakespeare Survey Volume 32: The Middle Comedies*
3. *Charlton H.B. Shakespearean Comedy. Cambridge: Cambridge University Press, 2010.*
4. *Tillyard, Eustace M. W. Shakespeare's Last Plays. Michigan: The Athlone Press, 1991.*
5. *Bloom, Harold. Modern Critical Interpretations. Broomall: Chelsea Publishers, 2004*
6. *Dowden, Edward, Shakespeare: A Critical Study of his Mind and Art*

15ELL231**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.

Unit 1 Introduction to Creative Writing

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

Unit 2 The Art and Craft of Writing

Tropes, figures – style, register – formal, informal usage – varieties of English – language and gender – disordered language – playing with words – grammar and word order - tense and time - grammatical differences

Unit 3 Modes of Creative Writing

a) Poetry

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

b) Fiction

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

c) Drama

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

Unit 4 - Writing for the Media

Print media - broadcast media – internet - advertising

Unit 5 - Publication tips

Revising and rewriting – proof reading – editing – submitting manuscript for publication – summary

Extension Activity (Reading)

A reading of a few pieces of creative writing of well known authors is to be undertaken as an extended activity. The reading 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: Tonight I Can Write

Wole Soyinka: Telephone Conversation

Tagore: Where the Mind is Without Fear

Emily Dickinson: It's Such a Little Thing

Fiction

O. Henry: The Last Leaf

Prem Chand: Resignation

Chinua Achebe: Marriage is a Private Affair

Anton Chekhov: The Grief

Saki: The Open Window

Drama

Shakespeare: The Merchant of Venice (The Trial Scene)

Stanley Houghton: The Dear Departed

Tagore: Chandalika

Chekhov: The Bear

PRESCRIBED TEXT:

Creative Writing: A Beginner's Manual 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.contentwriter.in/articles/writing/>

<http://www.cbse.nic.in/cw-xii/creative-writing-xii-unit-1.pdf>: (downloadable free)

15ELL232

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.

Unit 1

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

Unit 2 Types of Mass Media

Journalism - (Design a daily (Newspaper) - for internal assessment only) - (News for the day by the news presenter - for internal assessment only) Cinema - (Reviews of award winning movies - 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*, Keval. J. Kumar, Jaico Publishing House,

15ELL233 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 class rooms 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 class room interaction – learner – centered teaching and the problems of teaching large classes.

Unit 4 Principles of Material Production

Teaching of vocabulary – ‘Productive’ and ‘receptive’ vocabulary’ foundation vocabulary, Basic English – Selection – frequency, utility, universality, productivity, teachability, structural value and regional value of a lexical item – Teaching of structure – selection, graduation and repetition – drills.

Unit 5 Error Analysis, Lexicography and Evaluation

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

PRESCRIBED TEXTS

1. Jacks C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 11 ed. Cambridge University Press. 2001
2. Rod Ellis. *Second Language Acquisition. Ninth Impression*. Oxford University Press. 2003
3. Sandra Fotos and Charles M. Browne (ed.) *New Perspectives on CALL for Second Language Classrooms*. Lawrence Erlbaum Associates Inc. New Jersey. 2008
4. V. Saraswathi. *English Language Teaching. Principles and Practice*. Orient Longman Pvt. Ltd. Chennai. 2005

REFERENCES:

1. Bill Van Patten and Jessica Williams. *Theories in Second Language Acquisition. An Introduction*. Routledge. 2006
2. Michael Levy. *Computer – Assisted Language Learning. Context and Conceptualization*. Oxford University Press. 1997
3. Susan M. Gass and Larry Selinker. *Second Language Acquisition. An Introductory Course. III edition*. Routledge. 2008

15ELL234 TECHNICAL AND PROFESSIONAL WRITING 3 0 0 3

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, and E-Mail 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 - Oral presentations. Style in technical writing.

Unit 4

Résumé (cover letter, résumé, 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.

REFERENCE BOOKS:

1. McNair, "New Technologies and Your Résumé"
2. Hauer, "Writing Technical Documents for the Public"
3. *Business Communication, Concepts, Cases and Applications*, P D Chaturvedi, Pearson.
4. *Functional Grammar and Communicative Skills*, S Sreenivasan, Century Publishers.
5. *Technical Communications, "Desk Top Type: Tradition and Technology"*
6. *Technical Communication: A Practical Approach- William Sanborn Pepfeiffer, T V S Padmaja, Pearson (6th Ed)*

15ELL301 ELEMENTS OF LITERARY CRITICISM 4 0 0 4

Objectives: To create and nurture critical sensibility; to introduce the students to different genres; to make them appreciate various forms of literature.

Unit 1

General Introduction and "The Study of Poetry"

Unit 2

"The Study of Prose Fiction" and "The Study of the Drama"

Unit 3

"The Study of Criticism and the Valuation of Literature"

Unit 4

"On Personality in Literature" and "On the Treatment of the Nature in Poetry"

Unit 5

"The Study of the Essay" and "The Study of the Short Story"

TEXTBOOK:

W H Hudson, *An Introduction to the Study of Literature*. New Delhi: Atlantic, 1998 (excluding chapters I and II)

REFERENCES:

1. James, Scott, R A *The Making of Literature*. Warburg: Martin Secker, 1946
2. Guerin, Wilfred, Earle Labor, Lee Morgan, Jeanne C. Reesman and John R. Willingham, A *Hand Book of Critical Approaches to Literature*. New York: Oxford UP, 1985

15ELL302 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 poetry

W. B. Yeats, "Easter 1916", "A Prayer for My Daughter" and "An Irish Airman Foresees his Death"

Unit 2

T. S. Eliot, "Sweeney Among the Nightingale"

W.H. Auden, "The Unknown Citizen", "Song", and "Consider"

Louis Macneice, "Snow", "Conversation", and "Prayer before Death"

Unit 3

Stephen Spender, "The Express", and "The Pylons"

Unit 4

R S Thomas, "Evans", and "Iago Prytherch",

Dylan Thomas, "Poem in October" and "And Death Shall Have no Dominion"

Unit 5

Philip Larkin, "Church Going", "Next, Please" and "Ambulances"

PRESCRIBED TEXTS:

1. Thomas, C T (ed.), *20th Century verse*, New Delhi: Mac Millan, 1979
2. Board of Editors, *Poetry Down the Ages*, Hyderabad: Orient Black Swan., 2010

REFERENCES:

1. Rosenthal, M. L., *The Modern Poets*, New York: Oxford UP, 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
4. Fraser, G. S. *Dyalan Thomas*. London: Longman, 1957

15ELL303 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 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.

Unit 2

Marlowe, Dr Faustus

Unit 3

Sheriden, School for Scandal

Unit 4

Gold Smith, She Stoops to Conquer

Unit 5

Oscar Wilde, Importance of Being Earnest

PRESCRIBED TEXTS:

1. *Dr Faustus*. London: Routledge, 2002
2. *School for Scandal*. London: Penguin, 1988

3. *She Stoops to Conquer*. London: Mac Millan, 1928
4. *Importance of Being Earnest*. New Delhi: Rupa and co., 2002

REFERENCES:

1. Powell, Kerry (ed.), *The Cambridge Companion to Victorian and Edwardian Theatre*. London: Cambridge UP, 2004
2. Rowse, A L, *The Elizabethan Renaissance and the Cultural Achievement*. London: MacMillan, 1972.
3. Daiches, David, *A Critical History of English Literature*, Vol. I. Ahmedabad: Allied, 1969
4. Ricks, Christopher (ed.), *English Drama to 1710*. London: Barrie and Jenkins Ltd, 1975.
5. Turner, W J (ed.), *Impressions of English Theatre*, London: Collins, 1947

15ELL304**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", "Precept 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", "The Golden Light", "Tiger and Deer". (From The Golden Treasury of Indo – Anglian Poetry)

PRESCRIBED TEXTS:

1. *Selections from the Complete Works of Swami Vivekananda*. Kolkata: Advaita Ashrama, 2004.
2. *The Gospel of Sri Ramakrishna*. Chennai: Sri Ramakrishna Math, 2002
3. *Sri Mata Amritanandamayi. 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 – Anglian Poetry*. New Delhi: Sahitya Academy, 1975

REFERENCES:

1. Swami Amritaswarupananda Puri, *From Amma's Heart*, Kollam: M.A. Mission Trust, Kerala, 2011.
2. Swami Ramakrishnananda Puri, *The Timeless Path*, Kollam, Kerala: M.A. Mission Trust, 2009.
3. Swami Chinmayananda , *The Holy Geeta*, Mumbai: Central Chinmaya Mission Trust, 2002.
4. Swami Tapovanam , *Wanderings in the Himalayas*, Mumbai: Central Chinmaya Mission Trust, 2003.
5. Prema Nandkumar, *Spiritual Masters: Swami Vivekananda*, Mumbai: Indus Source Books, 2013.

15ELL305**CANADIAN LITERATURE****4 0 0 4(3 0 0 3)**

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

Unit 1 - Canadian Poetry

Introduction

Daniel David Moses, "The Persistence of Songs",
Eli Mandel, "The Mad Women of the Plaza De Mayo"
Lakshmi Gill, "Letter to a Prospective Immigrant"

Unit 2 Canadian Drama

Introduction

George Ryga, *The Ecstasy of Rita Joe*

Unit 3 Canadian Prose

Northrop Frye, "Conclusion to A Literary History of Canada"

Unit 4 Canadian Fiction

Introduction

Sinclair Ross, *As for Me and My House*

Unit 5

Margaret Atwood, *Surfacing*

PRESCRIBED TEXTS:

1. Kudchedkar, Shirin and Jameela Begum A (ed.) *Canadian Voices*. New Delhi: Pencraft International, 1996
2. *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. *As for Me and My House*. Toronto: New Canadian Library, 1989
5. *Surfacing*. Toronto: Mc Clelland and Stewart, 1972

REFERENCES:

1. Bennett, Donna and Russell M Brown (ed.) *An Anthology of Canadian Literature 2 Vols*. New York: Oxford UP, 1982
2. New, W.H, *A History of Canadian Literature*. Mc Gill: Queens Press, 2003
3. Israel, Milton (ed.) *The South Asian Diaspora in Canada*. Ontario: Multi Cultural History Society, 1987
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

15ELL311 LITERARY CRITICISM: INTRODUCTION 4 0 0 4

Objectives: To provide a comprehensive awareness about the historical evolution of Literary Criticism; to enable the students to familiarize themselves with the critical canons / concepts formulated by great critics from Plato onwards; to help them appreciate literature with insights derived from criticism.

Unit 1

Plato, Aristotle, Longinus

Unit 2

Neo Classical criticism

John Dryden, Joseph Addison, Alexander Pope, Dr Johnson

Unit 3

The Romantic Criticism

William Wordsworth

S T Coleridge

Unit 4

Victorian Criticism

Matthew Arnold, Walter Pater

20th Century criticism

T S Eliot, I A Richards, F R Leavis (all from - An Introduction to English Criticism – B Prasad)

Unit 5

“Literature of power and literature of knowledge”, “Painting and Poetry”, “Art and

Morality”, “Expressionism” (all from – The Making of Literature - R A Scott James)
And practical criticism of prose and poetry

PRESCRIBED TEXTS:

1. B Prasad, *An Introduction to English Criticism*. New Delhi: Macmillan, 1965 (excluding the chapters, “The Roman Classicists”, “The Emergence of the Vernacular” and “The Battle of Tastes”).
2. R A Scott James, *The Making of Literature*. London: Secker & Warburg, 1946. (Selected chapters - “Literature of power and literature of knowledge”, “Painting and Poetry”, “Art and Morality”, “Expressionism”).
3. V S Seturaman, C T Indra and T Sreeraman, *Practical Criticism*, New Delhi: Macmillan, 1980

REFERENCES:

1. Atkins, J W H, *Literary Criticism in Antiquity Vol 1*, London: Methuen, 1960
2. Saintsbury, George, *A History of English Criticism*. London: Oxford University Press, 1956

15ELL312 EUROPEAN FICTION 4 0 0 4

Objectives: To introduce the origin and development of European Fiction through Rabelais, Cervantes, Goethe, Balzac, Hugo, Flaubert, Zola, Dostoevsky, Tolstoy, Kafka, Mann, Hesse and others; to expose the students to 20th Century German, Russian and French fiction and also to various artistic and philosophical undercurrents which shaped them.

Unit 1

Introducing European Fiction

Leo Tolstoy, Death of Ivan Illych

Unit 2

Franz Kafka, The Castle

Unit 3

Albert Camus, The Plague

Unit 4

Thomas Mann, Death in Venice

Unit 5

Hermann Hesse, Sidhartha

PRESCRIBED TEXTS:

1. *Death of Ivan Illych*. London: Penguin, 1965
2. *The Castle*. London: Random House Group, 1992
3. *The Plague*. London: Penguin, 2002
4. *Death in Venice*. New Delhi: Dover Publications, 1995
5. *Sidhartha*. New Delhi: Bantam Classics, 1981

REFERENCES:

1. Germaine, Bree (ed). *Camus: A Collection of Critical Essays: Englewood Cliffs, NJ: Prentice Hall, 1962*
2. Winston, Richard. *Thomas Mann: The Making of an Artist. New York: Alfred A. Knopf, 1981*
3. Emrich, Wilhelm. *Franz Kafka: A Critical Study of His Writings.*
4. Flores, Angel (ed). *The Kafka Problem*

15ELL313 ENGLISH FICTION: MODERN 4 0 0 4

Objectives: To expose the learners 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.
Somerset Maugham, *The Moon and Six Pence*

Unit 2

E M Forster, *A Passage to India*

Unit 3

Aldous Huxley, *Brave New World*

Unit 4

George Orwell, *The Animal Farm*

Unit 5

Graham Greene, *The Heart of the Matter*

PRESCRIBED TEXTS:

1. *The Moon and Six Pence. New York: Heritage Press, 1941*
2. *A Passage to India. London: Penguin, 2005*
3. *Brave New World. London: Chatto & Windus, 1932*
4. *The Animal Farm. London: Secker & Warburg, 1945*
5. *The Heart of the Matter. London: William Heinemann, 1948*

REFERENCES:

1. Beach, J. W., *The 20th Century Novel, Studies in Technique. Ludhiana: Lyall, 1960*
2. Naik, M .K. *Somerset Maugham. Norman: University of Oklahoma Press, 1966*
3. Alan Wilde "Critical Essays on E M Forster". *Alan Wilde (ed.), Modern British Literature, G K Hall: University of Michigan, 1985*

15ELL314 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

Unit 2

Bernard Shaw, *Arms and the Man*

Unit 3

J M Barrie, *The Admirable Crichton*

Unit 4

J M Synge, *Riders to the Sea*

Unit 5

Terence Rattigan, *The Deep Blue Sea*

PRESCRIBED TEXTS:

1. *Arms and the Man. Basingstoke: Macmillan, 1993*
2. *The Admirable Crichton. New York: Hard Press, 2006*
3. *Riders to the Sea. Boston: J W Luce & Co., 1911*
4. *The Deep Blue Sea. London: Random, 1952*

REFERENCE:

Sullivan, Garrett, A, Patrick Cheney and Andrew Hadfield (ed.) *Early Modern English Drama: A Critical Companion: London OUP, 2005*

15ELL315 SHAKESPEARE: TRAGEDIES 3 0 0 3

Objectives: To expose the students to the tragic world Shakespeare; to introduce them to the complex themes and the ingenious dramatic devices of the tragedies; to enable them to appreciate Shakespeare's magic of expression, universality and eternal freshness.

Unit 1

Introducing Shakespearean tragedy

Unit 2

Romeo and Juliet

Unit 3

First two acts of Macbeth

Unit 4

Third and fourth acts of Macbeth

Unit 5

Last act of Macbeth

PRESCRIBED TEXTS:

1. *Romeo and Juliet*. New Delhi: Pearson Longman, 2009
2. *Macbeth*. New Delhi: Pearson Longman, 2009

REFERENCES

1. Bradley, A. C. *Shakespearean Tragedy*. Middlesex: Echo library, 2007
2. Dowden, *Shakespeare: A Critical Study of his Mind and Art*, New Delhi: Atlantic, 2003
3. Wilson R.F. *Landmark of Shakespeare Criticism*. California: University of California, 1979
4. Milford, H. *Shakespeare Criticism: An Essay in Synthesis*, London: Oxford University Press, 1938

15ELL316**AUTOBIOGRAPHY****4 0 0 4**

Objectives: To expose the students to the genre of Autobiography; to approach Autobiography as a literary form; 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 the genre of Autobiography

Unit 2

Mahatma Gandhi, An Autobiography: The Story of My Experiments with Truth

Unit 3

R K Narayan, My Days

Unit 4

A P J Abdul Kalam, Wings of Fire

Unit 5

C. D. Narasimhaiah, 'N' For Nobody: The Autobiography of an English Teacher.

PRESCRIBED TEXTS:

1. *M K Gandhi, An Autobiography: The Story of My Experiments with Truth*. New Delhi: Rupa & co, 2011.

2. R K Narayan, *My Days*. New Delhi: Indian Thought Publications, 2008

3. A P J Abdul Kalam, *Wings of Fire: An Autobiography*. Hyderabad: Universities Press, 1999

4. C. D. Narasimhaiah *N' For Nobody: The Autobiography of an English Teacher*. B.K Publishing: Delhi, 1991

REFERENCES

1. Cockshut, A O J, *The Art of Autobiography*, London: Yale University Press, 1984
2. Foucault, Michel, "What is an Author?" *Modern Criticism and Theory* (ed), David Lodge, London: Longman, 1988
3. Marcus, Laura. *Auto / biographical discourse*, Manchester UP: Manchester, 1994
4. Olney, James, *Metaphors of the self: The Meaning of Autobiography*. Princeton UP: Princeton, 1972

15ELL390**LIVE-IN-LAB.****2 cr**

This initiative is to provide opportunities for students to get involved in coming up with solutions for societal problems. The students shall visit villages or rural sites during the vacations (after second semester or fourth semester) and if they identify a worthwhile project, they shall register for a 3-credit Live-in-Lab project, in the fifth semester. The objectives and projected outcome of the project should be reviewed and approved by the Dept. Chairperson and a faculty assigned as the project guide. On completion of the project, the student shall submit a detailed project report. The report shall be evaluated and the students shall appear for a viva-voce test on the project.

15ENG101**COMMUNICATIVE ENGLISH****2 0 2 3**

Objectives: To help the student to obtain ability to communicate in English; to impart an aesthetic sense and enhance creativity.

Unit 1

Parts of Speech, Tenses, Prepositions, Determiners- Agreement (Subject – Verb, Pronoun - Antecedent), Phrasal Verbs, Modifiers, Linkers/ Discourse Markers, Question Tags.

Unit 2

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

Unit 3

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 4

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

Unit 5

Prose: R. K. Narayan's Fifteen Years - A.P.J. Abdul Kalam's Wings of Fire (Part I-3) - Short Stories: Katherine Mansfield's A Cup of Tea – Kishori Charan Das's Death of an Indian, Poems: Maya Angelou's I Know Why the Caged Bird Sings - Sri Aurobindo's The Tiger and the Deer

REFERENCES:

1. A P J Abdul Kalam, *Wings of Fire*, Universities Press (India) Ltd., Hyderabad, 2004.
2. Khushwant Singh & Neelam Kumar, *Our Favourite Indian Short Stories*, Seventh Imp., Jaico Publishers, 2007.
3. Jatin Mohanty (Ed.), *Ten Short Stories*, Universities Press (India) Ltd., Hyderabad, 1983.
4. Martinet, Thomson, *A Practical English Grammar*, IV Ed. OUP, 1986.
5. Murphy, Raymond, *Murphy's English Grammar*, CUP, 2004
6. R. K. Narayan, *A Writer's Nightmare: Selected Essays 1958-1988*, Penguin Books India Pvt. Ltd., New Delhi, 1988.
7. Seely, John, *Writing and Speaking*, OUP, 1998
8. Sri Aurobindo, *Collected Poems*, Sri Aurobindo Ashram, Pondicherry.
9. Syamala, V. *Speak English in Four Easy Steps*, Improve English Foundation Trivandrum: 2006

15ENG121**PROFESSIONAL COMMUNICATION****1 0 2 2**

Objectives: To convey and document information in a formal environment; to acquire the skill of self projection in professional circle; to inculcate critical thinking and to improve aesthetic sense.

Unit 1

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

Unit 2

Instruction, Suggestion & Recommendation - Graphical Interpretation: Extracting data from charts and graphs - Essay writing: Analytical and Argumentative.

Unit 3

Circulars, Memos – Business Letters - e-mails

Unit 4

Reports: Trip report, incident report, event report - Sounds of English – Stress, Intonation - Situational Dialogue - Group discussion.

Unit 5

Listening and Reading Practice - Book Review.

REFERENCES:

1. Felixa 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.

15ENG201**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 Purposes

Scientific writing – business writing – preparation of project proposals – writing of summaries and reviews of movies and books in English/regional languages.

Unit 5

Practical Sessions

Language Skills Test (Written):

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

PRESCRIBED TEXTS:

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.*

REFERENCE:

Jones, Daniel. *English Pronouncing Dictionary, 17th Edn. CUP.*

15ENV300 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, Overview of Legal and Regulatory Frameworks.

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

Biodiversity: Species, Genetic & Ecosystem Diversity, Origin of life and significance of biodiversity, Value of Biodiversity, Biodiversity at Global, National and Local Levels, India as a Mega-Diversity Nation (Hotspots) & Protected Area Network, Community Biodiversity Registers. Threats to Biodiversity, Red Data book, Rare, Endangered and Endemic Species of India. Conservation of Biodiversity. People's action.

Impacts, causes, effects, control measures, international, legal and regulatory frameworks of: Climate Change, Ozone depletion, Air pollution, Water pollution, Noise pollution, Soil/ land degradation/ pollution.

Unit 2

Linear vs. cyclical resource management systems, need for systems thinking and design of cyclical systems, circular economy, industrial ecology, green technology. Specifically apply these concepts to: Water Resources, Energy Resources, Food Resources, Land & Forests, Waste management.

Discuss the interrelation of environmental issues with social issues such as: Population, Illiteracy, Poverty, Gender equality, Class discrimination, Social impacts of development on the poor and tribal communities, Conservation movements: people's 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), Environment Management Plan (EMP), Green business, Eco-labeling, Problems and solutions with case studies.

Global and national state of housing and shelter, Urbanization, 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 systems of India, Significance of holistic value-based education for true sustainability.

TEXTBOOKS/ REFERENCES:

1. R. Rajagopalan, *Environmental Studies: From Crisis to Cure. Oxford University Press, 2011, 358 pages. ISBN: 9780198072089.*
2. Daniel D. Chiras, *Environmental Science. Jones & Bartlett Publishers, 01-Feb-2012, 669 pages. ISBN: 9781449645311.*
3. Andy Jones, Michel Pimbert and Janice Jiggins, 2011. *Virtuous Circles: Values, Systems, Sustainability. IIED and IUCN CEESP, London. URL: <http://pubs.iied.org/pdfs/G03177.pdf>*
4. Annenberg Learner, *The Habitable Planet, Annenberg Foundation 2015. URL: <http://www.learner.org/courses/envsci/unit/pdfs/textbook.pdf>.*

15HIN101

HINDI I

1 0 2 2

Objectives: To teach Hindi for effective communication in different spheres of life: Social context, Education, governance, Media, Business, Profession and Mass communication.

Unit 1

Introduction to Hindi Language - National Language, Official Language, link Language etc. Introduction to Hindi language, Devanagari script and Hindi alphabet.

Shabda Bhed, Roopanthar ki Drishti se - Bhasha – Paribhasha aur Bhed - Sangya - Paribhasha Aur Bhed - Sangya ke Roopanthar - kriya.

Unit 2

Common errors and error corrections in Parts of Speech with emphasis on use of pronouns, Adjective and verb in different tenses – Special usage of adverbs, changing voice and conjunctions in sentences, gender & number - General vocabulary for conversations in given context – understanding proper pronunciation – Conversations, Interviews, Short speeches.

Unit 3

Poems – Kabir 1st 8 Dohas, Surdas 1st 1 Pada; Tulsidas 1st 1 Pada; Meera 1st 1 Pada.

Unit 4

Letter writing – personal and Formal – Translation from English to Hindi.

Unit 5

Kahani – Premchand: Kafan, Abhilasha, Vidroh, Poos ki rath, Juluos.

TEXTBOOKS:

1. Prem Chand Ki Srvashtrestha Kahaniyam: Prem Chand; Diamond Pub Ltd. New Delhi
2. Vyavaharik Hindi Vyakaran, Anuvad thaha Rachana: Dr. H. Parameswaran, Radhakrishna publishing House, New Delhi
3. Kamtha Prasad Guru: Hindi Vyakaran, Best Book pub House, New Delhi
4. Poetry: Kavya Ras - Ed: T. V. Basker - Pachouri Press; Mathura

15HIN111

HINDI II

1 0 2 2

Objectives: Appreciation and assimilation of Hindi Literature both drisya & shravya using the best specimens provided as anthology.

Unit 1

Kavya Tarang; Dhumi ke Anthim Kavitha [Poet - Dhumi], Dhabba [Poet - Kedarnath

Singh], Proxy [Poet - Venugopal] Vakh [Poet - Arun Kamal], Maachis [Poet - Suneeta Jain].

Unit 2

Communicative Hindi - Moukhik Abhivyakthi.

Unit 3

Audio-Visual – Media in Hindi – Movies like Tare Zameen par, Paa, Black etc., appreciation and evaluation. News reading and presentations in Radio and TV channels in Hindi.

Unit 4

Gadya Manjusha – Budhapa, Kheesa, Sadachar ka Thavis.

Unit 5

Translation: Theory and Practice - Letter writing: Formal and Personal – Introduction to Hindi Software.

TEXTBOOKS:

Kavya Tarang: Dr. Niranjana, Jawahar Pusthakaalaya, Mathura.

Gadya Manjusha: Editor: Govind, Jawahar Pusthakaalaya, Mathura

15KAN101

KANNADA I

1 0 2 2

Objectives: To enable the students to acquire basic skills in functional language; to develop independent reading skills and reading for appreciating literary works; to analyse language in context to gain an understanding of vocabulary, spelling, punctuation and speech.

Unit 1

Adalitha Kannada: bhashe, swaroompa, belavanigeeya kiru parichaya
Paaribhaashika padagalu
Vocabulary Building

Unit 2

Prabhandha – Vyaaghra Geethe - A. N. Murthy Rao
Prabhandha – Baredidi...baredidi, Baduku mugiyuvudilla allige...- Nemi Chandra
Paragraph writing – Development: comparison, definition, cause & effect
Essay – Descriptive & Narrative

Unit 3

Mochi – Bharateepriya
Mosarina Mangamma – Maasti Venkatesh Iyengar

Kamalaapurada Hotelnalli – Panje Mangesh Rao
Kaanike – B. M. Shree
Geleyanobbanige bareda Kaagada – Dr. G. S. Shivarudrappa
Moodala Mane – Da. Ra. Bendre
Swathanryada Hanate – K. S. Nissaar Ahmed

Unit 4

Letter Writing - Personal: Congratulation, thanks giving, invitation, condolence

Unit 5

Reading Comprehension; nudigattu, gaadegalu

Speaking Skills: Prepared speech, pick and speak

REFERENCES:

1. H. S. Krishna Swami Iyengar – Adalitha Kannada – Chetana Publication, Mysuru
2. A. N. Murthy Rao – Aleyuva Mana – Kuvempu Kannada Adyayana Samste
3. Nemi Chandra – Badhuku Badalisabahudu – Navakarnataka Publication
4. Sanna Kathegalu - Prasaraanga, Mysuru University , Mysuru
5. B. M. Shree – Kannadada Bavuta – Kannada Sahitya Parishattu
6. K. S. Nissar Ahmed – 75 Bhaavageetegalu – Sapna Book House (P) Ltd.
7. Dr. G. S. Shivarudrappa – Samagra Kavya – Kamadhenu Pustaka Bhavana

15KAN111**KANNADA II****1 0 2 2**

Objectives: To enable the students to acquire basic skills in functional language; to develop independent reading skills and reading for appreciating literary works; to develop functional and creative skills in language; to enable the students to plan, draft, edit & present a piece of writing.

Unit 1

Official Correspondence: Adhikrutha patra, pratatane, manavi patra, vanija patra

Unit 2

Nanna Hanate - Dr. G. S. Shivarudrappa
Mankuthimmana Kaggada Ayda bhagagalu – D. V. Gundappa (Padya Sankhye 5, 20, 22, 23, 25, 44, 344, 345, 346, 601)
Ella Marethiruvaga - K. S. Nissaar Ahmed
Saviraru Nadigalu – S Siddalingayya

Unit 3

Sayo Aata – Da. Ra. Bendre

Unit 4

Sarva Sollegala turtu Maha Samelana - Beechi
Swarthakkaagi Tyaga - Beechi

Unit 5

Essay writing: Argumentative & Analytical
Précis writing

REFERENCES:

1. H. S. Krishnaswami Iyengar – Adalitha Kannada – Chetan Publication, Mysuru
2. Dr. G. S. Shivarudrappa – Samagra Kavya. - Kamadhenu Pustaka Bhavana
3. Shrikanth - Mankuthimmana Kaggada – Taatparya – Sri Ranga Printers & Binders
4. K. S. Nissar Ahmed – 75 Bhaavageetegalu – Sapna book house
5. Dr. Da. Ra. Bendre – Saayo Aata – Shri Maata Publication
6. Beechi – Sahukara Subbamma – Sahitya Prakashana

15MAL101**MALAYALAM I****1 0 2 2**

Objectives: To appreciate the aesthetics & cultural implications; to enhance creative thinking in mother-tongue; to learn our culture & values; to equip students read & write correct Malayalam; to correct the mistakes in pronunciation; to create awareness that good language is the sign of complete personality.

Unit 1

Ancient poet trio: Adhyatmaramayanam,
Lakshmana Swanthanam (valsa soumitre... mungikidakayal), Ezhuthachan -
Medieval period classics – Jnanappana (kalaminnu... vilasangalingane), Poonthanam.

Unit 2

Modern Poet trio: Ente Gurunathan, Vallathol Narayana Menon - Critical analysis of the poem.

Unit 3

Short stories from period 1/2/3, Poovanpazham - Vaikaom Muhammed Basheer -
Literary & Cultural figures of Kerala and about their literary contributions

Unit 4

Literary Criticism: Ithihasa studies - Bharatha Paryadanam - Vyasante Chiri -
Kuttikrishna Mararu - Outline of literary Criticism in Malayalam Literature - Introduction to Kutti Krishna Mararu & his outlook towards literature & life.

Unit 5

Error-free Malayalam: 1. Language; 2. Clarity of expression; 3. Punctuation.

Thettillatha Malayalam – Writing - a. Expansion of ideas; b. Precis Writing; c. Essay Writing; d. Letter writing; e. Radio Speech; f. Script/ Feature/ Script Writing; g. News Editing; h. Advertising; i. Editing; j. Editorial Writing; k. Critical appreciation of literary works (Any one or two as an assignment).

REFERENCES:

1. P. K. Balakrishnanan, *Thunjan padhanangal*, D. C. Books, 2007.
2. G. Balakrishnan Nair, *Jnanappanayum Harinama Keerthanavum*, N.B.S, 2005.
3. M. N. Karasseri, *Basheerinte Poonkavanam*, D. C. Books, 2008.
4. M. N. Vijayan, *Marubhoomikal Pookkumbol*, D. C. Books, 2010.
5. M. Thomas Mathew, *Lavanyanubhavathinte Yukthisasthram*, National Book Stall, 2009.
6. M. Leelavathy, *Kavitha Sahityacharithram*, National Book Stall, 1998.
7. *Thayattu Sankaran*, Vallathol Kavithapadham, D. C. Books, 2004.

15MAL111**MALAYALAM II****1 0 2 2**

Objectives: To appreciate the aesthetics & cultural implications; to enhance creative thinking in mother-tongue; to learn our culture & values; to equip students read & write correct Malayalam; to correct the mistakes in pronunciation; to create awareness that good language is the sign of complete personality.

Unit 1

Ancient poet trio: Kalayanasougandhikam, (kallum marangalun... namukkennarika vrikodara) Kunjan Nambiar - Critical analysis of his poetry - Ancient Drama: Kerala Sakunthalam (Act 1), Kalidasa (Transilated by Attor Krishna Pisharody).

Unit 2

Modern/ romantic/ contemporary poetry: Manaswini, Changampuzha Krishna Pillai – Romanticism – modernism.

Unit 3

Anthology of short stories from period 3/4/5: Ninte Ormmayku, M. T. Vasudevan Nair - literary contributions of his time.

Unit 4

Part of an autobiography/ travelogue: Kannerum Kinavum, V. T. Bhattathirippadu - Socio-cultural literature - historical importance.

Unit 5

Error-free Malayalam: 1. Language; 2. Clarity of expression; 3. Punctuation.

Thettillatha Malayalam – Writing - a. Expansion of ideas; b. Precis Writing; c. Essay Writing; d. Letter writing; e. Radio Speech; f. Script/ Feature/ Script

Writing; g. News Editing; h. Advertising; i. Editing; j. Editorial Writing; k. Critical appreciation of literary works (Any one or two as an assignment).

REFERENCES:

1. Narayana Pillai. P. K, *Sahitya Panchanan. Vimarsanathrayam*, Kerala Sahitya Academy, 2000
2. Sankunni Nair. M. P, *Chathravum Chamaravum*, D. C. Books, 2010.
3. Gupthan Nair. S, *Asthiyude Pookkal*, D. C Books.2005
4. Panmana Ramachandran Nair, *Thettillatha Malayalam, Sariyum thettum etc.*, D. C. Book, 2006.
5. M. Achuthan, *Cherukatha-Innale, innu*, National Book Stall, 1998.
6. N. Krishna Pillai, *Kairaliyude Katha*, National Book Stall, 2001.

15OEL231 - 2xx**OPEN ELECTIVES****3 0 0 3**

Open electives syllabi - see at the end of the booklet.

15SAN101**SANSKRIT I****1 0 2 2**

Objectives: To familiarize students with Sanskrit language and literature; to enable them to read and understand Sanskrit verses and sentences; to help them acquire expertise for self-study of Sanskrit texts and communication in Sanskrit; to help the students imbibe values of life and Indian culture as propounded in scriptures.

Unit 1

Introduction to Sanskrit language, Devanagari script - Vowels and consonants, pronunciation, classification of consonants, conjunct consonants, words – nouns and verbs, cases – introduction, numbers, Pronouns, communicating time in Sanskrit. Practical classes in spoken Sanskrit.

Unit 2

Verbs - Singular, Dual and plural – First person, Second person, Third person.

Tenses – Past, Present and Future – Atmanepadi and Parasmaipadi - karthariprayoga.

Unit 3

Words for communication, slokas, moral stories, subhashithas, riddles (from the books prescribed).

Unit 4

Selected slokas from Valmiki Ramayana, Kalidasa's works and Bhagavad Gita.

Ramayana – chapter VIII - verse 5; Mahabharata - chapter 174, verse 16; Bhagavad Gita – chapter IV - verse 8; Kalidasa's Sakuntalam - Act IV – verse 4.

Unit 5

Translation of simple sentences from Sanskrit to English and vice-versa.

ESSENTIAL READINGS:

1. Praveshaha; Publisher: Samskrita bharti, Aksharam, 8th cross, 2nd phase, girinagar, Bangalore-560 085
2. Sanskrit Reader I, II and III, R. S. Vadhyar and Sons, Kalpathi, Palakkad
3. Prakriya Bhashyam written and published by Fr. John Kunnappally
4. Sanskrit Primer by Edward Delavan Perry, published by Ginn and Company Boston
5. Sabdamanjari, R. S. Vadyar and Sons, Kalpathi, Palakkad
6. Namalinganusasanam by Amarasimha published by Travancore Sanskrit series
7. Subhashita Ratna Bhandakara by Kashinath Sharma, published by Nirnayasagar press.

15SAN111**SANSKRIT II****1 0 2 2**

Objectives: To familiarize students with Sanskrit language and literature; to enable them to read and understand Sanskrit verses and sentences; to help them acquire expertise for self-study of Sanskrit texts and communication in Sanskrit; to help the students imbibe values of life and Indian culture as propounded in scriptures.

Unit 1

Seven cases, indeclinables, sentence making with indeclinables, Saptha karakas.

Unit 2

Ktavatu Pratyaya, Upasargas, Ktvanta, Tumunnanta, Lyabanta.

Three Lakaras – brief introduction, Lot lakara.

Unit 3

Words and sentences for advanced communication. Slokas, moral stories (Panchatantra) Subhashitas, riddles.

Unit 4

Introduction to classical literature, classification of Kavyas, classification of Dramas - The five Mahakavyas, selected slokas from devotional kavyas - Bhagavad Gita – chapter II verse 47, chapter IV verse 7, chapter VI verse 5, chapter VIII verse 6, chapter XVI verse 21, Kalidasa's Sakuntala act IV verse 4, Isavasyopanishat 1st Mantra, Mahabharata chapter 149 verses 14 - 120, Neetisara chapter – III.

Unit 5

Translation of paragraphs from Sanskrit to English and vice-versa.

ESSENTIAL READINGS:

1. Praveshaha; Publisher: Samskrita bharti, Aksharam, 8th cross, 2nd phase, Girinagar, Bangalore-560 085
2. Sanskrit Reader I, II and III, R. S. Vadhyar and Sons, Kalpathi, Palakkad
3. Prakriya Bhashyam written and published by Fr. John Kunnappally
4. Sanskrit Primer by Edward Delavan Perry, published by Ginn and Company Boston
5. Sabdamanjari, R. S. Vadyar and Sons, Kalpathi, Palakkad
6. Namalinganusasanam by Amarasimha published by Travancore Sanskrit series
7. Subhashita Ratna Bhandakara by Kashinath Sharma, published by Nirnayasagar Press.

15SSK201**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.

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.*

15SSK211**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

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.*

15SSK301**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.

Sylogisms, 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.

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 online teaching resources*
11. *www.englishpage.com online teaching resources and other useful websites.*

15TAM101

TAMIL I

1 0 2 2

Objectives: To introduce the students to different literature - Sangam literature, Epics, Bhakthi literature and modern literature; to improve their ability to communicate with creative concepts, and also to introduce them to the usefulness of basic grammatical components in Tamil.

Unit 1

Sangam literature: Kuṟuntokai; (2, 6, 8, 40 pāṭalkaḷ) – puṛanānūru (74, 112, 184, 192 pāṭalkaḷ) – tirukkuraḷ (iṟaimāṭci, amaiccu).

Unit 2

Epic literature: cilappatikāram maturaik kāṇṭam (vaḷakkuraikkātai 50-55).

Spiritual Literature: tiruppāvai (3,4) – tēvāram (mācivīṇaiyum)

Medieval Literature: bāratiyar kaṇṇaṇ pāṭṭu (eṇ vīlaiyāṭṭu piḷḷai) – bāratitacaṇ kuṭumpaviḷakku (tāyiṇ tālāṭṭu).

Unit 3

Novel: Jeyakāntaṇ "kuru piṭam"

Essay: Aṇṇā "ē tāḷnta tamīlakamē"

Unit 4

Tiruñāna campantar – tirunāvukkaracar – cuntarar – māñikka vācakar – āṇṭā – tirumūlar – kulacēkara ālvār – cīttalaic cāttaṇār toṭarpāna ceytikaḷ, mēṟkōḷkaḷ marṛum cīrappu peyarkaḷ.

Unit 5

Tamil Grammar: Col vakaikaḷ - vēṛrumai urupukaḷ - valliṇam mikumiṭam mikāyiṭam - canti (puṇarcci) - ilakkaṇakkuṟippu.

Practical skills: Listening, speaking, writing and reading.

TEXTBOOKS:

Aṇṇā "ē tāḷnta tamīlakamē" nakkīraṇ paḷḷikēṣaṇs.

Cakṭiācaṇ cupramāṇiyāṇ "nalla kuṟuntokai mūlamum uraiyum" mullai paṭippakam, 2008.

<http://www.Tamilvu.Org/libirary/libindex.Htm>.

jeyakāntaṇ "kuru piṭam" mīṇāṭci puttaka nilaiyam, 1971.

Nā. Pārttācāraṭi "puṛanānūru cīrūkatakaḷ" tamīḷ puttakālayam, 1978, 2001

Poṇ maṇimāṇṭaṇ "aṭṭōṇ tamīḷ ilakkaṇam "aṭṭōṇ paḷḷiṣiṇ kurūp, vaṇciyūr, tiruvaṇantapuram, 2007.

puliyūr kēcikaṇ "kuṟuntokai mūlamum uraiyum" cārāta paṭippakam, 2010.

Puliyūr kēcikaṇ "puṛanānūru" sīreṇpakā paṭippakam, 2010

15TAM111

TAMIL II

1 0 2 2

Objectives: To learn the history of Tamil literature; to analyze different styles, language training, to strengthen the creativity in communication, Tamil basic grammar, Computer and its use in Tamil language.

Unit 1

The history of Tamil literature: Naṭṭupuraṇa pāṭalkaḷ, kataikkaḷ, paḷamoḷikaḷ - ciṅkatakaḷaḷ tōṛramum vaḷarcciyum, ciṅṛilakkiyaṅkaḷ: Kaliṅkattup paraṇi (pōrpāṭiyatu) - mukkūṭar paḷḷu 35.
Kāppiyaṅkaḷ: Cilappatikāram – maṇimēkaiḷaḷ naṭaiyiyal āyvu marṛum aimperum – aiṅciṅṛuṅ kāppiyaṅkaḷaḷ toṭarpāṇa ceytikaḷ.

Unit 2

tiṅai ilakkiyamum nīṭiyilakkiyamum - paṭiṅṅēkiḷkkaṅakku nūlkaḷ toṭarpāṇa piṇa ceytikaḷ - tirukkuraḷ (aṅṇu, paṅṇu, kalvi, oḷukkam, naṭṭu, vāymai, kēḷvi, ceynaṅṇi, periyāraittuṅakkōṭal, viḷḷippuṅarvu pēṅṇa atikāratil uḷḷa ceytikaḷ.

Aṅṇūlkaḷ: Ulakanīti (1-5) – ēlāti (1,3,6) - Cittarkaḷ: Kaṭuveḷi cittar pāṭalkaḷ (āṅṇantak kaḷippu – 1,4,6,7,8), marṛum akappēy cittar pāṭalkaḷ (1-5).

Unit 3

tamiḷ ilakkaṅam: Vākkiya vakaikaḷ – taṅviṅai piṇaviṅai – nēṅkūṛru ayaṅkūṛru.

Unit 4

tamiḷaka aṅṇiṅkaḷiṅ tamiḷ toṅṭum camutāya toṅṭum: Pāratiyār, pāratitācaṅ, paṭṭukkōṭṭai kalyāṅacuntaram, curatā, cūjātā, ciṅṇi, mēttā, aptul rakumāṅ, na.Piccaimūrtti, akilaṅ, kalki, jī.Yū.Pōp, vīramāmuṅivar, aṅṇā, paritīmār kalaiṅar, maṅaimalaiyaṅkaḷ.

Unit 5

tamiḷ moḷi āyvil kaṅṇiṅ payaṅpāṭu - Karuttu parimāṅṛam - viḷampara moliyamaippu - pēccu - nāṭakam paṭaiṅṇu - ciṅkatakaḷ, katai, puṭiṅam paṭaiṅṇu.

TEXTBOOKS:

<http://www.tamilvu.org/library/libindex.htm>.

http://www.tunathamizh.com/2013/07/blog0post_24.html

Mu. Varatarācaṅ "tamiḷ ilakkiya varalāṅṇu" cāhitya akāṭemi paḷḷikēṅṇaṅ, 2012

nā. Vāṅamāmalai "paḷaṅkataikaḷum, paḷamoḷikaḷum" niyū ceṅcūri puttaka veḷiyiṅṅakam, 1980, 2008

nā. Vāṅamāmalai, "tamiḷar nāṭṭuppaṭalkaḷ" niyū ceṅcūri puttaka veḷiyiṅṅakam 1964, 2006

poṅ maṅimāṅṇaṅ "aṭṭōṅ tamiḷ ilakkaṅam" aṭṭōṅ paḷḷiṅṇi kurūp, vaṅciyūr, tiruvaṅṅantapuram, 2007.