**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 significane - Relevance of Mahabharata for modern times.

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

**Message of the Bhagavad Gita**

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

**Life and Teachings of Spiritual Masters India**
Sri Rama, Sri Krishna, Sri Buddha, Adi Shankaracharya, Sri Ramakrishna Paramahamsa, Swami Vivekananda, Sri Ramana Maharshi, Mata Amritanandamayi Devi.

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

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

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

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

**Benefits of Indian Medicinal Systems**

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

**Traditional Fine Arts of India**

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

**Science of Worship in India**

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

**Unit 1**

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


**Unit 2**

Word Processing – MS Word


**Unit 3**

Spreadsheet: MS Excel


**Unit 4**

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:
2. Dinesh Maidaani – Learning Computer Fundamentals, MS Office and Internet & Web Technology, Laxmi Publications

REFERENCE BOOKS:
2. John Walkenbach Herb Tyson Michael R. Groh Faiithe Wempen Lisa A. Bucki – Microsoft Office 2010 Bible, Wiley India

15CUL101    CULTURAL EDUCATION I

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 – Purusharths - 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

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

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:
Syllabus

BA - Engl. Lang. Literature

2016 admissions onwards

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:

Further Reading:

15ELL112 History of English Literature: 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

Core Reading:
1. Legouis, Emily, Cazamian. A Short History of English Literature. OUP
3. The Pelican Guide to English by Boris Ford (Ed.)
Unit 5
Alfred Tennyson: “Ulysses”, “Lotus-Eaters-Choric Song”
Robert Browning: “My Last Duchess”
Matthew Arnold: “Dover Beach”, “Forsaken Merman”, “To Margaret”

CORE READING:

FURTHER READING:
Students are recommended to read poems from popular anthologies.

15ELL113 ENGLISH PROSE: THE LATE VICTORIAN TO THE MODERN 4004

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”

Unit 4
Hilaire 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:

FURTHER READING:
Students are recommended to read essays from popular anthologies.

15ELL114 INDIAN WRITING IN ENGLISH: FICTION 3003

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 Indianess.

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”

Unit 3

Unit 4
7. Manohar Malgonkar: “Upper Division Love”
8. Romila Thapar: “The Spell”

Unit 5
10. Mulk Raj Anand: Untouchable
11. Raja Rao: Kanthapura

CORE READING:
### 15ELL201  HISTORY OF ENGLISH LITERATURE: 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/ SSpenzer/ ELPound/ DHL/ JJoyce/ VWoolf/ EMForster/ AHuxley/ Mansfield Maugham/ JBPriestley/ LStracey/ OC/ MAubry/ Mauham/ JBP/ Helen/ BAA/ EWA/ D/ HBelloc/ 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:**

### 15ELL202  AMERICAN LITERATURE

**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**

**Unit 2 - Prose**
- Ralph Waldo Emerson - “Self Reliance”

**Unit 3 - Poetry**
- Emerson: “Brahma”
- 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:
   An Anthology, Macmillan.

REFERENCES:
   Press. Vol I
   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:
3. Netaji; A Biography for the young, Krishna Bose, Rupa.


REFERENCES:
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

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:
   Press, London
   Patrick Brantlinger, William Thesing, Wiley.
SYLLABI


15ELL211 HISTORY OF THE ENGLISH LANGUAGE AND PHONETICS

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

Unit 2

Unit 3

Unit 4

Unit 5

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 Krananayi Dutt, Geetha Rajeevan: Listening and Speaking - CUP Impt. Foundation

REFERENCES:
2. Mario Pei: The Story of Language, Mentor

SYLLABI

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
7. George Yule: The Study of Language, CUP

15ELL212 INDIAN WRITING IN ENGLISH: POETRY

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 Mehrrotra: “The Sale”
Gieve Patel: “On Killing a tree”
Jayantha Mahapatra: “Lost”, “The Abandoned British Cemetry at Balasore”

PREScribed TEXTS:
2. Ten Twentieth Century Indian Poets. Ed., R Parthasarathy. OUP
REFERENCES:

SYLLABI
BA - Engl. Lang. Literature
2016 admissions onwards

S 20

SYLLABI
BA - Engl. Lang. Literature
2016 admissions onwards

S 19

REFERENCES:

SYLLABI
BA - Engl. Lang. Literature
2016 admissions onwards

S 20

REFERENCES:
on the various aspects may be undertaken later in class. It could also be done as a group activity in the 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: Chandralika
Chekhov: The Bear

PRESCRIBED TEXT:

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

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)

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

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

REFERENCES:

15ELL234 TECHNICAL AND PROFESSIONAL WRITING

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

Unit 2

Unit 3

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”
5. Technical Communications, “Desk Top Type: Tradition and Technology”
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:

REFERENCES:

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”

SYLLABI

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
4. Importance of Being Earnest. New Delhi: Rupa and co., 2002

REFERENCES:

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

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

Unit 5
Poetry
Swami Vivekananda “The Song of the Sannyasin”, “Peace”, “My Play Is Done”. (From The Selections)

PRESCRIBED TEXTS:

REFERENCES:

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 experiments in Canadian literature

Unit 1 - Canadian Poetry
Introduction
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
Margaret Atwood, Surfacing

PRESCRIBED TEXTS:

PRESCRIBED TEXTS:
5. Surfacing. Toronto: McClelland and Stewart, 1972

REFERENCES:

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)

PRESCRIBED TEXTS:
3. V S Seturaman, C T Indra and T Sreeraman, Practical Criticism, New Delhi: Macmillian, 1980

REFERENCES:

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:
REFERENCES:
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:
2. A Passage to India. London: Penguin, 2005

REFERENCES:

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:

REFERENCE:

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:

REFERENCES

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

Unit 3
R K Narayan, My Days

Unit 4
A P J Abdul Kalam, Wings of Fire

Unit 5

PRESCRIBED TEXTS:
Unit 4

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:
5. Murphy, Raymond, Murphy’s English Grammar, CUP, 2004
7. Seely, John, Writing and Speaking, OUP, 1998

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

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

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
Speaches – compering – group discussion.


Unit 3
Reading and Writing

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

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

REFERENCE:

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

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:
**SYLLABI**

**BA - Engl. Lang. Literature**

**2016 admissions onwards**

**15HIN101**

**HINDI I**

**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 Ist 8 Dohas, Surdas 1st 1 Pada; Tulsidas 1st 1 Pada; Meera 1st 1 Pada.

**Unit 4**


**Unit 5**

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

**TEXTBOOKS:**

1. Prem Chand Ki Srvashrestha Kahaniyam: Prem Chand; Diamond Pub Ltd. New Delhi
2. Vyavaharik Hindi Vyakaran, Anuvad thaha Rachana: Dr. H. Parameswaran, Radhakrishna publishing House, New Delhi

**15HIN111**

**HINDI II**

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

**Unit 1**

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

**SYLLABI**

**BA - Engl. Lang. Literature**

**2016 admissions onwards**

**15KAN101**

**KANNADA I**

**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, swaroopa, belavanigeya kiru parichaya Paaribhaashika padagalu Vocabulary Building

**Unit 2**

Prabhandha – Vyaagha Geethe - A. N. Murthy Rao

**Unit 3**

Mochi – Bharateepriya Mosarina Mangamma – Maasti Venkatesh Iyengar

**TEXTBOOKS:**

Kavay Tarang: Dr. Niranjan, Jawahar Pusthakalay, Mathura.
Gadya Manjusha: Editor: Govind, Jawahar Pusthakalay, Mathura

Kamalaapurada Hotelnalli – Panje Mangesh Rao
Kaanike – B. M. Shree
Geleyanobbanige bareda Kaagada – Dr. G. S. Shivarudrappa
Moodala Mane – Da. Ra. Bendre
Swathantryada 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 Iyangar – 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 - Prasaranga, Mysuru University , Mysuru
5. B. M. Shree – Kannadada Bavuta – Kannada Sahitya Parishattu
7. Dr. G. S. Shivarudrappa – Samagra Kavya – Kamadhenu Pustaka Bhavana

15KAN11 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, prakatane, manavi patra, vanijya patra

Unit 2
Nanna Hanate - Dr. G. S. Shivarudrappa
Ella Marethiruvaga - K. S. Nissaar Ahmed
Saviraru Nadigalu – S Siddalingayya

Unit 3


Unit 4
Sarva Sollegala turtu Maha Samelana - Beechi
Swarthakkaagi Tyaga - Beechi

Unit 5
Essay writing: Argumentative & Analytical
Precis writing

REFERENCES:
1. H. S. Krishnaswami Iyangar – Adalitha Kannada – Chetan Publication, Mysuru
2. Dr. G. S. Shivarudrappa – Samagra Kavya. - Kamadhenu Pustaka Bhavana
4. K. S. Nissaar Ahmed – 75 Bhaavageetegalu – Sapna book house
5. Dr. Da. Ra. Bendre – Saayo Aata – Shri Maata Publication

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

Unit 2

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:

SYLLABUS

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: Kalayanasaougandhikam, (kallum marangalun... namukkennarika vrikodara) Kunjan Nambiar - Critical analysis of his poetry - Ancient Drama: Kerala Sakunthalam (Act 1), Kalidasan (Translated by Attor Krishna Pisharody).

Unit 2

Unit 3

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:

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, Kalidasas’s works and Bhagavad Gita.

Ramayana – chapter VIII - verse 5; Mahabharata - chapter 174, verse 16; Bhagavad Gita – chapter IV - verse 8; Kalidasas’s Sakuntalam - Act IV – verse 4.
**SYLLABUS**

**BA - Engl. Lang. Literature**  
2016 admissions onwards

**UNIT 5**
Translation of simple sentences from Sanskrit to English and vice-versa.

**ESSENTIAL READINGS:**
1. Praveshaha; Publisher: Samskrita bharati, 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. Namaling anusasanam by Amarasimha published by Travancore Sanskrit series

**15SAN111 SANSKRIT II**  
1022

**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, Tumnunnanta, 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 Kayyas, classification of Dramas - The five Mahakavyas, selected slokas from devotional kayyas - 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, Isasvayopanishat 1st Mantra, Mahabharata chapter 149 verses 14 - 120, Neelisara chapter – III.

**Unit 5**
Translation of paragraphs from Sanskrit to English and vice-versa.

**ESSENTIAL READINGS:**
1. Praveshaha; Publisher: Samskrita bharati, 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. Namaling anusasanam by Amarasimha published by Travancore Sanskrit series

**15SSK201 LIFE SKILLS I**  
1022

**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:

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

LIFE SKILLS II
1022


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.

LIFE SKILLS III
1022

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

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

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

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

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

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

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

REFERENCES:
1. Speed Mathematics, Secrets of Lightning Mental Calculations, by Bill Handley, Master Mind books;
2. The Trachtenberg Speed System of Basic Mathematics, Rupa & Co., Publishers;
5. Quick Arithmetic, by Ashish Agarwal, S Chand Publ.;
8. The BBC and British Council online resources
9. Owl Purdue University online teaching resources
10. www.thegrammarbook.com online teaching resources
11. www.englishpage.com online teaching resources and other useful websites.
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: Naṭṭupuṟṟa paṭṭaikal, kathaikkal, paṭṭamōṭkal - cirukataikal törramum vaḷarciyam, ciriklakkiyaiṭkal: Kalinkattupuṟaṇa (pōṟpāṭiyatu) - mukkōṭṭaḷ pāḷu 35.

Unit 2
tinai ilakkiyamum niṭṭiyilakkiyamum - paṭṭenkilikanakkku nūlkal toṭṟappāga piṟṟa ceytiṟkal - tirukkuṟai (aṟṟupu, pēṟpu, kalvi, olukkam, naṟпу, vāymai, kēlli, ceṇṇaṟṟi, peṇṇāṟṟilunakkōṭṭai, vilippunervu pēṇṟa atikārattril uḷḷa ceytiṟkal.
Aranūkkai: Ulakanūṭi (1-5) – ēḻaiti (1,3,6) - Cittarkal: Katuveli cittar pāṭṭaikal (ānantak kalippu – 1,4,6,7,8), māṟṟum akappoy cittar pāṭṭaikal (1-5).

Unit 3
tamil ilakkiṟam: Vākkira vaṟkaikaḷ – taṇṟiṟṟai piravai - nēṟṟkkoru ayarkṟuru.

Unit 4

Unit 5			
tamil moli āyvil kanini pávarṇoṭṭu - Karuttu paṟimārram - vilamūra motimicippu - pōocu nōṭākaḷ paṭṭiṟru cirukatai, katali, putiṟu paṭṭiṟru.