

## SEMESTER I

### FIRST DEGREE PROGRAMME IN ENGLISH (CBCS System)

#### Language Course I: LISTENING, SPEAKING AND READING

##### Common for

BA[AUEN111.1] /BSc [AUEN 111.2], BCom [AUEN 111. 3] & Career related [AUEN 111.4]

**No. of credits: 4**

**No. of instructional hours: 5 per week (Total 90 hrs.)**

**Max. Marks: 80**

##### Course Outcomes:

On completion of the course, the students should be able to

CO 1. understand English in a wide range of contexts and become proficient communicators in English.

CO 2. understand the nuances of listening, speaking and reading English.

CO 3. face variety of situations with confidence and to seek employment in the modern globalized world.

CO 4. gain knowledge of English phonetics, aim for correct pronunciation and speak English better.

##### General Objectives

The general objective of the course is to make the students proficient communicators in English. It aims to develop in the learners the ability to understand English in a wide range of contexts. The main thrust is on understanding the nuances of listening, speaking and reading English. The course is a step towards preparing the learners to face situations with confidence and to seek employment in the modern globalized world. As knowledge of English phonetics will help the students to listen and to speak English better, they would be given rudimentary training in English phonetics. It also enhances the student's general standard of spoken English. The knowledge of the phonetic alphabets/symbols will help the students to refer the dictionary for correct pronunciation.

##### Module I Listening

Introduction, definition of listening, listening Vs hearing, process of listening, problems students face in listening, sub-skills of listening, what is good listening? strategies of listening, barriers to listening, listening in the workplace, activities that help you to become better listeners.

##### Module II Speaking

English, the *lingua franca*, varieties of English; Indian English, Received Pronunciation, Why phonetics? Organs of speech and speech mechanism; Classification of English sounds- vowels; consonants; IPA symbols, transcription, the syllable, syllable structure, stress and intonation, some rules of pronunciation, Indian English and deviations from RP, Speaking as a skill; speaking on formal and informal occasions; how to perform a wide range of language functions such as greeting, thanking, complaining, apologizing.

##### Module III Reading

Introduction, The Reading Process, Reading and Meaning, Methods to Improve Reading, Strengthening Your Vocabulary, Understanding Graphics and Visual Aids, Previewing, Reading in Thought Groups, Avoiding the re-reading of the Same Phrases, Barriers to Reading, Skills for Speed Reading, Sub-skills of Reading, Skimming, Scanning, Extensive Reading, Intensive Reading, Reading E-mail, E-books, Blogs and Web pages

## Module IV Dialogue Practice

### COURSE MATERIAL

#### Modules 1-3

Core Reading: *English Language Skills for Communication I*

#### Module 4

**Core Reading:** *Dramatic Moments: A Book of One Act Plays*. Orient Black Swan, 2013

The following one act plays are prescribed:

H.H.Munro *The Death Trap*

Philip Moeller *Helena's Husband*

Serafin and Joaquin Alvarez Qunitero *Sunny Morning: A Comedy of Madrid*

Margaret Wood *Day of Atonement*

#### For further Reading

Marks Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.

Lynch, Tony. *Study Listening*. New Delhi. CUP, 2008.

Kenneth, Anderson, Tony Lynch, Joan Mac Lean. *Study Speaking*. New Delhi: CUP, 2008.

#### Reference

Jones, Daniel. *English Pronouncing Dictionary 17th edition*. New Delhi: CUP, 2009.

### SEMESTER I

#### FIRST DEGREE PROGRAMME IN ENGLISH (CBCS System)

#### Foundation Course I for BA/BSc - BA AUEN121.1/BSc AUEN121.2

#### WRITINGS ON CONTEMPORARY ISSUES

**No. of credits: 2**

**No. of instructional hours: 4 per week (Total 72 hrs.)**

**Max. Marks: 80**

**Course Outcomes:**

On completion of the course, the students should be able to

CO 1. have an overall understanding of some of the vital issues that confront the contemporary world.

CO 2. respond empathetically to the issues of social relevance.

CO 3. read literary texts critically.

CO 4. Form informed opinions on global and regional problems.

## COURSE OUTLINE

### Module I:

#### Globalization and its Consequences

Essays: (1) “The Globalized World” – Avinash Jha.

(2) “Globalization and Education: Third World Experience” – Amit Bhaduri.

Poem: “Unending Love” - Rabindranath Tagore

### Module II:

#### Environmental Issues

Essay: “Forests and Settlements” - Romila Thapar

Poems: (1) “God’s Grandeur” - G.M.Hopkins

(2) “The World is too Much with Us” - Wordsworth

### Module III:

#### Human Rights

Essay: “Thinking about Human Rights” - Manisha Priyam, Krishna Menon & Madhulika Banerjee,

Poem: “London” - William Blake

Fiction: *Untouchable* [an extract] – Mulk Raj Anand

Memoir: “The Story of my Sanskrit” - Kumud Pawde

### Module IV:

#### The Gender Question

Essays: (1) “Gender, Culture and History” – Manisha Priyam, Krishna Menon & Madhulika Banerjee,

(2) “Pennuezhuthu: ‘Women’s Writing’ and the Politics of Gender in Contemporary Kerala” – G. Arunima. [in *Globalization in India: Contents and Discontents*. Suman Gupta, Tapan Basu and Subarno Chattarji.

Poem: “Another Woman” - Imtiaz Dharker

Fiction: “The Elder Sister” – M. T. Vasudevan Nair

## COURSE MATERIAL

**Modules 1 - 4**

**Core reading:** *Meeting the World: Writings on Contemporary Issues*. Pearson, 2013.

**SEMESTER II****FIRST DEGREE PROGRAMME (CBCS System)**

**Common for B.A/B Sc [AUEN 211.1/ AUEN 211.2]**

**ENVIRONMENTAL STUDIES**

**No. of Credits: 4**

**No. of instructional hours: 5 per week (Total 90 hrs)**

**Total Marks: 100**

**Written Exam: 80 Marks**

**Internal Assessment: 20 Marks**

**(Attendance: 5 marks + test paper: 10 marks + Field work/Assignment: 5 marks)**

**Field work and Project**

Visit to ecologically polluted spots: Study of nature: study of forest, insects, animals, birds and plants.

Project Report on the basis of field work - about 15 pages.

**Course Outcomes:**

On completion of the course, the students should be able to

CO 1. Understand, evaluate and find remedies for environmental issues in the locality.

CO 2. Gain awareness of global environmental issues and hazards.

CO 3. Recognize the need to use environmental resources equitably.

CO 4. Recognize the need to conserve biodiversity.

CO 5. Understand the need for ecological security and environmental management.

CO 6. Recognize the need to create a pro environmental attitude in society and trigger pro environmental action.

CO 7. View and understand the environment through observation and self learning.

CO 8. Gain awareness of the need to have a love for nature and follow sustainable development practices.

**Module 1:** Environmental studies: Definition, Need, Scope and Importance, Need for public awareness. Natural resources- Forest resources, water resources, mineral resources, food resources, energy resources, land resources- over exploitation, case studies.

**Module 2:** Eco-system- structure and function, producers, consumers and decomposers energy flow in the ecosystem, ecological succession, forest ecosystem, grassland ecosystem, desert ecosystem and aquatic ecosystem. Biodiversity and its value and conservation, hot spots of biodiversity, India as a mega-diversity nation, endangered and endemic species of India, conservation of bio-diversity. In-situ and Ex-situ conservation of bio-diversity. Sustainable use of forest – water- land -resources –Human population and its impact on environment.

**Module 3:** Pollution: air, water, soil and marine, noise, thermal and nuclear hazards. Solid waste management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management. Social issues and the Environment: from unsustainable to sustainable development, water conservation-rain water harvesting; global warming; consumerism and waste products: various acts to protect the environment; Environment protection Act; Air (Prevention and Control of Pollution) Act; Water (Prevention and Control of pollution) Act; Wild Life Protection Act; Forest Conservation Act:

**Module 4:** Human population and Environment: Population explosion, Family Welfare Programmes, Environment and human health; human rights, HIV/AIDS, Women and Child Welfare, Role of Information Technology in Environment and Human health.

**Core text:** *Green Voices*

**Books for Reference:**

Adams, W.M. Future Nature: A Vision for Conservation. London: Earthscan, 2003.

Arnold, David and Ramachandra Guha, ed. Nature, Culture and Imperialism:Essays on the Environmental History of South Asia. New Delhi: Oxford UPM 2001.

Bahuguna, Sunderlal. “Environment and Education”. The Cultural Dimension of Ecology. Ed. Kapila Vatsyayan. New Delhi: D.K. Printworld. 1998.

Crson, Rachel. Silent Spring. Boston: Houghton Mifflin, 1962.

Guha, Ramachandra- Environmentalism: A Global History,New Delhi: Oxford UP, 2000.

Hayward, Tim. Ecological Thought: An Introduction: Cambridge; polity, 1994.

Merchant, Crolyn. The Death of Nature. New York: Harper, 1990.

Gleick H.P. 1993. Water in Crisis, Pacific Institute for Studies in development Environment and security. Stockholm Env Institute. OUP 473 p.

Heywood V and Watson R.E. 1995. Global biodiversity Assessment. CUP 1140p

Odum FP. 1971. Fundamentals of Ecology. W.B Saunders Co. USA 574p

Rao. M. N and Dutta A.K. 1987. Waste Water Treatmentt. Oxford and IBH Publ Co Pvt.

Wagner K.D. 1998. Environmental Management. WB Saunders Co. Philadelphia, USA. 499p.

## **SEMESTER II**

### **FIRST DEGREE PROGRAMME (CBCS System)**

### **MODERN ENGLISH GRAMMAR AND USAGE**

#### **Common for**

**BA/BSc: AUEN 212.1/AUEN212.2, B.Com: AUEN211.3 & Career related 2(a): AUEN211.4**

**No. of credits: 3**

**No. of instructional hours: 4 per week (Total 72 hrs.)**

**Max. Marks: 80**

#### **Course Outcomes:**

On completion of the course, the students should be able to

CO 1. have a good understanding of modern English grammar, the rules, exceptions to rules and application.

CO 2. produce grammatically and idiomatically correct language.

CO 3. improve their verbal communication skills and converse fluently and confidently.

CO 4. minimize mother tongue influence in the usage of language.

CO 5. identify language errors and correct them.

## **COURSE CONTENTS**

### **Module 1:**

- Modern English grammar - what and why and how of grammar - grammar of spoken and written language
- Sentence as a self-contained unit – various types of sentence – simple – compound – complex – declaratives – interrogatives – imperatives – exclamatives.
- Basic sentence patterns in English - constituents of sentences – subject – verb - object - complement - adverbials.

- Clauses - main and subordinate clauses - noun clauses - relative clauses - adverbial clauses - finite and non-finite clauses - analysis and conversion of sentences – Active to Passive and vice versa – Direct to Indirect and vice versa – Degrees of Comparison, one form to the other.
- Phrases - various types of phrases - noun, verb, adjectival and prepositional phrases.
- Words - parts of speech – nouns – pronouns - adjectives verbs - adverbs – prepositions – conjunctions - determinatives.

### **Module 2:**

- Nouns - different types - count and uncount – collective - mass - case - number – gender.
- Pronoun - different types - personal, reflexive - infinite-emphatic – reciprocal.
- Adjectives - predicative - attributive - pre- and post-modification of nouns.
- Verbs - tense-aspect - voice -mood - Concord - types of verbs – transitive - intransitive-finite - non-finite.
- Helping verbs and modal auxiliaries - function and use.

### **Module 3:**

- Adverbs - different types - various functions - modifying and connective.
- Prepositions - different types - syntactic occurrences - prepositional phrases - adverbial function.
- Conjunctions - subordinating and coordinating Determinatives articles - possessives - quantifiers

### **Module 4:**

- Remedial grammar - error spotting - errors in terms of specific grammatical concepts like constituents of sentences - parts of speech - concord – collocation - sequences of tense - errors due to mother tongue influence.
- Written Composition – precis writing – outline story – expansion of proverb – short essay.

## **COURSE MATERIAL**

### **Modules 1 - 4**

**Core Reading:** *Concise English Grammar* by Prof. V. K. Moothathu. Oxford University Press, 2012.

### **Further Reading:**

1. Leech, Geoffrey et al. *English Grammar for Today: A New Introduction*. 2<sup>nd</sup> Edition. Palgrave, 2008.
2. Carter, Ronald and Michael McCarthy. *Cambridge Grammar of English*. CUP, 2006.
3. Greenbaum, Sidney. *Oxford English Grammar*. Indian Edition. Oxford University Press, 2005.
4. Sinclair, John ed. *Collins Cobuild English Grammar*. Harper Collins publishers, 2000.
5. Driscoll, Liz. *Common Mistakes at Intermediate and How to Avoid Them*. CUP, 2008.
6. Tayfoor, Susanne. *Common Mistakes at Upper-intermediate and How to Avoid Them*. CUP, 2008.
7. Powell, Debra. *Common Mistakes at Advanced and How to Avoid Them*. CUP, 2008.
8. Burt, Angela. *Quick Solutions to Common Errors in English*. Macmillan India Limited, 2008.
9. Turton. *ABC of Common Grammatical Errors*. Macmillan India Limited, 2008.
10. Leech, Geoffrey, Jan Svartvik. *A Communicative Grammar of English*. Third Edition. New Delhi: Pearson Education, 2009.

**Direction to Teachers:** The items in the modules should be taught at application level with only necessary details of concepts. The emphasis should be on how grammar works rather than on what it is. The aim is the correct usage based on Standard English and not conceptual excellence.

## **SEMESTER III**

### **FIRST DEGREE PROGRAMME (CBCS System)**

#### **Language Course VI (English IV) - WRITING AND PRESENTATION SKILLS**

**Common for**

**B. A/ B. Sc AUEN 311.1/AUEN311.2**

**&**

**Language Course V (English III): for Career related (a) AUEN 311.4**

**No. of credits: 4**

**No. of instructional hours: 5 per week (Total 90 hrs.)**

**Max. Marks: 80**

#### **Course Outcomes:**

On completion of the course, the students should be able to

- CO 1. understand the mechanism of different modes of general and academic writing.
- CO 2. gain awareness of the basics of academic presentation.
- CO 3. improve their reference skills, take notes, refer and document data and materials.
- CO 4. prepare and present seminar papers and project reports effectively.
- CO 5. Develop critical thinking and sharpen their accuracy in writing.

## **COURSE OUTLINE**

### **Module 1**

Writing as a skill – its importance – mechanism of writing – words and sentences - paragraph as a unit of structuring a whole text – combining different sources – functional use of writing – personal, academic and business writing – creative use of writing.

### **Module 2**

Writing process - planning a text – finding materials - drafting – revising – editing - finalizing the draft - computer as an aid – key board skills - word processing - desk top publishing.

### **Module 3**

Writing models – essay - précis - expansion of ideas – dialogue - letter writing – personal letters



formal letters - CV – surveys – questionnaire - e-mail – fax - job application - report writing.  
 Academic writing - writing examinations - evaluating a text - note-making- paraphrasing – summary writing - planning a text – organizing paragraphs – introduction – body – conclusion – rereading and rewriting - copy editing - accuracy.

#### **Module 4**

Presentation as a skill - elements of presentation strategies – audience – objectives – medium – key ideas - structuring the material - organizing content - audio-visual aids – handouts - use of power point - clarity of presentation - non-verbal communication - seminar paper presentation and discussion.

### **COURSE MATERIAL**

#### **Core reading:**

*English for Effective Communication.* Oxford University Press, 2013.

#### **Reference:**

##### **Modules 1 – 3:**

*Write Rightly: A Course for Sharpening Your Writing Skills.* (CUP)

##### **Module 4:**

*Guide to Presentations.* Mary Munter and Lynn Rusell. Pearson Education

#### **Further reading:**

1. Robert, Barraas. *Students Must Write.* London: Routledge, 2006.
2. Bailey, Stephen. *Academic Writing.* Routledge, 2006.
3. Hamp-Lyons, Liz, Ben Heasley. *Study Writing.* 2<sup>nd</sup> Edition. Cambridge Uty Press, 2008.
4. Ilona, Leki. *Academic Writing.* CUP, 1998.
5. McCarter, Sam, Norman Whitby. *Writing Skills.* Macmillan India, 2009.
6. Jay. *Effective Presentation.* New Delhi: Pearson, 2009.
7. Munter, Mary and Lynn Rusell. *Guide to Presentations.* Pearson Education.
8. Mayor, Michael, et al, Ed. *Longman Dictionary of Contemporary English.* 5<sup>th</sup> Edition. London: Pearson Longman Ltd, 2009.

## SEMESTER IV

### FIRST DEGREE PROGRAMME (CBCS System)

#### Language Course - READINGS IN LITERATURE

#### Common for

**BA/BSc: AUEN 411.1/AUEN411.2 & Career related 2(a): AUEN 411.4**

**No.of credits: 4**

**No of instructional hours: 5 hours/week [Total 90 hours]**

**Max. Marks: 80**

#### **Course Outcomes:**

On completion of the course, the students should be able to:

- CO 1. understand and appreciate the aesthetic, cultural and social aspects of literature.
- CO 2. appreciate the creative and literary value of texts.
- CO 3. look at the best pieces of literary writing critically.
- CO 4. analyze literature as a cultural and interactive phenomenon.
- CO 5. develop impressive writing style

#### **Module 1**

What is literature – literature and context – genres – literature and human values – creative use of language – inculcation of aesthetic sense.

Poetry – what is poetry – different types of poetry – poetic diction – figurative language – themes – stanza – rhyme.

#### **Module 2**

Drama.

Scope and definition – different types – one act plays - structure – dialogue – characters – action.

#### **Module 3**

Prose

What is prose – different types – personal – impersonal – technical.

#### **Module 4:**

Fiction.

What is fiction – different types – plot – characters – setting – point of view – short story – its characteristics.

## COURSE MATERIAL

### Module 1

**Core reading:** *Readings in Literature*. Department of Publications, University of Kerala.

Poems prescribed:

1. William Shakespeare: *To Be or Not to Be (Hamlet, Act III, Scene 1)*
2. William Blake: *The Tiger*
3. William Wordsworth: *Lucy Gray*
4. Alfred Lord Tennyson: *Tithonus*
5. Emily Dickinson: *The Wind Tapped like a Tired Man.*
6. Rabindranath Tagore: *Leave This Chanting (Poem 11 from Gitanjali)*
7. T S Eliot: *Marina*
8. Ted Hughes: *Full Moon and Little Frieda.*

### Module 2

**Core reading:**

Vincent Godefroy - *Fail not our Feast*

[from *Dramatic Moments: A Book of One Act Plays*. Orient Black Swan, 2013]

### Module 3

**Core reading:** *Readings in Literature*. Department of Publications, University of Kerala.

Essays prescribed:

1. Robert Lynd: *The Pleasures of Ignorance*
2. Martin Luther King: *I Have a Dream*
3. Stephen Leacock: *The Man in Asbestos*
4. Isaac Asimov: *The Machine That Won the War.*
5. E.R. Braithwaite: *To Sir, with Love [extract]*

### Module 4

**Core reading:**

*Stories for Life*, Indian Open University.

Stories prescribed:

- (i) Katherine Mansfield: *A Cup of Tea.*
- (ii) O Henry: *The Last Leaf*
- (iii) Rabindranath Tagore: *The Postmaster.*
- (iv) Oscar Wilde: *The Happy Prince.*
- (v) Ernest Hemingway: *A Day's Wait*

### Further reading

1. *A Concise Companion to Literary Forms*. Emerald, 2013.
2. Abrams, M. H. *A Glossary of Literary Terms*.
3. Klarer, Mario. *An Introduction to Literary Studies*. Second edition. Routledge, 2009.

### Direction to Teachers

The introduction to various genres is intended for providing basic information and no conceptual analysis is intended.