

## FIRST DEGREE PROGRAMMES (CBCS System)

### English Language /Foundation Courses for BA/BSc Programmes

#### SEMESTERS I to IV - COURSE BREAKUP

Sem No	Course No	Course Title	Instructional hours	credits
1	EN 1111.1	Language Course 1: Listening, Speaking, and Reading	5	4
1	EN 1121	Foundation Course 1: Writings on Contemporary Issues	4	2
2	EN 1211.1	Language Course 3: Environmental Studies	6	4
2	EN 1212.1	Language Course 4: Modern English Grammar and Usage	4	3
3	EN 1311.1	Language Course 6: Writing and Presentation Skills	5	4
4	EN 1411.1	Language Course 8: Readings in Literature	5	4

#### English Language Courses for BCom Programmes

#### SEMESTERS I to IV - COURSE BREAKUP

Sem No	Course No	Course Title	Instructional hours	credits
1	EN 1111.2	Language Course 1: Listening, Speaking, and Reading	5	4
2	EN 1211.2	Language Course 3: Modern English Grammar and Usage	5	4
3	EN 1311.2	Language Course 4: Writing and Presentation Skills	3	3
4	EN 1411.2	Language Course 6 : Readings in Literature	3	3

#### English Language/Complementary Courses for 2(a) Programmes

#### SEMESTERS I to IV - COURSE BREAKUP

Sem No	Course No	Course Title	Instructional hours	credits
1	EN 1111.3	Language Course 1: Listening Speaking and Reading	5	4
2	EN 1211.3	Language Course 3: Modern English Grammar and Usage	5	3
3	EN 1311.3	Language Course 5: Writing and Presentation Skills	5	4
3	EN 1331.3	Complementary Course 3: Creative Writing [Career related – 2(a)]	5	4
4	EN 1411.3	Language Course 6 : Readings in Literature	5	4
4	EN 1431	Complementary Course 4: English for the Media [Career related - 2(a)]	5	4

# **FIRST DEGREE PROGRAMMES (CBCS SYSTEM)**

**B.A/B.Sc.**

**Revised Syllabi for 2015 Admissions onwards**

**Semesters 1 to 4**

## **LANGUAGE & FOUNDATION COURSES IN ENGLISH**

**Semester I**

**First Degree Programme in English (CBCS System)**

**Common for**

**B.A/BSc[EN1111.1], B.Com [EN1111.2] &2(a) [EN 1111.3]**

**Listening, Speaking and Reading**

**No. of Credits: 4**

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

### **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	<i>The Death Trap</i>
Philip Moeller	<i>Helena's Husband</i>
Serafin and Joaquin Alvarez Qunitero	<i>Sunny Morning: A Comedy of Madrid</i>
Margaret Wood	<i>Day of Atonement</i>

### 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, 2009.4

## SEMESTER I

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

#### Foundation Course I for BA/BSc - WRITINGS ON CONTEMPORARY ISSUES: EN 1121

No. of credits: 2

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

### AIMS

1. To sensitize students to the major issues in the society and the world.
2. To encourage them to read literary pieces critically.

### OBJECTIVES

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

1. have an overall understanding of some of the major issues in the contemporary world.
2. respond empathetically to the issues of the society.
3. read literary texts critically.

### 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

**Module IV: The Gender Question**

Essays: “Gender, Culture and History” – Manisha Priyam, Krishna Menon & Madhulika Banerjee,  
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 in English (CBCS System)****Common for B.A/B Sc [EN1211.1] & 2(a) [CG1271]**

**No. of Credits: 4**

**No. of instructional hours: 6 per week (Total 90 hrs)**

**ENVIRONMENTAL STUDIES****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.

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.

**Total Marks: 100**

**Written Exam: 60 Marks**

Internal Assessment: 15 Marks (Attendance- 5 marks+ 10 test paper)

Field work and project: 25 Marks

### 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, Carolyn. 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 Treatment. 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: EN 1212.1, BCom: 1211.2 & Career related 2(a):1211.3**

**(2012 Admission onwards)**

**No. of credits: 3**

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

**AIMS:** 1. To help students have a good understanding of modern English grammar.

2. To enable them produce grammatically and idiomatically correct language.
3. To help them improve their verbal communication skills.
4. To help them minimise mother tongue influence.

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

1. have an appreciable understanding of English grammar.
2. produce grammatically and idiomatically correct spoken and written discourse.
3. spot 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*. 2nd 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 EN: 1311.1 &**

**Language Course V (English III): for Career related 2(a) EN: 1311.3**

**No. of credits: 4**

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

**AIMS**

1. To familiarize students with different modes of general and academic writing.
2. To help them master writing techniques to meet academic and professional needs.
3. To introduce them to the basics of academic presentation
4. To sharpen their accuracy in writing.

**OBJECTIVES**

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

1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

**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

### Modules 1 – 4

**Core reading:** *English for Effective Communication*. Oxford University Press, 2013.

### 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*. 2nd 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.

### Reference:

Mayor, Michael, et al, Ed. *Longman Dictionary of Contemporary English*. 5th Edition. London: Pearson Longman Ltd, 2009.

## SEMESTER IV

### FIRST DEGREE PROGRAMME (CBCS System)

### Language Course - READINGS IN LITERATURE

**Common for BA/BSc: EN 1411.1 & Career related 2(a): EN 1411.3**

**No. of credits: 4**

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

### AIMS

1. To sensitize students to the aesthetic, cultural and social aspects of literature.
2. To help them analyze and appreciate literary texts.

### OBJECTIVES

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



1. understand and appreciate literary discourse.
2. look at the best pieces of literary writing critically.
3. analyze literature as a cultural and interactive phenomenon.

### 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)   | Catherine Mansfield: | <i>A Cup of Tea.</i>     |
| (ii)  | O Henry:             | <i>The Last Leaf.</i>    |
| (iii) | Rabindranth Tagore:  | <i>The Postmaster.</i>   |
| (iv)  | Oscar Wilde:         | <i>The Happy Prince.</i> |
| (v)   | Ernest Hemingway:    | <i>A Day's Wait</i>      |

### 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.

# **FIRST DEGREE PROGRAMMES (CBCS SYSTEM) - B.Com**

## **Revised Syllabi for 2015 Admissions onwards**

### **Semesters 1 to 4**

## **LANGUAGE & FOUNDATION COURSES IN ENGLISH**

### **Semester I**

### **First Degree Programme in English (CBCS System)**

#### **Common for**

**B.A/BSc[EN1111.1], B.Com [EN1111.2] &2(a) [EN 1111.3]**

#### **Listening, Speaking and Reading**

**No. of Credits: 4**

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

#### **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.*

*Oxford University press, 2015 .*

### 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	<i>The Death Trap</i>
Philip Moeller	<i>Helena's Husband</i>
Serafin and Joaquin Alvarez Qunitero	<i>Sunny Morning: A Comedy of Madrid</i>
Margaret Wood	<i>Day of Atonement</i>

### 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 II

### FIRST DEGREE PROGRAMME (CBCS System)

### MODERN ENGLISH GRAMMAR AND USAGE

**Common for BA/BSc: EN 1212.1, BCom: 1211.2 & Career related 2(a):1211.3**

**(2012 Admission onwards)**

**No. of credits: 4**

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

**AIMS:** 1. To help students have a good understanding of modern English grammar.

2. To enable them produce grammatically and idiomatically correct language.
3. To help them improve their verbal communication skills.
4. To help them minimise mother tongue influence.

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

1. have an appreciable understanding of English grammar.
2. produce grammatically and idiomatically correct spoken and written discourse.
3. spot 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*. 2nd 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 IV - WRITING AND PRESENTATION SKILLS: EN 1311.2 for B.Com

**No. of credits: 3**

**No. of instructional hours: 3 per week (Total 54 hrs.)**

#### AIMS

1. To familiarize students with different modes of general and academic writing.
2. To help them master writing techniques to meet academic and professional needs.
3. To introduce them to the basics of academic presentation
4. To sharpen their accuracy in writing.

#### OBJECTIVES

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

1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

#### 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.

## 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

### Modules 1 – 4

**Core reading:** *English for Effective Communication*. Oxford University Press, 2013.

### 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*. 2nd 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.

### Reference:

Mayor, Michael, et al, Ed. *Longman Dictionary of Contemporary English*. 5th Edition. London: Pearson Longman Ltd, 2009.

## SEMESTER IV

### FIRST DEGREE PROGRAMME (CBCS System)

#### Language Course - READINGS IN LITERATURE: EN 1411.2 for BCom

**No.of credits: 3**

**No of instructional hours: 3 hours/week [Total 54 hours]**

### AIMS:

1. To sensitize students to the aesthetic, cultural and social aspects of literature.
2. To help them analyze and appreciate literary texts.

### OBJECTIVES:

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

1. understand and appreciate literary discourse.
2. look at the best pieces of literary writing critically.
3. analyze literature as a cultural and interactive phenomenon.

### 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 – 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 charactersitics.

**COURSE MATERIAL****Module 1**

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

**Poems prescribed:**

- |                         |  |
|-------------------------|--|
| 1. William Shakespeare: | <i>To Be or Not to Be (Hamlet, Act III, Scene 1)</i> |
| 2. William Blake:       | <i>The Tiger</i>                                     |
| 3. William Wordsworth:  | <i>Lucy Gray</i>                                     |
| 4. John Keats:          | <i>Ode to Autumn</i>                                 |
| 5. Rabindranath Tagore: | <i>Leave This Chanting (Poem 11 from Gitanjali)</i>  |
| 6. Ted Hughes:          | <i>Full Moon and Little Frieda.</i>                  |

**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* (Published by the University of Kerala)

**Essays prescribed:**

1. Robert Lynd: *The Pleasures of Ignorance*
2. Martin Luther King: *I Have a Dream*
3. E.R. Braithwaite: *To Sir, with Love* [extract]

**Module 4 Core reading:**

*Stories for Life* [Indian Open University] Stories prescribed:

- |                           |                        |                       |                          |
|---------------------------|------------------------|-----------------------|--------------------------|
| (i) Catherine Mansfield   | <i>A Cup of Tea.</i>   | (iv) Oscar Wilde:     | <i>The Happy Prince.</i> |
| (ii) O Henry:             | <i>The Last Leaf.</i>  | (v) Ernest Hemingway: | <i>A Day's Wait.</i>     |
| (iii) Rabindranth Tagore: | <i>The Postmaster.</i> |                       |                          |

**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.



**FIRST DEGREE PROGRAMMES (CBCS SYSTEM) Career related 2(a)****Revised Syllabi for 2015 Admissions onwards****Semesters 1 to 4****LANGUAGE COURSES IN ENGLISH****Semester I****First Degree Programme in English (CBCS System)****Common for****B.A/BSc[EN1111.1], B.Com [EN1111.2] &2(a) [EN 1111.3]****Listening, Speaking and Reading****No. of Credits: 4****No. of instructional hours: 5 per week (Total 90 hrs)****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	<i>The Death Trap</i>
Philip Moeller	<i>Helena's Husband</i>
Serafin and Joaquin Alvarez Qunitero	<i>Sunny Morning: A Comedy of Madrid</i>
Margaret Wood	<i>Day of Atonement</i>

## 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, 2009.4

## SEMESTER II

### FIRST DEGREE PROGRAMME (CBCS System)

### MODERN ENGLISH GRAMMAR AND USAGE

Common for BA/BSc: EN 1212.1, BCom: 1211.2 & Career related 2(a):1211.3

(2012 Admission onwards)

**No. of credits: 3**

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

**AIMS:** 1. To help students have a good understanding of modern English grammar.

2. To enable them produce grammatically and idiomatically correct language.
3. To help them improve their verbal communication skills.
4. To help them minimise mother tongue influence.

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

1. have an appreciable understanding of English grammar.
2. produce grammatically and idiomatically correct spoken and written discourse.
3. spot 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*. 2nd 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, 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 EN: 1311.1 &****Language Course V (English III): for Career related 2 (a) EN: 1311.3****No. of credits: 4****No. of instructional hours: 5 per week (Total 90 hrs.)****AIMS**

1. To familiarize students with different modes of general and academic writing.
2. To help them master writing techniques to meet academic and professional needs.
3. To introduce them to the basics of academic presentation
4. To sharpen their accuracy in writing.

**OBJECTIVES**

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

1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

**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****Modules 1 – 4**

**Core reading:** *English for Effective Communication*. Oxford University Press, 2013.

**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*. 2nd 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.

#### Reference:

Mayor, Michael, et al, Ed. *Longman Dictionary of Contemporary English*. 5th Edition. London: Pearson Longman Ltd, 2009.

### SEMESTER IV

#### FIRST DEGREE PROGRAMME (CBCS System)

#### Language Course - READINGS IN LITERATURE

#### Common for BA/BSc: EN 1411.1 & Career related 2(a): EN 1411.3

**No.of credits: 4**

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

#### AIMS

1. To sensitize students to the aesthetic, cultural and social aspects of literature.
2. To help them analyze and appreciate literary texts.

#### OBJECTIVES

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

1. understand and appreciate literary discourse.
2. look at the best pieces of literary writing critically.
3. analyze literature as a cultural and interactive phenomenon.

#### 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) Catherine Mansfield:  | <i>A Cup of Tea.</i>   | (iv) Oscar Wilde:     | <i>The Happy Prince.</i> |
| (ii) O Henry:             | <i>The Last Leaf.</i>  | (v) Ernest Hemingway: | <i>A Day's Wait</i>      |
| (iii) Rabindranth Tagore: | <i>The Postmaster.</i> |                       |                          |

#### 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.

**FIRST DEGREE PROGRAMMES**  
**(CBCS SYSTEM) Career related 2(b)**  
**Revised Syllabi for 2015 Admissions onwards**  
**Semesters 1 & 2**  
**LANGUAGE COURSES IN ENGLISH**

**SEMESTER I**

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

**LISTENING AND SPEAKING SKILLS: EN 1111.4**

**Language Course I (English I) for Career related 2 (b)**

**No. of credits: 2**

**No. of instructional hours: 3 per week (Total 54 hrs.)**

**AIMS** 1. To familiarize students with English sounds and phonemic symbols. 2. To enhance their ability in listening and speaking.

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

1. listen to lectures, public announcements and news on TV and radio.
2. engage in telephonic conversation.
3. communicate effectively and accurately in English.
4. use spoken language for various purposes.

**COURSE OUTLINE**

**Module 1: Pronunciation**

Phonemic symbols – consonants – vowels – syllables – word stress - strong and weak forms - intonation.

**Module 2: Listening Skills**

Difference between listening and hearing – active listening – barriers to listening - academic listening - listening for details - listening to announcements - listening to news programmes.

**Module 3: Speaking Skills**

Interactive nature of communication - importance of context - formal and informal - set expressions in different situations – greeting – introducing - making requests - asking for / giving permission - giving instructions and directions – agreeing / disagreeing - seeking and giving advice - inviting and apologizing telephonic skills - conversational manners.

**COURSE MATERIAL**

**Modules 1 – 3**

**Core reading:** *English for Effective Communication*. Oxford University Press, 2013.

**Further reading**

1. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
2. Lynch, Tony. *Study Listening*. New Delhi: CUP, 2008.
3. Kenneth, Anderson, Tony Lynch, Joan MacLean. *Study Speaking*. New Delhi: CUP, 2008.

**SEMESTER II**  
**FIRST DEGREE PROGRAMME (CBCS System)**  
**WRITING AND PRESENTATION SKILLS**  
**Language Course for Career related 2(b) - EN 1211.4**

**No. of credits: 2**

**No. of instructional hours: 3 per week (Total 54 hrs.)**

**AIMS**

1. To familiarize students with different modes of general and academic writing.
2. To help them master writing techniques to meet academic and professional needs.
3. To introduce them to the basics of academic presentation
4. To sharpen their accuracy in writing.

**OBJECTIVES**

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

1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

**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.

**Module 3:** Writing models – essay - précis - expansion of ideas – letter writing - personal letters - formal letters - CV – surveys – questionnaire - e-mail – fax - job application - report writing.

**Module 4:** Presentation as a skill-elements of presentation strategies-audience-objectives- medium-key ideas - structuring the material-organizing content-audio-visual aids-hand-outs-seminar paper presentation and discussion.

**COURSE MATERIAL**

**Modules 1 – 4**

**Core reading:** *English for Effective Communication*. Oxford University Press, 2013.

**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 University Press, 2008.
4. Ilona, Leki. *Academic Writing*. CUP, 1998.
5. McCarter, Sam, Norman Whitby. *Writing Skills*. Macmillan India, 2009.