



PERIYAR UNIVERSITY

PERIYAR PALKALAI NAGAR
SALEM - 636011

DEGREE OF BACHELOR OF ARTS
CHOICE BASED CREDIT SYSTEM

OBE Regulations and Syllabus for

B.A. ENGLISH

(SEMESTER PATTERN)

**(For Candidates admitted in the Colleges affiliated to
Periyar University from 2021 - 2022)**

PREAMBLE

Bachelor of Arts in English (B.A) programme can be attained within three years of study. This programme typically focuses on imparting comprehensive knowledge and competency in the linguistic skills (LSRW) and communication skills in the English language. The degree programme helps learners as a basic programme, with which the learners may either pursue higher studies or seek employment.

GRADUATE ATTRIBUTES

- Analytical skills
- Communication skills
- Presentation skills
- Planning skills
- Reflective skills
- Research skills
- Life skills
- Soft skills

PROGRAMME SPECIFIC QUALIFICATION ATTRIBUTES

The programme offers the following specific qualification attributes which could be attained on the successful completion of the course in terms of

- Knowledge and intellectual level (K1 and K2)
- Real life experience at application level (K3)
- Analytical and assessment level (K4)
- External and self-evaluation level (K5)
- Workplace communication level (K6)

PROGRAMME OBJECTIVES AND OUTCOMES

Programme Educational Objectives:

PEO1: To educate students both in the artistry and utility of the English language through the study of literature and other contemporary forms of culture

PEO2: To make students aware of the different communicative skills, and to develop among them an ability to effectively communicate in English, both in written and spoken modes

PEO3: To provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.

PEO4: Above all, to help students explore what is to be human

PEO5: To understand people, culture, societies and events of the entire globe.

Programme Specific Outcomes:

PSO1: The study of literature cultivates wisdom and a worldview

PSO2: It makes students appreciate their own cultural heritage and others also

PSO3: It helps students develop emotional intelligence and creativity

PSO4: It helps to consider multiple perspectives and understand the complexity of human nature

PSO5: Literature mirrors the society and its mannerisms

Programme Outcome:

On completion of the programme, students will be able to

PO1: Produce focused, organized, well-developed writings and demonstrate competence in English

PO2: Demonstrate critical thinking skills through analysis, synthesis, and evaluation of important ideas using their proficiency in LSRW

PO3: effectively evaluate and fluidly integrate relevant sources, using appropriate research tools and strategies.

PO4: Recognize and comprehend different varieties of English

REGULATIONS

The syllabus of this program is aimed at preparing the students with the latest developments and put them on the right track to fulfill the present requirements.

COMMENCEMENT OF THIS REGULATION

This regulation shall take effect from the academic year 2021 - 2022, i.e, for the students who are admitted to the first year of the UG course during the academic year 2021 - 2022 and thereafter.

ELIGIBILITY

Refer this office circular No: PU/R/AD-1/UG/PG/Programmes Eligibility/2019 Dated: 16-04-2019.

DEFINITIONS

Programme : Programme means a course of study leading to the award of the degree in a discipline.

Course : Course refers to the subject offered under the degree programme.

SYLLABUS

The syllabus of the UG degree has been divided into the following five categories:

Part I : Tamil / Other Languages.

Part II : English Language.

Part III : Core Courses, Elective Courses and Allied Courses.

Part IV : Skill Based Elective Courses, Professional English, Non-Major Course, Internship Programme, Environmental Studies and Value Education

Part V : Extension Activity.

- **Elective Course** : There are 3 Elective Courses offered for B.A English students.
- **Skill Based Elective Course** : This course aims to impart advanced and recent developments in the concerned discipline.
- **Professional English for Arts & Social Sciences**: This course has been introduced by TANSCHÉ with an aim to impart professional communication to students to enable them cater the needs of job market
- **Non-Major Course**: Irrespective of the discipline the student can select papers that are offered by other disciplines as non-major course.
- **Internship Programme**: This programme involves each student to get training in their interested area while studying.
- **Extension Activity**: Participation in NSS / NCC / YRC / RRC / Sports or other co-circular activities are considered for Extension activity.

CREDITS

Weightage given to each course of study is termed as credit.

CREDIT SYSTEM

The weightage of credits are spread over to different semesters during the period of study and the cumulative credit point average shall be awarded based on the credits earned by the students. A total of 146 credits are prescribed for the under graduate programme.

DURATION OF THE COURSE

The candidates shall complete all the courses of the programme within 3 years from the date of admission. The programme of study shall consist of six semesters and a total period of three years with 146 credits. The programme of study will comprise the course according to the syllabus.

EXAMINATIONS

The course of study shall be based on semester pattern with Internal Assessment under Choice Based Credit System.

The examinations for all the papers consist of both the Internal (Continuous Internal Assessment- CIA) and the External (end semester) theory examinations. The theory examination shall be conducted for three hours duration at the end of each semester. The candidates failing in any subjects(s) will be permitted to appear for the same in the subsequent semester examinations.

COURSE OF STUDY AND SCHEME OF EXAMINATIONS

Part	Code Paper	Course	Ho Lect.	urs/ WPra c	Eek Total	Credit	Hrs. Exam.	CIA	Mark s Exam.	Total
SEMESTER I										
I	Language	Tamil-I	6	-	6	3	3	25	75	100
II	Language	English-I- Communicative English-I	6	-	6	3	3	25	75	100
III	Core-I	Poetry	5	-	5	5	3	25	75	100
III	Core-II	Prose	5	-	5	5	3	25	75	100
III	Allied-I	Social History of England	6	-	6	5	3	25	75	100
IV	Add-on Course	Professional English-I	4	-	4	4	3	25	75	100
IV		Value Education	2	-	2	-	3	25	75	100
SEMESTER II										
I	Language	Tamil-II	6	-	6	3	3	25	75	100
II	Language	Communicative English-II	4	-	4	3	3	25	75	100
III	NMSDC	Language Proficiency-Effective English	2	-	2	2	3	25	75	100
	Core -III	Drama	5	-	5	5	3	25	75	100
III	Core-IV	Indian Writing In English	5	-	5	5	3	25	75	100
III	Allied-II	History of English Literature	6	-	6	5	3	25	75	100
		Professional English-II	4	-	4	4	3	25	-	100
IV	Add-on Course-I		-	-	-	-	-	-	-	-
IV	EVS		2	-	2	-	3	25	75	100
SEMESTER III										
	Language	Tamil-III	6	-	6	3	3	25	75	100
II	Language	English-III	6	-	6	3	3	25	75	100
III	Core-V	Fiction	6	-	6	6	3	25	75	100
III	Allied-III	Literary Forms and Terms	6	-	6	5	3	25	75	100
IV	NMSDC	Digital Skills for Employability- Microsoft Office Essentials	2	-	2	2	3	25	75	100

Part	Code Paper	Course	Ho Lect.	urs/WPrac	Eek Total	Credit	Hrs. Exam.	CIA	Marks Exam.	Total
IV	SBEC-II	Film Studies	2	-	2	3	3	25	75	100
V	NMEC-I	Soft Skills for Career Communication	2	-	2	2	3	25	75	100
SEMESTER IV										
I	Language	Tamil - IV	6	-	6	3	3	25	75	100
II	Language	English -IV	6	-	6	3	3	25	75	100
III	Core-VI	American Literature	6	-	6	5	3	25	75	100
III	AlliedIV	History of English Language	6	-	6	5	3	25	75	100
IV	SBECIII	Digital Skills for Employability-Office fundamentals	2	-	2	2	3	25	75	100
IV	SBECIV	Career Skills& E-learning	2	-	2	3	3	25	75	100
V	NMECII	Communication for Placement	2	-	2	2	3	25	75	100
V	Add-on course	Internship training programme	-	-	-	-	-	-	-	-
SEMESTER V										
III	Core-VII	Shakespeare	6	-	6	5	3	25	75	100
III	Core-VII	Linguistics and Phonetics	5	-	6	5	3	25	75	100
III	Core-IX	Feminist Writing	6	-	6	5	3	25	75	100
III	Core-X	Literary Criticism	6	-	6	5	3	25	75	100
III	Elective	English for Employability	5	-	6	4	3	25	75	100
IV	NMSDC	Marketing and Design Tools-Adobe Visual Design	2	-	2	2	3	25	75	100
SEMESTER VI										
III	Core-XI	Common wealth literature	6	-	6	5	3	25	75	100
III	Core-XII	English Language Teaching	6	-	6	5	3	25	75	100
III	Core-XIII	Translation Studies	6	-	6	5	3	25	75	100
III	Elective-II	English Literature for Competitive examinations	6	-	6	4	3	25	75	100
IV	Elective-III	Communication Skills - Practical Extension Activity	6	-	6	4	3	25	75	100
V		NMSDC-Adon Course Employability Readiness	-	-	-	1				
TOTAL						151				4000

*** No Examination - Participation in NCC / NSS / RRC / YRC / Others if any.

SKILL BASED ELECTIVE COURSE :

SKILL BASED ELECTIVE COURSE (III - SEMESTER)	PAPER CODE
SBEC - I NMSDC-Digital Skills for Employability- Microsoft office Essentials	
SBEC – II Film Studies	

SKILL BASED ELECTIVE COURSE (IV - SEMESTER)	PAPER CODE
SBEC - III –NMSDC-Office Fundamentals	
SBEC - IV Career Skills & E-learning	

NON – MAJOR ELECTIVE COURSES :

NON – MAJOR ELECTIVE COURSE – II (III - SEMESTER)	PAPER CODE
Soft Skills for Career Communication	

NON – MAJOR ELECTIVE COURSE – II (IV - SEMESTER)	PAPER CODE
Communication for Placement	

UNIFORMITY IN THE NUMBER OF UNITS IN EACH PAPER:

Each theory paper shall consist of five units. The Question paper shall consist of questions uniformly distributed among all the units.

QUESTION PAPER PATTERN

For Core, Allied & Elective - I

Duration: **Three Hours**

Maximum Marks: **75**

Part A: (15 X 1 = 15 marks)

Answer ALL Questions
(Multiple Choice Questions)

Part B: (2 X 5 = 10 marks)

Answer ANY TWO Questions
(TWO out of FIVE questions)

Part C: (5 X 10 = 50 marks)

Answer ALL Questions

(One Question from Each Unit with internal choice)

QUESTION PAPER PATTERN

FOR ELECTIVE –II

English Literature for Competitive Examinations

All Questions in Part-A, B, & C are MCQ type Questions
in the above pattern

PASSING MINIMUM

- i) The Candidates shall be **declared to have passed the examination if he/she secures not less than 40 marks in total (CIA mark + Theory Exam mark) with minimum of 30 marks in the Theory Exam conducted by the University.**
- ii) The Candidates shall be **declared to have passed the examination if he/she secures not less than 40 marks in total (CIA mark + Practical Exam) with minimum of 30 marks in the practical Exam conducted by the University.**

CONVERSION OF MARKS TO GRADE POINTS AND LETTER GRADE (Performance in a Course/Paper)

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 - 100	9.0 - 10	O	Outstanding
80 - 89	8.0 - 8	D+	Excellent
75 - 79	7.5 - 7.9	D	Distinction

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70 - 74	7.0 - 7.4	A+	Very Good
60 - 69	6.0 - 6.9	A	Good
50 - 59	5.0 - 5.9	B	Average
40 - 49	4.0 - 4.9	C	Satisfactory
00 - 39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for course i in any semester

G_i = Grade Point obtained for course i in any semester

n = refers to the semester in which such course were credited

Grade point average (for a Semester):

Calculation of grade point average semester-wise and part-wise is as follows:

$$\text{GRADE POINT AVERAGE [GPA]} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

Sum of the multiplication of grade points by the credits of the courses offered under each part
 GPA = $\frac{\text{Sum of the multiplication of grade points by the credits of the courses offered under each part}}{\text{Sum of the credits of the courses under each part in a semester}}$

Calculation of Grade Point Average (CGPA) (for the entire programme):

A candidate who has passed all the examinations under different parts (Part-I to V) is eligible for the following part wise computed final grades based on the range of CGPA.

$$\text{CUMULATIVE GRADE POINT AVERAGE [CGPA]} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

Sum of the multiplication of grade points by the credits of the entire programme under each part
 CGPA = $\frac{\text{Sum of the multiplication of grade points by the credits of the entire programme under each part}}{\text{Sum of the credits of the courses of the entire programme under each part}}$

CGPA	GRADE
9.5 - 10.0	O+
9.0 and above but below 9.5	O
8.5 and above but below 9.0	D++
8.0 and above but below 8.5	D+
7.5 and above but below 8.0	D
7.0 and above but below 7.5	A++
6.5 and above but below 7.0	A+
6.0 and above but below 6.5	A
5.5 and above but below 6.0	B+
5.0 and above but below 5.5	B
4.5 and above but below 5.0	C+
4.0 and above but below 4.5	C
0.0 and above but below 4.0	U

Classification of Successful candidates

A candidate who passes all the examinations in Part I to Part V securing following CGPA and Grades shall be declared as follows **for Part I or Part II or Part III:**

CGPA	GRADE	CLASSIFICATION OF FINAL RESULT
9.5 - 10.0	O+	First Class - Exemplary *
9.0 and above but below 9.5	O	First Class with Distinction*
8.5 and above but below 9.0	D++	First Class
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C+	Third Class
4.0 and above but below 4.5	C	

Conferment of the Degree

No candidate shall be eligible for conferment of the Degree unless he / she

- i. Has undergone the prescribed course of study for a period of not less than six semesters in an institution approved by/affiliated to the University or has been exempted from in the manner prescribed and has passed the examinations as have been prescribed therefore.
- ii. Has completed all the components prescribed under Parts I to Part V in the CBCS pattern to earn 140 credits.
- iii. Has successfully completed the prescribed Field Work/ Institutional Training as evidenced by certificate issued by the Principal of the College.

Ranking

A candidate who qualifies for the UG degree course passing all the examinations in the first attempt, within the minimum period prescribed for the course of study from the date of admission to the course and secures

I or II class shall be eligible for ranking and such ranking shall be confined to 10 % of the total number of candidates qualified in that particular branch of study, subject to a maximum of 10 ranks. The improved marks shall not be taken into consideration for ranking.

**B. A. ENGLISH
SEMESTER – I
CORE - I- POETRY**

OBJECTIVES:

- To understand and appreciate poetry as a literary form of art.
- To know various elements of poetry, like diction, tone, rhyme, rhythm, meter, form, genre, symbols, alliteration, etc.
- To enrich learners' imagination
- To familiarize with variety of cultures, languages, histories, etc.

OUTCOME:

- Broaden their vocabularies and to develop an appreciation of language
- Develop their critical thinking skills
- Develop a deeper appreciation of cultural diversity
- Develop creativity and enhance their writing skills

UNIT - I

1. John Donne - Song
2. Shakespeare – Sonnet No.60
3. Alexander Pope- Ode On Solitude

UNIT-II

4. S. T. Coleridge – Frost at Midnight
5. John Keats – On the Sea
6. Alfred Tennyson- From *In Memoriam*

UNIT-III

7. G.M. Hopkins-Pied Beauty
8. W. B. Yeats – The Second Coming
9. Ezra Pound – The River-Merchant's Wife: A Letter

UNIT-IV

10. Langston Hughes – Ballad of the Landlord
11. Louis MacNeice- Conversation
12. Dylan Thomas – The Hunchback in the park

UNIT - V

13. Philip Larkin – Ambulances
14. Ted Hughes – The River in March
15. Seamus Heaney - Digging

Recommended Book:

Poems Old and New- Edited by Forum for English Studies, Dibrugarh, Trinity press. P

SEMESTER - I
CORE - II- PROSE

OBJECTIVES:

- To provide learners an insight into the evolution of English Prose from the Elizabethan Age to the modern age
- To enable learners to analyse and appreciate Prose critically.

OUTCOME:

- Develop understanding the passage and grasp its meaning
- Enhance the reading with correct pronunciation, stress, intonation, pause and articulation of voice.

UNIT-I

1. Francis Bacon - Of Studies
2. Francis Bacon - Of Truth

UNIT-II

1. Richard Steele - The Spectator Club
2. Joseph Addison - Character of Will Wimble

UNIT-III

1. Abraham Cowley – Of Myself
2. Charles Lamb - Dream-Children; A Reverie

UNIT-IV

1. R.L. Stevenson - An Apology for Idlers
2. A. G. Gardiner – On Saying Please

UNIT-V

1. G. K. Chesterton - On Running After One's Hat
2. Norah Burke – My Brother, My Brother

Recommended Books:

1. *English Essays: A Representative Anthology*. Ed. W.Cuthbert Robb (Blackie and Sons)
2. *Selected Essays: An Anthology of English Essays for Undergraduate Students*. Ed. Ashok Kumar. (Orient Blackswan)

SEMESTER -I

ALLIED I- SOCIAL HISTORY OF ENGLAND

OBJECTIVES:

- To know the history of England in chronological narrative, from the earliest period to the modern period, sociologically, politically, historically and religiously.
- To explore social structures, changes and problems in early to modern Britain context.

OUTCOME:

- The study forms the basis for understanding the British literature and also it is a vital subject for those who opt to study English Literature at UG level.
- It helps to learn to think historically and to consider oneself as responsible, democratic citizen
- It also helps to understand people and society of England

UNIT – I

1. The Renaissance
2. The Reformation
3. Elizabethan Theatre
4. Religion of England

UNIT – II

5. Colonial Expansion
6. Civil War and its Significance
7. Puritanism
8. Restoration England

UNIT – III

9. Age of Queen Anne
10. Agrarian Revolution
11. Industrial Revolution
12. The Methodist Movements

UNIT – IV

13. The War of American Independence
14. Effects of the French Revolution
15. Reform Bills
16. The Victorian Age

UNIT – V

17. Development of Education in Victorian England
18. Means of Transport and Communication
19. The World Wars and Social Security
20. Trade Unionism in England

Prescribed Book:

- A. G. Xavier: Introduction to The Social History of England

Reference Book:

- G.M. Trevelyan: The English Social History, London
- A.G. Xavier: An Introduction to the Social History of England

Add-On Course

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES- I

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

(Outcomes based on guidelines in UGC LOCF – Generic Elective)

NB: All four skills are taught based on texts/passages.

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions - Listening to Instructions Speaking: Pair work and small group work. Reading: Comprehension passages –Differentiate between facts and opinion Writing: Developing a story with pictures. Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart. Speaking: Role play (formal context) Reading: Skimming/Scanning- Reading passages on products, equipment and gadgets. Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing. Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific) Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific) Reading: Longer Reading text. Writing: Essay Writing (250 words) Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures. Speaking: Short talks. Reading: Reading Comprehension passages Writing: Writing Recommendations Interpreting Visuals inputs Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information. Speaking: Making presentations (with PPT- practice). Reading : Comprehension passages –Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) Writing: Problem and Solution essay– Creative writing –Summary writing Vocabulary: Register specific - Incorporated into the LSRW tasks

Text Book Prescribed by TANSICHE, Tamil Nadu

SEMESTER – II
CORE – III - DRAMA

OBJECTIVES:

- To familiarize learners with the dramatic techniques and prominent writers of the genre
- To enrich learners' language skills, critical thinking skills, communicative skills and performance skills.

OUTCOME:

- Students would interpret the plays critically
- Students would be able to analyze the characters, style and dramatic devices employed by the playwright

UNIT –I:

Christopher Marlowe: Doctor Faustus

UNIT-II:

Sheridan: The School for Scandal

UNIT- III

Oliver Goldsmith: She Stoops to Conquer

UNIT –IV

T.S. Eliot: The Family Reunion

UNIT V:

J.M.Synge: The Riders to the Sea

Reference Books:

1. Prasad, Brijadish. A Background to the Study of English Literature. Chennai: Macmillan, 1999, Print.
2. Axton and Williams. Ed. English Drama: Forms and Development. Cambridge University Press, 1977, Print

SEMESTER - II
CORE IV- INDIAN WRITING IN ENGLISH

OBJECTIVES:

- To introduce learners to the major literary works of Indian writers in English
- To impart knowledge about the rich and diverse literary cultures of ancient India to modern India
- To enable the learners to realize the value of Indian literature in practical aspects of life

OUTCOME:

- Study of Indian writers' writing in English gives knowledge of Indian sensibility, Indian subjects and Indian themes
- The study reflects Indian ethos and milieu

UNIT-I POETRY

1. Henry Derozio- The Harp of India
2. Nissim Ezekiel- The Patriot
3. Jayanta Mahapatra- Freedom
4. Kamala Das – An Introduction
5. Dom Moraes - Absences

UNIT-II PROSE

1. Satyajit Ray- The Odds against Us
2. Shashi Tharoor – 'Kindly Adjust' to our English

UNIT-III DRAMA

Dina Mehta - Brides Are Not For Burning

UNIT-IV FICTION

Arun Joshi – The Last Labryinth (Orient paperbacks)

UNIT-V SHORT STORY

1. R.K. Narayan- A Hero
2. Premchand – Idgah

Recommended Books:

Indian Writing in English- edited by Vimala Anna Jacob, Jisha Elezaba, mainspring publishers

Footprints – An Anthology of Short Stories, edited by Dr. Abida Farooqui, mainspring publishers

SEMSTER - II
ALLIED – II - HISTORY OF ENGLISH LITERATURE

OBJECTIVES:

- To introduce major writers of English literature and their works in each period.
- To discuss the influence of literature on the lives of people in each period.
- To compare writers of one period with those of another.
- To introduce all literary genres and terms.

OUTCOME:

- Studying the history of English literature helps the learners to get familiarity with the writers and their works of ancient England till modern England
- Students can learn about the traditions which inform English literature

UNIT I: THE AGE OF CHAUCER AND THE ELIZABETHAN AGE

Geoffrey Chaucer, William Langland.
Wyatt and Surrey, Sir Philip Sidney, Edmund Spenser
University Wits, Marlowe, Ben Jonson, John Webster
Shakespeare – Comedy, Tragedy, Romances and Historical plays

UNIT: II THE AGE OF MILTON AND THE NEO CLASSICAL AGE

John Milton's Poetry and Prose
Metaphysical Poets
John Dryden and Restoration Drama.
Alexander Pope, Swift, Defoe, Addison and Steele, Dr. Johnson
Richardson, Fielding, Smollet

UNIT: III THE PRE ROMANTIC AND THE ROMANTIC AGE

William Blake, Cowper, Thomas Gray and Graveyard Poets
Wordsworth, Coleridge, Byron, Shelley and Keats
Charles Lamb, William Hazlitt
Sir Walter Scott, Jane Austen

UNIT: IV THE VICTORIAN AGE

Tennyson, Robert Browning, Mathew Arnold,
Carlyle, Ruskin, Macaulay
Dickens, Thackeray, George Eliot, Bronte Sisters

UNIT: V: THE MODERN AGE

G.M. Hopkins, T.S. Eliot, W.B. Yeats
Robert Lynd, G.K. Chesterton, A.G. Gardiner
G.B. Shaw, J.M. Synge, John Galsworthy
Virginia Woolf, James Joyce, Somerset Maugham, D.H. Lawrence, H.G. Wells

Books Recommended:

Edward Albert, History of English Literature, New Delhi, 1997.
W.H. Hudson, An Outline History of English Literature, New Delhi, 2007

Add- On Course- II

Professional English for Arts and Science - II

Hours: 60

Objectives:

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges, • Develop their competence in the use of English with particular reference to the workplace situation. • Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace. • Develop their competence and competitiveness and thereby improve their employability skills. • Help students with a research bent of mind develop their skills in writing reports and research proposals.

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics -(TED Talks) and answering comprehension exercises (inferential questions) Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions Reading: Two subject-based reading texts followed by comprehension activities/exercises Writing: Summary writing based on the reading passages. Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication Speaking: debates – Just-A Minute Activities Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related) Speaking: Interviews with subject specialists (using video conferencing skills) Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related) Reading: Selected sample of Web Page (subject area) Writing: Creating Web Pages Reading Comprehension: Essay on Digital Competence for Academic and Professional Life. The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>) Speaking: Making oral presentations through short films – subject based Reading: Essay on Creativity and Imagination (subject based) Writing – Basic Script Writing for short films (subject based) - Creating webpages, blogs, flyers

and brochures (subject based) - Poster making – writing slogans/captions(subject based)

Unit 5- Workplace Communication& Basics of Academic Writing

Speaking: Short academic presentation using Power Point, Reading & Writing: Product Profiles, Circulars, Minutes of Meeting. Writing an introduction, paraphrasing ,Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis) Capitalization (use of upper case)

Outcome of the Course:

At the end of the course, learners will be able to, • Attend interviews with boldness and confidence. • Adapt easily into the workplace context, having become communicatively competent. • Apply to the Research &Development organisations/ sections in companies and offices with winning proposals.

Text Book Prescribed by TANSICHE, Tamil Nadu

SEMESTER – III
CORE - V – FICTION

OBJECTIVES:

- To introduce learners to varied fictional themes and literary techniques
- To enhance learners' creative and imaginative skills through the literary works of major British novelists

OUTCOME:

- Study of fiction exposes the learners to variety of characters in the society
- Fiction is a gym, where one can exercise psychologically and it is a way to measure emotional maturity
- Fiction is a tool to generate various kinds of feelings which are valuable in everyone's life

UNIT-I

Oliver Goldsmith - The Vicar of Wakefield

UNIT-II

Jane Austen - Pride and Prejudice

Unit –III

Jerome K. Jerome - Three Men in a Boat

Unit – IV

Virginia Woolf - To the Lighthouse

UNIT – V

P.G. Wodehouse - Joy in the Morning

SEMESTER - III
ALLIED – III LITERARY FORMS AND TERMS

OBJECTIVES:

- To introduce various literary forms and literary terms
- To educate learners in the utility of the English language and literature by proper study of literary terms and forms

OUTCOME:

- Develops the learners' creative writing based on forms, structures and purposes
- Learners understand how the English linguistic system is used for communication
- Learners become more critical and analytical

UNIT: I POETRY

Origin and development of Poetry
Subjective and Objective Poetry
Lyric, Ballad, Ode, Sonnet, Epic, Elegy

Unit: II PROSE

Origin of Prose
Essay, Short Story, Biography, Autobiography

UNIT: III DRAMA

Origin of Drama
Tragedy, Comedy, Farce, Masque, Tragicomedy, One Act Play, Absurd Drama

UNIT: IV NOVEL

Origin of Novel
Historical novel, Picaresque novel, Detective novel, Science fiction

UNIT: LITERARY TERMS

Simile, Metaphor, Allegory, Oxymoron, Epigram, Ambiguity, Tragic flaw, Three unities, Soliloquy, Stream of Consciousness.

Books recommended:

B. Prasad: A Background to the study of English Literature. MacMillan.
M.H. Abrams, A Glossary of Literary Terms. MacMillan.

OBJECTIVES:

SEMESTER - III

NMSDC –Digital Skills for Employability-Microsoft office Essentials

SEMESTER – III

SKILL BASED ELECTIVE COURSE – II FILM STUDIES

OBJECTIVES:

- To understand the elements of films
- To acquire knowledge about the development and cultural effects of film as an art

OUTCOME:

- Learners critically interpret films
- Gain a wide range of knowledge about cinematic visual styles, genres and theories

UNIT – I – UNDERSTANDING FILM

1. What is film?
2. The hybrid nature of film
3. The language of Cinema
4. A brief history – Beginning and Growth of Cinema

UNIT – II – BASIC TERMINOLOGY OF FILM MAKING

5. Cinematography or the Shot
6. Editing:
 - i. Chronological editing
 - ii. Continuity editing
 - iii. Cross cutting
 - iv. Analytical editing
 - v. Cut or Sequencing
7. Sound and Colour:
 - i. Diegetic and extra-diegetic sound
 - ii. Speech and Music
 - iii. History of Colour Films
 - iv. Technicolour
 - v. Eastman colour
8. Censorship in India

UNIT – III – FILM GENRES

9. Documentary and Short films
10. Horror films
11. Animation
12. Digital films

UNIT – IV – INDIAN CINEMA

13. D. G. Phalke and The Desi Enterprise
14. Cinema in 1930s & 1940s
15. Cinema in 1950s & 1960s
16. Art cinema & Milestones of Indian Cinema

UNIT – V – FILM THEORY

17. Realism
18. Auteur theory
19. Ideology in film
20. Psychological film theory

Recommended Book :

Babu N.M., Reeja Thankachan, Binil Kumar M.R: Introducing Film Studies, Mainspring publishers.

SEMESTER – III

NMEC – I

SOFT SKILLS FOR CAREER COMMUNICATION

OBJECTIVES:

- To increase various soft skills required for good communication
- To enhance learners' skills to obtain good careers

OUTCOME:

- Learn to excel in careers

Unit-I

Introduction

Listening and Speaking

Reading Skills

Unit-II

Exit Errors

Word Power

Unit-III

Career Concerns

Pleasing Personality

Unit-IV

Think Tank

Management Magic

Unit-V

Leading Light

Enhance and Empower

Prescribed Book:

Dr V. Saraswathi and Dr. Revathi Viswanathan : Soft Skills for Career Communication,

Preesat Publications

**SEMESTER – IV
CORE- VI
AMERICAN LITERATURE**

OBJECTIVES:

- To introduce learners to the rich literary tradition of American Literature
- To enable learners to get acquainted with the literary works of major American Writers

OUTCOME:

- The study of American literature provides the learners the most available knowledge about its people, belief, perceptions and philosophy.
- Readers could explore their culture, religion and history.
- In general, it enhances the vocabulary and understanding of the language of that country.

UNIT - I POETRY

Robert Frost	-	Mending Wall
Emily Dickinson	-	A Bird came down the Walk
Sylvia Plath	-	Daddy
Ogden Nash	-	Bankers are Just Like Anybody Else, Except Richer
Walt Whitman	-	I Hear America Singing

UNIT - II PROSE

Jack London	-	What life means to me
<small>(openlibrary.org>books>Jack_London , archive.org> details> kacklondonswhat..., www.ebooksread.com>jacklondon</small>		
Henry David Thoreau	-	The Battle of the Ants

UNIT - III DRAMA

Lorraine Hansberry	-	A Raisin in the Sun
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UNIT - IV FICTION

Ernest Hemingway	-	The Old Man and the Sea
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UNIT - V SHORT STORY

James Thurber	-	The Night the Ghost Got In
Edgar Allan Poe	-	The Tell - Tale Heart

ALLIED – IV – HISTORY OF ENGLISH LANGUAGE

OBJECTIVES:

- To teach the students the origin of English Language
- To know the different influencers of English Language,
- To gain knowledge about the contributions of great literary personalities to the development of English Language
- To realise the importance of English as a world language

OUTCOME:

- Learners acquire knowledge of the origin and evolution of English Language
- Learners would be able to recognize the root word and the words derived from it
- Students would be familiar with the contributions of great writers

Unit-I

- General Character of English
- The Indo-European Family of Languages
- The German Family
- English in the Germanic Family

Unit-II

- The Influence of Latin
- Greek Influence
- French Influences on the Vocabulary
- Words from outside of Europe

Unit-III

- History of Spelling and Pronunciation
- Standardizing of Spelling and Pronunciation
- Development of Dictionaries
- Spelling and Rhyme & Influence of Spelling on Pronunciation

Unit- IV

- Bible Translations
- Shakespeare's Influence
- Milton and the English Language
- Some poets and the English Language

Unit- V

- The Search for a Standard
- American Influence
- The Radio and the Language
- English as a World Language

Recommended Book:

C.L.Wren – The English Language, Vikas Publishing House Pvt. Ltd. New Delhi

Reference Book:

Baugh, Albert.C. A History of English Language. Routledge & Kegan Paul, 2012

SEMESTER - IV

SKILL BASED ELECTIVE PAPER - III

NMSDC-Office Fundamentals (Common Paper)

SEMESTER - IV
SKILL BASED ELECTIVE COURSE –IV
CAREER SKILLS AND E-LEARNING

OBJECTIVES:

- To equip learners with necessary skills to get placement
- To introduce job oriented online courses

OUTCOME:

- Learners move towards hi-tech world
- Learners also become tech savvy in their careers

Unit-I

Personality development: A must for leadership and Career Growth

Unit-II

Soft Skills: Demanded by Every Employee

Unit-III

Body Language: Reveals your Inner Self and personality

Unit-IV

Acquaintance with E-learning Concepts and Techniques

Unit-V

Massive Open online Courses (MOOCs): Skill development and Career Growth

Recommended text:

Barun K. Mithra: Personality Development and Soft Skills, 2nd edition, OUP.

SEMESTER - IV
NMEC – II
COMMUNICATION FOR PLACEMENT

OBJECTIVES:

- To introduce various communicative skills needed in workplaces
- To encourage creativity and higher order thinking

OUTCOME:

- Develop learners' performance in workplaces

Unit-I

Language and Communication

Non-verbal Communication

Communication in Organizations

Unit-II

Dyadic Communication

Meetings

Seminars and conferences

Group Discussion

Audio- visual Aids

Unit-III

Formal Reports

Style

Technical Proposals

Unit-IV

Business Correspondence

Notices, Agenda, Minutes

Hand Books and Manuals

Unit-V

Research papers & Articles

Advertising Job Description

Graphic Aids

Recommended Book:

Krishna Mohan & Meera Banerjee – Developing Communication Skills, Macmillan

**Semester – IV- Add-on Course
Internship Programme**

OBJECTIVES:

- To analyze learners' skills and interests
- To help examine academic and career goals
- To analyse one's personal beliefs, values, work ethic

OUTCOME:

The internship programme makes the students to

- Apply theory to real life
- Get a feel for the work environment.
- Boost their confidence in bringing out their potential and increase their motivation
- Build networks.
- Enrich CV
- Getting a job directly
- Getting a reference or letter of recommendation.

English major Internship

English major internships enhance the students' skills in writing, publishing, editing, organization, and accountability, and problem-solving among many others. Internship opportunities for English students can foster great exploration of the field, since there are so many paths in English to consider and understand.

Internship Opportunities for English Major Students

The strong writing and critical thinking skills that are honed in the English major students are assets to employers in a wide range of professions.

Areas: Some of the fields that are open to English major students include:

- Publishing and Editing
- Advertising
- Public Relations
- Journalism
- Web Development/New Media
- Marketing
- Teacher training at schools
- Anything related to English learning...

Duration: 15 days during vacation

Certificate to be obtained from the organization/company/school, etc..

The Internship programme does not include credits.

SEMESTER-V

CORE VII – SHAKESPEARE

OBJECTIVES:

- To increase the familiarity with Shakespearean language and expression
- To develop an understanding of exploring themes in a literary text
- To encourage studying classic texts

OUTCOME:

- By studying Shakespeare, one can gain knowledge about his powerful portrayal of words and famous quotes, which are still in vogue
- Shakespeare's themes are timeless and continue to be relevant even after his death
- Shakespeare's plays are not of an age, but for all time

UNIT-I – Introduction to Shakespeare

Shakespeare's Theatre

Shakespeare's Audience

Shakespeare's Songs

Shakespeare's Fools

UNIT – II – Shakespeare's Sonnets No: 15, 40, 116

UNIT – III – Taming of the Shrew

UNIT – IV – Julius Caesar

UNIT – V- The Tempest

SEMESTER – V
CORE – VIII
LINGUISTICS AND PHONETICS

OBJECTIVES:

- To explain the concepts and scope of linguistics
- To introduce the branches of linguistics
- To familiarize various analysis of language using phonetics

OUTCOME:

- Learners get to know various analysis of language using phonetics

UNIT-I

Definition of Linguistics, Linguistics as a Science, Scope of Linguistics

UNIT-II

Levels of Linguistics Analysis, Branches of Linguistics

UNIT – III

Some Major Linguistics Concepts, Language / Parole: Competence Vs
Performance, The Nature of Linguistic Sign

UNIT – IV

Syntagmatic and Paradigmatic Relationship, Substance and Form, Diachronic and Synchronic
Approaches, IC Analysis, TG grammar

UNIT – V

Speech mechanism, Organs of Speech, Classification of vowel & consonant sounds in English

Recommended Books:

D.V. Jindal Pushpinder Syal: An Introduction to Linguistics Language, Grammar, and
Semantics. Prentice Hall of India

T. Balasubramanian: A Textbook of English Phonetics for Indian Students, Macmillan

SEMESTER - V

CORE - IX-FEMINIST WRITING

OBJECTIVES:

- To introduce feminist writers and their works towards equality
- To examine, question, and change against gender roles
- To alter inequalities between genders across societal and political arenas

OUTCOME:

- Study supports the feminist goals of defining, establishing and defending equal civil, economic and social rights for women
- It teaches how the concepts of gender, influence social and interpersonal behaviour
- Learners acquire the impact of gender identity on human relations historically and cross-culturally

UNIT - I POETRY

1. Judith Wright- Woman to Man
2. Maya Angelou – Phenomenal Woman
3. Kishwar Naheed – I am not that Woman
4. Carol Ann Duffy- Originally
5. Prathiba Nandakumar - Poem

UNIT - II PROSE

1. Jean Rhys – The Day they Burned the Books
2. Mahadevi Varma – The Art of living

UNIT - III DRAMA

Susan Glaspell-Trifles

UNIT - IV FICTION

Anita Nair – Ladies Coupe

UNIT - V SHORT STORY

1. Katherine Mansfield – An Ideal Family
2. Alice Munro – The Photographer

Recommended Book:

Women’s Writing: An Anthology, edited by S. Annapoorani, mainspring publishers

SEMESTER - V
CORE – X-LITERARY CRITICISM

OBJECTIVES:

- To provide a sound knowledge of the subject
- To teach how to evaluate a work by examining its merits and demerits
- To enlighten and stimulate learners’ interest in further studies of the subject

OUTCOME:

- Learners could describe a sense of the writer’s overall purpose and intent
- The study makes the learners to assess and analyse the structure and language of the text
- Learners would gain interpretative knowledge

Unit-I: Concepts and Schools

Literary Criticism- Introduction- Definition-Principles and Function-Qualification of a critic.

Types of Criticism- Legislative -Theoretical - Descriptive - Comparative - Biographical - Impressionistic and Historical.

Schools: Structuralism, Post-structuralism, Deconstruction, Feminism, Eco-Criticism – New Historicism

Unit-II: Greek and Roman Criticism

The Greek Master: Aristotle

The Roman Classicist: Horace

Unit-III: British Criticism

The Battle of Tastes: Sir Philip Sidney

The Triumph of Classicism: Dr. Johnson

Unit-IV: British Criticism

The Romantic Revolt: William Wordsworth

The Victorian Compromise: Matthew Arnold

Unit –V: Modern British Criticism

The Age of Interrogation: T. S. Eliot

Practical Criticism: I.A. Richards

Poem analysis: The art of analysing the poem – Finding the general and detailed meaning and also intention and techniques.

Prose Analysis: Appreciation of the language used- manner of writing-literary techniques.

Books Recommended:

B. Prasad : An Introduction to Literary Criticism .New Delhi : Macmillan India Ltd, 1965.

Abrams M. H.: A Glossary of Literary Terms. Sixth Edition Bangalore: Prism Books Pvt Ltd,1993.

Reference Works:

Daiches, David. - Critical Approaches to Literature.

Saintsbury, George. – A History of English Criticism.

Wellek, Rene. – A History of Modern Criticism

Wimsatt, W. K. and Brooks ,Cleanth. - Literary History :A Short History

SEMESTER - V

ELECTIVE – I- ENGLISH FOR EMPLOYABILITY

OBJECTIVES:

- To teach Professional communication
- To prepare learners professionally competent to find jobs with greater ease

OUTCOME:

- Learners would get a knowledge to face the challenges of communication in the job market

UNIT - I GRAMMAR

Concord
Tenses
Active and passive Voice
Relative clause

UNIT - II READING COMPREHENSION

Purposes and strategies of reading
Skimming for details
Scanning for information
Drawing inferences
Vocabulary

UNIT – III WRITING PARAGRAPHS AND ESSAYS

Purposes of writing
Writing an introduction
Writing a conclusion
Writing film and book reviews
Common errors in writing
Editing and proof reading

UNIT – IV GROUP DISCUSSION & INTERVIEW SKILLS

Roles and functions: beginning, presenting, elaborating
Roles and functions: clarifying, synthesizing and challenging
Roles and functions: agreeing, disagreeing and summarizing
Group discussion activities
Preparing a resume and a cover letter
Public speaking: planning, practice and delivery

UNIT – V WORKPLACE AWARENESS

Workplace etiquette
Values and ethics
Culture
Gender equality

Recommended book: Lina Mukhopadhyay & et.al, English for Job Seekers: Language and soft skills for the aspiring, Foundation Books.

SEMESTER – VI

CORE – XI- COMMONWEALTH LITERATURE

OBJECTIVES:

- Study allows the learners to understand the complexities of the important world region of Commonwealth countries at present era
- It helps to acquire expert knowledge of the history, culture, economy, literature, religion and politics of Commonwealth Countries

OUTCOME:

- Learners could explore the literary elements of such literature
- It develops the analytical skills of the learners to take up further studies in such literature

UNIT I - POETRY

1. Ode on the Death of William Butler Yeats – AJM Smith
2. Australia – A.D. Hope
3. Time – Allen Curnow
4. A Far Cry from Africa- Derek Walcott
5. Journey to the Interior – Margaret Atwood

UNIT II - PROSE

1. Engine Trouble – R.K.Narayan
2. My Journey: Transforming Dreams into Actions – A.P.J. Abdul Kalam

UNIT III- DRAMA

1. Hayavadana - Girish Karnad

UNIT IV- FICTION

1. Arrow of God- Chinua Achebe

UNIT V: SHORT STORY

1. A Scarf- Carol Shields
2. Killing Time – Nasibu Mwanukuzu

Recommended Books:

1. An Anthology of Commonwealth Poetry, ed by C.D. Narasimhaiah, Trinity Press
2. Expanding Horizons, ed by Sumathi Shivakumar, S. Annapoorani, mainspring publishers

SEMESTER - VI

CORE – XII- ENGLISH LANGUAGE TEACHING

OBJECTIVES:

- The study shows various methods and approaches in teaching English as a second language
- It speaks about the importance of learning English.

OUTCOME:

- It enhances learners' linguistic skills, besides vocabulary and grammar.
- It inspires the learners to go in search of world literature, which is available only in English.

UNIT - I

The Importance of Learning English
English for Communication
Problems of the Second Language Learner

UNIT - II

Linguistic and the Second Language Teaching
Teaching English Grammar

UNIT - III

Methods and Principles
How to Teach English Pronunciation

UNIT - IV

Teaching the Four Skills
How to Teach Vocabulary

UNIT - V

Classroom Procedures
Methods of Evaluation
Literature And Social Language Learning

Recommended Book :

C. Paul Varghese : Teaching English as a Second Language, Sterling Publishers

Reference Books :

J.A. Bright & G.P. Mc Gregor: Teaching English as a Second Language, Longman Pub
Ghosh, Sastri, Das : Introduction to English Language Teaching. CIEFL (OUP)

Objective:

To expose the students to the classical works in literatures of other languages through translation studies

Outcome:

- Students would understand and respect other cultures portrayed in the literary texts
- Students would become acquainted with few of the world classics available through translation

UNIT: I

Introduction
Types of Translation
Decoding and Recoding
Problems of Equivalence

UNIT-II

History of English Translation Theory
Education and the Vernacular
Early Theorists- The Renaissance, Seventeenth century, Eighteenth century, Romanticism, Post-Romanticism, Victorians and Twentieth Century

UNIT-III

Specific Problems of Literary Translation Structures
Poetry and Translations
Translating Prose
Translating Dramatic Texts

UNIT IV

Translation of Poetry
Poetry: Thirukkural- from G.U.Pope's Translation
Chapter II-The Excellence of Rain(vaan sirappu)- 10 couplets
Chapter XXX-Veracity(vaaimai)-10 couplets;
Chapter-XL Learning (kalvi) -10 couplets
Ovvaiyar- Athichudi- 109 lines

UNIT V-

The Mahabharata- Rajagopalachari

Recommended Books:

McGuire, Susan Bassnett. Translation Studies. New York: Routledge, 1991. Print.

C. Rajagopalachari. *Mahabharata* .Bharatiya Vidya Bhavan in 1958. This book is an abridged English retelling of Vyasa's *Mahabharata*.

Rev. G. U. Pope . The Sacred Kural of Tiruvalluva Nayanar. Asian Educational Services.sripuram first street. Chennai. <https://archive.org/details/sacredkuralofti00revg/page/n7/mode/2up>

English and Tamil Version of ‘Aathichuudi’ By Tamil Poetess Avvaiyaar (Post No.5489)
Compiled by London Swaminathanswami 48@yahoo.com Date: 29 September 2018

<https://tamilandvedas.files.wordpress.com/2018/09/1d1a1-tamil2balpha.jpg?w=714&h=430>

Reference Books:

Nida, Eugene A.& Charles Taber. R. Theory and Practice of Translation. Leiden: E.J. Brill, 1974,Print.

Kanagaraj. Translatology, Prem Publishers: Madurai, 2005.Print.
.....

SEMESTER - VI

ELECTIVE – II

ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS

OBJECTIVES:

- The study makes the learners to dwell deep in English literature.
- It gives a thorough knowledge about world literature.

OUTCOME:

- It enhances opportunities for employment as English teachers

UNIT-I

1. Modern Literature (1370- 1600) Poetry
2. Modern Literature (1370- 1600) Prose
3. Modern Literature (1370 - 1600) Drama
4. The Age of Chaucer (1340-1400)
5. From Chaucer to the Renaissance (1400- 1520)

UNIT-II

1. Renaissance (1520-1590)
2. Age of Shakespeare (1590-1616)
3. Shakespeare's Contemporaries and the Successors (1580-1625)
4. Milton and Dryden (1625-1700) Puritanism & Restoration
5. Restoration Prose (1660-1700)

UNIT-III

1. Classicism (1700-1740)
2. Classicism (1740-1770)
3. The Pre- Romantic Period (1770-1798)
4. Wordsworth & Coleridge (1798-1832) Romanticism
5. Walter Scott (1798-1832) Romantic Period

UNIT-IV

1. The Romantic Period (1798-1832) Second Generation of Poets
2. Victorian Era (1832-1875) Carlyle, Dickens, Bronte, and Ruskin
3. Victorian Era (1832-1875) Poetry & Novel
4. New Divergencies (1875-1914)
5. Twentieth Century (1914-1970)

UNIT-V

1. The Twentieth Century (1914-1970) The Novel & The Short Story
2. The Twentieth Century (1914-1970) The Theatre
3. The Twentieth Century (1914-1970) Poetry
4. The Twentieth Century (1914-1970) Criticism
5. Literary Quotes (Marlow to Modern Time)

Recommended Book :

Devaraj : English Literature for Competitive Examinations, Emerald Publishers, Chennai.

NOTE: In the examination, all the questions in Part A, B, & C are MCQ type only, adhering to the question paper pattern prescribed to other papers of this course.

SEMSTER -VI

ELECTIVE-III

COMMUNICATION SKILLS – PRACTICAL

OBJECTIVES:

- Helps learners to use language practically in their daily life
- Increases self-confidence in using English language in their conversation

OUTCOME:

- Develops the language skills of the learners
- Provides plenty of job opportunities

UNIT – I- Listening Skills

Pronunciation and Neutralization of Accent

UNIT – II- Listening Skills

Communication Skills

Telephone Skills

UNIT – III Speaking Skills

1. Welcome address
2. Vote of thanks
3. Group Discussion
4. Interview
5. Compeering

UNIT – IV Reading Skills (To be presented at the time of examination)

- a. Power point presentation with focus on
 - i. Pronunciation, Stress & Intonation
 - ii. Fluency

NOTE: Students are to be trained to prepare and present Microsoft PowerPoint Presentation

UNIT – V-Writing skills

- a. Transcoding a given Chart, Table or Statistics into a report
- b. Making Announcements
 - i. Announcement in Radio & T.V about Programmes and Missing Persons
 - ii. Announcement in Railway Stations about the arrival/departure/cancellation of Trains
- c. Preparing agenda and minutes of a meeting
- d. Preparing a resume and a cover letter

Note 1 : Students are to be informed about the skills to be tested and the marks allotted to each of them in Group Discussion, and Interview

Note 2 : For the test in Interview Skills students are required to bring their CV with them

For Units I & II : Practice Book

A Course in Listening and Speaking – I (with CD) by V. Sasikumar, P Kiranmai Dutt and Geetha Rajeevan. Published by Foundation Books, 21/1, (New No. 49), I Floor, Model School Road, Thousand Lights, Chennai 600 006. Test – Material will be taken only from the CD supplied with this practice book.

For Unit III : Group Discussion Skills

'Group Discussion' by Dr B.R Kishore. Published by Vee Kumar Publications Pvt. Ltd., 507, Vikram Towers, Rajendra Place, New Delhi – 110 008.

For Unit III : Interview Skills

- i. 'The art and Techniques of Interviews' by B.S Sijwal and Indu Sijwal Pub. by Arihant Publications, Kalindi
Transport Nagar, Meerut -2 (U.P) – 250 003.
- ii. 'Interview Manual – Interview Techniques and Model Interviews' by Abdul Hashem Pub. by Ramesh Publishing House, 12- H, New Daryaganj Road, (Opp- to Traffic Kotwali), New Delhi – 110 002.

QUESTION PAPER PATTERN

For Core, Allied & Elective – I

Duration: Three Hours

Maximum Marks: 75

Part A: (15 X 1 = 15 marks)

Answer ALL Questions

(Multiple Choice Questions)

Three questions from each unit

Part B: (2 X 5 = 10 marks)

Answer ANY TWO Questions

(TWO out of FIVE questions)

One question from each unit

Part C: (5 X 10 = 50 marks)

Answer ALL Questions

(One Question from Each Unit

with internal choice)

QUESTION PAPER PATTERN

FOR ELECTIVE –II

English Literature for Competitive Examinations

All Questions in Part-A, B, & C are MCQ

type Questions in the above pattern

Part A: 15 MCQ (Three from each unit) $15 \times 1 = 15$

Part B: 2/5 Questions (One from each unit) $2 \times 5 = 10$

Part C: 5 Questions (one from each unit- either.... Or type) $5 \times 10 = 50$

All questions are MCQ only and no descriptive answers at all for this paper.