



# **PERIYAR UNIVERSITY**

**PERIYAR PALKALAI  
NAGARSALEM-636011**

**DEGREE OF BACHELOR OF ARTS  
CHOICE BASED CREDITS 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 the 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 it 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 world view

**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 paper 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.

### CREDITS 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 examinations shall be conducted for three hours duration at the end of each semester. The candidates failing in any subject(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
<b>SEMESTER I</b>										
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
<b>SEMESTER II</b>										
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
<b>SEMESTER III</b>										
	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/ WPra c	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
<b>SEMESTER IV</b>										
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	NMSDC	Employability Skills-Microsoft Career Skills& E-learning	2	-	2	2	3	25	75	100
IV	SBECIV		2	-	2	3	3	25	75	100
V	NMECII	Communication for Placement Internship training programme	2	-	2	2	3	25	75	100
V	Add-on course		-	-	-	-	-	-	-	-
<b>SEMESTER V</b>										
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 (Other Arts) - Digital Marketing	2	-	2	2	3	25	75	100
<b>SEMESTER VI</b>										
III	Core-XI	Commonwealth 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	4	-	6	4	3	25	75	100
<b>v</b>	<b>NMSDC</b>	<b>Employability Skills</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>TOTAL</b>						<b>153</b>				<b>5000</b>

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

**SKILLBASEDELECTIVECOURSE:**

<b>SKILLBASEDELECTIVECOURSE (III-SEMESTER)</b>	<b>PAPERCODE</b>
<b>SBEC- INMSDC-Digital Skills for Employability- Microsoft office Essentials</b>	
<b>SBEC- IIFilmStudies</b>	

<b>SKILLBASEDELECTIVECOURSE (IV-SEMESTER)</b>	<b>PAPERCODE</b>
<b>SBEC-III-NMSDC-OfficeFundamentals</b>	
<b>SBEC- IVCareerSkills&amp; E-learning</b>	

**NON-MAJORELECTIVECOURSES:**

<b>NON-MAJORELECTIVECOURSE-II (III-SEMESTER)</b>	<b>PAPERCODE</b>
SoftSkillsforCareerCommunication	

<b>NON-MAJORELECTIVECOURSE-II (IV-SEMESTER)</b>	<b>PAPERCODE</b>
CommunicationforPlacement	

**UNIFORMITYINTHENUMBEROFUNITSINEACHPAPER:**

Eachtheorypapershallconsistoffiveunits.TheQuestionpapershallconsistofquestionsuniformly distributedamongalltheunits.



**QUESTION PAPER PATTERN**

Duration: **Three Hours**

**For Core, Allied & Elective - I**

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

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80-	89	8.0-	8	D+	Excellent
75-	79	7.5-	7.9	D	Distinction

## BA ENGLISH

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<sub>i</sub>=Credit earned for course *i* in any semester

G<sub>i</sub>=Grade Point obtained for course *i* in any semester

n=refer 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:**

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

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

**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.

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

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

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+	
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 she/he

- 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.  
ENGLISHSEM  
ESTER-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-ICORE-  
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****ALLIEDI-SOCIALHISTORY OFENGLAND****OBJECTIVES:**

- ToknowthehistoryofEnglandinchronologicalnarrative,fromtheearliestperiodtothemodernperiod,so ciologically,politically,historicallyandreligiously.
- Toexploresocialstructures,changesandproblemsinearlytomodernBritaincontext.

**OUTCOME:**

- The study forms the basis for understanding the British literature and also it is a vital subject forthosewhoopttostudyEnglishLiteratureatUGlevel.
- Itthelpstolearntothinkhistoricallyandtoconsideroneselfasresponsible,democraticcitizen
- ItalsohelpstounderstandpeopleandsocietyofEngland

**UNIT-I**

1. TheRenaissance
2. TheReformation
3. ElizabethanTheatre
4. ReligionofEngland

**UNIT-II**

5. ColonialExpansion
6. CivilWarand itsSignificance
7. Puritanism
8. RestorationEngland

**UNIT-III**

9. Age ofQueenAnne
10. AgrarianRevolution
11. IndustrialRevolution
12. TheMethodistMovements

**UNIT-IV**

13. TheWarofAmerican Independence
14. EffectsoftheFrenchRevolution
15. ReformBills
16. TheVictorianAge

**UNIT-V**

17. DevelopmentofEducationinVictorianEngland
18. MeansofTransportandCommunication
19. TheWorldWarsandSocialSecurity
20. TradeUnionisminEngland

**PrescribedBook:**

- A. G.Xavier:IntroductiontoTheSocialHistoryofEngland

**ReferenceBook:**

- G.M.Trevelyan:TheEnglishSocialHistory,London
- A.G. Xavier:AnIntroductionto theSocialHistoryofEngland

## 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: Registers 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 – Notemaking. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) Writing: Problem and Solution essay – Creative writing – Summary writing Vocabulary: Registers specific - Incorporated into the LSRW tasks

**Text Book Prescribed by TANSICHE, Tamil Nadu**

**SEMESTER–  
IICORE–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

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**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 learner 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 learner 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 Labyrinth (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 learner 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 NEOCLASSICAL 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 PREROMANTIC 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, Matthew 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. Gardner  
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 web pages, blogs, flyers

### **Unit5-WorkplaceCommunication&BasicsofAcademicWriting**

Speaking: Short academic presentation using Power Point, Reading & Writing: Product Profiles,Circulars,MinutesofMeeting.Writinganintroduction,paraphrasing,Punctuation(period,questionmark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces,apostrophe,quotationmarks,andellipsis)Capitalization(useofuppercase)

#### **OutcomeoftheCourse:**

**Attheendofthecourse,learnerswillbeableto,•Attendinterviewswithboldnessandconfidence. • Adapteasilyintotheworkplacecontext,havingbecomecommunicativelycompetent. •Applytothe Research &Development organisations/ sections in companies and offices with winningproposals.**

**TextBookPrescribedbyTANSICHE,TamilNadu**

**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 learner 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:**

- Develop the learners' creative writing based on forms, structures and purposes
- Learners understand how the English linguistics 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**

**SKILLBASEDELECTIVECOURSE–IIFILMSTUDIES**

**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–UNDERSTANDINGFILM**

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–BASICTERMINOLOGYOFFILMMAKING**

5. Cinematography or the Shot
6. Editing:
  - i. Chronological editing
  - ii. Continuity editing
  - iii. Crosscutting
  - 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, Main Spring publishers.

**SEMESTER –  
II IN MEC – 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 Pers

onality

**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 –  
IVCORE-VI  
AMERICAN LITERATURE**

**OBJECTIVES:**

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

**OUTCOME:**

- The study of American literature provides the learner 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
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 ( <a href="http://openlibrary.org/books/OL12345678A/jack_london_archive/details/kacklondon/what...">openlibrary.org&gt;books&gt;Jack London, archive.org&gt;details&gt;kacklondon/what...</a> , <a href="http://www.ebooksread.com/jacklondon">www.ebooksread.com&gt;jacklondon</a> )
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Henry David Thoreau	-	The Battle of the Ants
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**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
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SEMESTER-IV

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-**  
**IVSKILLBASEDELECTIVEPAPER -**  
**III**

NMSDC-OfficeFundamentals (CommonPaper)

**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 toward 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, 2<sup>nd</sup> 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

gs

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 M

anuals

**Unit-V**

Research papers & Articles Adv



ertisingJobDescriptionGraphic

Aids

**RecommendedBook:**

KrishnaMohan&MeeraBanerjee–DevelopingCommunicationSkills,Macmillan

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

### OBJECTIVES:

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

### OUTCOME:

The internship programme makes the student 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 wider 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-**

**VCOREVII-**

**OBJECTIVES:**

**SHAKESPEARE**

- 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 a fad, but for all time

**UNIT-I – Introduction to**

**Shakespeare** Shakespeare's  
Theatre Shakespeare's Audienc  
e 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 –  
VCORE– 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**

Level 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 work 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, main spring publishers

**SEMESTER -V**  
**CORE-X-LITERARYCRITICISM**

**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 student makes the learner 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-ENGLISHFOREMPLOYABILITY**

**OBJECTIVES:**

- ToteachProfessionalcommunication
- Topreparelearnersprofessionallycompetent tofindjobswithgreaterease

**OUTCOME:**

- Learnerswouldgetaknowledgetofacethechallengesofcommunicationinthejobmarket

**UNIT- IGRAMMAR**

Concord  
Tenses  
ActiveandpassiveVoiceRelati  
veclause

**UNIT-IIREADINGCOMPREHENSION**

PurposesandstrategiesofreadingS  
kimmingfordetails  
Scanningforinformation  
DrawinginferencesVoca  
bulary

**UNIT–IIIWITINGPARAGRAPHSANDESSAYS**

Purposes of  
writingWritinganintrod  
uctionWritingaconclusi  
on  
WritingfilmmandbookreviewsC  
ommon errors in  
writingEditingand  
proofreading

**UNIT–IVGROUPDISCUSSION&INTERVIEW SKILLS**

Rolesandfunctions:  
beginning,presenting,elaboratingRolesandfunctions:clarifyin  
g,synthesizingandchallengingRolesandfunctions:agreeing,di  
sagreeingandsummarizingGroupdiscussionactivities  
Preparingaresumeandacover letter  
Publicspeaking:planning,practiceanddelivery

**UNIT–VWORKPLACEAWARENESS**

Workplace  
etiquetteValues and  
ethicsCulture  
Genderequality

**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 allowsthe learnerstounderstand the complexitiesofthe importantworldregionof Commonwealthcountries atpresentera
- It helps to acquire expert knowledge of the history, culture, economy, literature, religion and politicsof CommonwealthCountries

**OUTCOME:**

- Learnerscouldexploretheliteraryelements ofsuchliterature
- Itdevelopsthe analyticalskillsofthe learnerstotakeupfurtherstudiesinsuchliterature

**UNIT I-POETRY**

1. OdeontheDeathofWilliamButlerYeats–AJMSmith
2. Australia–A.D.Hope
3. Time– AllenCurnow
4. A FarCryfromAfrica-DerekWalcott
5. JourneytotheInterior–MargaretAtwood

**UNIT II-PROSE**

1. Engine Trouble–R.K.Narayan
2. MyJourney: TransformingDreamsintoActions –A.P.J.AbdulKalam

**UNIT III-DRAMA**

1. Hayavadana-GirishKarnad

**UNIT IV-FICTION**

1. ArrowofGod-ChinuaAchebe

**UNIT V:SHORTSTORY**

1. A Scarf-CarolShields
2. KillingTime–NasibuMwanukuzu

**Recommended Books:**

1. An Anthologyof CommonwealthPoetry, edbyC.D.Narasimhaiah, TrinityPress
2. ExpandingHorizons, edbySumathiShivakumar, S. Annapoorani, mainspringpublishers

**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 learner 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**

Linguistics 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 and 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. McGregor: Teaching English as a Second Language, Longman  
Pub Ghosh, Sastri, Das: Introduction to English Language Teaching. CIEFL (OUP)

SEMESTER-VI

CORE-XIII-TRANSLATIONSTUDIES

**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 (vaansirappu)- 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.

BA ENGLISH

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

Rev.G.U.Pope.TheSacredKuralofTiruvalluvaNayanar.AsianEducationalServices.sripuramfirststreet.Chennai.<https://archive.org/details/sacredkuralofti00revg/page/n7/mode/2up>

Englishand TamilVersionof‘Aathichuudi’ByTamilPoetessAvvaiyaar(PostNo.5489)  
CompiledbyLondonSwaminathanswami\_48@yahoo.comDate:29September2018

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

**ReferenceBooks:**

Nida,EugeneA.&CharlesTaber.R.TheoryandPracticeofTranslation.Leiden:E.J.Brill,1974,Print.

Kanagaraj.Translatology,PremPublishers: Madurai,2005.Print.  
.....

**SEMESTER -  
V ELECTIVE -  
II**

**ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS**

**OBJECTIVES:**

- The study makes the learner stand well 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)



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5. TwentiethCentury(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 -****VIELECTIVE-****III****OBJECTIVES:****COMMUNICATIONSKILLS–PRACTICAL**

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

**OUTCOME:**

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

**UNIT–I-ListeningSkills**

Pronunciation and Neutralization of Accent

**UNIT–II-ListeningSkills**

Communication  
Skills Telephone Skills

**UNIT–III SpeakingSkills**

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

**UNIT–IV ReadingSkills (To be presented at the time of examination)**

- a. Powerpoint 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- Writingskills**

- a. Transcoding 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

**Note1:** Students are to be informed about the skills to be tested and the marks allotted to each of them in Group Discussion, and Interview

**Note2:** 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 CDs 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 – 110008.

**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) – 250003.
- 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 – 110002.





**QUESTIONPAPERPATTERN**

**ForCore,Allied&Elective-I**

Duration:**ThreeHours**

MaximumMarks:**75**

**PartA: (15X1=15marks)**

AnswerALLQuestions(Multiple  
ChoiceQuestions)

Threequestionsfromeachunit

**Part B: (2 X 5 = 10**

**marks)AnswerANYTWOQues  
tions(TWOoutofFIVEquestions  
)Onequestionfromeachunit**

**PartC:(5X10=50marks)**

AnswerALLQuestions(One  
QuestionfromEachUnit  
withinternalchoice)

**QUESTIONPAPERPATTERN**

**FORELECTIVE-II**

**English Literature for**

**CompetitiveExaminatio  
ns**

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

MCQtypeQuestionsintheabovepatt  
ern

Part A: 15 MCQ (Three from each unit)

15x1=15PartB:2/5Questions(Onefromeachunit)2x5=

10

PartC:5 Questions(one fromeachunit-either....Ortype)5x10=50

AllquestionsareMCQonlyandnondescriptiveanswersatallforthispaper.