

**GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS), KUMBAKONAM**

**P.G AND RESEARCH DEPARTMENT OF ENGLISH**

**B.A English Literature Syllabus under CBCS**

**(Applicable to the candidates admitted from the academic year 2018 -2019 onwards)**

Semester	Part	Course	Ins. Hrs	Credit	Exam Hours	Marks		Total
						Int.	Ext.	
I	I	Language Course – I (LC)	6	3	3	25	75	100
	II	English Language Course - I (ELC) Communication Skills - I	6	3	3	25	75	100
	III	<b>Core Course – I (CC)</b> Prose	6	5	3	25	75	100
		<b>Core Course – II (CC)</b> Short Stories and Biographies	6	5	3	25	75	100
		Allied Course –I (AC) Social History of England	4	3	3	25	75	100
	IV	Value Education	2	2	3	25	75	100
		<b>Total</b>	<b>30</b>	<b>21</b>				<b>600</b>
II	I	Language Course – II (LC) - Tamil	6	3	3	25	75	100
	II	English Language Course – II (ELC) Communication Skills - II	6	3	3	25	75	100
	III	<b>Core Course – III(CC)</b> Poetry I	6	5	3	25	75	100
		<b>Core Course – IV (CC)</b> Fiction	6	5	3	25	75	100
		Allied Course – II (AC) Literary Forms	4	3	3	25	75	100
	IV	Environmental Studies	2	2	3	25	75	100
		<b>Total</b>	<b>30</b>	<b>21</b>				<b>600</b>
III	I	Language Course – III (LC) Tamil	6	3	3	25	75	100
	II	English Language Course - III (ELC) Communication Skills - III	6	3	3	25	75	100
	III	<b>Core Course – V (CC)</b> Poetry II	6	5	3	25	75	100
		<b>Core Course – VI (CC)</b> One-Act Plays	6	5	3	25	75	100
		Allied Course – III(AC) History of English Literature I	4	3	3	25	75	100
	IV	Non Major Elective I Personality Development- Short Stories in English	2	2	3	25	75	100
		<b>Total</b>	<b>30</b>	<b>21</b>				<b>600</b>

IV	I	Language Course –IV (LC) Tamil	6	3	3	25	75	100
	II	English Language Course – IV (ELC) Communication Skills - IV	6	3	3	25	75	100
	III	<b>Core Course – VII (CC) – Drama</b>	5	5	3	25	75	100
		<b>Core Course - VIII (CC)- Introduction to Language and Linguistics</b>	5	5	3	25	75	100
		<b>Allied Course – IV (AC) History of English Literature II</b>	4	3	3	25	75	100
	IV	Non Major Elective II – Personalities and Perceptions	2	2	3	25	75	100
	V	Skill-based Elective I - English for Everyday Communication	2	2	3	25	75	100
		<b>Total</b>	<b>30</b>	<b>23</b>				<b>700</b>
V	III	<b>Core Course – IX (CC) Shakespeare</b>	5	5	3	25	75	100
		<b>Core Course – X (CC) Principles of Literary Criticism</b>	5	5	3	25	75	100
		<b>Core Course – XI (CC) American Literature</b>	5	5	3	25	75	100
		<b>Core Course – XII (CC) Indian Culture and Literature</b>	5	5	3	25	75	100
		Major-based Elective – I Translation : Theory and Practice	4	3	3	25	75	100
	IV	Skill-based Elective – II- English for Workplace Communication	2	2	3	25	75	100
	IV	Skill-based Elective – III- English Phonetics	2	2	3	25	75	100
	IV	Soft Skills Development <i>University Syllabus</i>	2	2	3	25	75	100
	<b>Total</b>	<b>30</b>	<b>29</b>				<b>800</b>	
VI	III	<b>Core Course – X III (CC) Indian Writing in English</b>	6	5	3	25	75	100
		<b>Core Course – XIV (CC) Commonwealth Literature</b>	6	5	3	25	75	100
		<b>Core Course – XV (CC) English Language Teaching</b>	6	5	3	25	75	100
		Major-based Elective II Journalism	5	4	3	25	75	100
		Major-based Elective III English for Competitive Examinations	6	4	3	25	75	100
	V	Extension Activities		1	-	-	-	-
	V	Gender Studies	1	1	3	25	75	100
		<b>Total</b>	<b>30</b>	<b>25</b>				<b>600</b>
	<b>Grand Total</b>	<b>180</b>	<b>140</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3900</b>	

	No. of Courses
Language Part – I	- 4
English Part –II	- 4
Core Paper	- 15
Allied Paper	- 4
Non-Major Elective	- 2
Skill Based Elective	- 3
Major Based Elective	- 3
Environmental Studies	- 1
Value Education	- 1
Soft Skill Development	- 1
Gender Studies	- 1
Extension Activities	- 1 (Credit only)

**CORE COURSE I  
PROSE**

**Objectives:**

- To introduce students the development of English prose from the Elizabethans to the 20th century
- To expose students to various dictions of English writers
- To train students to understand and improve their style of writings in English

**Unit – I**

- Francis Bacon : Of Studies
- J.B.Priestly : Travel by Train

**Unit – II**

- Joseph Addison : Sir Roger at the Theatre
- Richard Steele : The Spectator Club

**Unit – III**

- William Hazlitt : On Going a Journey
- Charles Lamb : Dream-Children; A Reverie

**Unit – IV**

- R. L Stevenson : An Apology for Idlers
- George Orwell : Shooting an Elephant

**Unit – V**

- A.G. Gardiner : On the Rule of the Road
- E.M.Forster : What I Believe

**Books for Reference:**

Kumar, Ashok., et al., eds. *Selected Essays: An Anthology of English Essays for Undergraduate Students*. New Delhi: Orient BlackSwan, 2014.

**CORE COURSE II**  
**SHORT STORIES & BIOGRAPHIES**

**Objectives:**

- To expose students to short story writing over the ages
- To provide students an insight into different cultures through literature
- To extend the skills of expository writing and critical thinking

**Unit – I**

- |                 |                         |
|-----------------|-------------------------|
| Oscar Wilde     | : The Model Millionaire |
| Parnesh Dangwal | : Kiran Bedi            |

**Unit – II**

- |                   |                     |
|-------------------|---------------------|
| Pearl S. Buck     | : The Refugees      |
| A.K. Ramabushanam | : M.S. Subbulakshmi |

**Unit – III**

- |                 |                           |
|-----------------|---------------------------|
| Bhisham Sahni   | : The Boss Came to Dinner |
| Colin Swatridge | : Marie Curie             |

**Unit – IV**

- |                  |                  |
|------------------|------------------|
| Geeta Goswami    | : The Lost Shore |
| Padmini Sengupta | : Sarojini Naidu |

**Unit – V**

- |                  |                         |
|------------------|-------------------------|
| Alphonse Daudet  | : The Old Folks at Home |
| Swami Nirvenanda | : Sri Sarada Devi       |

**Books for Reference:**

Natarajan, Lalitha & Sasikala Natesan. *English for Excellence: Short Stories and Biographies*, Anuradha Publications, Chennai (2016).

**ALLIED COURSE I  
SOCIAL HISTORY OF ENGLAND**

**Objectives:**

To help students understand the social and literary history of England  
To help the students understand English social, cultural and historical reflected in the study of literature.

**Unit – I**

Tudor England – The Renaissance & the Reformation  
Age of the Stuarts – The Civil War  
Puritanism

**Unit II:**

Restoration England  
The Age of Queen Anne,  
The Agrarian Revolution

**Unit III:**

The Industrial Revolution  
The Effect of French Revolution  
The War of American Independence

**Unit IV:**

Methodist Movement  
Humanitarian Movements, The Reform Bills

**Unit – V**

Victorian Age  
Twentieth Century England

**Book for Reference:**

Xavier. A. G., *An Introduction to the Social History of England*. Chennai: S.V. Printers and Publishers, 2009.

**CORE COURSE III  
POETRY I**

**Objectives:**

- To introduce students to the changing trends in English poetry
- To enhance their comprehensive knowledge pertaining to the evaluation of English poetry down the ages
- To help students analyze and appreciate poetry critically

**Unit – I**

- Edmund Spenser : *Amoretti* LXXV – “One Day I Wrote Her Name”
- William Shakespeare : Sonnet Fear No More the Heat of the Sun

**Unit– II**

- John Donne : A Hymn to God the Father
- Andrew Marvel : A Dialogue between the Soul and Body

**Unit – III**

- John Milton : *Paradise Lost* : Book III *Exordium*
- John Dryden : A Song of St. Cecilia’s Day

**Unit– IV**

- Alexander Pope : The Universal Prayer
- Oliver Goldsmith : The Village Preacher

**Unit – V**

- William Blake : The Human Abstract
- Thomas Gray : Ode on the Spring

Book for Reference

Green, David. *Winged Word: An Anthology of Poems for Degree Course*, Chennai : Macmillan Publishers, 2011.

## CORE COURSE IV

### FICTION

#### Objectives:

- To expose students to the different forms of novel from the Age of Tennyson to the 20<sup>th</sup> century
- To enable students to identify different themes and technical devices
- To help students to improve their creative and imaginative skills through the novels of major British writers

#### Unit – I

Charles Dickens

: *Oliver Twist*

#### Unit– II

Jane Austen

: *Pride and Prejudice*

#### Unit– III

R.L. Stevenson

: *Treasure Island*

#### Unit – IV

E.M.Forster

: *Passage to India*

#### Unit – V

Aldous Huxley

: *Brave New World*



## ALLIED COURSE II

### LITERARY FORMS

#### Objectives:

To initiate students into the study of various literary forms

To enable students to understand the literary terms while analyzing and interpreting the works of literature

#### Unit- I: Poetry

Ballad – Epic and Mock Epic – Dramatic Monologue – Limerick – Lyric – Ode – Elegy – Pastoral Elegy – Sonnet

#### Unit- II: Poetry

Rhyme – Metre – Stanza Form – Types of Verse – Figures of Speech

Imagery – Simile and Metaphor – Personification – Onomatopoeia – Alliteration – Apostrophe – Hyperbole – Oxymoron – Allegory – Allusion – Irony and Metonymy

#### Unit – III: Drama

The Origin and Growth of Drama in England – Tragedy and Comedy – Dramatic Design – Romantic Tragedy and Romantic Comedy – Tragicomedy – Chronicle Plays – Masque and Antimasque – Comedy of Humours – Comedy of Manners – Genteel Comedy – Sentimental Comedy – Farce – Melodrama – Expressionist Drama – Absurd Drama – One-Act Play

#### Unit- IV: Non-Fiction

Biography – Autobiography – Essay – Aphoristic, Personal, Critical, Periodical

#### Unit – V: Fiction

Short Story – Picaresque Novel – Historical, Sentimental and Gothic Novel – Science Fiction – Detective – Social and Proletarian – Stream-of-Consciousness Novel

#### Books for Reference:

Abrams, M H. *A Glossary of Literary Terms*. Fort Worth: Harcourt Brace Jovanovich College Publishers, 1993.

Ashok, Padmaja. *A Companion to Literary Forms*. Telengana: Orient BlackSwan, 2015.

Prasad B. *A Background to the Study of English Literature*. New Delhi: Trinity Press Publication, 1999.

Rees, R J. *English Literature: An Introduction for Foreign Readers*. London: Macmillan, 1973.

## CORE COURSE V

### POETRY II

#### Objectives:

- To introduce students to the changing trends in English poetry
- To enhance their comprehensive knowledge pertaining to the evaluation of English poetry down the ages
- To inculcate aesthetic values in students

#### Unit – I

- William Wordsworth : Lines Written Few Miles Above Tintern Abbey
- S. T Coleridge : Kubla Khan

#### Unit – II

- Lord Byron : From Child Harold's Pilgrimage- Canto IV Stanza 178
- P. B Shelley : Hymn to Intellectual Beauty

#### Unit – III

- John Keats : Ode on a Grecian Urn
- Alfred Tennyson : Ulysses

#### Unit – IV

- Robert Browning : My Last Duchess
- Mathew Arnold : Dover Beach

#### Unit – V

- GM.Hopkins : God's Grandeur
- W.H.Auden : An Unknown Citizen

#### Books for Reference

Green, David. *Winged Word: An Anthology of Poems for Degree Course*, Chennai: Macmillan Publishers, 2011.

## CORE COURSE VI

### ONE-ACT PLAYS

**Objectives:**

- To help students understand the characteristics of one-act plays
- To make students comprehend and appreciate various cultural context and technical devices through the representative texts
- To expose learners to the sociological and psychological dimensions of characterization

**Unit – I (British)**

J. M. Synge : “Riders to the Sea”

**Unit – II (Russian)**

Anton Chekov : “The Swan Song”

**Unit– III (American)**

Tennessee Williams : “Lord Byron’s Love Letter”

**Unit – IV (Indian)**

Asif Currimbhoy : “The Refugee”

**Unit – V (African)**

Erisa Kironde : “The Trick”

**Books for Reference:**

Elias, M., *Plays in One Act*. Chennai: Orient BlackSwan, 2013.

Sujatha K., ed. *On the Stage: One-Act Plays*. New Delhi: Orient BlackSwan, 2011.

### AIILED COURSE III

#### HISTORY OF ENGLISH LITERATURE I

**Objectives:**

To help students understand the literary history from the Age of Chaucer to Dryden  
To make students understand the impact of literary movements on social  
political and religious conditions of England

**Unit- I**

Chapters II & III : The Age of Chaucer

**Unit- II**

Chapters IV & V : Development of Drama

**Unit - III**

Chapters VI, VII & VIII : The Age of Shakespeare

**Unit - IV**

Chapters IX & X : The Age of Milton

**Unit - V**

Chapters XI & XII : The Age of Dryden

**Textbook:**

Hudson W. H. *An Outline History of English Literature*. Noida: Maples Press, 2011.

**Book for Reference:**

Albert, Edward. *History of English Literature* 5<sup>th</sup> edition, New Delhi: OUP, 2014.

## NON MAJOR ELECTIVE I

### PERSONALITY DEVELOPMENT- SHORT STORIES IN ENGLISH

#### Objectives

To make students understand the importance of personality improvement

To help students to learn the values of good manners through stories

#### Unit – I

R.K.Narayan : Gateman's Gift

Robert Southey : Love Story

#### Unit- II

R.K. Narayan : The Roman Image

R.L. Stevenson : Rajah's Diamond

#### Unit- III

R.K. Narayan : The Performing Child

Lafcadio Hearn : A Living God

#### Unit –IV

R.K. Narayan : A Snake in the Grass

Stephen Leacock : My Lost Dollar

#### Unit - V

R.K. Narayan : All avoidable Talk

A.J.Cronin : Two Gentlemen of Verona

## CORE COURSE VII

### DRAMA

#### Objectives:

To introduce students to the emergence of English Drama from the Elizabethans to the 20<sup>th</sup> century

To make students understand the features of tragedy, comedy of humours, anti-sentimental comedy, drama of ideas and absurd play

#### Unit – I

Christopher Marlowe : *Dr. Faustus*

#### Unit – II

Ben Jonson : *Volpone*

#### Unit – III

Oliver Goldsmith : *She Stoops to Conquer*

#### Unit– IV

G. B Shaw : *Pygmalion*

#### Unit – V

Samuel Beckett : *Waiting for Godot*

## CORE COURSE VIII

### INTRODUCTION TO LANGUAGE AND LINGUISTICS

#### Objectives:

- To introduce students to the history of English language and concepts in phonetics and linguistics
- To make students aware of the form and content of language
- To enable students to know the scientific systems of the language

#### Unit – I

The Origins and the Development of Language

#### Unit – II

The Organs of Speech – Classification of Speech Sounds

#### Unit – III

Phonology – Morphology

#### Unit – IV

Syntax – Semantics

#### Unit – V

Language, Society and Culture

#### Textbook:

Yule, George. *The Study of Language: An Introduction*. Cambridge: Cambridge UP, 1985.

#### Book for Reference:

Wrenn, C L. *The English Language*. London: Methuen, 1949.

**ALLIED COURSE IV**  
**HISTORY OF ENGLISH LITERATURE II**

**Objectives:**

To help students understand the literary history from the Age of Chaucer to Dryden  
To make students understand the impact of literary movements on social political  
and religious conditions of England

**Unit – I**

Chapters XIII & XIV : The Age of Pope

**Unit – II**

Chapters XV to XVII : The Age of Johnson

**Unit – III**

Chapters XVIII to XXI : The Age of Wordsworth

**Unit – IV**

Chapters XXII to XXIV : The Age of Tennyson

**Unit – V**

Chapters XXV & XXVI : The Age of Hardy and the Present Age

**Textbook:**

Hudson W. H. *An Outline History of English Literature*. Noida: Maples Press, 2011.

**Book for Reference:**

Albert, Edward. *History of English Literature* 5<sup>th</sup> edition, New Delhi: OUP, 2014.



**NON MAJOR ELECTIVE II**  
**PERSONALITIES AND PERCEPTIONS**

**Unit - I**

1. The Nine Types of Intelligence
2. The Happy Prince

**Unit - II**

3. Loneliness
4. Study Tips

**Unit - III**

5. Getting Exercise in College
6. A Family
7. Music and Stress Relief

**Unit - IV**

8. What is P2?
9. Why we Love who we Love
10. The Verger
11. Essay Writing : The Basics

**Unit - V**

12. Self Esteem
13. Problem Solving Strategies
14. Guiding Principles for Life

**Book Recommended :**

Personalities & Perceptions by Dr. Frederick & Mr. Akbar Ali

## SKILL BASED ELECTIVE – I

### ENGLISH FOR EVERYDAY COMMUNICATION

#### Objectives

- To expose students to the everyday use of English for communication
- To give practice to students to acquire components of communication
- To help students acquire the necessary vocabulary, grammar and speech input to efficiently communicate in everyday situations

#### Unit 1 – *Socializing*

Greetings, introductions, exchanging pleasantries & small talk, excusing, taking leave, body language & mannerisms in a social gathering.

#### Unit 2 – *Updating*

Developing interests in general fields, Reading Newspapers and magazines, Watching Television, Art/film/music Appreciation, browsing the internet, accessing other sources of general information.

#### Unit 3 – *Interacting*

Presenting & instructing, explaining & demonstrating, persuading & convincing, requesting & demanding, negotiating, telephoning.

#### Unit 4 – *Corresponding*

Personal correspondence, Writing letters & emails, using planners & diaries, writing applications & petitions, filling in forms, cheques etc, writing personal adds

#### Unit 5 – *Networking*

Using social networking sites – twitter & facebook, posting, sharing & chatting, blogging, podcasting, mobile communication – texting, CUG – Closed Users Groups.

#### Reference Books:

1. *Macmillan Foundation English* by R.K.Dwivedi ,A.Kumar.
2. *Developing Communication Skills* by Krishna Mohan, MeeraBannerji (Macmillan).
3. *A Remedial English Grammar for Foreign Students* by F.T. Wood Macmillan

## CORE COURSE IX

### SHAKESPEARE

#### **Objectives:**

To introduce students to the dramatic and theatrical conventions of Shakespeare  
To enable students understand the characterization, plot, themes, stage craft techniques in Shakespearean plays

#### **Unit – I**

*Twelfth Night*

#### **Unit – II**

*Julius Caesar*

#### **Unit– III**

*King Lear*

#### **Unit – IV**

*The Winter's Tale*

#### **Unit – V**

Shakespearean Theatre and Audience  
Shakespearean Fools and Clowns  
Shakespearean Women  
Supernatural Elements in Shakespearean Plays  
Shakespearean Soliloquies  
Shakespeare as a Sonneteer and a Narrative Poet

**CORE COURSE X**  
**PRINCIPLES OF LITERARY CRITICISM**

**Objectives:**

To acquaint students with the knowledge of study of literary criticism, its various trends and schools

To train the students to analyze different literary devices and techniques

**Unit – I**

Literary Theory – Literary History – Literary Criticism

**Unit – II**

Classical Criticism:

Plato – Aristotle – Horace – Quintilian – Longinus

**Unit – III**

Orientation of Critical Theories:

Mimetic Theories – Pragmatic Theories – Sidney – Dryden – Dr. Johnson – Coleridge – Arnold – T. S. Eliot

**Unit – IV**

Five Approaches:

Moralistic Approach

Psychological Approach

**Unit – V**

Archetypal Approach

Sociological Approach

Formalistic Approach

**Textbook:**

Ravindranathan, S. *A Handbook on Principles of Literary Criticism (From Plato to Post-modernism)*. Chennai: Emerald Publishers, 2006.

**Book for Reference:**

Prasad, B, *An Introduction to English Criticism*, Chennai: Macmillan Publishers, 2012.

**CORE COURSE XI**  
**AMERICAN LITERATURE**

**Objectives:**

- To help students understand the roots of American Literature
- To introduce students to important aspects in various genres of American literature
- To familiarize the students with the richness of American literature through outstanding works of famous poets, essayists and novelists

**Unit – I: Poetry**

- Walt Whitman : “I Hear America Singing”
- Emily Dickinson : “A Bird Came Down the Walk”

**Unit – II: Poetry**

- Robert Frost : “Mending Wall”
- Sylvia Plath : “Lady Lazarus”

**Unit – III: Prose**

- Martin Luther King : “I Have a Dream”
- Ralph Waldo Emerson : “The American Scholar”

**Unit– IV: Drama**

- Arthur Miller : *Death of a Salesman*

**Unit– V: Fiction**

- Nathaniel Hawthorne : *The Scarlet Letter*

**CORE COURSE XII**  
**INDIAN CULTURE AND LITERATURE**

**Objectives:**

- To make students understand the rich literary heritage of India
- To appreciate the underlying unity among the diverse languages and literatures of India
- To recognize the important contribution of India to world literature

**Unit – I: Poetry**

- Kalidasa : “Look to This Day”  
K.J. Saunders : “Karma” (Selection from *Buddhist Verse*)

**Unit – II: Poetry**

- Sri Perivaaccaan Pillai : Divya Prabahndha Pasurapadi Ramayanam(Trans. Prof. Sankara Narayanan)  
Prof.K. G. Seshadri : “Fear We Not” (Selection from Translation on *Bharathi*)

**Unit – III: Prose**

- S. Radhakrishnan : “Character Is Destiny”  
M.K. Gandhi : “Faith on Its Trial”

**Unit – IV: Drama**

- T.P. Kailasam : “The Burden”  
D.G. Mukerji : “The Judgment of Indra”

**Unit – V: Fiction**

- Indira Goswami : “The Journey”  
Bama : *Karukku*

**Reference:**

- <http://tpkailasam.blogspot.in/2008/07/burden.html>  
[http://www.gutenberg.org/files/36984/36984-h/36984-h.htm#THE\\_JUDGMENT\\_OF\\_INDRA](http://www.gutenberg.org/files/36984/36984-h/36984-h.htm#THE_JUDGMENT_OF_INDRA)

## Major Based Elective I

### TRANSLATION: THEORY AND PRACTICE

#### Objectives:

- To familiarize students with the history and theory of translation
- To introduce students to the techniques involved in translation
- To train students to translate prose passages from English to Tamil and vice versa

#### Unit – I

Translation – Definition, Types, Principles – Decoding and Recoding – Problems of Equivalence – Untranslatability

#### Unit – II

History of Translation Theory – Period Study – The Romans – Bible Translation – Early Theorists – The Renaissance – 17<sup>th</sup> Century and 18<sup>th</sup> Century – Romanticism – Victorians – 20<sup>th</sup> Century

#### Unit – III

Problems of Literary Translation – Semantic, Syntactic, Cultural-Structures – Translating Poetry – Translating Prose – Translating Dramatic Texts

#### Unit– IV

Two chapters from G.U Pope's Translation of  
*Tirukkural*: "The Utterance of Pleasant Words"  
"Not Doing Evil"

#### Unit – V

Translation Practice: Translating Proverbs and Prose from English to Tamil and vice versa

#### Books for Reference:

- Bassnett, Susan. *Translation Studies*. London: Methuen, 1980.
- Catford, J C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. London: Oxford UP, 1965.
- Savory, Theodore H. *The Art of Translation*. Boston: The Writer, 1968.

**SKILL BASED ELECTIVE – II**  
**ENGLISH FOR WORKPLACE COMMUNICATION**

**Objectives**

- To enhance students' communication skills in a professional environment
- To help students acquire necessary vocabulary, and language use in a workplace atmosphere
- To help students develop effective communication skills to present, discuss, and defend ideas, plans, and opinions in a workplace

**Unit 1 – Interview Skills**

Writing Resumes, Curriculum Vitae, & bio - data, writing cover letters, searching for job opportunities, Applying for jobs – answering ads

**Unit 2 – Interview Skills**

Developing right attitude, body language, preparing for interviews, facing interviews

**Unit 3 – interpersonal skills**

Learning to work in a team, workplace etiquettes & manners, cross-cultural communication, participating in Group discussions & debates, using communication systems in a workplace – telephoning & using the internet

**Unit 4 – organizing skills**

Documenting and maintaining records, Participating, Arranging, & conducting meetings, organizing & conducting events, PR Communication – Preparing Press Kits

**Unit 5 – presentation skills**

Preparing for a presentation, Preparing & using slides, delivering presentations, writing reports, recommendations, and proposals.

**Reference books:**

1. *Communication Skills for U.G.* – T.M. Farhathullah, RBA Publications
2. *A Course in Communication Skills*, e – Bec, Foundation Books
3. *Speaking and Writing for Effective Business Communication*, Rev Francis Soundaraj
4. *Spoken English for You* – G. Radhakrishnan Pillai, K. Rajeevan- Emerald Publishers.



**CORE COURSE XIII**  
**INDIAN WRITING IN ENGLISH**

**Objectives:**

- To make students aware of the history and the growth of Indian Writing in English
- To introduce students to the rich literary tradition in Indian Writing in English
- To enable students to appreciate the changing trends in Indian literature in English from pre to post-Independence era

**Unit– I: Poetry**

- Henry Derozio : “The Harp of India”  
Sarojini Naidu : “Love and Death”

**Unit– II: Poetry**

- Nissim Ezekiel : “Poet, Lover, Birdwatcher”  
A. K. Ramanujan : “Of Mothers, Among Other Things”

**Unit – III: Prose**

- M. K. Gandhi : “Playing the English Gentleman” (Chapter 15 from *The Story of My Experiments with Truth*)  
A. P. J. Abdul Kalam : “The Power of Prayer”

**Unit– IV: Drama**

- Vijay Tendulkar : Kamala

**Unit– V: Fiction**

- Arundati Roy : *God of Small Things*

**CORE COURSE XIV**  
**COMMONWEALTH LITERATURE**

**Objectives:**

To introduce students to the literatures of a few commonwealth countries  
To enable students to learn values of literatures of different nations

**Unit – I: Poetry**

Sir Charles G.D Roberts  
Razia Khan

: “The Solitary Woodsman”  
: “My Daughter’s Boyfriend”

**Unit – II: Poetry**

Allen Curnow  
E.J Pratt

: “House and Land”  
: “The Dying Eagle”

**Unit – III: Prose**

Margaret Atwood

: “Nature as a Monster” from Chapter 2 of *Survival: A Thematic Guide to Canadian Literature*

**Unit – IV: Drama**

Wole Soyinka

: *The Road*

**Unit – V: Fiction**

Chinua Achebe

: *Things Fall Apart*

**Book for Reference:**

Narasimhaiah, C. D. *An Anthology of Commonwealth Poetry*. India: Macmillan, 1990.

## CORE COURSE XV

### ENGLISH LANGUAGE TEACHING

#### Objectives:

To expose students to various approaches and methods, aspects and strategies of teaching English

To help students understand the essential components and concepts of language teaching

#### Unit – I

Place of English in India – Issues Involved in the Teaching of English – English as Foreign Language, Second Language, and English for Specific Purposes

#### Unit – II

Approaches and Methods – Grammar Translation Method – Audio-lingual Method – Communicative Approach – Natural Approach – Content-based Instruction – Task-based Language Teaching

#### Unit– III

Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills

#### Unit – IV

Testing – Types of Tests – Characteristics of a Good Test – Preparation of Model Exercises and Questions

#### Unit – V

Use of Audio-Visual Aids – Television and Language Lab in Teaching English

#### Books for Reference:

Baruah, T C. *The English Teacher's Handbook*. New Delhi: Sterling Publishers, 1991.

Bright, John A., and G. P. McGregor. *Teaching English as a Second Language*. Longmans, 1970.

Richards, Jack C, and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge UP, 1986.

Varghese, Paul. *Teaching English as a Second Language*. New Delhi: Sterling Publishers, 1990.

## Major-Based Elective II

### JOURNALISM

#### Objectives:

- To initiate students into the history of journalism
- To expose students to various aspects of journalism

#### Unit – I

Definition of Journalism – Role of Journalism – Ethics – Press Laws – Press Council

#### Unit–II

News – Definition – Kinds – Elements – Source – News Agencies

#### Unit– III

Reporting – Qualities of Reporters – Beats – Kinds of Reporting with Special Reference to Court, Crime, Election, Sport – Investigative Reporting

#### Unit – IV

Editing – News Editor – Sub Editors – Anatomy of Editing.

#### Unit – V

Language of Journalism – Writing a News Story – Writing Opinion Pieces – Writing Leads – Headlines.

#### Books for Reference:

- Ahuja, B.N. *Theory and Practice of Journalism*. Lucknow: Universal Booksellers, 2007.
- M.V. Kamath. *Professional Journalism*. Vikas Publishing House. 1980
- Mehta, D.S. *Mass Communication and Journalism in India*. Bombay: Allied, 1979.
- Shrivastava, K. M. *News Reporting and Editing*. New Delhi: Sterling Publishers, 2003.

## Major-Based Elective III

### ENGLISH FOR COMPETITIVE EXAMINATIONS

#### Objectives:

To instill confidence in students and improve their language skills to face the challenges of a competitive examination

To equip students with adequate English language skills to achieve success in competitive examinations

#### Unit – I

Basics in English Grammar and Usage: Articles, Prepositions, Tenses, Concord, Question Tag

#### Unit – II

Homophones – Homonyms – Phrases and Idioms – One-word Substitution

#### Unit – III

Error Correction – Reading Comprehension

#### Unit – IV

Letter Writing – Formal and Informal – Note-making

#### Unit – V

Expansion of Proverbs – Writing Essays

#### Textbook:

Pillai, Radhakrishna. G. *English Grammar and Composition*. Emerald Publishers, 2002.

#### Books for Reference:

Dr. Ayothi. *English for Competitive Examinations*. Chennai: New Century Bookhouse. India, 2009

Bhatnagar, R. P. *English for Competitive Examinations*. New Delhi: Laxmi Publishers India, 2009.

Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. India: Laxmi Publishers, 2000.

Prasad, Hari M, and Uma R. Sinha. *Objective English for Competitive Examination*. New Delhi: Tata McGraw-Hill Education Pvt. Ltd., 2005.