

**VELLALAR COLLEGE FOR WOMEN (AUTONOMOUS)**

**ERODE – 12**

**College with Potential for Excellence**

**(Re-accredited with “A” grade by NAAC & affiliated to Bharathiar University, Coimbatore)**



**PG & RESEARCH DEPARTMENT OF ENGLISH**

**PART II ENGLISH**

**2015-2016**

**Vellalar College for Women (Autonomous), Erode - 12.****Bachelor of English Literature****2013-2014 Onwards****Course Content and Scheme of Examinations (CBCS Pattern)****SEMESTER I, II, III, IV**

Part	Study Component	Subject Code	Title of the Paper	Inst. Hrs./ Week	Exam.Dur. Hr	Max. Marks			Credits
						CIA	ESE	Total	
II	Language II	13ENLU101/ 13ENHU101	English	6	3	25	75	100	3
		13ENLU202/ 13ENHU202	English	6	3	25	75	100	3
		13ENLU303	English	6	3	25	75	100	3
		13ENLU404	English	6	3	25	75	100	3
							Total	400	12

**VELLALAR COLLEGE FOR WOMEN (AUTONOMOUS)**

**ERODE -9**

**PG & RESEARCH DEPARTMENT OF ENGLISH**

**PART II ENGLISH SYLLABUS**

**SEMESTER I & II**

**Instructional Hrs.: 90      Sub. Code: 13ENHU101/13ENLU101**

**Max. Marks: CIA-25; ESE-75      Credits: 6**

**AIM:** To produce skill-oriented, employable graduates, to sustain and develop the country towards a global power.

**OBJECTIVE:** To provide skill-oriented training through suitable course content, syllabi and technology-integrated teaching methodology.

**Prescribed Text:** Expressions: Communicate in English.2013Revised Edition. Faculty of English, PG & Research Department of English, Vellalar College for Women, Erode.

**I SEMESTER**

**I –SOCIAL FORMULA**

1. Introducing oneself and Responding to an Introduction.
2. Introducing someone else and Responding to an Introduction.
3. Starting a Conversation.
4. Ending a Conversation.
5. Leave Taking.
6. Saying Good-bye.
7. Greeting someone.
8. Attracting someone's attention.
9. Asking how someone is and Saying how you are.
10. Requesting someone to do something.
11. Accepting or rejecting a request.
12. Giving someone good wishes and Responding to them.
13. Giving someone good wishes on a special occasion and responding to them.
14. Inviting, Accepting or Declining an invitation.
15. Saying Thanks and Responding.
16. Saying Sorry and Responding.

17. Saying Please and Responding.
18. Complementing and responding.
19. Congratulating and responding.
20. Expressing Sympathy and accepting the same .
21. Expressing Apology and accepting the same.
22. Asking someone to say something again.

## **II – INFORMATION – ORAL/ WRITTEN**

23. Asking for Information General / Educational.
24. Responding to Queries.
25. Saying You know About Something.
26. Saying You do not Know.
27. Correcting Someone.
28. Saying You Remember.
29. Saying You Have Forgotten.
30. Saying Something is Correct.
31. Saying Something is not Correct.
32. Asking / Talking about the weather.

## **III – DESCRIBING - ORAL/WRITTEN**

33. Describing a person
34. Describing a Place
35. Describing a Thing
36. Describing a Process

### ***SELF-STUDY : Resume Writing***

Curriculum Vitae and Cover Letters.

## **II SEMESTER**

### **IV – ATTITUDES / EMOTIONS / OPINIONS – ORAL /WRITTEN**

37. Advising someone to do something
38. Advising someone not to do something
39. Suggesting
40. Persuading
41. Encouraging
42. Requesting
43. Expressing what you prefer
44. Agreeing
45. Disagreeing
46. Saying you approve something
47. Expressing belief
48. Complaining
49. Saying you're sure
50. Commanding
51. Prohibiting
52. Saying you're pleased / displeased
53. Coming to a conclusion about someone / something
54. Expressing like
55. Expressing dislikes

### **V – CLASSROOM COMMUNICATION FINDING OUT FACTS**

56. Looking up a Dictionary
57. Learning about pronunciation
58. Finding out about spellings
59. Finding out about correctness and appropriateness
61. Learning from mistakes
62. Finding out about Encyclopedia and Thesaurus
63. Finding out about the Internet

## **VI – STUDY SKILLS - ORAL /WRITTEN**

- 64. Note-Making – Conventional Mode
- 65. Text to be converted into graphs and diagrams
- 66. Graphs
- 67. Flow Charts

## **VII – REPORT WRITING – ORAL /WRITTEN**

- 68. Report something that has happened / Report from memory (dialogue into descriptive)
- 69. Report on incidents and accidents
- 70. Report about function

## **VIII – COLLECTING INFORMATION**

- 71. Converting group of words into one word
- 72. Converting definitions into one word
- 73. Converting phrases and sentences into one word substitutes
- 74. Converting sentences into one word substitutes

## **IX – CREATIVE WRITING**

- 75. Writing Slogans
- 76. Writing Advertisements
- 77. Writing Captions
- 78. Dialogue Writing

**VELLALAR COLLEGE FOR WOMEN (AUTONOMOUS)**

**ERODE -9**

**PG & RESEARCH DEPARTMENT OF ENGLISH**

**PART II ENGLISH SYLLABUS (2013-2014 onwards)**

**SEMESTER III & IV**

**Instructional Hrs.: 90 Sub. Code: 13ENLU303/13ENLU404**

**Max. Marks: CIA-25; ESE-75 Credits: 6**

**AIM:** To produce skill-oriented, employable graduates, to sustain and develop the country towards a global power.

**OBJECTIVE:** To provide skill-oriented training through suitable course content, syllabi and technology-integrated teaching methodology.

**Prescribed Text:** Interactions: Interaction English, 2013 First Edition. Faculty of English, PG & Research Department of English, Vellalar College for Women, Erode.

**III SEMESTER**

1. Heaven or Hell
2. Kidnapping of Children
3. The Mountain and the Squirrel
4. To be Slim and Fit
5. Now and Then
6. Choosing a Career
7. A Spoonful
8. Beauty Industry

*SELF-STUDY: Presentation Skills*

**IV SEMESTER**

9. Grin and Bear It
10. A Film Talk
11. Sharpen your Skills
12. At the Village Administrative Office
13. Water
14. Water, water everywhere
15. The King of the Golden River
16. Fabulous Win
17. Where Computer is God and the Internet the Umbilical Cord

*SELF-STUDY – Interview Tips*

Facing an Interview

**PART II ENGLISH PAPER**  
**QUESTION PAPER PATTERN**

**Time: 3 hrs.**

**Marks:75**

**SECTION A**

**ANSWER ANY TEN OF THE FOLLOWING**

**(10x2=20)**

**(10 OUT OF 15-OPEN CHOICE)**

**SECTION B**

**ANSWER ANY ELEVEN OF THE FOLLOWING**

**(11x5=55)**

**(11 OUT OF 15-OPEN CHOICE)**



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**PG & RESEARCH DEPARTMENT OF ENGLISH  
UG ENGLISH LITERATURE**

**Amendments in Course Content, Scheme of Examination,  
Credits and Syllabus for Semester I & II  
(for the students admitted during 2013-2014)**

**2015-2016**

**Vellalar College for Women (Autonomous), Erode - 12.**

**Bachelor of English Literature**

**2013 - 2014 Onwards**

**Course Content and Scheme of Examinations (CBCS Pattern)**

**SEMESTER III**

Part	Study Component	Subject Code	Title of the Paper	Inst. Hrs./ Week	Exam. Dur. Hrs.	Max. Marks			Credits
						CIA	ESE	Total	
I	Language I	09TAMU404/	Tamil/Hindi	6	3	25	75	100	3
		08HINU404/							
II	Language II	13ENLU303	English	6	3	25	75	100	3
III	Core	08LTUC305	Appreciating Literature II - Shakespeare I	4	3	25	75	100	4
		08LTUC306	Appreciating Literature III - Shakespeare II	4	3	25	75	100	3
	Allied B	08LTUA303	Introducing Literature III - Literary Forms	5	3	25	75	100	5
IV	Skill Based Subject I	13LTUS301	English for Life Skills	3	3	25	75	100	3
	Non-major	11LTUN301	Corporate English	2				100	2

**SEMESTER IV**

Part	Study Component	Subject Code	Title of the Paper	Inst.Hrs/ Week	Exam. Dur. Hrs.	Max. Marks			Credits
						CIA	ESE	Total	
I	Language I	09TAMU404/	Tamil/Hindi	6	3	25	75	100	3
		08HINU404/							
II	Language II	13ENLU404	English	6	3	25	75	100	3
III	Core	11LTUC407	Enjoying Literature-III Indian Literature	4	3	25	75	100	3
		11LTUC408	Cross - Cultural Studies I- African / American Literature	5	3	25	75	100	4
	Allied	11LTUA404	Introducing Literature IV- History &	5	3	25	75	100	5

			Development of Literary Criticism						
IV	<b>Skill Based Subject II</b>	13LTUS402	Multiskill Development Paper(online Examination)	3	1	40	60	100	3
	<b>Non-major</b>	11LTUN402	Business English	2				100	2

**Vellalar College for Women (Autonomous), Erode - 12.**

**Bachelor of English Literature**

**2013 - 2014 Onwards**

**Course Content and Scheme of Examinations (CBCS Pattern)**

**SEMESTER V**

Part	Study Component	Subject Code	Title of the Paper	Inst. Hrs./ Week	Exam. Dur. Hr	Max. Marks			Credits
						CIA	ESE	Total	
III	Core	11LTUC509	Career Skills - Communicative Skills through Literature - I	5	3	25	75	100	4
		11LTUC510	Cross Cultural Studies -II Australian & Canadian Literatures	4	3	25	75	100	3
		10LTUC511	Cross Cultural Studies -III SAARC Literature	5	3	25	75	100	3
		08LTUC512	Career Skills - Corporate English	3	3	25	75	100	3
	Elective	08LTUE501	Translation Skills	5	3	25	75	100	5
		10LTUE5PV	Designing a Project	5				100	5
IV	<b>Skill-based Subject</b>	11LTUS503	Communication and Beyond	3				100	3

**SEMESTER VI**

Part	Study Component	Subject Code	Paper Title	Inst.Hrs/ Week	Exam. Dur. Hrs.	Max. Marks			Credits
						CIA	ESE	Total	
III	Core	08LTUC613	Career Skills - Communicative Skills through Literature - II	5	3	25	75	100	4
		13LTUC614	Appreciating Literature-IV Indian Classics	5	3	25	75	100	4

		10LTUC615	Enjoying Literature-IV Women's Studies	5	3	25	75	100	4
		08LTUC616	Career Skills - English for Mass Communication and Journalism	6	3	25	75	100	5
	<b>Elective</b>	08LTUE603	Career Skills - Phonetic Transcription	6	3	25	75	100	5
IV	<b>Skill-based Subject</b>	10LTUS604	English for Overseas Education	3			0	100	3
V	<b>Extension Activity</b>		NSS/NCC/Physical Education/YRC / Citizen Consume Club /EDP Cell	-	-	-	-	100	1

**Vellalar College for Women (Autonomous), Erode - 12.**

**Bachelor of English Literature**

**2013 - 2014 Onwards**

**Course Content and Scheme of Examinations (CBCS Pattern)**

**SKILL BASED SUBJECT**

Part	Study Component	Subject Code	Title of the Paper	Inst.Hrs/ Week	Exam. Dur. Hr	Max. Marks			Credits
						CIA	ESE	Total	
IV	<b>Skill Based Subject I</b>	13LTUS301	English life for life skills	3	3	25	75	100	3
	<b>Skill Based Subject II</b>	13LTUS402	Multiskill Development Paper(online Examination)	3	1	40	60	100	3
	<b>Skill-based Subject III</b>	11LTUS503	Communication and Beyond	3			0	100	3
	<b>Skill-based Subject IV</b>	10LTUS604	English for Overseas Education	3			0	100	3
							<b>Total</b>	<b>400</b>	<b>12</b>

**Vellalar College for Women (Autonomous), Erode - 12.****Bachelor of English Literature****2013 - 2014 Onwards****Course Content and Scheme of Examinations (CBCS Pattern)****NON MAJOR**

Part	Study Component	Subject Code	Title of the Paper	Inst.Hrs/ Week	Exam. Dur. Hr	Max. Marks			Credits
						CIA	ESE	Total	
IV	Non Major	11LTUN301	Corporate English	2	-	-	-	100	2
	Non Major	11LTUN402	Business English	2	-	-	-	100	2

# B.A. ENGLISH LITERATURE

## I SEMESTER

### Part III Gr. A – CORE I ENJOYING LITERATURE I PROSE AND POETRY

**Instructional Hrs.: 75**

**Sub. Code: 08LTUC101**

**Max. Marks: CIA-25; ESE-75**

**Credits: 4**

**AIM:** To develop an aesthetic sense to appreciate and enjoy literature.

**OBJECTIVE:** To develop a set of reading and interpretative skills for a better appreciation of Prose and Poetry.

#### **Skill Sets**

**15 Hrs.**

#### **UNIT I:**

##### **RECALLING INFORMATION:**

Through a series of study questions, recall information on major details in the prescribed texts (Multiple Choice Questions)

Stephen Leacock-My Lost Dollar

E.V. Lucas - Tight Corners

*SELF – STUDY: Robert Lynd – Forgetting*

#### **UNIT II:**

**15 Hrs.**

##### **READING WITH LITERARY FOCUS:**

Vocabulary and word choice

comment on the main idea, mood and atmosphere through focus on word choice of the writers. (Annotations )

Lord Tennyson - Break, Break, Break

William Shakespeare -Sigh No More, Ladies

Robert Frost -A Minor Bird

*SELF – STUDY: Kamala Das – Coromandel Fishers*

#### **UNIT III:**

**15 Hrs.**

##### **PRESENTING THE READER’S POINT OF VIEW. (Short Notes )**

Leo Tolstoy-The Jump

Francis Bacon - Of Studies

*SELF- STUDY: Somerset Maugham – The Man from Glasgow*

#### **UNIT IV:**

**15 Hrs.**

##### **EXTENDING**

Compare and contrast writers, texts, theme and artistic elements (Essay)

Abraham Lincoln- The Gettysburg Address

Aldous Huxley - Time and Machine

Edgar Allen Poe-The Raven

*SELF –STUDY: Nehru’s Speech – A Tryst with Destiny*

**UNIT V:**

**15 Hrs.**

**WRITING ABOUT LITERATURE**

Writing about theme, characters and form (Essay)

P.B. Shelley - Ozymandias

William Wordsworth - Daffodils

*SELF – STUDY: W.B.Yeats – A Prayer for my Daughter*

**BOOKS FOR REFERENCE:**

1. **BECK, DR.ISABEL L. et al.,***Introduction to Literature* – Holt, Rinehart & Winston, 1991.
2. **BABUSCI, ROGER et al.,***Literature*– Prentice Hall, Silver Level, 1991.
3. **FARELL, DEMUND. J. et al.,** *Patterns in Literature* Scott, Foresman, 7<sup>th</sup> ed. 1987.

**Part III Gr. A. CORE PAPER II – CAREER SKILLS  
GRAMMAR TO DISCOURSE**

**Instructional Hrs.: 75**  
**Max. Marks: CIA-25; ESE-75**

**Sub. Code: 08LTUC102**  
**Credits: 4**

**AIM:** To introduce the students to the basic mechanism with which the language functions.

**OBJECTIVE :** To strengthen the knowledge of grammar to enable the student, to master 'accuracy' in Discourse.

**UNIT I :** **15 Hrs.**

The Parts of Speech  
Classification of Nouns  
Pronouns and Person  
Adjectives  
Adverbs and Adverbials  
*SELF-STUDY : Number and Gender*  
*Articles and Demonstratives*  
*Possessive Forms*  
*Conjunctions*  
*Interjections*

**15 Hrs.**

**UNIT II :**

Forms of 'be' and functions of 'be'  
Agreement and Concord  
Negative Sentences  
Questions  
Complements and Adjuncts  
*SELF-STUDY : Subject and Predicate*  
*Other Linking verbs*  
*Kinds of Negative sentences and Questions*

**UNIT III :** **15 Hrs.**

Past, Present and Future  
Transitive and Intransitive verbs  
Active and Passive  
Complements  
Tenses  
Auxilliary verbs  
Adverbs of Frequency  
Prepositions and Phrasal verbs  
*SELF-STUDY : Transitive verbs with two objects.*  
*Regular & Irregular Verbs.*  
*Reflexive Forms*

**UNIT IV :** **15 Hrs.**

Sentences and Clauses  
Kinds of Clauses.



## Reported Speech

*SELF-STUDY* : Appositive Construction

Uses of the Genitive

Infinitives

**15 Hrs.**

### **UNIT V :**

Conditional Clauses

Complex Sentences

Substitution and Ellipsis

Idioms

Applied Grammar

*SELF-STUDY*: Conjunction

Sentence Connectors and Cohesion

### **BOOKS FOR REFERENCE:**

1. **DAVID CRYSTAL AND DEREK DAVY**, *Investigating English Style*, Longman, London, 1969.
2. **KRISHNASWAMY N.**, *A Book of Grammar Usage and Composition*, Macmillan India Ltd., 1975.
3. **MALCOLM COURTHARD**, *An Introduction to Discourse Analysis*, Longman, London, 1977.

**Part III Gr. B. ALLIED – A PAPER I – INTRODUCING  
LITERATURE I - SOCIAL HISTORY OF ENGLAND**

**Instructional Hrs.: 90**  
**Max. Marks: CIA-25; ESE-75**

**Sub. Code: 08LTUA101**  
**Credits: 5**

**AIM:** To develop applied skills of relating the social context to literary products.

**OBJECTIVE:** To introduce the students to the changing times, way of life and culture of England that influenced English Literature through the ages.

To sharpen the skill to relate and reinterpret things that happened at one point of time in the light of today's scenario.

<b>UNIT I:</b>	<b>18Hrs.</b>
The Renaissance	
The Reformation	
<i>SELF-STUDY: Feudalism</i>	
<b>UNIT II:</b>	<b>18Hrs.</b>
Puritanism	
Social Life in Restoration England	
<i>SELF-STUDY: Religious Movements</i>	
<b>UNIT III:</b>	<b>18Hrs.</b>
Age of Queen Anne	
The Agrarian Revolution	
<i>SELF-STUDY: Educational Reforms in the 18<sup>th</sup> Century</i>	
<b>UNIT IV:</b>	<b>18Hrs.</b>
The Industrial Revolution	
Effects of French Revolution on English Society	
<i>SELF-STUDY: Humanitarian Movement</i>	
<b>UNIT V:</b>	<b>18Hrs.</b>
The Reform Bills	
The World Wars and Social Security	
<i>SELF-STUDY: Colonial Expansion</i>	

**DR. MALLIGA RAMASAMY & DR. BHAGYATHARA D.**, “Social History of England”.

**BOOKS FOR REFERENCE:**

1. **DR. THAILAMBAL**, *Social History of England*, ENNES Publication, Udumalpet, 2000.
2. **TREVELYN G.M.**, *English Social History*, Orient Longman, 1942.
3. **XAVIER A.G.**, *Introduction to the Social History of England*, S. Viswanathan Printers & Publishers, Chennai, 2009.

## **PART IV 3. FOUNDATION COURSE –ENVIRONMENTAL STUDIES**

**Instructional Hrs.: 30**  
**Max. Marks: 100**

**Sub. Code: 08LTUC101**  
**Credits: 2**

**AIM:** To create awareness about Environmental issues.

**OBJECTIVE:** To make the students eco -friendly

1. The Multidisciplinary Nature of Environmental Studies.
2. Ecosystems.
3. Biodiversity and its Conservation.
4. Environmental Pollution
5. Social Issues and the Environment

### **BOOKS FOR REFERENCE:**

- 1. Environmental Studies for Undergraduate Courses-Bharathiar University**
- 2. HANLEY NICK et al, *Environmental Economics in Theory and Practice*, Macmillan, UK, 2002.**
- 3. PRETTY JULES et al, *A Sage Handbook of Environment studies and society*, Sage publishers, UK, 2000.**

## II SEMESTER

### Part III Gr. A. CORE PAPER III –ENJOYING LITERATURE II DRAMA

**Instructional Hrs.: 75**

**Max. Marks: CIA-25; ESE-75**

**Sub. Code: 09LTUC203**

**Credits: 4**

**AIM:** To develop skill of appreciating and analyzing drama which is close to life.

**OBJECTIVE:** To enable the learners to analyse and appreciate drama and to sharpen the aesthetic abilities of the students and to train them in stagecraft.

#### **SKILL SETS FOR READING DRAMA**

#### **UNIT I : Drama as Literature - Analytical Skill**

**15 Hrs.**

Short Notes  
& Essays

Structure of drama

exposition

significant incidents contributing to the development of plot.

central conflict

climax

denouement

#### **Marlowe - DR. FAUSTUS**

*SELF – STUDY: The “Middle” – The Problem of Structure*

#### **UNIT II : Drama as Literature – Interpretative Skill**

**15 Hrs.**

Short Notes  
& Essays

Characters – personality

relationship

motivation

conflict – internal

external

Plot - main plot

subplot

parody

comic relief

play within play

Theme – universal

social

historical

political

Role of Setting in Drama

#### **Francis Goodrich And Albert Hackett - THE DIARY OF ANNE FRANK**

*SELF –STUDY: Complexity of the Plot*



**Part III Gr. A. CORE PAPER IV –APPRECIATING LITERATURE I  
FICTION**

**Instructional Hrs.: 75**

**Sub. Code: 12LTUC204**

**Max. Marks: CIA-25; ESE-75**

**Credits: 4**

**AIM:** To develop analytical and critical reading.

**OBJECTIVE :** To gain knowledge of art of fiction (elements of fiction and the art of writing fiction)

To develop the skill of applying the knowledge about the art of fiction and critically analyse the prescribed texts.

**Skill sets for reading fiction.**

**UNIT I : Analytical Skill**

**15 Hrs.**

Short Notes and Essays      **Genre – Form, Content**

:                      Arthur Canon Doyle -The Hound of the Baskervilles

Emily Bronte              - WutheringHeights

*SELF-STUDY:Motive in Fiction*

**UNIT II : Analytical Skill**

**15 Hrs.**

Short Notes and Essays

Point of View              Point of view refers to the relationship of the narrator, orstory teller, to the story.

First person Point of view

Third person Point of view.

**Emily Bronte              - WutheringHeights**

*SELF-STUDY:Narrative Style*

**UNIT III: Interpretative Skill**

**15 Hrs.**

Short Notes and Essays

Foreshadowing and      Clues and hints are known  
   predicating outcomes

as foreshadowing.

Vocabulary –context Clues

**Arthur Canon Doyle -The Hound of the Baskervilles**

*SELF-STUDY:Verbal Irony*

**UNITIV:Interpretative Skill**

Short Notes and Essays

The total effect .plot,  
character,setting, theme.

Arthur Canon Doyle -The Hound of the Baskervilles

Emily Bronte              - WutheringHeights

*SELF-STUDY:Setting and atmosphere.*

**UNIT V:Extension Skill**

Internal Assessment-

A book Review – any text of the student's choice

*SELF-STUDY: Book Talk*

**BOOKS FOR REFERENCE:**

1. **ARTHUR CANON DOYLE**, *Great adventure Sherlock Holmes* Simon & Schurter, New York 1976.
2. **GRAHAM HOLDERNESS**, *A Study guide to Wuthering Height*, OUP, 1979.

**Part III Gr B. ALLIED-A PAPER II - INTRODUCING  
LITERATURE II - HISTORY OF ENGLISH LITERATURE**

**Instructional Hrs.: 90**

**Sub. Code: 08LTUA202**

**Max. Marks: CIA-25; ESE-75**

**Credits: 5**

**AIM:** To understand the under- currents of literary writings and creative art in terms of literary movements through the ages.

**OBJECTIVE:** To understand the concepts, forces and concerns that shaped the literary writings of different ages.

**UNIT I:** **18 Hrs.**

Age of Chaucer

Elizabethan Age 1560-1616

Post-Shakespearean 1616-1650 - Drama & Poetry

*SELF-STUDY: Pre –Chaucerian Period*

**UNIT II:** **18 Hrs.**

Literature in Puritan Age 1650-1660

Restoration Age 1660-1700

*SELF-STUDY: Metaphysical Poetry*

**UNIT III:** **18 Hrs.**

Neo-Classical / Augustan Age / Age of Prose 1700-1750

*SELF-STUDY: Periodical Essays of the 18<sup>th</sup> century*

**UNIT IV:** **18 Hrs.**

Romantic Revival (inclusive of Pre-Romantic Literature)

Victorian Age 1839-1902

*SELF-STUDY: Lake Poets*

**UNIT V:** **18 Hrs.**

Modern Age 1902-1960

Postmodern Age

*SELF-STUDY: Formalism*

**BOOKS FOR REFERENCE:**

1. **EDWARD ALBERT**, *History of English Literature*, Orient Longman, Delhi, 1985.
2. **DR. KANNAMMAL S & SAGUNTHALA M**, *History of English Literature*.
3. **LEGOUIS CAZAMIAN**, *History of English Literature*, Macmillan, New York, 1926.
4. **RAMACHANDRA NAIR K. R.**, *Essays on the History of Literature*, Emerald Publishers, New Delhi, 2008.
5. **WILLIAM HENRY HUDSON**, *An Outline History of English Literature*, B.I. Publications Ltd., 1961.



**Part IV - VALUE EDUCATION - GENDER STUDIES**

**Instructional Hrs.: 30**  
**Max. Marks: 100**

**Sub. Code: 09VEDU2GS**  
**Credits: 2**

**Project**

Textless Course involving Talkshows / Debates / Chat sessions / Group Discussions with  
Course-end Case Study Report as Project for external evaluation.-30 pages

### III SEMESTER

#### Part III Gr. A. – CORE PAPER V – CROSS-CULTURAL STUDIES I – AFRICAN/AMERICAN LITERATURE

Instructional Hrs.: 75

Sub. Code: 13LTUC305

Max. Marks: CIA-25; ESE-75

Credits: 4

**AIM:** To introduce the students to the problems of 'marginalised' people all over the world through their literature

**OBJECTIVE:** To compare and contrast the causes and circumstances leading to the age-old existence of oppression and suppression of the marginalized class.

#### UNIT I: POETRY

15 Hrs.

Emily Dickinson: Because I could not stop for Death

Wait till the majesty of Death

Soyinka : Telephone Conversation

E. E. Cummings : The Cambridge Ladies

*SELF-STUDY: Robert Frost: Stopping by woods on a Snowy evening*

*The Road not taken*

*E. E. Cummings: In just spring*

*Wole Soyinka: Death in the Dawn*

#### UNIT II: PROSE

15 Hrs.

Thomas Jefferson : Declaration of Independence

*SELF-STUDY: Frederick Douglass: My Bondage & My Freedom*

#### UNIT III: DRAMA

15 Hrs.

Wole Soyinka : The Lion and the Jewel

*SELF-STUDY: Tennessee Williams - Glass Menagerie*

#### UNIT IV: FICTION

15 Hrs.

Alice Walker: The Color Purple

*SELF-STUDY: Paule Marshall – Merle: A Novella*

#### UNIT V: CRITICISM

15 Hrs.

S. M. Pandeya : Social Context and Literary Theory in America.

*SELF-STUDY: Wole Soyinka -Myth, Literature & The African World*

#### BOOKS FOR REFERENCE:

1. DUDLEY. D. R, LANG. D., *Classical & Byzantine; Oriented and African Literature*, Penguin Books, 1969.

2. DUKER F BERNARD, *American Dramatist 1918-1945*, Macmillan, 1984.

3. NARASIMHAIAH C. D., *Commonwealth Literature: A Hand book of select reading lists*, Oxford, OUP, 1976.

**Part III Gr. A. CORE PAPER VI - APPRECIATING  
LITERATURE III - SHAKESPEARE I**

**Instructional Hrs.: 75**  
**Max. Marks: CIA-25; ESE-75**

**Sub. Code: 13LTUC306**  
**Credits: 3**

**AIM :** To gain aesthetic experience of Shakespearean plays and sharpen the skill of aesthetic appreciation.

**OBJECTIVE :** To develop the aesthetic and interpretative skills of Visual Text Skill Sets for reading Shakespeare

**UNIT I: Analysing Skill** **15 Hrs.**

**MACBETH**

Plot

Structure

Actions

Climax

Catastrophe

*SELF-STUDY: Julius Caesar*

**UNIT II: Interpreting Skill** **15 Hrs.**

Theme

Setting

Characters

*SELF-STUDY: The Tragic Flaw*

**UNIT III : Understanding Skill** **15 Hrs.**

Characters

Opening scene

*SELF-STUDY: Supernatural elements*

**UNIT IV: Narrative Skill** **15 Hrs.**

Quote from memory (writing) from Self Study Text & Classroom Text.

*SELF-STUDY: Narrative Skill – episodes*

**UNIT V : Applying Skill** **15 Hrs.**

Making Posters

Advertisements of Shakespearean play for Newspapers

*SELF-STUDY: Story Board – Graphic Presentation*

Dramatising Reading out - Role play.

Dramatising a Particular scene

**Note :** Interpreting Skill      Short Notes.

Analysing Skill      Essay.

*SELF-STUDY: Soliloquy*

**BOOKS FOR REFERENCE:**

**1. BRADLEY, A.C.,** *Shakespearean Tragedy*, Macmillan, 1971.

**2. COOKSON, LINDA,** *Critical Essays on Macbeth*, Bryan Loughrey, Ed., Longman, London, 1988.

**3. HARBAGE, ALFRED** Ed., *Shakespeare The Tragedies*, Prentice Hall, 1964.

**Part III Gr. B. ALLIED - B PAPER I – INTRODUCING  
LITERATURE III - LITERARY FORMS**

**Instructional Hrs.: 75**

**Sub. Code: 08LTUA303**

**Max. Marks: CIA-25; ESE-75**

**Credits: 5**

**AIM:** To understand the form and structure of literary genre and acquire the Application Skill for analysis.

**OBJECTIVE:** To develop the aesthetic skill to appreciate alliteration, rhyme scheme and onomatopoeia.  
To develop the knowledge skill to differentiate between various genre &  
To develop the interpretative skill through appreciation of the essential features of various genres.

**UNIT I : Poetry – Forms of Poetry** **15 Hrs.**  
Poetical Types  
*SELFSTUDY: Stanza Forms*

**UNIT II : Drama – The Dramatic Art** **15 Hrs.**  
Dramatic Types  
*SELF-STUDY: Dramatic Devices*

**UNIT III : The Essay** **15 Hrs**  
*SELF-STUDY: The Structure of descriptive writing.*

**UNIT IV : The Novel** **15 Hrs.**  
The Short Story.  
*SELF-STUDY: Science fiction*

**UNIT V: Biography and Autobiography** **15 Hrs.**  
*SELF-STUDY: Diaries & Memories*

**BOOKS FOR REFERENCE:**

1. **BHATHIA, PRAVAN S.P.,***An Introduction To The Study of English Literature*,UBSD,2000.
2. **HUDSON,** *An Introduction to the study of English Literature*, Kalyani Publishers, Ludhiana, 1979.
3. **REES, R. J.,** *An Introduction for Foreign Reader*, Macmillan, India, 1982.
4. **PRASAD.B.,***A Background to the study of English Literature*, Macmillan, New Delhi, 2004.

## IV SEMESTER

### Part III Gr. A. – CORE PAPER VII – ENJOYING LITERATURE III INDIAN LITERATURE

**Instructional Hrs.:** 60

**Sub. Code:** 11LTUC407

**Max. Marks:** CIA-25; ESE-75

**Credits:** 3

**AIM:** To make the students understand the concepts and anxieties behind the shaping of Indian Literature.

**OBJECTIVE:** To develop the skill to relate, compare and contrast different literatures  
To introduce the students to Indian – specific elements.

#### UNIT I : POETRY 12 Hrs.

Toru Dutt – Our Casuarina Tree  
Keki N. Daruwalla – The King Speaks to the Scribe.

*SELF- STUDY:* C. N. Srinath – *Then Came Gandhi*  
Shiv K. Kumar – *Indian Women*

#### UNIT II : PROSE 12 Hrs.

Nissim Ezekiel – The Heritage of India

Gopala Krishna Gokhale – Students and their Duties  
*SELF-STUDY:* R. K. Narayan – *A Snake in the grass*

#### UNIT III: FICTION 12 Hrs.

R. K. Naaryan – A Tiger for Malgudi  
*SELF-STUDY:* Mahasweta Devi – *The Armenian Champa Tree*

#### UNIT IV: DRAMA 12Hrs.

Girish Karnad – Tughlaq

*SELF-STUDY:* Tagore-*Sacrifice*

#### UNIT V: INDIAN WRITING IN TRANSLATION 12Hrs.

Tagore – Gitanjali – 1- 15 verses.

*SELF-STUDY:* Bharthiair's *Panchali Sabatham*

#### BOOKS FOR REFERENCE:

1. DAS BIJAY KUMAR, *A Hand book of Translation Studies*, Atlantic Publishers, 2005.
2. NANDY PRITESH, *Indian Poetry in English Today*, Sterling Publishes, 1973.
3. NARASIMHAIAH C.D., ed., *An Anthology of Common wealth Poetry* Macmillan India Ltd, 1990.

**Part III Gr. A. – CORE PAPER VII – ENJOYING LITERATURE III**  
**Part III Gr. A. CORE PAPER VIII - APPRECIATING**  
**LITERATURE II - SHAKESPEARE II**

**Instructional Hrs.: 75**  
**Max. Marks: CIA-25; ESE-75**

**Sub. Code: 13LTUC408**  
**Credits: 4**

**AIM :** To gain aesthetic experience of Shakespearean plays and sharpen the skill of aesthetic appreciation.

**OBJECTIVE:** To develop the aesthetic and interpretative skills of Shakespearean drama

Skill sets for reading Shakespeare

**UNIT I:   Analysing Skill** **15 Hrs.**  
    Romeo & Juliet  
        Plot  
        Structure  
        Actions  
        Climax

*SELF STUDY: The Merchant of Venice-Visual Text*

**UNIT II:   Interpreting Skill** **15 Hrs.**  
    Theme  
    Setting  
    Characters

*SELF STUDY: Theatre Terms*

**UNIT III :   Analysing and Understanding Skill** **15 Hrs.**  
Dramatic Techniques of Shakespeare

Blank Verse	unrhymed iambic pentameter
Interpreting the effect of Imagery	<u>imagery</u> creates mood, reveals character, suggests ideas and affects our response. What kind of imagery is introduced by the words ‘shrine’, ‘sin’ and ‘saints’.
Interpreting Metaphorical Language	involves a comparison of unlike things. Eg. – Sweet flower, with flowers thy bridal bed I strew Comparing Juliet to a flower and her tomb to a bridal bed.
Understanding the Dramatic foil	A <u>Dramatic Foil</u> contrasts with another character and helps to highlight this character’s trait. Eg. Mercutio & Romeo.
Personification	A figure of Speech in which a Quality, idea or any non human being is represented as having human traits. “ Sleep well upon thine eyes, peace in thy breast!

Would I were sleep and Peace, so sweet  
to rest".  
(Romeo and Juliet, Act II, Scene – II, lines  
187 – 188)

Disguise

Soliloquy

Dramatic irony

a device whereby an audience's  
understanding of a character's words or  
actions is quite different from the  
character's understanding.

Allusions

Critical thinking & writing

Predicting outcomes

the hints and preparations for later events.  
In Prologue to Act I, for eg. Romeo and  
Juliet are described as star-crossed their  
love as death marked.

*SELF STUDY: Shakespeare's Puns*

**UNIT IV** :Narrative Skill

**15 Hrs.**

Quote from memory (writing) from Self Study Text & Classroom Text.

Narrative Skill – episodes

*SELF STUDY: Review of Drama*

**UNIT V : Applying Skill**

**15 Hrs.**

Making Posters

Advertisements of Shakespearean play for Newspapers

Story Board – Graphic Presentation

Dramatising Reading out - Role play.

Dramatising a Particular scene

**Note** : Interpreting Skill Short Notes.

Analysing Skill Essay.

*SELF STUDY: Creative Dramatics*

**BOOKS FOR REFERENCE:**

1. **BROOK, NICHOLAS**, *Shakespeare's Early Tragedies*, Methuen &co Ltd, 1968.
2. **FARRELL EDMUND J.**, et al., *Patterns in Literature America Reads*, 7<sup>th</sup> Ed., Scott, Foresman & Co., Gleanview, 1987.
3. **GREER, GERMAINE**, *Shakespeare A Very Short Introduction*, OUP, Oxford, 1986.

**Part III Gr. B. ALLIED - B PAPER II – INTRODUCING  
LITERATURE IV  
HISTORY & DEVELOPMENT OF LITERARY CRITICISM**

**Instructional Hrs.: 75**  
**Max. Marks: CIA-25; ESE- 75**

**Sub. Code: 11LTUA404**  
**Credits: 5**

**AIM:** Guiding the Indian student of English Literature to expound the basic truths of the art of criticism.

**OBJECTIVE:** Laying the foundations for a proper understanding of the intricacies of Literary Criticism.

**UNIT I:** **15 Hrs.**

The Art of Criticism  
Its forms  
Its beginnings  
Its limitations

*SELF-STUDY: Roman Classicists - Quintilian*

**UNIT II: 15 Hrs** Aristotle

*SELF-STUDY: Plato*

**UNIT III: 15 Hrs.**

John Dryden

*SELF-STUDY: Dr. Johnson*

**UNIT IV:** **15 Hrs.**

William Wordsworth

*SELF-STUDY: S. T. Coleridge*

**UNIT V:** **15 Hrs.**

T. S. Eliot

*SELF-STUDY: I. A. Richards*

**BOOKS FOR REFERENCE:**

**1. PRASAD B.,** *An Introduction to English Criticism.* Delhi : Macmillan India Ltd.

**2. EAGLETON, TERRY,** *The Function of Criticism :From the Spectator to post-structuralism,* London, verso, 1984

**3. KRISHANAN DAS & DEEPCHAND PATRA,** *History of Literary Criticism,* Commonwealth Publishers Ltd., 2009.



## SKILL BASED SUBJECT II

### MULTISKILL DEVELOPMENT PAPER

**Instructional Hrs: 45**

**Sub.Code: 13LTUS402**

**Max. Marks: CIA -40; ESE – 60**

**Credits: 3**

**AIM:** To equip the students with knowledge on all topics as desirable from the point of view of brilliant success in the competitive examinations.

**OBJECTIVE:** To familiarize the students with various types of tests that are employed by the diverse examining bodies.

**UNIT I:** **9 hrs**

**Communication:** Question tag – Gerund and Infinitives – Spotting the errors – Vocabulary – Synonyms – Antonyms – Prepositions – Articles – One word substitution – Sentence completion.

**UNIT II:** **9 hrs**

**Numerical Aptitude :** Problems on numbers – Problems on Ages – Percentage – Profit and loss – Ratio and Proportion – Time and Work – Time and Distance – Simple Interest – Compound Interest.

**UNIT III:** **9 hrs**

**Credit Reasoning:** Logical Inference Questions and Syllogism.

**Analytical Reasoning:** Arrangement problems – Family / Blood Relation Qualms – Sense of Directions – Age Doubts.

**Verbal Reasoning:** Verbal Analogy – (Letter series and number series only) – Coding and Decoding.

**UNIT IV:** **9 hrs**

1. Soft Skills
2. Developing Positive Attitude
3. Etiquette and Manners
4. Preparing Curriculum Vitae / Resume

**UNIT V:** **9 hrs**

1. Team Building and Team Work
2. Interview Skills
3. Group Discussion

#### **BOOKS FOR REFERENCE:**

1. **Dr. R.S. Agarwal**, *Quantitative Aptitude*, S. Chand 2012 (Unit II)
2. *Test of Reasoning for Competitive Examinations* – Edgar Thorpe 4<sup>th</sup> edition, Tata McGraw-Hill Publishing Company Limited, New Delhi. (Unit III)
3. **Dr. R.S. Aggarwal** *A Modern Approach to Verbal Reasoning* (Fully Solved), Revised edition, S. Chand Company Limited, New Delhi, 2012. (Unit- III)
4. **Hari Mohan Prasad and Uma Rani Sinha**. 2011. *Objective English for Competitive Examinations*. New Delhi: Tata McGraw Hill Education Private Ltd.
5. **Jain T.S.** *Upkar's SBI Clerical Cadre Recruitment Examination*. Agra: Upkar Prakashan
6. **Dr. Alex.K.**, *Soft Skills-Know Yourself and Know the World*. S.Chand & Company Ltd., 2011

## V SEMESTER

### Part III Gr. A. – CORE PAPER IX– CAREER SKILLS COMMUNICATIVE SKILLS THROUGH LITERATURE – I

**Instructional Hrs.: 75**

**Sub. Code: 11LTUC509**

**Max. Marks: CIA-25; ESE-75**

**Credits: 4**

**AIM:** To motivate the students to exploit their aesthetic involvement to refine their communicative skills.

**OBJECTIVE :** To train the students in Communicative Skills through reading and responding to Literary texts.

**UNIT I :** **15 Hrs.**

**Conversational Skill:** Asking & Responding to Questions

“Guidelines Handbook”:

Asking & Responding to Questions

Introducing Literature. pp 544-545

*SELF-STUDY: Grammar Aspects of Language Use*

*Language Handbook*

*pp 893-957 of Literature & Language*

**UNIT II: Oral Skills** **15 Hrs.**

Oral Interpretation of Poetry

Present your oral interpretations before the class & respond to questions

Internal (using the guidelines from Unit I)

Assessment / Guideline Handbook

Write Short Notes on your Oral Interpretation

External Exam:

“Fundamentals of Oral Interpretation”

pp 546-547 of Introducing Literature

Class Text: Robert Frost : Mending Walls

*SELF-STUDY: John Keats: Ode on a Grecian Urn*

**Unit III: Text to Broader Connections 15 Hrs.**

Classical text to travel brochure / Advertisement

Description & Persuasion - Written

Essay Classroom Text : Homer’s The Odyssey – Book Nine

- New Coasts

- The Lotos Eaters

- The land of Cyclops

*SELF-STUDY: Tennyson: “The Lotos Eaters”.*

From Literature & Language – PP 151 - 159

**UNIT IV: Text and Beyond** **15 Hrs.**

**Narrative Skill** – (Narrate incidents in your life)

Group Story Telling – Oral / Written &

*SELF-STUDY: Transform the prescribed myths into modern tales*  
*Guideline Handbook : “Group Story Telling”*  
*PP 548 – 549 Introducing Literature*

**UNIT V:**

**15 Hrs.**

**Thinking - Problem Solving Skills**

Classroom to real life problems (Talk about your own character / Group / Profile and others)

*SELF-STUDY: Problem Given : Presentation for 15 mints. on the topic ‘Character’ –*  
*Guideline Handbook – ‘Problem Solving’ PP 550-551-Introducing Literature.*

**BOOKS FOR REFERENCE:**

1. *Introducing Literature*, Signature Edition, Glencoe/McGraw – Hill, California, 1991.
2. *Literature and Language*, McDougal&Littell Inc., 1994.
3. *Reading Literature*, staff of McDougal, Littell & Company, Illinois, 1989.

# Part III Gr. A. CORE PAPER X – CROSS-CULTURAL STUDIES II

## POST-COLONIAL LITERATURE

**Instructional Hrs.:** 60

**Sub. Code:** 13LTUC510

**Max. Marks:** CIA-25; ESE-75

**Credits:** 3

**AIM:** To introduce learners to Region Specific literatures and culture specific expressions.

**OBJECTIVE:** To develop the skill to look beyond for similarities and contrasts.

### **UNIT I:** Poetry

**12 Hrs.**

A.D.Hope: Australia  
Radolp Stow:Mad maid whim  
F.R.Scott: The Canadian Authors Meet  
Fred Cogswell: A Christmas carol  
Douglas Steward: The fisherman

#### **SELF-STUDY:**

*Bliss Carman : The Choristers*  
*Darley Hine : Bluebeards Wife*  
*Mary Gilmore :The Shepherd*  
*F.R. Scott : In the woods*  
(An Anthology of Commonwealth Verse)

### **UNIT II:** Prose

**12 Hrs.**

K.S. Ramamurti: The Canadian Women Novelists in a multicultural context.  
A note on Margaret Atwood & Margaret Laurence  
(Commonwealth Literature-P.K.Rajan)

*SELF-STUDY: Margaret Atwood 'Survival' – Introduction.*

### **UNIT III:** Drama

**12 Hrs.**

Ryga, George- The Ecstasy of Rita Joe.

*SELF-STUDY: Ryga, George – Indian.*

### **UNIT IV:** Fiction

**12 Hrs.**

Margaret Atwood-The Robber Bride

*SELF-STUDY: Beatrice Culleton – In Search of April Raintree*

**UNIT V: Criticism**

**12 Hrs.**

Barry Argyle: The poetry of A.D.Hope

(Reading in Commonwealth Literature, ed .William Walsh. pg.392)

*SELF-STUDY: Margaret Atwood – ‘Negotiating with the Dead’.*

**BOOKS FOR REFERENCE:**

1. *Reading in Commonwealth Literature*, Ed. William Walsh, London, OUP, 1973
2. **ARMSTRONG S.** *Canadian Women’s Writing*, Creative Books, New Delhi, 2006.
3. **BURNS GRAHAM, KENNETH SLESSOR**, *Australian Writers and their WorkSeries*, Melbourne, OUP, 1976.

**Part III Gr. A. CORE PAPER XI – CROSS-CULTURAL  
STUDIES III – SOUTH-ASIAN LITERATURE**

**Instructional Hrs.: 75**  
**Max. Marks: CIA-25; ESE-75**

**Sub. Code: 13LTUC511**  
**Credits: 3**

**AIM :** To introduce learners to literature pertaining to SAARC countries.

**OBJECTIVE :** To create an awareness of **Region Specific** themes and expressions and to look for similarities and contrasts.

**UNIT I : POETRY** **15 Hrs.**

Pakistan & Bangladesh Faiz Ahmad Fair : Nowhere, no trace can I discover  
My guest  
Fahmida Raiz :Voice of a stone

*SELF-STUDY:*

Malaysia Shirley Lim : *Sonnet*  
Singapore Kirpal Singh : *Words for Father*  
Srilanka Kamala Wijeratne : *To a Visitor to Singapore*  
*On Seeing a White Flag Across a By-Road*  
*To a Student*

**UNIT II : PROSE** **15 Hrs.**

Ananda K Coomaraswamy : The Dance of Shiva  
(Chapters 1-3)

*SELF-STUDY: Chapters 6, 8 & 9.*

**UNIT III : FICTION** **15 Hrs.**

Bapsi Sidwa: The Crow Eaters  
*SELF-STUDY: Shashi Deshpande – Small Remedies.*

**UNIT IV : DRAMA** **15 Hrs.**

Vijay Tendulkar : Silence! the Court is in Session  
*SELF-STUDY: Girish Karnad - Naga Mandala.*

**UNIT V : CRITICISM** **15 Hrs.**

Indian Aesthetics - Chapter on  
Rabindranath Tagore : Sakuntala – Its inner meaning.  
*SELF-STUDY: John Kwan Terry – The Literatures of Singapore.*

**BOOKS FOR REFERENCE:**

1. *Commonwealth Literature*, ed. P.K. Rajan et al., Ajanta, 1993
2. **IYENGAR K.R. SRINIVASA**, *Indian Writing in English*, 2<sup>nd</sup> Ed, Asia Publishing house, India, 1973.
3. *Anthology of ASEAN Literatures: The Poetry of Singapore*. Ed. Thumboo et al. Singapore, 1986.

**Part III Gr. A.CORE PAPER XII-CAREER  
SKILLS - CORPORATE ENGLISH**

**Instructional Hrs.:45**  
**Max. Marks: CIA-25; ESE-75**

**Sub. Code: 08LTUC512**  
**Credits: 3**

**AIM:** To create effective and skillful users of language.  
**OBJECTIVE:** To make the students understand communication and train them to become more skillful and competent communicators in their every day lives.

**UNIT I-Phone Calls**

**9Hrs**

- 1.Hello, how may I help you?  
    Answering the phone  
    Making a good impression on the phone.
- 2.Hold on, I just need to make a note  
    Understanding number and details  
    Making notes Checking your notes.
- 3.Is everything clear?  
    Taking long messages Leaving messages

*SELF-STUDY:4.I'm calling because...*  
    *Preparing to make a phone call*  
    *Making different kinds of calls*  
5.*I'm terribly sorry*  
    *Dealing with problems on the phone.*

**Entertaining Visitors**

- 1Make yourself at home!  
    Receiving visitors  
    Making people feel at home  
    Giving and receiving gifts
- 2.what shall we talk about?  
    Small talk Socializing  
    Building professional relationships
- 3.Would you like to join me for dinner?  
    Deciding where to eat  
    Table manners in different countries

*SELF-STUDY:4.How do I get there ?Explaining routes*  
    *Suggesting free time activities*  
5.*Do you have a room available?*  
    *Arranging hotel accommodation*  
    *Staying in a business hotel*  
6.*When things go wrong...*  
    *Dealing with travel and accommodation problems*  
    *Advising people what to do*

**UNIT II- Meetings****9Hrs**

1. What are your views?  
Different kinds of meetings  
Discussing ideas and exchanging opinions.
2. Thank you for coming!  
Participating in one-to-one meetings
3. The first item on the agenda is...  
Working with an agenda  
Taking part in larger meetings with a Chairperson
4. We need to come to an agreement  
Taking part in negotiations.

*SELF-STUDY:5.When does 'yes' mean 'yes'?*

- Different styles of negotiating*
6. *We need to meet...*  
*Simulating a series of meetings*

**Explaining and Presenting**

1. About the company  
Explaining the history and structure of a company
2. Let me demonstrate...  
Explaining what to do  
Showing people how to do things
3. How does it work?  
Describing processes and procedures
4. Features and benefits!  
Marketing and advertising sales talk

*SELF-STUDY:5.Giving presentations*

- Preparing and giving a presentation*
6. *A great new product!*  
*Product development*

**UNIT III-Writing****9Hrs**

1. Layout and Content  
Good layout and style in letters and faxes
2. You've got mail  
Sending and receiving e-mail messages
3. Get it right!  
Checking your spelling  
Correcting your punctuation
4. Keep it simple and make it clear  
Writing short reports on meetings and phone calls

*SELF-STUDY:5.In reply to your ...Replying to letters, faxes and e-mails*

6. *I am sorry to inform you that ...*  
*Sorting our problems.*

**UNIT IV-Interviewing****9Hrs**

1. The Nature of Interviewing
  2. Planning the Interview
  3. Conducting the Interview
  4. The selection Interview
- SELF-STUDY: 5. The Information- Gathering Interview*
6. *Other Interview Types*



## UNIT V- Public Speaking

9Hrs

1. Determining your speaking goal
2. Doing Research
3. Organizing
4. Adapting Verbally and Visually
5. Practicing the presentation of your speech

*SELF-STUDY: 6. Informative speaking*

*7. Persuasive speaking*

### **BOOKS FOR REFERENCE:**

1. **LEO JONES**, *Working in English*, CambridgeUniversity Press,London,2005.
2. **RUDOLPH F. VERDERBER** et al., *Communicate*, Thomson Learning Inc.,2005.
3. **STEVEN A. BEEBE** et al, *Interpersonal Communication*, Pearson Education Inc., 2005.
4. **SYLVIA DONNA**, *Teach Business English*, CambridgeUniversityPress, UK, 2000.

**Part III Gr. C.Electives I – Career Skills-  
TRANSLATION SKILLS**

**Instructional Hrs.:75**

**Sub. Code: 08LTUE501**

**Max. Marks: CIA-25; ESE-75**

**Credits: 5**

**AIM:** To introduce the students to different genres and to motivate them in the art of transcreation

**OBJECTIVE :** To understand and appreciate literatures across the cultures and to train the students in the art of translation.

**UNIT I :** **15 Hrs.**

Theories of Translation  
*SELF-STUDY: History of Translation*

**UNIT II:** **15 Hrs.**

Problems of Translation  
*SELF-STUDY: Significance of Translation*

**UNIT III :** **15 Hrs.**

Techniques of Translation  
*SELF-STUDY : Machine Translation*

**UNIT IV: 15 Hrs.**

Comparative Literature Translation  
*SELF-STUDY: Desiya Vinayagam Pillai – Light of Asia.*

**UNIT V :** **15 Hrs.**

Transcreation  
*SELF-STUDY: Practice in Translation*

**BOOKS FOR REFERENCE:**

1. **EUGENE A. NIDA & CHARLES R. PABER**, *Theory and Practice of Translation*, 1982.
2. **Dr. KANAGARAJ**, *Translatology*, Prem Publishers, Madurai, 2003.
3. **SUSAN BASSNETT & QUIRE M.C.**, *Translation Studies*, Methuen, New York, 1985.

**Part III Gr. C. Electives II – Career Skills**  
**DESIGNING A PROJECT**

**Instructional Hrs.:75**

**Sub. Code: 10LTUE5PV**

**Credits: 5**

**AIM** : To train the students for project writing.

**OBJECTIVE:** To enable learners to equip themselves with innovative techniques in sharpening their career skills.

<b>UNIT I :</b> Public speaking	15 Hrs.
<b>UNIT II :</b> Self assessment Writing Resume □	15 Hrs.
<b>UNIT III :</b> Interview tips	15 Hrs.
<b>UNIT IV :</b> Creative Expressions Creating an advertisement/copy editing Making posters Writing Captions/Slogans	15 Hrs
<b>UNIT V :</b> Finding a summer job Find Apply Resume □ Attend Interview	15 Hrs.

Note: 40 pages project to be submitted for external examination  
(Viva-voce 20 marks, Project Report 80 marks)

**REFERENCES:**

1. Research Methodology, MLA Style 7<sup>th</sup> edition
2. **Mohan, Krishna & et al.**, Speaking English Effectively, Macmillan Publishers.
3. **Prakash C. L. N.**, An advanced Course in Communication Skills & Media Awareness, Cambridge University Press, New Delhi.

# VI SEMESTER

## Part III Gr. A. CORE PAPER XIII– CAREER SKILLS COMMUNICATIVE SKILLS THROUGH LITERATURE – II

**Instructional Hrs.:**75

**Sub. Code:** 08LTUC613

**Max. Marks:** CIA-25; ESE-75

**Credits:** 4

**AIM:** To initiate the students to communicate on and with literature.

**OBJECTIVE :** To equip the students with **Skill Sets** – Discourse / Written / Creative.

**UNIT I :** Oral-Informative speech on an author **15 Hrs.**  
Written –Writing short notes on an author  
Class text: Shakespeare’s A Midsummer Night’s Dream.

*SELF- STUDY: Any author of your choice*  
(Short Notes)

**UNIT II:** Conduct an Interview-10mts. per pair **15 Hrs.**  
Interview an author about his/her work  
Prescribed Authors: Shakespeare, Milton, Shelley, Wordsworth,  
Browning, Tennyson, T.S.Eliot, Y.B.Yeats,  
Sri.Aurobindo, Sarojini Naidu, Nizzim Eziekiel,  
A. K. Ramanujam, Arundhati Roy.

*SELF- STUDY : Any author and work of your choice*  
(Internal Assessment)

**Unit III :** **15 Hrs.**  
Writing Skill- Reporting an Interview-Write a report on the interview  
conducted on the authors prescribed for your study  
(Essay questions)

*SELF-STUDY: Interview Techniques.*

**UNIT IV:** **15 Hrs.**  
Story Board Creation  
Create a Story Board for the scenes in A Midsummer Night’s Dream

*SELF-STUDY: Create a Story Board for any Play or Shortstory or Autobiography  
or Biography of your choice.*

**UNIT V:** **15 Hrs.**  
Creative Skill  
Present a Story Board Chart  
Write a scene by scene script for the stage presentation

*SELF-STUDY: Montage - Using pictures and photographs to create a scene of your own creation.*

**BOOKS FOR REFERENCE:**

**1. INTERNET SOURCES**

**2. KATHRYN SUE YOUNG & HOWARD PAUL TRAVIS,** *OralCommunication,*  
Waveland Press, Inc. 2004.

**3. PRAKASH C. L. N.,** *An Advanced Course in Communicatio0n Skills and  
MediaAwareness,* CambridgeUniversity Press India pvt. Ltd., 2009.

**Part III Gr. A. - CORE PAPER XIV - APPRECIATING  
LITERATURE IV - INDIAN CLASSICS IN TRANSLATION**

**Instructional Hrs.:75**

**Sub. Code: 13LTUC614**

**Max. Marks: CIA-25; ESE-75**

**Credits: 4**

**AIM:** To develop the skill to relate, compare and contrast different literatures.

**OBJECTIVE:** To introduce the students to Indian – specific elements and Indian value system, leading to value education.

**UNIT I: Narrative Structure**

**15 Hrs.**

The Ramayana\_ A shortened Modern Prose version of the Indian Epic  
by R. K. Narayan – Penguin Books.

*SELF-STUDY: Bhagavat Gita – Chapters 1&2*

**UNIT II:Indian Perspective**

**15 Hrs.**

The Ramayana

*SELF-STUDY: Bhagavat Gita – Chapters 3&4*

**UNIT III : Epic Features 15 Hrs.**

The Mahabharatha- – A shortened Modern Prose version of the Indian Epic  
by R. K. Narayan – The Viking Press.

*SELF-STUDY: The Epic Features of Milton's Paradise Lost*

**UNIT IV :IndianAesthetics**

**15 Hrs.**

M. S. Ramaswami - The Vision : More Modern Tamil Stories (Vol.1)

Jaya Mohan – River

Konangi - Even after Nakulan

Mowni - Mother

Prapanchan - The Smell of Fish

*SELF-STUDY: Thirukkural 1-5 Athikarams*

**UNIT V : Thematic Study**

**15 Hrs.**

R. K. Narayan - A Tiger for Malgudi

*SELF-STUDY: Thirukkural- 6 -10 Athikarams*

- English Translation by V.V.S. Aiyar.

Tapovanam Press, Tirupparaiturai.

**BOOKS FOR REFERENCE:**

1. **ISABEL GOMBLE MAC CAFFREY**, *Paradise Lost as myth*, 3<sup>rd</sup> Ed., Harward : Harward University Press. 1975.
2. **RAJAJI**, *Chakravarthi Thirumagan*, Vanathi Pathipagam, Chennai, 2010
3. **SIVAGNANAM M.P.**, *Bharathi patri MA.P.O.C Perurai*, Poongodi Pathipagam, Chennai, 1983

**Part III Gr. A.-CORE PAPER XV - ENJOYING LITERATURE IV  
WOMEN'S STUDIES**

**Instructional Hrs.:75**  
**Max. Marks: CIA-25; ESE-75**

**Sub. Code: 10LTUC615**  
**Credits: 4**

**AIM :** To sensitize learners of gender issues for building an egalitarian society.

**OBJECTIVE :**To create an awareness of feminist issues and to motivate them to empower themselves to face the future challenges.

**UNIT I : POETRY** **15 Hrs.**

Sylvia Plath : 1. Lady Lazarus  
Anne Sexton : 2. The Moss of his Skin  
Adreinne Rich : 3. Snapshots of a Daughter  
Kamala Das : 4. The Old Playhouse.

**SELF-STUDY:**

*Kamala Das : 5. My Grandmother's House*  
*Sarojini Naidu : 6. Indian Weavers*  
*7. Song of Radha : The Milk Maid*

**UNIT II : PROSE** **15 Hrs.**

Virginia Woolf : A Room of One's Own

**SELF-STUDY:**

*Elizabeth Cady Stanton : The Declaration of Women's Rights.*

**UNIT III : DRAMA** **15 Hrs.**

Lorraine Hansberry : A Raisin in the Sun.

**SELF-STUDY:**

*Susan Gaspell - Trifles*

**UNIT IV : FICTION** **15 Hrs.**

Ashapura Debi : Subarnalata

**SELF-STUDY:**

*Alice Walker : In Love and Trouble*

*Three short stories – a. Her Sweet Jerome*  
*b. Roselily*  
*c. Strong Horse Tea*

**UNIT V : CRITICISM** **15 Hrs.**

Elaine Showalter : Towards a Feminist Poetics.

**SELF-STUDY:**

*Juliet Mitchell – Femininity, Narrative and Psycho-analysis*

**BOOKS FOR REFERENCE:**

1. **Dr. KANITHA S.**, *An Anthology of English Verse by Women*, Madurai, 2009.
2. **RUTHVEN K.K.**, *Feminist Literary Theories*.CambridgeUniversity Press,Cambridge,1990.
3. *Modern Criticism and Theory – A Reader*, II Ed., Indian Rep., 2005.

**Part III Gr. A – Core Paper XVI-Career Skills**  
**ENGLISH FOR**  
**MASS COMMUNICATION & JOURNALISM**

**Instructional Hrs.:90**

**Sub. Code: 08LTUC616**

**Max. Marks: CIA-25; ESE-75**

**Credits: 5**

**AIM:** To teach students to write and to learn about the world through Journalism.

**OBJECTIVE:** To train the students for **Career Opportunities** in Mass Communication and Journalism

**UNIT I:** Introduction to Journalism & Mass Communication **18 Hrs.**  
Definition  
Elements of Mass Media  
Process

*SELF-STUDY: Mass Media and society.*

**UNIT II :**Reporting **18 Hrs.**  
Characteristics of Reporters  
News gathering for Print Media  
Sources of News

*SELF-STUDY: Radio & Television News Gathering*  
*Writing News Leads*

**UNIT III :**Editing News Report **18 Hrs.**  
Sub-editor  
Writing Headlines  
Editing News Report(Copy Editing)

*SELF-STUDY: Sentence Structure and Length*

**UNIT IV :** Page-Making **18 Hrs.**  
News Editor  
Page-Making

*SELF-STUDY: Title Page*

**UNIT V :** Press Regulations, **18 Hrs.**  
Press Regulations in India  
Ethics and Freedom of Press

*SELF-STUDY: Vernacular Press Act.*

### **Industrial Visit Compulsory**

#### **BOOKS FOR REFERENCE:**

1. **AHUJA B.N.,***Theory and Practice of Journalism*, Surjeet Publishers, New Delhi, 2007.
2. **KUMAR KEVAL J.,** *Mass Communication in India*, Jaico Publishing house, New Delhi, 2010.
3. **PARTHASARATHY B.,** *Basic Journalism*, Macmillan, Chennai,1981.



**Part III Gr. C – Elective III**  
**CAREER SKILLS - PHONETIC TRANSCRIPTION**

**Instructional Hrs.:90**

**Sub. Code: 08LTUE603**

**Max. Marks: CIA-25; ESE-75**

**Credits: 5**

**AIM:** To help the teacher and learners of English towards a better English Pronunciation.

**OBJECTIVE:** Empowering the students

- 1 to be able to speak English well.
- 2 to pronounce English better than they do now.
- 3 to tune their ears to native English.

**UNIT I:** **18 Hrs.**  
Production of Speech.

*SELF-STUDY: Process of Listening*  
*Body Language*

**UNIT II:** **18 Hrs.**  
Pronouncing Individual Sounds.

*SELF-STUDY: A Comparative study of sounds in L1 and L2.*

**UNIT III:** **18 Hrs.**  
Acquiring the Right Intonation.

*SELF-STUDY: Modes of Delivery*

**UNIT IV:** **18 Hrs.**  
Using Contracted forms

*SELF-STUDY: Organisation of Speech*  
*Speeches for Special occasions*

**UNIT V:** **18 Hrs.**  
Transcription

*SELF-STUDY: Transcribing literary passages.*

**BOOKS FOR REFERENCE:**

1. **BAKER A.,***Introducing English Pronunciation,* CambridgeUniversity Press, 1982.
2. **GIMSON A.C.,***An Introduction to the pronunciation of English,* Edward Arnold, 1870
3. **KRISHNA MOHAN & SINGH N.P.,***Speaking English Effectively,* Macmillan, 1995.