

T.Y.B.A. (English) (w.e.f. June 2010)

(i) Compulsory English

(a) Objectives

1. To develop the communicative skills of the students and thereby develop their proficiency in English language.
2. To develop competence among the students for self-learning.
3. To encourage and enable the students to read the various types of texts on their own and discuss them among peers.

(b) Course Content

Text : **Reflections III (CUP)**

[Term wise distribution of units will be communicated later]

(c) Suggestions for Teachers

The ultimate aim of all compulsory English courses is to make the learners more competent and confident users of language. This can be achieved by making the learner participate in the language learning activities and equipping them with the self-learning skills. The teachers should provide maximum opportunities for using language through classroom activities like discussions, role-playing and interactive sessions of different kinds. The main reading unit and the units dealing with language skills as well as grammar, vocabulary, etc are to be treated as one composite unit and every part of it needs to be dealt with carefully in the class-room and reflected in evaluation system. The tasks and exercises should be appropriate to the needs of students and their level of competence at this stage of learning. Teachers need to guide the students, monitor their activities, and provide feedback on student performance every now and then. The success of the teacher lies in making the students independent learners and confident users of language.

(d) Suggestions for Evaluation

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. The Year End Examination will be for 80 marks. The major thrust of the question papers will be practical, objective, and application oriented. In question papers for both the Term End and the Annual Examination 80% question shall be based on the exercises dealing with language skills given below the main reading units.

Question Paper Format

Term-End Examination

Q 1 Text-based comprehension questions (2 out of 3)	12
Q 2 Text-based comprehension questions (2 out of 3)	12
Q 3 Questions on writing activities (2 out of 3)	12
Q 4 Questions on vocabulary (6 out of 8)	12
Q 5 Questions on grammar and usage (6 out of 8)	12

Annual Examination

Q 1 Text-based comprehension questions (2 out of 3)	16
Q 2 Text-based comprehension questions (2 out of 3)	16
Q 3 Questions on writing activities (2 out of 3)	16
Q 4 Questions on vocabulary (8 out of 10)	16
Q 5 Questions on grammar and usage (8 out of 10)	16

(ii) English General Paper-III: Enriching Oral and Written Communication

(a) Objectives

1. To acquaint the students with the different modes of Communication in the context of modern life.
2. To make them effective and efficient users of English language.
3. To impress upon their minds the importance and value of Communication in personality development and career prospects.
4. To enhance their employment opportunities in communication based careers.

(b) Course Content

***Course Work for Term – I**

Orientation

What is Communication?
Formal and Informal Communication
Non-verbal Communication
Features of Effective Communication

Vocabulary

Splitting the Fine Senses of Words
Literal and Figurative Use of Words
Word Parallels and Alternatives
Lexical Sets
Using a Dictionary/ Activator/ Thesaurus
Language Games

Oral Communication

Word Stress and Sentence Stress
Intonation
Use of Politeness Markers
Making Presentations: Important Features
Making Presentations: Preparing, Planning and Performing

***Course Work for Term – II**

Using Audio-visual Aids (from handouts to computer Graphics)
Characteristic Features of an Effective Group Discussion
Facing Interviews
(Activities/tasks like role playing, group discussion, public speaking, extempore presentation and interviews to be conducted)

Written Communication

Writing Task : identifying the focus, generating ideas, outlining, etc.
Paragraph Structure and Linking Sub-points in a Paragraph
Cohesion and unity in a paragraph
Minding Punctuation and Proofreading
Summarising

Reviewing

Aspects of Creative Writing

(Activities/tasks to be conducted like paragraph writing, essay writing, writing a review of a literary text, writing a summary of a literary text, comprehension and analysis of a literary text, preparing an advertisement, making PowerPoint Presentations)

Technology-enabled Business Communication

Telephonic conversation and manners

E-mails and e-mail etiquettes

PowerPoint Presentation

(c) Suggestions for Teachers

The course is designed to acquaint the students with the basic aspects of communication and help them to become effective communicators by using different modes of communication. Teacher talk may be used for clarification of basic ideas. However, keeping in mind the essentially practical nature of the course, the teachers should engage the students through various tasks, activities, projects and assignments, and offer them guidance about carrying them out effectively. Student involvement can also be enhanced through activities like oral presentations, writing exercises, vocabulary building exercises, role playing, mock interviews, etc. The teacher should play the role of a facilitator, monitor the student activities and provide feedback wherever necessary. The interaction between and among the students needs to be encouraged for effective implementation of the course.

(d) Suggestions for Evaluation

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. **There will be an Oral Test for 20 marks.** It will be conducted by the concerned teacher/s before the Final Examination at the End of the Year. The Year End Examination will be for 60 marks. The major thrust of the question papers for both the Term End Examination and the Year End Examination will be practical, objective, and application oriented. The focus of the evaluation should be on testing the students' ability to independently construct and properly deliver utterances in different contexts.

(e) Reading List

1. Thorat A and Munira Lokhandwala (2009), Enriching Oral and Written Communication in English [Orient Blackswan]
2. Mohanraj J. and Mohanraj S. (2001), English Online [O.L.]
3. Seely (2006), Oxford Guide to English speaking and writing [OUP]
4. Dutt, P. Kiranmal, Geetha Rajeevan, CLN Prakash (2008), A Course in Communication Skills [Foundation Books]
5. Anderson, Keith, John Maclean, Tony Lynch (2007), Study Speaking [CUP]
6. Goodale, Malcolm (2008), Professional Presentations [CUP]
7. Morley, David (2007), The Cambridge Introduction to Creative Writing [CUP]
8. Dutt, P. Kiranmal and Geetha Rajeevan (2007), A Course in Listening and Speaking (Vol. I & II) [Foundation Books]

9. Sasikumar, V., P. Kiranmal Dutt and Geetha Rajeevan (2007), Basic Communication Skills [Foundation Books]
10. O'Connor, J. D. – Better English Pronunciation (Latest Edition with CD) (CUP)
11. Narayanswamy – Strengthen Your Writing
12. Thorat, Ashok, Sridhar Gokhale and Madhuri Gokhale (2008), Towards Better English (FCS)

Question Paper Format

Term-End Examination

Q.1 Short-answer question on Orientation'	(3 out of 5)	12
Q.2 Practical question on Vocabulary items 1 to 3	(3 out of 5)	12
Q.3 Practical question on Vocabulary items 4 to 6	(3 out of 5)	12
Q.4 Application-oriented question on Oral Communication item 1&2	(2 out of 3)	12
Q.5 Application-oriented question on Oral Communication item 3 to 5	(2 out of 3)	12

Annual-Examination

Q.1 (a) Short-answer questions on Orientation'	(3 out of 5)	06
(b) Practical questions on Oral Communication items covered in term I	(3 out of 5)	06
Q.2 (a) Practical questions on Vocabulary items	(3 out of 5)	06
(b) Practical questions on Vocabulary items	(3 out of 5)	06
Q.3 Application-oriented questions on Oral Communication items	Covered in term II (2 out of 3)	12
Q.4 Application-oriented questions on Written Communication	(2 out of 3)	12
Q.5 (a) Questions on written communication	(2 out of 3)	06
(b) Application-oriented questions on Technology-enabled Business Communication	(2 out of 3)	06



iii) English Special Paper-III: Introduction to the Study of English Language

(a) Objectives

1. To familiarise the students with the basics of English language
2. To make them aware of the phenomena of World Englishes
3. To sensitise them to English used in India
4. To make them aware of the significance of Context in language use

(b) Course Content

A) Introduction to Three Components of Language Study

- 1) **Morphology**
What is Morphology? Concepts of morpheme & allomorph, Types of morpheme, Word formation Processes: prefixation, suffixation, compounding, blending, clipping.
- 2) **Phonology**
Physiology of speech production, Consonants & Vowels in English, Accent in words & Connected Speech, Weak & Strong forms, Tone groups, Placement of Nucleus, Intonation patterns.
- 3) **Syntax**
'Section A – *Concepts*' from Part Three [Grammar in use] of *A Communicative Grammar of English* (1975, rpt. 1992) By Leech, Geoffrey and Jan Svartvik

B) Sociolinguistics

- 1) **Language Contact and Language Variation**
Nativization of English, Bilingualism, Multilingualism, Code-Switching, Code-mixing, Pidgins, Creoles, Dialects, Registers, Styles
- 2) **Language in Use**
Language & Language Use, Sentence and Utterance, Speech Acts, Deixis (Person, Place & Time), Observance & Violation of Conversational Principles, (CP & PP only)
- 3) **Major Varieties of English**
British English, American English, and Indian English: Major characteristics

*Course Work for Term – I

A) Introduction to Three Components of Language Study

- 1) **Morphology**
What is Morphology? Concepts of morpheme & allomorph, Types of morpheme, Word formation Processes.
- 2) **Phonology**
Physiology of speech production, Consonants & Vowels in English

B) Sociolinguistics

- 1) **Language contact & Language Variation**
Nativization of English, Bilingualism, Multilingualism, Code-Switching, Code-Mixing, Pidgins, Creoles
- 2) **Language in Use**

***Course Work for Term – II**

A) Introduction to Three Components of Language Study

2) Phonology

Weak & Strong forms, Accent in words & Connected Speech, Tone groups, Intonation patterns.

3) Syntax

Section A – ‘**Concepts**’ from Part Three [Grammar in use] of *A Communicative Grammar of English*, By- Leech, Geoffrey and Jan Svartvik (1975, rpt. 1992)

B) Sociolinguistics

1) Language Contact and Language Variation

Dialects, Registers, Styles

2) Language in Use

Deixis (Person, Place & Time)

Observance & Violation of Conversational Principles, (CP & PP only)

3) Major Varieties of English

British English, American English and Indian English: Major characteristics.

(c) Suggestions for Teachers

The basic concepts and terms will have to be made clear by offering precise definitions, concrete and familiar examples and by using devices of comparison and contrast. However, the teacher talk alone is not enough. Student participation should be ensured by giving them practical exercises related to the topics in the syllabus. Attempt should be made to link teaching of the topic with real life contexts and uses of language, and hence the examples given should be as authentic as possible. The teaching should aim at acquainting the learners with the core concepts in the study of language in general and English language in particular. Students should be able to cope with varied uses of language in various situations of life with the help of the insights gained through this course.

(d) Suggestions for Evaluation

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. The Year End Examination will be for 80 marks. As far as possible, the major thrust in question papers for both the Term End and the Annual Examination will be practical, objective, and application oriented.

(e) Reading List

1. Balasubramaniam, T. (1981, rpt 1995), *A Textbook of English Phonetics for Indian Students* (Macmillan)
2. Bansal, R. K. and J. B. Harrison (1972), *Spoken English for India*, New Delhi : Orient Longman
3. Cutting, Joan (2008), *Pragmatics and Discourse*, Routledge

4. Kachru, Braj B. (1986), *The Alchemy of English*, OUP
5. Kachru, Braj B. (1983), *The Indianisation of English*, OUP
6. Ford & Others (--), *Linguistics: An Introduction*, CUP
7. Leech, Geoffrey and Svartvik, Jan (1975, rpt. 1992), *A Communicative Grammar of English*, Longman
8. Hudson, R.A. (2003), *Sociolinguistics*, CUP
9. Jones, Daniel (5th Indian reprint 1992), *The Pronunciation of English*, Universal Book Stall, New Delhi
10. Krishnaswamy, Verma and Nagarajan (1992), *Modern Applied Linguistics*, (Macmillan)
11. Moody, H. L. B. (1970), *Varieties of English*, London: Longman
12. Nihalani, p., Tongue, R. K., and Hosali, P. (1979), *Indian and British English: A Handbook of Usage and Pronunciation*, OUP
13. O'Connor, J. D. (1980, rpt. 1992), *Better English Pronunciation (New Edition)*, Universal Book Stall, New Delhi
14. Quirk, et al (1985), *The Comprehensive Grammar of the English Language*, Longman
15. Richards, Pratt, Weber (ed.), *Longman Dictionary of Applied Linguistics*
16. Robins, R. H. (1996, 3rd edn.), *General Linguistics*, Longman
17. Sethi & Dhamija (1989), *A Course in Phonetics & Spoken English*, Prentice Hall of India
18. Strevens, Peter (1992), 'English as an International Language' in Braj B. Kachru, ed. (1992), *The Other Tongue*, OUP
19. Thorat Ashok (2008), *Discourse Analysis (FCS)*
20. Verma and Krishnaswamy (1989), *Modern Linguistics: An Introduction (OUP)*
21. Yule, George (1985), *The Study of Language: An Introduction (CUP)*
22. Yule, George (2000), *Pragmatics (OUP)*
23. Trudgil, Peter – *Sociolinguistics*

Question Paper Format

Term-End Examination

Q.1 Short-answer questions on Morphology	(4 out of 6)	12
Q.2 Short notes on Phonology	(2 out of 4)	12
Q.3 Short notes on Language Contact and Language Variation	(2 out of 4)	12
Q.4 Short notes on Language in Use	(2 out of 4)	12
Q.5 Practical questions on each of the following	(3 out of 4)	12
(a) Morphology		
(b) Phonology		
(c) Language Contact and Language Variation		
(d) Language in Use		

Annual Examination

Q.1	Short-answer questions on Morphology and Phonology (First Term topics)	
	(4 out of 6)	16
Q.2	Short notes on Sociolinguistics (First Term topics)	
	(4 out of 6)	16
Q.3	Short notes on Phonology and Syntax (Term II)	
	(4 out of 6)	16
Q.4	Short notes on Sociolinguistics (Term II topics)	
	(4 out of 6)	16
Q.5	(a) Short-answer questions on Major Varieties of English	
	(2 out of 3)	08
	(b) Practical questions one each on the following	
	(4 out of 5)	08
	(a) Morphology	
	(b) Phonology	
	(c) Syntax	
	(d) Language Contact and Language Variation	
	(e) Language in Use	

(iv) English Special Paper IV: Introduction to Literary Criticism and Critical Appreciation.

(a) Objectives

- 1) To introduce students to the rudiments of Literary Criticism.
- 2) To acquaint the students with the commonly used literary terms and concepts and to enable them to independently apply this knowledge while responding to literature.
- 3) To create among the students an awareness of language used in Literature.
- 4) To introduce students to devices employed in poetry and prose so as to enable them to appreciate literature better.
- 5) To train them to read literature closely and to help develop their critical insight.

(b) Course Content

***Course Work for Term – I**

(A) : Principles of literary Criticism

- i) What is Criticism? - Definition and principles.
- ii) Fine Arts and Useful Arts, Literature as Fine Art - definition and characteristics.
- iii) Theory of Imitation
- iv) Poetic Truth and Historic Truth.
- v) Qualifications of a good critic.

(B) : Critical Approaches to literature

Biographical, Sociological and Psychological approaches.

(C) : Contribution / theories of some selected critics

- i) Philip Sidney : Superiority of poetry over other Sciences/Disciplines (From *Apology for Poetry*)
- ii) Samuel Johnson: Defence of Shakespeare's intermingling of the tragic and the Comic in drama (From *Preface to Shakespeare*)
- iii) William Wordsworth: Definition of poetry; Language of Poetry & objects of poetry. (From *Preface to Lyrical Ballads*)
- iv) Matthew Arnold: Three kinds of estimates of poetry; the Touchstone method of evaluating poetry. (From *Study of Poetry*)
- v) T. S. Eliot : Concept of Tradition, historical sense. (From *Tradition and Individual Talent*)

***Course Work for Term – II**

(D) : Literary and Critical Concepts and Terms

1. Allusion
2. Ambiguity, Connotation and Denotation
3. Simile, Metaphor, Onomatopoeia, Symbol, Imagery; Conceit
4. Wit and Humour
5. Irony, Sarcasm, Satire, Paradox
6. Genre
7. Interior Monologue and Stream of Consciousness

8. Setting
9. Classicism, Romanticism, the Absurd, Modernism,
10. Allegory and Personification
11. Asides, Soliloquies
12. Comic Relief
13. Poetic Justice
14. Intentional Fallacy
15. Round and Flat Characters

(E) : Applied or Practical Criticism

Analysis of poems to be demonstrated in the class

(c) Suggestions for Teachers

The teaching of this paper may begin by exposition of the basic principles and aspects of literary criticism and then acquainting the students with important critical approaches to literature. Students also need to be acquainted with the contribution/theories of some important critics. These seminal ideas need to be expounded by the teacher in a lucid and learner friendly manner. The same approach needs to be adopted while explaining the critical concepts and terms as well. Teacher talk, contextualisation and illustration of ideas, question-answer sessions, discussions, etc will be useful in dealing with the content of this paper.

(d) Suggestions for Evaluation

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. The Year End Examination will be for 80 marks. As far as possible, the major thrust in question papers for both the Term End and the Annual Examination will be practical, objective, and application oriented.

(e) Reading List

1. Abrams, M. H. – A Glossary of Literary Terms (Seventh Edition)
2. Bertens, Hans – Literary Theory Basics
3. Brooks and Wimsatt - A Short History of Literary Criticism
4. Butcher, S.H. - Aristotle's Poetics
5. Chickera, Ernest – English Critical Texts
6. Eliot, T.S. - Tradition and the Individual Talent
7. Hamer, Enid - Metres of English Poetry (Chapter 1)
8. Hudson, W.H. -Introduction to the study of Literature
9. Humphrey House - Aristotle's Poetics
10. Lucas, F.L. - Tragedy
11. Martin, Gray – A Dictionary of Literary Terms (Pearson Education)
12. Monfries, Helen - Critical appreciation
13. Prasad, Brijeshwar - Introduction to Literary Criticism
14. Schreiber - Introduction to Literary Criticism
15. Scot, Wilbur - Five Approaches to literature
16. Scott -James - Making of Literature

17. Sethuraman - Practical Criticism
18. Thorat, Ashok and others (2001), A Spectrum of Literary Criticism (Frank Bros)
19. Worsfold, Basil - Judgement of Literature
20. *For* Philip Sidney, Samuel Johnson, William Wordsworth, Mathew Arnold
(Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge Signet Classics, Allen and Unwin, etc)

Question Paper Format

Term-End Examination

Q 1 Questions on Section (A) items 1 and 2	(3 out of 5)	12
Q 2 Questions on Section (A) items 3 to 5	(3 out of 5)	12
Q 3 Questions on Section (B)	(2 out of 3)	12
Q 4 Questions on Section (C) items 1 and 2	(2 out of 3)	12
Q 5 Questions on Section (C) items 3 to 5	(2 out of 3)	12

Annual Examination

Q 1 a) Questions on Section (A)	(2 out of 3)	08
b) Questions on Section (B)	(2 out of 3)	08
Q 2 Questions on Section (C)	(4 out of 6)	16
Q 3 Questions on Section (D) items Allusion to Genre	(4 out of 6)	16
Q 4 Questions on Section (D) items Interior Monologue onwards	(4 out of 6)	16
Q 5 Practical Criticism of a poem	(8 sub-questions out of 11)	16
