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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 1</td>
<td>Text-based comprehension questions (2 out of 3)</td>
<td>12</td>
</tr>
<tr>
<td>Q 2</td>
<td>Text-based comprehension questions (2 out of 3)</td>
<td>12</td>
</tr>
<tr>
<td>Q 3</td>
<td>Questions on writing activities (2 out of 3)</td>
<td>12</td>
</tr>
<tr>
<td>Q 4</td>
<td>Questions on vocabulary (6 out of 8)</td>
<td>12</td>
</tr>
<tr>
<td>Q 5</td>
<td>Questions on grammar and usage (6 out of 8)</td>
<td>12</td>
</tr>
</tbody>
</table>
**Annual Examination**

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

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(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]
7. Morley, David (2007), The Cambridge Introduction to Creative Writing [CUP]
11. Narayanswamy – Strengthen Your Writing

**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

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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 sensitize 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
   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

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
   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
Language & Language Use, Sentence and Utterance, Speech Acts

*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

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
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
6. Ford & Others (-- ), Linguistics: An Introduction, CUP
8. Hudson, R.A. (2003), Sociolinguistics, CUP
17. Sethi & Dhamija (1989), A Course in Phonetics & Spoken English, Prentice Hall of India
19. Thorat Ashok (2008), Discourse Analysis (FCS)
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

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(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  
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  
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
   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

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