

VIVEKANANDA COLLEGE

College with Potential for Excellence

Autonomous & Residential – A Gurukula Institute of Life-Training

Re-accredited with 'A' Grade (CGPA 3.59 out of 4.00) by NAAC

Affiliated to Madurai Kamaraj University

Tiruvedakam West, Madurai, Tamil Nadu – 625 234



DEPARTMENT OF ENGLISH

SYLLABUS

Choice Based Credit System

&

Outcome Based Education

(For the students of the Academic Year 2018-2019 onwards)

DEPARTMENT OF ENGLISH

Vision

The Department of English is entrusted with the commitment of imparting the basic aspects of English to the budding youths who aspire for higher education and with the task of moulding the agile adolescent as swift and synergy borne healthy citizens with sterling character.

Mission

The Department of English has initiated to tap the potentials of younger generation in learning English as the second language; has taken extraordinary interest in making the students acquire the communication skills, hone the soft skills and develop the art of creative thinking in English, and has planned to groom their personality in splendid rank.

Department of English

Programme Outcomes

- 1. Acquisition of the knowledge of English Grammar**
- 2. Application of the knowledge of Grammar for enhancement of speaking and writing skills**
- 3. Application of the LSRW skills in personal and professional spheres**
- 4. Creative use of the acquired language skill**
- 5. Effective English language learning and resultant job prospects**

Outcome Based Curriculum

(For those who join in June 2018 and after)

Part	Semester	Study Component	Subject Code	Title of The Paper	Hours/week	Credit	Formative	Summative	Total
II	I	E-1	P2LE11/ P2CE11	General English- I	6	3	25	75	100
	II	E-2	P2LE21/ P2CE21	General English- II	6	3	25	75	100
	III	E-3	P2LE31	English for Academic and Professional Excellence-I	6	3	25	75	100
	IV	E-4	P2LE41	English for Academic and Professional Excellence-II	6	3	25	75	100
				Total	24	12	100	200	400

Scheme of Examinations

Programme: B.A., B.Com., B.Com.(CA), & B.Sc.

(For the students of the Academic Year 2018-2019 onwards)

PART – II : English			SEMESTER– I
Course Title : General English- I			
Course Code: P2LE11/ P2CE11	Hours per week: 6	Credit: 3	
CIA Marks: 25	ESE Marks: 75	Total Marks: 100	

Scheme of Examinations

Programme: B.A., B.Com., B.Com.(CA), & B.Sc.

(For the students of the Academic Year 2018-2019 onwards)

PART – II : English			SEMESTER– II
Course Title : General English- II			
Course Code: P2LE21/ P2CE21	Hours per week: 6	Credit: 3	
CIA Marks: 25	ESE Marks: 75	Total Marks: 100	

Scheme of Examinations

Programme: B.A., & B.Sc.

(For the students of the Academic Year 2018-2019 onwards)

PART – II : English			SEMESTER– III
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Course Title: English for Academic and Professional Excellence-I		
Course Code: P2LE31/ P2CE31	Hours per week: 6	Credit: 3
CIA Marks: 25	ESE Marks: 75	Total Marks: 100

Scheme of Examinations

Programme: B.A., & B.Sc.

(For the students of the Academic Year 2018-2019 onwards)

PART – II : English		SEMESTER– IV
Course Title : English for Academic and Professional Excellence-II		
Course Code: P2LE41/ P2CE41	Hours per week: 6	Credit: 3
CIA Marks: 25	ESE Marks: 75	Total Marks: 100

Part -II English(CBCS-OBS) - SEMESTER I

(For those who join in June 2018 and after)

PART II – Paper I		
Subject Title : General English - I		
Subject Code:	Hours per week: 6	Credit: 3
Formative Marks: 25	Summative Marks: 75	Total Marks: 100

Total number of hours per semester: **75 Hrs**

PREAMBLE

To strength the basic English Grammar knowledge in order to utilize it for effective communication

COURSEOBJECTIVES

1. To acquire Basics of English Grammar for Communication
2. To form sentences with the help of Basic Grammar Knowledge
3. To familiarize with Tenses and their usages to form sentences
4. To understand Active & Passive Voices and Degrees of Comparison for effective communication
5. To frame different types of sentences and use it in communication

Course Outcomes

No.	Course Outcomes	Knowledge Level (Bloom's Taxonomy)
CO 1	Acquisition of Basics of English Grammar for Communication	K1
CO 2	Formation of Sentences with the help of Basis Grammar Knowledge	K3
CO 3	Familiarization of Tenses and their usages to form sentences	K3
CO 4	Understanding of Active & Passive Voices and Degrees of Comparison for effective communication	K2
CO 5	Ability to frame different types of sentences and use it in communication	K3

K1-knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	PO 1	PO 2	PO 3	PO 4	PO 5
CO1	S	L	L	M	S
CO2	S	S	M	S	S
CO3	S	S	M	M	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S-Strong M-Medium L-Low

UNIT 1: (15 Hours)

- Noun, Proper Noun, Common Noun, Collective Noun, Material Noun, and Abstract Noun.
- Pronoun, First Person, Second Person, Third Person, Pronouns, Reflexive Personal Pronouns.
- Adjectives
- Number (Singular and Plural)
- Gender (Masculine, Feminine, Common and Neuter)
- Verb (Weak and Strong), Present/Past/Past Participle of Strong Verbs, Main verbs, Auxiliary Verbs
- Adverb of Time/Place/Manner

UNIT 2: (15 Hours)

- Articles
- Preposition
- Interjection
- Formation of Noun from Verbs, Adverb Formation
- Sentence Formation
- Formation of Sentences using Auxiliary Verbs

UNIT 3: (15 Hours)

- Tense
- Affirmative/Negative/Interrogative/Exclamatory Sentences
- Positive/Negative Sentence Formation
- Yes or No type and Information Question

UNIT 4: (15 Hours)

- Infinitive
- Conjunction
- Modal Auxiliaries
- Passive Voice
- Positive, Comparative and Superlative Degrees

UNIT 5: (15 Hours)

- Direct to Indirect Speech
- Idioms and Phrases
- Simple, Compound and Complex Sentences
- Agreement of Verb with the Subject

Text Book:

In-house Text book prepared by Department of English in consultation with experts.

Reference Books:

1. Swan, Michael. Practical English Usage, 4th Edition.OUP, 2018.
2. Quirk, Randolph. A Comprehensive Grammar of the English Language, Pearson, 2017.
3. Murthy, JD. Contemporary English Grammar for Scholars and Students.16th Edition.Book Palace, NewDelhi, 2013.
4. Karal, Rajeevan. English Grammar Just for You. OUP,2016.
5. Joseph KV, English Grammar and Usage, McGraw Hill Education, 2nd Edition,2010.

Formative Question Pattern& Marks Distribution

50 Questions from Grammar Exercises. Each question carries one mark. **50x1=50 marks**

Unit I 10marks;*Unit II* 10 marks;*Unit III* 10 marks;*Unit IV* 10 marks;*Unit V* 10 marks

Summative Question Pattern & Marks Distribution

75 Questions from Grammar Exercises.Each question carries one mark. **75x1=75 marks**

Unit I 15marks;*Unit II* 15 marks;*Unit III* 15 marks;*Unit IV* 15 marks;*Unit V* 15 marks

Part -II English (CBCS-OBS) SEMESTER– II

(For those who join in June 2018 onwards)

PART II – Paper II		
Subject Title : General English-II		
Subject Code:	Hours per week: 6	Credit: 3
Formative Marks: 25	Summative Marks: 75	Total Marks: 100

Total number of hours per semester: 75 Hrs

PREAMBLE

To apply the basic English Grammar knowledge in personal and professional life

To learn different sentence structures in order to form different kinds of sentences and utilize it for effective communication

COURSE OBJECTIVES

1. To acquire the ability to communicate in English at personal and professional spheres of life
2. To frame statements and questions with *be* form verbs of past, present and future tenses
3. To use Modal verbs, Gerunds and to form statements and questions with helping verbs
4. To frame sentences with the help of different sentence structures
5. To form sentences with connecting words, prepositions and to report statements, questions and instructions

Course Outcomes

No.	Course Outcomes	Knowledge Level (Bloom's Taxonomy)
CO 1	Ability to communicate in English at personal and professional spheres of life	K3
CO 2	Knowledge on framing statements and questions with <i>be</i> form verbs of past, present and future tenses	K1
CO 3	Ability to use Modal verbs, Gerunds and to form statements and questions with helping verbs	K3
CO 4	Ability to frame sentences with the help of different sentence structures	K3
CO 5	Framing sentences with connecting words, prepositions and to report statements, questions and instructions	K3

K1-knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	PO 1	PO 2	PO 3	PO 4	PO 5
CO1	M	S	S	S	S
CO2	S	M	M	S	M
CO3	S	S	S	S	S
CO4	S	S	S	S	M
CO5	S	S	S	S	S

S-Strong M-Medium L-Low

Unit I(15 hours)

Self-Introduction

Getting to Know

Expressing one's Interest

Talking about Places

Talking about your profession/organization

Speaking about your business

Activities at home

Likes and Dislikes

Giving directions/instructions

Saying 'Thank you'

Apologising

Asking for advice/ giving advice

Talking about the present

Talking about the past

Talking about the future

Asking for opinion/giving opinion

Making a request/ asking permission

Giving Message

Telephonic Conversation

News and Views

Narrating

General Enquiries

Short responses

Skills and Talents

Job Interviews

Short Speeches

Farewell

Unit II (15 hours)

Understanding the sentence pattern: **I am, We are, You are, He is, She is, They are and Who is**

Understanding the Question Pattern: **Who + am/is/are+ you/he/she/they**

Words that name relationship-Friend, colleague, neighbour

Singular and Plural forms

Speech Generating Drill: Who're you? Who's he? Who's She? Who're they?

Understanding the Sentence Pattern: **He/She/They/I + am/is/are + article + name (of a profession)**

Names of profession: eg. Advocate, homemaker, etc.

Understanding the structures **How is, How are** and the replies to such questions under the structures **I am, We are, He is, She is** and **They are**.

Location Words

Understanding the question pattern **where is/are/ + a location word**

Understanding the sentence pattern **I/You/He/She/They/It + am/is/are + location word**

Time words

Understanding the question pattern: **When + is + naming word**

Understanding the sentence pattern: It + is + a time word

Understanding the sentence pattern: There is..., There are... and It is...
Difference between It is... and There is...

Present tense forms of 'be': am, is, are

Past tense forms of 'be': was, were

Future tense forms of 'be': will be

Sentence Patterns associated with 'be'

Yes/No Questions with the 'be' words

Formation of negative questions with 'Be'

Wh-question structures with the be forms

Unit III

(15 hours)

'Third person singular +s' rule

Sentence patterns using 'do not' and 'does not'

Question patterns using 'do' and 'does'

Giving instructions with the help of the present tense form of the action word

Asking questions about everyday activities using what, when, how, which, where, why, who and whom

Usage of 'have' and 'has'

Different meanings of 'have'

Usage of the past form of the action word

Usage of '*did not*'

Understanding how *questions* of the *past tense* are formed

Difference between *Yes/No questions* and the *Wh-questions*

Negative questions

Usage of '*will*'

Understanding how positive, negative and question sentences are made with '*will*'

Usage of *won't*

Difference between *don't*, *doesn't*, *didn't* and *won't*

The structure *am/is/are + -ing* words used in speaking about action going on now, planned future action and activities of temporary nature

The structure *was/were + -ing* action words

The structure *wh. words + was/were + ing* words

The connectives *when* and *while*

Difference between *am/is/are + ing* words and *was/were + ing* words

Unit IV

(15 hours)

Sentence pattern with '*will be + ing* word'

The structure employing '*going to*'

Question patterns with '*will be + ing* words'

Question patterns with '*going to*'

Difference between the future continuous for planned actions and the future continuous for a running action in the future

Sentence structure with *have/has + past participle* (ed/en action word) and its usage
Difference between *simple past* and *present perfect*

The structure employing *have not* and *has not*
Question patterns using *has/have + past participle*
Wh-questions with *has/have + past participle*
Difference between *did not* and *has not/ have not*
Usage of words such as yet, so far, never, since, for ages and ever

Sentence structure using *had+ past participle*
Difference between *did not* and *had not*

Sentence structure using *has been/have been + -ingverb*
Difference between the present continuous and the present perfect continuous

Usage of modals *can* and *could*
Difference between *can* and *could*
Difference between *I didn't* and *I couldn't*

Usage of *should, must* and *have to*
Usage of *had to, should be, must be* and *will have to*
Difference between *should* and *must*

Usage of *should not, must not, don't have to, doesn't have to* and *need not*
Difference between *need not* and *don't have to*

Usage of *shall I, can I, could I, should I, and may I*
Difference between *may* and *might*

Usage of *would, used to, supposed to* and *likely to*
Difference between *I used to* and *I am used to*

Unit V(15 Hours)

Usage of *to+ present tense action word* in a sentence
Sentence structure: *It is too + adjective + to + present tense action word*

Usage of *-ing* word as a naming word
Other usages of the *-ing* words
How prepositions are used with 'ing' words
Usage of *let* and *let us*
Usage of *let me, let him, let her, let them, and let it*
Exceptions of *let*
Difference between *shall we* and *let us*

Usage of connecting words such as *as if, because, till, unless, as, since*
Types of sentences
How sentences can be combined using connectives

Usage of prepositions such as *in, at, for, by, on*
Common errors involving prepositions
How the same prepositions can be used in various contexts

Sentence pattern using *get + adjectives*
Sentence pattern using *get + nouns*
Sentence pattern using phrasal verbs

Sentence pattern in which 'be' words are combined with the past participle

Situations that call for this pattern
How certain verbs cannot be used in the passive voice

Reported statements
Reporting questions
Types of Questions
Usage of *that*, *whether* and *if*
Where *if* or *whether* is not used
Change of tenses when a reporting occurs

Reporting instructions
Reporting someone's ideas or opinions
Difference between *said* and *told*
Difference between *asked me to* and *told me to*

Text Book:
In-house text book would be prepared by the department in consultation with the experts.

Reference Books:

1. Swan, Michael. Practical English Usage, 4th Edition. OUP, 2018.
2. Quirk, Randolph. A Comprehensive Grammar of the English Language, Pearson, 2017.
3. Murthy, JD. Contemporary English Grammar for Scholars and Students. 16th Edition. Book Palace, New Delhi, 2013.
4. Karal, Rajeevan. English Grammar Just for You. OUP, 2016.
5. Joseph KV, English Grammar and Usage, McGraw Hill Education, 2nd Edition, 2010.

Formative Question Pattern:

Duration: 2 Hours

Max.Marks: 50 marks

Unit I Descriptive (2 out of 3 questions) 2x5 marks=10 marks

Unit II One mark Question 10x1=10 marks

Unit III One mark Question 10x1=10 marks

Unit IV One mark Question 10x1=10 marks

Unit V One mark Question 10x1=10 marks

Summative Question Pattern:

Duration: 3 Hours

Max. Marks: 75 marks

Unit I Descriptive Type (3 out of 5) 3x5=15 marks

Unit II One mark Question 15x1=15 marks

Unit III One mark Question 15x1=15 marks

Unit IV One mark Question 15x1=15 marks

Unit V One mark Question 15x1=15 marks

Teaching Methodology for General English

1. Teacher Centered – Direct Instruction, Flipped Classroom, Kinesthetic Learning
2. Student Centered- Inquiry Based Learning, Game Based Learning, Artificial Expeditionary Learning

UG Programme, Part -II English (CBCS-OBE) - SEMESTER III

(For those students who joined in the academic year 2018-2019 onwards)

PART II		
Course Title : English for Academic and Professional Excellence-I		
Course Code: P2LE31	Hours per week: 6	Credit: 3
Sessional Marks: 25	Summative Marks: 75	Total Marks: 100

Preamble:

The students are expected to inculcate English socio-linguistic competence and moral values through world literature in English for communication skills.

Course Outcome (CO):

On the successful completion of the course, the students will be able to:

State One	Course Outcome	Knowledge Level (according to Bloom's Taxonomy)		
		K1	K2	K3
CO1	Appraise various authors' socio-linguistic interests through prose discourses	K1	K2	K3
CO2	Develop comprehension skills through poetry	K1	K2	K3
CO3	Critique the discourses, characters and their psychological behaviour found in a English novel	K1	K2	K3
CO4	Demonstrate acquired grammar skill in listening, speaking, reading and writing	K1	K2	K3
CO5	Design and Repeat creative writing through composition exercises	K1	K2	K3

K1- Remembering

K2 – Understanding

K3 – Applying

	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	S
CO2	S	S	S	S	M
CO3	M	S	S	S	S
CO4	S	S	S	M	S
CO5	S	S	M	S	S
Strong Level		Medium Level		Low Level	

SYLLABUS

Unit-1 Prose

1. *The Indian National Education* - Swami Chidbhavananda

Educating the Adult (*Chapter I*)

2. *Women not the Weaker Sex* (gender) – Mahatma Gandhi
3. *Travel by Train* – John Boynton Priestley

Unit-2 Poetry

1. *The Toys* – Coventry Patmore
2. *The Soul's Prayer* – Sarojini Naidu
3. *Where the mind is Without Fear* - Rabindranath Tagore

Unit-3 Novel

Oliver Twist - Charles Dickens [*Abridged*]

(*For the three Sessional Exam*)

Unit-4 Grammar

1. Concord and Question Tag

2. Spotting Errors

(For the three Sessional Exam)

Unit-5 Composition

1. Covering Letter and Résumé Preparation -1 (UK)
2. Interview skills
3. Dialogue Writing

Course Texts:

1. Swami Chidbhavananda. *The Indian National Education*. Tirupparaithurai: Sri Ramakrishna Tapovanam, 2017.
2. Dr.P.C.James Daniel, ed. *Gateway to English: An Anthology of Prose*. Chennai: Harrows Publications, 2018.
3. *Poetry*. Chennai: Main Spring Publishers, (or)
< <https://www.poetryfoundation.org/poems/44845/the-toys-56d22417d5e2e>>
< <https://www.poemhunter.com/poem/the-soul-s-prayer/>>
<<https://www.poetryfoundation.org/poems/45668/gitanjali-35>>
4. Charles Dickens, *Oliver Twist*. London: Wordsworth Classic, 1992.
5. Abhijit Acharijee, and Rakesh Ramamoorthy, ed. *Frontiers of Communication: An Anthology of Short Stories and Prose*. Chennai: Cambridge University Press, 2018.
6. KV Joseph and Ae Augustine. *Trinity Grammar a Handbook*. New Delhi: Trinity Press... (or)

G.Radhakrishna Pillai. *Emerald English Grammar and Composition*. Emerald Publisher. (or)

Owen Hargie, David Dickson, and Dennis Tourish. *Communication Skills for Effective Management*. New York: Palgrave Macmillan, 2004.
7. Hari Mohan Prasad, and Uma Rani Sinha. *Objective English for Competitive Examinations*. New Delhi: McGraw Hill Education, 2016. (Prescribed chapters will be given.)

References:

1. Swami Chidbhavananda. *Vedanta Society*. <<https://sfvedanta.org/authors/swami-chidbhavananda/>>
2. Dr.A.Shanmugakani, ed. *Prose for Communication: An Anthology of Prose*. Madurai: Manimekala Publishing House, 2008.
3. Charles Dickens, *Oliver Twist (the Parish Boy's Progress)*. London: Richard Bentley, 1839.
4. K.V.Joseph. *A Textbook of English Grammar and Usage*. New Delhi: TATA McGraw Hill Education Private Limited, 2012.
5. A. J. Thomson, and A. V. Martinet. *A Practical English Grammar*. New Delhi: OUP, 1986.
6. Books by Dickens, Charles (sorted by popularity). <<http://www.gutenberg.org/ebooks/author/37>>
7. Mary Ellen Guffey, and Richard Almonte. *Essentials of Business Communication*. Toronto: Nelson Education, 2007.
8. Edgar Thorpe, and Showick Thorpe. *Objective English for Competitive Examinations*. New Delhi: Pearson India Education, 2017.

PEDAGOGY: Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session.

Note: (Additional online sources, presentation, and test will be given by the respective teachers in the English Language Lab. [Either 8.45 am to 9.30 am or 5.00 pm to 5.45 pm]).

TEACHING AIDS: Course Texts, Reference books, Writing Board, and Online Sources.

Course Content and Teaching or Lecture Schedule				
SYLLABUS				
Unit-1	Prose	No. of Class Hours (90)	Content delivery method	Teaching Aids
	1. <i>The Indian National Education</i> - Swami Chidbhananda Educating the Adult (Chapter I) 2. <i>Women not the Weaker Sex</i> (gender) – Mahatma Gandhi 3. <i>Travel by Train</i> – John Boynton Priestley	3×6=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-2	Poetry			
	1. <i>The Toys</i> – Coventry Patmore 2. <i>The Soul's Prayer</i> – Sarojini Naidu 3. <i>Where the mind is Without Fear</i> - Rabindranath Tagore	3×6=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-3	Novel			

	<i>Oliver Twist</i> - Charles Dickens [Abridged] (for the three Sessional Exam)	1×18=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-4	Grammar			
	1. Concord and Question Tag 2. Spotting Errors (For the three Sessional Exam)	2×9=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-5	Composition			
	1. Covering Letter and Résumé Preparation -1 (UK) 2. Interview skills 3. Dialogue Writing	3×6=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources

UG Programme, Part -II English (CBCS-OBE) - SEMESTER IV

(For those students who joined in the academic year 2018-2019 onwards)

PART II		
Course Title : English for Academic and Professional Excellence-II		
Course Code: P2LE41	Hours per week: 6	Credit: 3
Sessional Marks: 25	Summative Marks: 75	Total Marks: 100

Preamble:

The students are expected to inculcate English socio-linguistic competence and moral values through world literature in English for communication skills.

Course Outcome (CO):

On the successful completion of the course, the students will be able to:

State One	Course Outcome	Knowledge Level (according to Bloom's Taxonomy)		
CO1	Examine authors' motivations on life-training through various discourses	K1	K2	K3
CO2	Demonstrate the power of rhetoric skills through dramatic interactions	K1	K2	K3
CO3	Identify and demonstrate language skill and proficiency through objective English for competitive examinations/methods	K1	K2	K3
CO4	Author effective discourses for Public Speaking through acquired grammar skills	K1	K2	K3
CO5	Weigh current global issues through soft skills trained lessons and create writing through composition tools	K1	K2	K3

K1- Remembering

K2 – Understanding

K3 – Applying

	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	S	S	M	S
CO3	S	S	M	S	S
CO4	S	M	S	S	S
CO5	M	S	S	S	S
Strong Level		Medium Level		Low Level	

SYLLABUS

Unit-1 Prose

The Indian National Education by Swami Chidbhavananda

1. The Teacher
2. The Student
3. University Education on the Gurukula Pattern

Unit-2 Drama

1. William Shakespeare's *The Merchant of Venice*
(Act-IV, Scene-I: Court scene)
2. Shakespeare's *Julius Caesar*
(Act-III, Scene-II: Mark Antony and Brutus Speech)
3. Shakespeare's *Twelfth Night*
(Act-V, Scene-I: Before Olivia's House)

Unit-3 English for Competitive Examinations

1. Synonyms and Antonyms
2. One word Substitution & Analogy
3. Foreign Words and Phrases in English

Unit-4 Art of Public Speaking Skills

1. Master of Ceremony/Anchoring Skills
2. Welcome Address, Introducing a Speaker,
3. Presidential Address, Keynote or Chief Guest's Address and Vote of Thanks

Unit-5 Soft-Skills for Capacity Building

1. Interpersonal skills (*Greetings* and Leave-taking Etiquette etc.)

2. Group Discussion for Placement
3. Covering Letter and Résumé Preparation -2 (USA)

Course Texts:

1. Swami Chidbhavananda. *The Indian National Education*. Tirupparaithurai: Sri Ramakrishna Tapovanam, 2017.
2. Richard Proudfoot, et al. *The Arden Shakespeare Complete Works*. London: Bloomsbury, 2016. (Prescribed Acts will be given.)
3. Bikram K. Das. *Functional Grammar & Spoken & Written Communication in English*. New Delhi: *Orient BlackSwan*, (or) Mary Ellen Guffey, and Richard Almonte. *Essentials of Business Communication*. Toronto: Nelson Education, 2007.
4. Dale Carnegie. *The Art of Public Speaking*. Massachusetts: Wyatt North Publishing, 2013.
5. Hari Mohan Prasad, and Uma Rani Sinha. *Objective English for Competitive Examinations*. New Delhi: McGraw Hill Education, 2016. (Prescribed chapters will be given.)

References:

1. Swami Chidbhavananda. *Vedanta Society*. <<https://sfvedanta.org/authors/swami-chidbhavananda/>>
2. Edgar Thorpe, and Showick Thorpe. *Objective English for Competitive Examinations*. New Delhi: Pearson India Education, 2017.
3. W M. Cullen Bryant, ed. *The Complete Works of Shakespeare*. New York: The Amies Publishing Company, 1888.
4. William James Craig, ed. *The Complete Works of William Shakespeare (The Oxford Shakespeare)*. London: Oxford University Press, 1914.
5. Stephen E Lucal. *The Art of Public Speaking*. New York: McGraw-Hill Education, 2015.
6. K.V.Joseph. *A Textbook of English Grammar and Usage*. New Delhi: TATA McGraw Hill Education Private Limited, 2012.

PEDAGOGY: Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session.

Note: (Additional online sources, presentation, and test will be given by the respective teachers in the English Language Lab. [Either 8.45 am to 9.30 am or 5.00 pm to 5.45 pm]).

TEACHING AIDS: Course Texts, Reference books, Writing Board, and Online Sources.

Course Content and Teaching or Lecture Schedule				
SYLLABUS				
Unit-1	Prose	No. of Class Hours	Content delivery method	Teaching Aids

		(90)		
	<i>The Indian National Education</i> by Swami Chidbhavananda 1. The Teacher 2. The Student 3. University Education on the Gurukula Pattern	3×6=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-2	Drama			
	1. William Shakespeare's <i>The Merchant of Venice</i> (Act-IV, Scene-I: Court scene) 2. Shakespeare's <i>Julius Caesar</i> (Act-III, Scene-II: Mark Antony and Brutus Speech) 3. Shakespeare's <i>Twelfth Night</i> (Act-V, Scene-I: Before Olivia's House)	3×6=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-3	English for Competitive Exams			
	1. Synonyms and Antonyms 2. One word Substitution & Analogy 3. Foreign Words and Phrases in English	3×6=18	Chalk and Talk with interactive session and PPT	Course Texts, Writing Board, and Online sources
Unit-4	Art of Public Speaking			
	1. Master of Ceremony/Anchoring Skills 2. Welcome Address, Introducing a Speaker, 3. Presidential Address, Keynote or Chief Guest's Address and Vote of Thanks	3×6=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-5	Soft-Skills for Capacity Building			
	1. Interpersonal skills (<i>Greetings</i> and Leave-taking Etiquette etc.)	3×6=18	Teacher made aids and Mechanical	Course Texts, Writing Board, and Online

	2. Group Discussion for Placement 3. Covering Letter and Résumé Preparation -2 (USA)		(ITC) Aids, Chalk and Talk with interactive session	sources
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Blueprint/Question Paper Pattern Part-II English, Choice Based Credit System (CBCS-OBE)						
Time: 3 Hours	Summative Exam (End Semester)	Max. Marks: 75		Time: 2 Hours	(3) Sessional Exams (CIA)	Max. Marks: 50 (scaled down to 25 marks)
Section-A Answer ALL the Questions (MCQ):		10×1=10			Section-A Answer ALL the Questions (MCQ):	10×1=10
Section-B Answer any FIVE Questions:		(7) 5×2=10			Section-B Answer any FIVE Questions:	(7) 5×2=10
Section-C Answer ALL the Questions (either...or):		(10)5×5=25			Section-C Answer any THREE Questions:	(5) 3×6=18
Section-D Answer any THREE Questions:		(5) 3×10=30			Section-D Answer any ONE Question:	(2) 1×12=12