



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI 620 024

B.A English Syllabus under CBCS

(Applicable to the candidates admitted from the academic year 2016 -2017 onwards)

Sem	Part	Course	Ins. Hrs	Credit	Exam Hours	Marks		Total	
						Int.	Ext.		
I	I	Language Course – I (LC) – Tamil*/Other Languages + #	6	3	3	25	75	100	
	II	English Language Course - I (ELC) Prose for Effective Communication	6	3	3	25	75	100	
	III	Core Course – I (CC) Prose	Core Course – II (CC) Short Stories	6	5	3	25	75	100
			Allied Course – I (AC) Social History of England	4	3	3	25	75	100
			IV	Value Education	2	2	3	25	75
		Total	30	21				600	
	II	I	Language Course – II (LC) - Tamil*/Other Languages + #	6	3	3	25	75	100
II		English Language Course – II (ELC) Poetry for Effective Communication	6	3	3	25	75	100	
III		Core Course – III(CC) Poetry I	Core Course – IV (CC) Fiction	6	5	3	25	75	100
			Allied Course – II (AC) Literary Forms	4	3	3	25	75	100
			IV	Environmental Studies	2	2	3	25	75
		Total	30	21				600	
III		I	Language Course – III (LC) Tamil*/Other Languages + #	6	3	3	25	75	100
	II	English Language Course - III (ELC) Drama for Effective Communication	6	3	3	25	75	100	
	III	Core Course – V (CC) Poetry II	Core Course – VI (CC) One-Act Plays	6	5	3	25	75	100
			Allied Course – III(AC) History of English Literature I	4	3	3	25	75	100
			IV	Non Major Elective I – for those who studied Tamil under Part I a) Basic Tamil for other language students b) Special Tamil for those who studied Tamil up to 10th +2 but opt for other languages in degree programme c) Presentation Skills	2	2	3	25	75
		Total	30	21				600	

IV	I	Language Course –IV (LC) Tamil*/Other Languages +#	6	3	3	25	75	100
	II	English Language Course – IV (ELC) Short Stories for Effective Communication	6	3	3	25	75	100
	III	Core Course – VII (CC) – Drama	5	5	3	25	75	100
		Core Course - VIII (CC)- Introduction to Language and Linguistics	5	5	3	25	75	100
		Allied Course – IV (AC) History of English Literature II	4	3	3	25	75	100
	IV	Non Major Elective II – for those who studied Tamil under Part I a) Basic Tamil for other language students b) Special Tamil for those who studied Tamil upto 10 th +2 but opt for other languages in degree programme c) Functional Skills	2	2	3	25	75	100
	V	Skill-based Elective I	2	2	3	25	75	100
		Total	30	23				700
V	III	Core Course – IX (CC) Shakespeare	5	5	3	25	75	100
		Core Course – X (CC) Principles of Literary Criticism	5	5	3	25	75	100
		Core Course – XI (CC) American Literature	5	5	3	25	75	100
		Core Course – XII (CC) Indian Culture and Literature	5	5	3	25	75	100
		Major-based Elective – I Translation : Theory and Practice	4	3	3	25	75	100
	IV	Skill-based Elective – II	2	2	3	25	75	100
	IV	Skill-based Elective – III	2	2	3	25	75	100
	IV	Soft Skills Development	2	2	3	25	75	100
		Total	30	29				800
VI	III	Core Course – XIII (CC) Indian Writing in English	6	5	3	25	75	100
		Core Course – XIV (CC) Commonwealth Literature	6	5	3	25	75	100
		Core Course – XV (CC) English Language Teaching	6	5	3	25	75	100
		Major-based Elective II Journalism	5	4	3	25	75	100
		Major-based Elective III English for Competitive Examinations	6	4	3	25	75	100
	V	Extension Activities		1	-	-	-	-
	V	Gender Studies	1	1	3	25	75	100
		Total	30	25				600
	Grand Total	180	140	-	-	-	3900	

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

* for those who studied Tamil up to 10 +2 (Regular Stream)

+ Syllabus for other Languages should be on par with Tamil at degree level

those who studied Tamil up to 10 +2 but opt for other languages at degree level under Part I should study special Tamil under Part IV

** Extension Activities shall be outside instruction hours

Non Major Elective I & II – for those who studied Tamil under Part I

- a) Basic Tamil I & II for other language students
- b) Special Tamil I & II for those who studied Tamil up to 10th or +2 but opt for other languages in degree programmes

Note:

1. Theory: Internal - 25 marks External - 75 marks

2. Separate passing minimum is prescribed for Internal and External

- a) The passing minimum for CIA shall be 40% of 25 marks (i.e. 10 marks)
- b) The passing minimum for University Examinations shall be 40% of 75 marks (i.e. 30 marks)

CORE COURSE I PROSE

Objectives:

- To introduce learners to the evolution of English prose from the Elizabethans to the 20th century
- To expose learners to various styles of prose writers
- To train learners to imitate and improve their style of writing

Unit – I

- Francis Bacon : “Of Studies”
- John Milton : “Books”

Unit – II

- Joseph Addison : “Periodical Essays”
- Richard Steele : “The Spectator Club”

Unit – III

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

Unit – IV

- R. L Stevenson : “An Apology for Idlers”
- Robert Lynd : “The Pleasures of Ignorance”

Unit – V

- A.G. Gardiner : “On the Rule of the Road”
- E.V. Lucas : “On Finding Things”

Textbook:

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

CORE COURSE II SHORT STORIES

Objectives:

- To expose learners to short story writing over the centuries
- To provide learners an insight into different cultures
- To help learners appreciate different themes, strategies and techniques employed by the writers

Unit – I (British)

- Saki : “Alice and the Liberal Party”
- Somerset Maugham : “The Verger”

Unit – II (Indian)

- Rabindranath Tagore : “The Postmaster”
- Lakshmi Kannan : “Muniyakka”

Unit – III (Russian)

- Anton Chekhov : “The Bet”
- Leo Tolstoy : “The Candle”

Unit – IV (American)

- Nathaniel Hawthorne : “The Snow-Image”
- Edgar Allan Poe : “The Purloined Letter”

Unit – V (New Zealand & African)

- Katherine Mansfield : “An Ideal Family”
- Chinua Achebe : “The Sacrificial Eggs”

Books for Reference:

Joseph A., and Balasubramanian M, eds. *Memorable Tales*. Trichy: PoGo Publishing House, 2013. (This collection has 7 out of 10 short stories)

Kannan, Lakshmi. *India Gate and Other Stories*. New Delhi: Disha Books, 1993.

**ALLIED COURSE I
SOCIAL HISTORY OF ENGLAND**

Objectives:

To help learners understand the social and literary history of England from the Middle Ages to the 20th century

To make learners aware of the relation between socio-political and socio-religious events and literary works

Unit – I

Medieval and Tudor England – Renaissance, Reformation

Unit – II

The Civil War and the Restoration England

Unit – III

The Age of Queen Anne

Unit – IV

The Victorian Age

Unit – V

Twentieth Century

Book for Reference:

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

CORE COURSE III
POETRY I

Objectives:

- To introduce learners to the changing trends in English poetry from the Age of Renaissance to Johnson
- To help learners analyse and appreciate poetry critically

Unit – I

Edmund Spenser : *Amoretti* LXXV – “One Day I Wrote Her Name”
William Shakespeare : Sonnet 18

Unit– II

John Donne : “Go and Catch the Falling Star”
Andrew Marvel : “A Dialogue between the Soul and Body”

Unit – III

John Milton : “Lycidas”

Unit– IV

John Dryden : “A Song of St. Cecilia’s Day”
Alexander Pope : “Ode on Solitude”

Unit – V

Oliver Goldsmith : “The Village Preacher”
William Blake : “The Lamp”

CORE COURSE IV

FICTION

Objectives:

To make learners understand different forms of novel from the Age of Tennyson to the 20th century

To enable learners to identify diverse fictional themes and techniques

To help learners improve their creative and imaginative faculties through the novels of major British writers

Unit – I

Charles Dickens

: *David Copperfield*

Unit– II

R.L. Stevenson

: *Treasure Island*

Unit– III

Joseph Conrad

: *Heart of Darkness*

Unit – IV

Virginia Woolf

: *To the Light House*

Unit – V

Aldous Huxley

: *Brave New World*

ALLIED COURSE II

LITERARY FORMS

Objectives:

To initiate learners into the study of various literary forms

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

Unit– I: Poetry

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

Unit– II: Poetry

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

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

Unit – III: Drama

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

Unit– IV: Non-Fiction

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

Unit – V: Fiction

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

Books for Reference:

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

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

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

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

CORE COURSE V

POETRY II

Objectives:

To enable learners to comprehend the salient features of various types of poetry from the Romantics up to T.S. Eliot

To make learners sharpen their poetic sensibility and stylistic skills

Unit – I

William Wordsworth

: “The Solitary Reaper”

S. T Coleridge

: “Dejection: An Ode”

Unit – II

John Keats

: “Ode to Nightingale”

P. B Shelley

: “Ozymandias”

Unit – III

Robert Browning

: “Andrea del Sarto”

Alfred Tennyson

: “Break, Break, Break”

Unit – IV

W. B. Yeats

: “Sailing to Byzantium”

Philip Larkin

: “Ambulances”

Unit – V

T. S. Eliot

: “Marina”

Ted Hughes

: “Hawk Roosting”

CORE COURSE VI

ONE-ACT PLAYS

Objectives:

- To help learners understand the salient features of one-act plays
- To make learners comprehend and appreciate various cultures and varieties of presentation in the representative texts
- To expose learners to the sociological and psychological dimensions of characterization

Unit – I (British)

J. M. Synge : “Riders to the Sea”

Unit – II (Russian)

Anton Chekov : “The Swan Song”

Unit– III (American)

Tennessee Williams : “Lord Byron’s Love Letter”

Unit – IV (Indian)

Asif Currimbhoy : “The Refugee”

Unit – V (African)

Eisa Kironde : “The Trick”

Books for Reference:

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

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

AIILED COURSE III

HISTORY OF ENGLISH LITERATURE I

Objectives:

To help learners aware of the literary history of the texts from the Age of Chaucer to Dryden

To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

Unit- I

Chapters II & III : The Age of Chaucer

Unit- II

Chapters IV & V : Development of Drama

Unit – III

Chapters VI, VII & VIII : The Age of Shakespeare

Unit – IV

Chapters IX & X : The Age of Milton

Unit – V

Chapters XI & XII : The Age of Dryden

Textbook:

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

NON MAJOR ELECTIVE I

PRESENTATION SKILLS

Prescribed Book: Presentation Skills for the Upwardly Mobile by ROZ Townsend, Emerald Publishers, Chennai

Internal: 25 marks

10 marks for Reading Skills

10 marks for Speaking

5 marks for Presentation

CORE COURSE VII

DRAMA

Objectives:

To introduce learners to the emergence of English Drama from the Elizabethans to the 20th century

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

Unit – I

Christopher Marlowe : *Dr. Faustus*

Unit – II

Ben Jonson : *The Alchemist*

Unit – III

Oliver Goldsmith : *She Stoops to Conquer*

Unit– IV

G. B Shaw : *Pygmalion*

Unit – V

Samuel Beckett : *Waiting for Godot*

CORE COURSE VIII

INTRODUCTION TO LANGUAGE AND LINGUISTICS

Objectives:

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

Unit – I

The Origins and the Development of Language

Unit – II

The Organs of Speech – Classification of Speech Sounds

Unit – III

Phonology – Morphology

Unit – IV

Syntax – Semantics

Unit – V

Language, Society and Culture

Textbook:

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

Book for Reference:

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

AILED COURSE IV
HISTORY OF ENGLISH LITERATURE II

Objectives:

- To expose learners to the historical background of the literary texts from the Age of Pope to the Present Age
- To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

Unit – I

Chapters XIII & XIV : The Age of Pope

Unit – II

Chapters XV to XVII : The Age of Johnson

Unit – III

Chapters XVIII to XXI : The Age of Wordsworth

Unit – IV

Chapters XXII to XXIV : The Age of Tennyson

Unit – V

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

Textbook:

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

NON MAJOR ELECTIVE II

FUNCTIONAL SKILLS

Prescribed books:

1. Functional Grammar, Spoken and Written Communication in English by Bikram K.Das
2. Functional English by Dr.B.Shyamala Rao

CORE COURSE IX

SHAKESPEARE

Objectives:

- To introduce learners to the dramatic and theatrical conventions of Shakespeare
- To make learners understand the characterization, dramatic and poetic techniques in Shakespearean plays
- To enhance learners' appreciation and enjoyment of select plays of Shakespeare

Unit – I

A Midsummer Night's Dream

Unit – II

Julius Ceasar

Unit– III

King Lear

Unit – IV

Twelfth Night

Unit – V

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

CORE COURSE X
PRINCIPLES OF LITERARY CRITICISM

Objectives:

- To acquaint learners with the knowledge of history of literary criticism, its various trends and schools
- To help learners apply literary theory to texts in order to enrich their understanding and appreciation of literature
- To make learners understand Wilbur Scott's five approaches to literature

Unit – I

Literary Theory – Literary History – Literary Criticism

Unit – II

Classical Criticism:

Plato – Aristotle – Horace – Quintilian – Longinus

Unit – III

Orientation of Critical Theories:

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

Unit – IV

Five Approaches:

Moralistic Approach

Psychological Approach

Unit – V

Archetypal Approach

Sociological Approach

Formalistic Approach

Textbook:

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

CORE COURSE XI

AMERICAN LITERATURE

Objectives:

To introduce learners to important aspects in various genres of American literature
To help learners get acquainted with the richness of American literature through representative works of poets, essayists and novelists

Unit – I: Poetry

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

Unit – II: Poetry

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

Unit – III: Prose

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

Unit– IV: Drama

Arthur Miller : *Death of a Salesman*

Unit– V: Fiction

Nathaniel Hawthorne : *The Scarlet Letter*

CORE COURSE XII

INDIAN CULTURE AND LITERATURE

Objectives:

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

Unit – I: Poetry

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

Unit – II: Poetry

- Dr.T. N. Ramachandran : “Tiruyirattaimanimaalai” (Selection from Translation on *Kaaraikkaal Ammaiyaar*)
Prof.K. G. Seshadri : “Fear We Not” (Selection from Translation on *Bharathi*)

Unit – III: Prose

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

Unit – IV: Drama

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

Unit – V: Fiction

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

Reference:

Ramachandran, T. N., trans. *The Hymns of Kaaraikkaal Ammaiyaar*. Dharmapuram:

International Institute of Savia Siddhanta Research, 1993.

<http://tpkailasam.blogspot.in/2008/07/burden.html>

http://www.gutenberg.org/files/36984/36984-h/36984-h.htm#THE_JUDGMENT_OF_INDRA

Major Based Elective I

TRANSLATION: THEORY AND PRACTICE

Objectives:

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

Unit – I

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

Unit – II

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

Unit – III

Problems of Literary Translation – Structures – Translating Poetry – Translating Prose – Translating Dramatic Texts

Unit– IV

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

Unit – V

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

Books for Reference:

Bassnett, Susan. *Translation Studies*. London: Methuen, 1980.

Catford, J C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. London: Oxford UP, 1965.

Savory, Theodore H. *The Art of Translation*. Boston: The Writer, 1968.

CORE COURSE XIII
INDIAN WRITING IN ENGLISH

Objectives:

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

Unit– I: Poetry

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

Unit– II: Poetry

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

Unit – III: Prose

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

Unit– IV: Drama

Girish Karnad : *Nagamandala*

Unit– V: Fiction

Mulk Raj Anand : *Coolie*

CORE COURSE XIV
COMMONWEALTH LITERATURE

Objectives:

To introduce learners to the literatures of a few commonwealth countries
To enable learners to understand and appreciate various cultures, traditions and mores

Unit – I: Poetry

Sir Charles G.D Roberts

: “The Solitary Woodsman”

Razia Khan

: “My Daughter’s Boyfriend”

Unit – II: Poetry

Allen Curnow

: “House and Land”

E.J Pratt

: “The Dying Eagle”

Unit – III: Prose

Margaret Atwood

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

Unit – IV: Drama

Wole Soyinka

: *The Road*

Unit – V: Fiction

Chinua Achebe

: *Things Fall Apart*

Book for Reference:

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

CORE COURSE XV
ENGLISH LANGUAGE TEACHING

Objectives:

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

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

Unit – I

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

Unit – II

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

Unit– III

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

Unit – IV

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

Unit – V

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

Books for Reference:

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

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

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

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

Major-Based Elective II

JOURNALISM

Objectives:

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

Unit – I

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

Unit–II

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

Unit– III

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

Unit – IV

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

Unit – V

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

Books for Reference:

Mehta, D.S. *Mass Communication and Journalism in India*. Bombay: Allied, 1979.

Shrivastava, K. M. *News Reporting and Editing*. New Delhi: Sterling Publishers, 2003.

Major-Based Elective III

ENGLISH FOR COMPETITIVE EXAMINATIONS

Objectives:

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

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

Unit – I

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

Unit – II

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

Unit – III

Error Correction

Unit – IV

Letter Writing – Formal and Informal – Note-making

Unit – V

Expansion of Proverbs – Writing Essays

Textbook:

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

Books for Reference:

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

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

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