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<td>1. Chaucer and the Elizabethan Age</td>
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<td>2. The Jacobean and the Restoration Ages</td>
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<td>5. Elective: Elements of English Grammar</td>
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<td>6. Soft Skills</td>
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<td>ENGC 403</td>
<td>3. Phonetics and the History of the English Language</td>
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<td>ENGC 404(1)</td>
<td>4. Women’s Writings OR Eco Studies in Literature</td>
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<td>ENGE 405</td>
<td>5. Elective: English for Competitive Examinations</td>
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Note: An Elective Course has to be chosen by a student as per his / her choice. Elective Courses offered by various Departments for the Two Year PG Programmes from Semester I to Semester IV are enclosed.
**Objective:**
To enable the students to get acquainted with Chaucer and the characteristics of British Literature written during the Elizabethan Age

**Unit I**

Geoffrey Chaucer  
“The Prologue to the Canterbury Tales”

Sir Thomas Wyatt  
“Forget Not Yet the TyrdeEntent”

Earl of Surrey  
“When Raging Love with Extreme Paine”

**Unit II**

Edmund Spenser  
“Epithalamion”

Sir Walter Raleigh  
“The Shepherd’s Description of Love”

Sir Philip Sidney  
“Philomela”

**Unit III**

Sir Philip Sidney  
*An Apologie for Poetrie*

Francis Bacon  
“Of Truth”

  “Of Death”

  “Of Revenge”

  “Of Simulation and Dissimulation”

  “Of Marriage and Single Life”

**Unit IV**

Christopher Marlowe  
*Dr. Faustus*

John Webster  
*The White Devil*

**Unit V**

Thomas Middleton  
*The Changeling*

Ben Jonson  
*Every Man in His Humour*
II. ENGC 102 The Jacobean and the Restoration Ages 5 75 100

Objective:

To enable the students to have an idea of the spirit of the Jacobean and the Restoration ages and make them appreciate the religious political, literary, and social problems as reflected in the literature of these periods

Unit I

John Milton
John Dryden

Paradise Lost - Book IX
“Mac Flecknoe”

Unit II

John Donne
Andrew Marvell
George Herbet

“A Valediction Forbidding Mourning”
“To His Coy Mistress”
“The Pulley”

“Anniversary”
“The Collar”

Unit III

John Dryden
Jonathan Swift

Preface to the Fables
The Battle of the Books

Unit IV

Daniel Defoe
Samuel Richardson

Robinson Crusoe
Pamela

Unit V

Oliver Goldsmith
R. B. Sheridan

She Stoops to Conquer
School for Scandal
### Objective:
To enhance the learners’ ability to appreciate literary works through a study of literary terms
To sharpen the learners’ critical and creative acumen

### Unit I
Allegory, Allusion, Essay, Epigram, Euphuism, Fable, Parable, Biography, Autobiography, Travelogue, Cliché, Didactic literature, Humanism, Palindrome, Paradox, Pastoral, Periods of English Literature, Periods of American Literature, Renaissance, Folklore

### Unit II

### Unit III
Act and Scene, Anticlimax or Bathos, Comedy, Tragedy, Romance, Farce, Heroic drama, Melodrama, Burlesque, Parody, Masque, Pantomime and Dumbshow Character and Characterization, Catharsis, Catastrophe, Chorus, Aside, Soliloquy, Expressionism, Three Unities, Humor and Comic, Stock character, Comic Relief, Satire, Irony, Pun, Wit, Epic Theatre

### Unit IV
Plot, Setting, Point of view, Motif and Theme, Stream of Consciousness, Science Fiction and Fantasy, Short Story, Graphic Narrative, Bildungsroman, Gothic Novel, Epistolary Novel, Proletarian Novel, Historical Novel, Regional Novel

### Unit V
Dissociation of sensibility, Myth, Archetype, Touchstone, Objective Correlative, Practical Criticism, Mimetic Criticism, Pragmatic Criticism, Expressive Criticism, Objective Criticism, New Criticism, New Historicism, Feminist Criticism, Marxist Criticism, Psychoanalytic Criticism, Post Structuralism, Deconstruction, Reader Response Criticism, Modernism, Post Modernism, Eco Criticism, Gyno Criticism, Women’s studies, Postcolonial Studies

### Text Book:

### Reference Books:

### Objective:

To enable the students to acquire the skills of writing in English for literary and specific purposes

### Unit I

1. Organizing the Theme
2. Introduction and Conclusion

### Unit II

1. The Paragraph
2. Logic

### Unit III

1. Dead Word
2. Inflated Diction
3. Weak Word
4. Cliche

### Unit IV

1. Sentence Structure: Sentence Fragment, Run–together Sentence, and Comma Splice
2. Sentence Structure: Faulty Pronoun Reference
3. Sentence Structure: Faulty Parallelism
4. Correct Usage
5. Agreement

### Unit V

Punctuation and Mechanics

**Text Book:**

**Reference Book:**
Objective:
To train the students for a profession in journalism or advertising by teaching them the principles of journalism and advertising

Unit I
Introduction to Journalism

The Functions and Departments of a Newspaper
1. Information, Instruction, Entertainment  2. Advertisement Department  

Unit II
The Editorial Department at Work
1. Role of the Editor  2. The News Editor  3. Editorial Writer or Leader Writer  4. Sub Editor Reporting  
1. The Role of a Reporter in a Newspaper  2. Duties of a Reporter

Unit III
The Art of Writing a Newspaper Story
Main types of leads

Unit IV
Feature and Feature Writing
1. Role of Features  2. Characteristics  3. Feature and News Story  
4. Feature and Article
The Art of Interviewing

Unit V
Proof Reading

Text Book:

Reference Book:
**Objective:**

This course aims at improving the students’ mastery over the fundamentals of English grammar and sentence structure

**Unit I**

Sentence, Clause, and Phrase

**Unit II**

Noun and Pronoun

**Unit III**

Verb

**Unit IV**

Adverb and Adjective

**Unit V**

Preposition, Conjunction, and Interjection

**TextBook:**


**Reference Book**

**Objective:**

To enable the learners to get acquainted with the unique characteristics of the literature of the Pre-Romantic and the Romantic Ages

<table>
<thead>
<tr>
<th>Unit I</th>
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<tbody>
<tr>
<td>Thomas Gray</td>
<td>“Elegy Written in a Country Churchyard”</td>
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<tr>
<td>Williams Collins</td>
<td>“Ode to Evening”</td>
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<td>William Blake</td>
<td>“Ode to Simplicity”</td>
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<td>“The Tiger”</td>
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<td>“The Lamb”</td>
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<tr>
<th>Unit II</th>
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<tbody>
<tr>
<td>Wordsworth</td>
<td>“Ode on the Intimations of Immortality”</td>
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<tr>
<td>S. T. Coleridge</td>
<td>“Christabel”</td>
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<tr>
<td>John Keats</td>
<td>“Ode to a Nightingale”</td>
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<tr>
<td>P. B. Shelley</td>
<td>“Ode to the West Wind”</td>
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<tr>
<td>Lord Byron</td>
<td>“On this day I complete my thirty sixth year”</td>
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<tr>
<th>Unit III</th>
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<tr>
<td>Wordsworth</td>
<td>“Preface to the Lyrical Ballads”</td>
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<td>S.T. Coleridge</td>
<td><em>Biographia Literaria</em> - Chapters IV, XIV, XVIII</td>
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<td>P.B. Shelley</td>
<td><em>Prometheus Unbound</em></td>
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<th>Unit V</th>
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<td>Jane Austen</td>
<td><em>Pride and Prejudice</em></td>
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<tr>
<td>Walter Scott</td>
<td><em>Kenilworth</em></td>
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</table>
Objective:

To enable the students to get acquainted with the characteristics of the literature of the Victorian Age

Unit I

Alfred Tennyson  “The Lotos Eaters”
“Ulysses”
Robert Browning  “My Last Duchess”
“The Last Ride Together”
Mathew Arnold  “Memorial Verses”
“Dover Beach”

Unit II

D.G. Rossetti  “The Blessed Damozel”
Francis Thompson  “The Hound of Heaven”
G.M. Hopkins  “The Wreck of the Deutschland”

Unit III

Matthew Arnold  “The Study of Poetry”
Thomas Carlyle  “The Hero as Poet: Dante; Shakespeare”

Unit IV

Oscar Wilde  Importance of Being Earnest
G.B. Shaw  Saint Joan

Unit V

Charles Dickens  A Tale of Two Cities
Thomas Hardy  Tess of the D’urbervilles
Objective:

To enable the students to have an understanding of the historical movements and the cultural traits of the contemporary Indian English Literature

Unit I

Kamala Das  “Old Play House”
“An Introduction”

R. Parthasarathy  “Under Another Sky”
“A River Once”

Nissim Ezekiel  “Enterprise”
“Poet, Lover, Bird Watcher”

A.K. Ramanujan  “A River”
“The Lost of the Princes”

Unit II

Jayanta Mahapatra  “Thoughts of the Future”
“The Bride”

Keki N. Daruwalla  “Hawk”
“Easy and Difficult Animals”

Dom Moraes  “Sailing to England”
“At Seven O’clock”

Gieve Patel  “On Killing a Tree”
“Commerce”

Unit III

Sri Aurobindo  The Renaissance in India
R. K. Narayan  My Dateless Diary: An American Journey

Unit IV

Girish Karnad  Hayavadana
Mahesh Dattani  Final Solutions

Unit V

Chetan Bhagat  Five Point Someone
Aravind Adiga  The White Tiger
Objective:

The course aims at introducing the students to the concepts, approaches, problems, and techniques of comparative literature

**Unit I**
Comparative Literature - Different Definitions
National, General, and World Literature
Comparative Literature in India

**Unit II**
Thematology

**Unit III**
The Study of Genres: Theory of Genres; Major Genres in World Literature

**Unit IV**
Influence Study: Analogy; Parallelism;
Conditions Facilitating Influences across Languages

**Unit V**
Reception Study: Reception of One Literature / Movement / Author / Work in another Literature
Study of Translation: Theories of Translation; Adaptation; Abridgement
Literal vs. Literary Rendering
Literature and other Arts: Music, Architecture, Theatre; Dance;
Literature and other Disciplines: Psychology, Biography, History, Philosophy, and Sociology

**Text Book:**


**Reference Book:**

Objective:

To enable the students to appreciate the importance of translation in a multilingual country like India, and familiarize them with the theories of translation and the current practices

Unit I

Translation: An art and science – Translation and Transliteration

Unit II

Types of Translation – Literal and Free, Total and Restricted

Unit III

Meaning – Linguistic meaning, Denotative meaning, Connotative meaning
Correspondence and Equivalences, Formal Correspondence, Dynamic Equivalence, Linguistic, Textual, and Cultural Equivalences

Unit IV

Transference and Transcription

Unit V

Problems of Translation: Linguistic and Cultural Distance
Translation of Literary, Religious, and Scientific Texts

Text Book:


Reference Book:

Objective:
The course aims at enabling the students to learn and master the art of Spoken English by training them through different modules which involve practical knowledge in speech delivery.

Unit I
Production of Speech
Process of Listening

Unit II
Characteristics of Voice
Body Language
Organization of Speech

Unit III
Preparing Steps
Modes of Delivery
Speeches for Special Occasions

Unit IV
Practice Material I
  a. Pronouncing Individual Sounds
  b. Acquiring High Intonation
  c. Using Contracted Forms

Unit V
Practice Material II
  a. Developing Conversational Ability
  b. Making a Public Speech
  c. Oral Reading of Poetry

Textbook:

Reference Book:
Objective:
To enable the students to understand the problems of twentieth century as they are presented through the appropriate form and idiom of twentieth century British literature

Unit I

W.B. Yeats
“Sailing to Byzantium”
“The Second Coming”
T.S. Eliot
“The Love Song of J. Alfred Prufrock”
W.H. Auden
“In Memory of W.B. Yeats”
Dylan Thomas
“Fern Hill”
A. E. Housman
“Poem in October”
Edward Thomas
“Loveliest of Trees”
Siegfried Sassoon
“The Cherry Trees”
“Glory of Women”

Unit II

Wilfred Owen
“Strange Meeting”
“Sensibility”
Stephen Spender
“The Prisoners”
Philip Larkin
“Church Going”
Ted Hughes
“Relic”
Thomas Gunn
“Thrushes”
Cecil Day Lewis
“On the Move”
Seamus Heaney
“The Poet”
“Digging”

Unit III

T.S. Eliot
“Tradition and the Individual Talent”
Cleanthe Brooks
“Irony as a Principle of Structure”

Unit IV

John Osborne
Look Back in Anger
Samuel Beckett
Waiting for Godot

Unit V

Virginia Woolf
Mrs. Dalloway
James Joyce
Ulysses
Objective:

To introduce the students to the literature of America, to familiarize them with the important literary movements, and to give them a firsthand knowledge of the outstanding works and authors in American Literature

Unit I

Emerson
Poe
Whitman
Emily Dickinson
Robert Frost
Ezra Pound

“Each and All” “Brahma”
“Israfel”
“When Lilacs Last in the Dooryard Bloom’d”
“A narrow fellow in the grass”
“Because I could not stop for death”
“Mending Wall”
“HighselvynMauberley”

Unit II

E.E. Cummings
Sylvia Plath
Elizabeth Bishop
Randall Jarrell
Richard Wilbur
Allen Ginsberg

“The Cambridge Ladies”
“Ariel”
“The Fish”
“The Player Piano”
“Ceremony”
“A Super Market in California”

Unit III

Emerson
Thoreau
Ihab Hassan

“Nature”
“Where I Lived and What I Lived For”
“Towards a Concept of Postmodernism”

Unit IV

O’Neill
Suzan Lori Parks

The Hairy Ape
Venus

Unit V

Scott Fitzgerald
Bharathi Mukherjee

The Great Gatsby
Wife
Objective:
To introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems

Unit I
A.D. Hope
Katherine Mansfield
Allen Curnow
Judith Wright
Dennis Brutus
Gabriel Okara
Chinua Achebe
John Pepper Clark
Wole Soyinka

“Australia”
“The Man with the Wooden Leg”
“Time”
“The Harp and the King”
“A Common Hate Enriched Our Love and Us”
“The Mystic Drum”
“Refugee Mother and Child”
“The Casualties”
“Dedication”

Unit II
P. K. Page
A. M. Llein
AJM Smith
FR Scott
E. Mc G. Keane
Derek Walcott
Mervyn Morris
Edwin Thumboo
Kishwar Naheed

“Adolescence”
“Indian Reservation: Caughnawage”
“Like an Old Proud King in a Parable”
“The Laurentian Shield”
“The Age of Chains”
“Ruins of a Great House”
“Literary Evening, Jamaica”
“The Exile”
“I am not that Woman”

Unit III
Chinua Achebe
Ananda Coomarasamy

“The Novelist as Teacher”
“The Dance of Shiva”

Unit IV
Ian Fraser
Sharon Pollock

Bring Me Gandhi
Blood Relations

Unit V
J. M. Coetzee
Margaret Atwood

Age of Iron
The Blind Assassin
Objective:
To introduce the students to theories of language and language learning, and their implications in teaching and learning; to introduce them to prevailing methods and to familiarize them with principles of course designing and testing and evaluation.

Unit I
1. English in India – Past, Present and Future
2. The Nature of Human Language
3. Linguistics, Psychology and English Teaching
4. Methods

Unit II
1. Approach, Method, and Technique
2. Essentials of English Speech
3. Teaching Spoken English: Some Techniques
4. Essential Word – Grammar for Teachers

Unit III
1. Teaching of Vocabulary
2. Essentials of English Grammar
3. The Teaching of Grammar
4. Reading and Teaching of Reading

Unit IV
1. Writing and Teaching of Writing and Composition
2. Teaching Prose
3. Teaching Poetry
4. Instructional Aids

Unit V
1. Study Skills and Reference Skills
2. Tests and Testing
3. Common Errors and Remedial English
4. Planning and Lesson Planning

Text Book:

Reference Books:
**Objective:**

To familiarize the students with modern linguistic theories for a more creative and competent use of language

**Unit I**

Language

**Unit II**

Modern Linguistics: A Historical Survey

**Unit III**

Fundamentals of Grammar
Morphology
Word Formation

**Unit IV**

Basic Sentence Patterns
Structuralist View of Grammar and I C Analysis
Transformational Generative Grammar

**Unit V**

Semantics and Theories of Semantics
Semantics, Pragmatics, and Discourse
Principles of Lexicography

**Text Book:**


**Reference Book:**

Objective:
To introduce the students to the basics of mechanics and techniques of technical communication

Unit I
Defining Technical Writing
Audience Language and Style, Organization

Unit II
Writing Elements
Technical Definitions
Technical Descriptions
Summaries
Graphics
Instructions
Comparison and Contrast

Unit III
Forms of Technical Communication
Technical Reports
Forms, Memos, E-mail
Business Letters
Presentations
The Job Search: Resumes and Letters

Unit IV

Unit V
Mechanics of Writings – Capital Letters – Abbreviations and Acronyms – End Punctuation – Commas – Colon and Semicolons – Parenthesis, Dashes, Brackets, Ellipses, Slashes, and Hyphens – Apostrophe – Quotations

Text Book:

Reference Book:
Objective:
To train students in soft skills in order to enable them to be professionally competent

Unit 1: Soft Skills and Personality Development
Listening: Types of Listening, Effective Listening and Barriers to Listening – Assertive Communication.

Unit 2: Communication Skills
Non-verbal Communication: Body Language and Proxemics.

Unit 3: Interpersonal Skills
Interpersonal Skills: Relationship Development and Maintenance and Transactional Analysis.

Unit 4: Employability Skills
Goal Setting – Career Planning – Corporate Skills – Group Discussion – Interview Skills – Types of Interview - Email Writing – Job Application – Cover Letter - Resume Preparation.

Unit 5: Professional Skills

References:
Objective:
To enable the students to appreciate the genius of Shakespeare which has made him a classic of eternal value; to enable them to know the historical and present day value of Shakespeare, the poet-dramatist

Unit I

Twelfth Night
The Merchant of Venice

Unit II

Hamlet
Macbeth

Unit III

Antony and Cleopatra
Measure for Measure

Unit IV

Henry IV – Part I
The Winter’s Tale

Unit V

Sonnets from Peacock – Vol. II – 12, 33, 53, 54, 65, 73, 90, 94, 107, 116, 144

General Topics on Shakespeare’s stage, theatre, audience, fools and clowns, woman characters, and Shakespearean criticism, songs and music.

Reference Books:

Objective:
To introduce the learners to various literary theories that will enable them to interpret and evaluate literary works.

Unit I
Modernism and Post-Modernism

Unit II
Structuralism and Poststructuralism

Unit III
Gender Based Theories

Unit IV
New Historicism and Cultural Materialism

Unit V
Reader Oriented Theories

Text Book:

Reference Book:
**Objective:**

To enable the students to have an idea of the growth of English as the world language, as a great borrower, an assimilator, and a propagator, and also to train them in the sounds of the language

**Unit I**
1. The Organs of Speech
2. The Description and Classification of the Sounds of English
3. Phonemic Transcription

**Unit II**
1. The Phoneme
2. The Syllable
3. Word Accent

**Unit III**
1. Place of English in the Indo-European Family of Languages
2. Characteristics of Old English
3. Characteristics of Middle English

**Unit IV**
1. Word Borrowing (Scandinavian, French, Latin and Greek)
2. Makers of English (Shakespeare, Milton, Bible Translators)
3. History of English Spelling and Spelling Reforms
4. Changes in Meaning of Words

**Unit V**
1. Dictionaries and the Growth of Vocabulary
2. Evolution of Standard English
3. Growth of American English
4. English as a Universal Language

**Text Books:**

**Reference Books:**
**Objective:**

To enable the students to get acquainted with gender issues, to reorientate them in literature studies from feminist perspectives, and to introduce them to feminist literary theory so as to understand feminist literary texts.

**Unit I**

1. Feminism and Feminist literary Criticism: Definitions
2. Historical overview and major themes in Feminist criticism.

(From *A Handbook of Critical Approaches to Literature* (editor) Wilfred L. Guerin et al. pages 196-215)

**Unit II**

Virginia Woolf  
Elaine Showalter  
John Goode  
Kate Millet  
Nina Baym  

From *A Room of One’s Own (Chaps. 2 & 3)*

“Toward a Feminist Poetics”  
“Sue Bridehead and the New Woman”  
*Theory of Sexual Politics (Chap - II)*  
“Mad Woman and Her Language”  
(from *Feminisms: An Anthology of Literary Theory and Criticism* eds. R. Warhol and Diane Price Herndl pp. 279-291)

**Unit III**

Kamala Das  
Sylvia Plath  
Gwendolyn Brooks  
Anne Sexton  

“The Old Play House”  
“The Sunshine Cat”  
“Mirror”  
“Daddy”  
“The Ballad of Pearl May Lee”  
“A Lovely Love”  
“The Queen of the Blues”  
“The Double Image”  
“The Sickness Unto death”

**Unit IV**

Caryl Churchill  
Lorraine Hansberry  

*Top Girls*  
*A Raisin in the Sun*

**Unit V**

Shashi Deshpande  
Arundathi Roy  

*The Dark Holds No Terrors*  
*The God of Small Things*
**Objective:**

To enable the students to get acquainted with ecological issues, and to introduce them to eco literary theory so as to understand ecoliterature

**Unit I**

- William Shakespeare “Sweet are the uses of Adversity” from *As You Like It*
- William Cowper “God Made the Country”
- William Wordsworth “Michael”
- W. H. Davies “Leisure”

**Unit II**

- Toru Dutt “Our Casuarina Tree”
- Robert Frost “Birches”
- Wole Soyinka “Dedication”
- A.D. Hope “Death of a Bird”
- Gieve Pate “On Killing a Tree”

**Unit III**

- Thoreau “Higher Laws” From *Walden*
- Wangari Mathai Nobel Lecture
- Charles C. Mann “State of the Species”

**Unit IV**

- Tagore *Mukta Dhara*
- Wole Soyinka *The Lion and the Jewel*

**Unit V**

- Arthur Herzog *Heat*
- Margaret Atwood *The Year of the Flood*

**Reference Books**


Objective:

To prepare the students to face various competitive examinations with conviction

Unit I

Comprehension Passages
Cloze Test
Spotting Errors

Unit II

Sentence Improvement
Sentence Arrangement
Sentence Completion
Sentence Fillers

Unit III

Vocabulary
Synonyms and Antonyms

Unit IV

Verbal Analogy
Word Substitution

Unit V

Idioms and Phrasal Verbs
Miscellaneous Vocabulary

Text book:


Reference Book: